

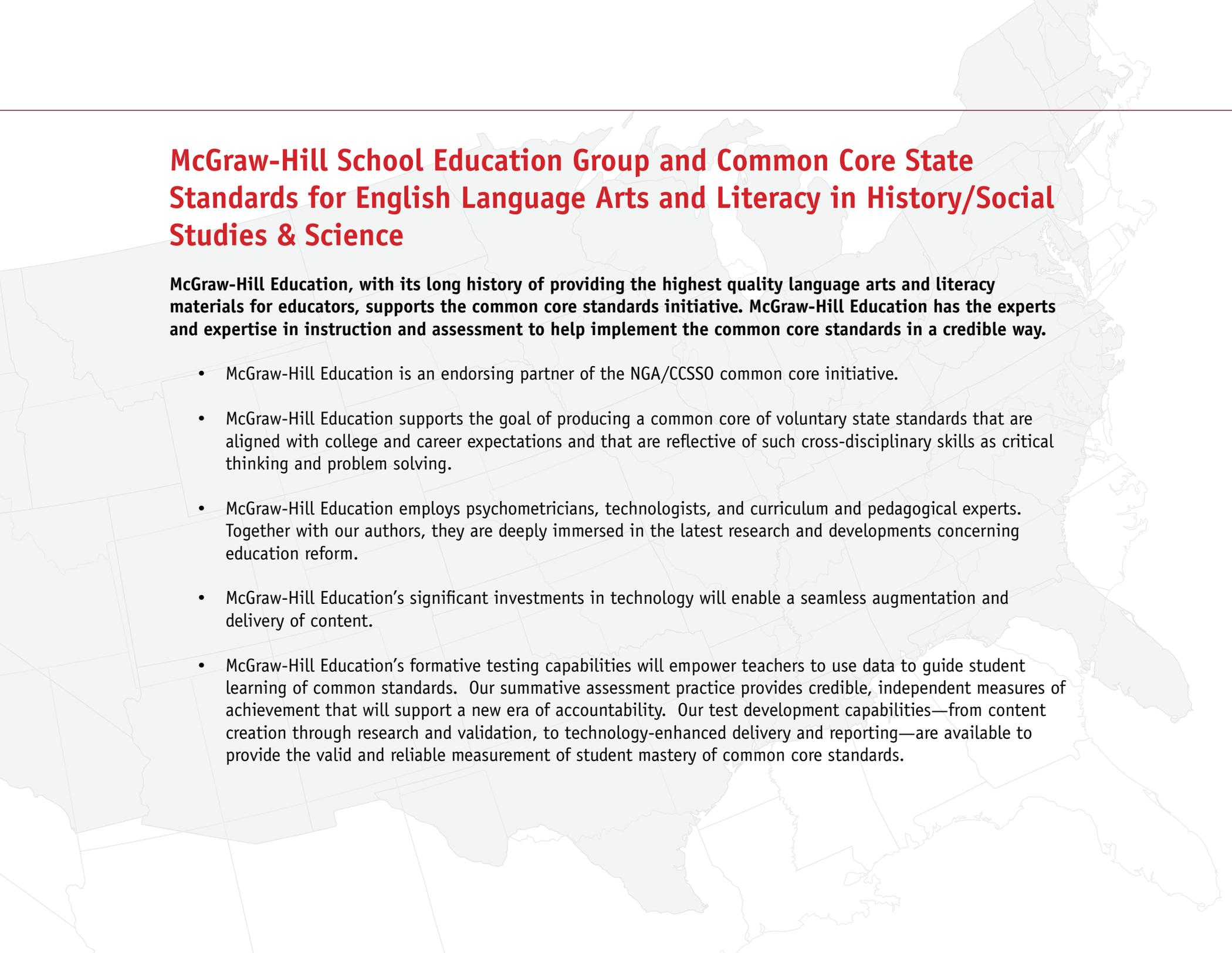
Macmillan/McGraw-Hill



Grades K-6

Aligned with Common Core State Standards

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



McGraw-Hill School Education Group and Common Core State Standards for English Language Arts and Literacy in History/Social Studies & Science

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Common Core State Standards • Table of Contents

Grade K	page 2
Grade 1	page 24
Grade 2	page 46
Grade 3	page 66
Grade 4	page 87
Grade 5	page 115
Grade 6	page 145

Common Core State Standards • GRADE K

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

KEY

CCSLH:

Common Core State Standards
Literacy eHandbook

Common Core State Standards • Grade K	Page References
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>UNIT 2: 266, 274, 275, 276, 277, 303, 321, 379, 418, 426, 427, 428, 455, 473 UNIT 6: 1314, 1322, 1323, 1324, 1325, 1326, 1351, 1368, 1375, 1400 UNIT 9: 2120, 2128, 2129, 2130, 2131, 2157, 2175</p> <p>CCSLH: 1.1.A</p>
<p>2. With prompting and support, retell familiar stories, including key details.</p>	<p>UNIT 1: S23, S47, S63, S71, 52, 110, 128, 186, 204 UNIT 2: 266, 274, 275, 276, 277, 278, 296, 303, 321, 372, 379, 418, 426, 427, 428, 430, 448, 455, 473 UNIT 3: 522, 540, 616, 674, 692 UNIT 4: 764, 782, 840, 858, 916, 934 UNIT 5: 1008, 1102, 1160, 1178 UNIT 6: 1314, 1322, 1323, 1324, 1325, 1326, 1344, 1351, 1368, 1375, 1390, 1398, 1399, 1400, 1402, 1420, 1427, 1444 UNIT 7: 1570, 1588, 1646, 1664 UNIT 8: 1754, 1888, 1930 UNIT 9: 1998, 2074, 2120, 2128, 2129, 2130, 2131, 2132, 2150, 2157, 2175 UNIT 10: 2222, 2240, 2298, 2374, 2392</p> <p>CCSLH: 1.1.B</p>
<p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>UNIT 1: S11, S13, S14, 98, 106, 107, 108, 109, 135, 152, 184 UNIT 2: 266, 274, 275, 276, 277, 278, 303, 320, 327, 418, 426, 427, 428, 429, 430, 455, 472, 479 UNIT 3: 521, 662, 670, 671, 672, 673, 674, 699, 716, 723 UNIT 4: 916 UNIT 5: 1006, 1007, 1148, 1156, 1157, 1158, 1159, 1185, 1202, 1209 UNIT 6: 1325, 1400 UNIT 7: 1558, 1566, 1567, 1568, 1569, 1595, 1612, 1619, 1645, 1646 UNIT 9: 2128 UNIT 10: 2362, 2370, 2371, 2372, 2373, 2399, 2416, 2423</p> <p>CCSLH: 1.1.C</p>
<i>Craft and Structure</i>	
<p>4. Ask and answer questions about unknown words in a text.</p>	<p>UNIT 1: 129, 149, 187 UNIT 2: 279, 297, 317, 363, 449 UNIT 3: 523, 541, 561, 672, 675, 693, 713 UNIT 4: 765, 859, 917, 935 UNIT 5: 1009, 1027, 1161, 1199 UNIT 6: 1345, 1365, 1403, 1441 UNIT 7: 1571, 1609, 1665 UNIT 8: 1775, 1811, 1813, 1885, 1889, 1907 UNIT 9: 2151 UNIT 10: 2295, 2299, 2317, 2375, 2393</p> <p>CCSLH: 1.2.A</p>
<p>5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>UNIT 1: S23, S43, S47, S55, S71, 42, 52, 98, 128, 174, 204 UNIT 2: 266, 296, 362, 372, 418, 448 UNIT 3: 510, 540, 606, 616, 662, 692 UNIT 4: 752, 782, 828, 848, 858, 904, 934 UNIT 5: 996, 1026, 1092, 1102, 1148, 1178 UNIT 6: 1268, 1314, 1334, 1344, 1390, 1420 UNIT 7: 1502, 1512, 1558, 1588, 1634, 1664 UNIT 8: 1744, 1754, 1820, 1830, 1837, 1876, 1906 UNIT 9: 1988, 2064, 2074, 2120, 2150, 2185 UNIT 10: 2210, 2230, 2240, 2286, 2316, 2362, 2392</p> <p>CCSLH: 1.2.B</p>

Common Core State Standards • Grade K	Page References
Integration of Knowledge and Ideas	
<p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>UNIT 1: S55, 98, 109, 174, 185 UNIT 2: 266, 276, 277, 418, 430 UNIT 3: 510, 520, 662, 671 UNIT 4: 752, 762, 763, 828, 848, 904 UNIT 5: 996, 1006, 1148, 1159 UNIT 6: 1314, 1390, 1401 UNIT 7: 1558, 1634, 1644 UNIT 8: 1876 UNIT 9: 2120 UNIT 10: 2210, 2222, 2286, 2362</p> <p>CCSLH: 1.2.C</p>
Integration of Knowledge and Ideas	
<p>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).</p>	<p>UNIT 1: S7, S27, S62, S75, 110, 186 UNIT 2: 278 UNIT 3: 522, 547 UNIT 4: 789 UNIT 5: 1008, 1092, 1156 UNIT 8: 1820, 1821, 1837 UNIT 9: 1988 UNIT 10: 2210, 2218, 2219, 2220, 2221, 2247, 2296, 2362, 2370</p> <p>CCSLH: 1.3.A</p>
<p>8. (Not applicable to literature)</p>	<p>(Not applicable to literature)</p>
<p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>UNIT 2: 275, 276, 278, 379, 426, 427, 430 UNIT 4: 858 UNIT 8: 1913 UNIT 9: 2005</p> <p>CCSLH: 1.3.B</p>
Range of Reading and Level of Text Complexity	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>UNIT 1: S43, S47, S55, S59-S62, S71, 42-43, 52, 98, 106-110, 128, 174, 182-186, 204 UNIT 2: 266, 274-278, 296, 362, 372, 418, 426-430, 448 UNIT 3: 510, 518-522, 540, 606, 616, 662, 670-674, 692 UNIT 4: 752, 760-764, 782, 828, 836-840, 848-849, 858, 904, 912-916, 934 UNIT 5: 996, 1004-1008, 1026, 1092-1093, 1102, 1148, 1156-1160, 1178 UNIT 6: 1268, 1314, 1322-1326, 1334-1335, 1344, 1390, 1398-1402, 1420 UNIT 7: 1502-1503, 1512, 1558, 1566-1570, 1588, 1634, 1642-1646, 1664 UNIT 8: 1744-1745, 1754, 1820-1821, 1830, 1876, 1884-1888, 1906 UNIT 9: 1988-1989, 1998, 2064-2065, 2074, 2120, 2128-2132, 2150 UNIT 10: 2210, 2218-2222, 2230-2231, 2240, 2286, 2294-2298, 2316, 2362, 2370-2374, 2392</p>

Common Core State Standards • Grade K	Page References
Reading Standards for Informational Text	
Key Ideas and Details	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>UNIT 1: S11, S12, S13, S14, S36, S37, S38 UNIT 2: 342, 350, 351, 352, 397 UNIT 6: 1238, 1248, 1249, 1275, 1292, 1299 UNIT 7: 1482, 1490, 1491, 1519, 1536, 1543 UNIT 9: 1968, 1976, 1977, 1978, 2005, 2023, 2044, 2052, 2054, 2055, 201, 2099</p> <p>CCSLH: 2.1.A</p>
<p>2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>UNIT 6: 34, 72, 73, 76, 77 UNIT 2: 354 UNIT 3: 598 UNIT 5: 1084 UNIT 6: 1250 UNIT 7: 1494 UNIT 8: 1736, 1800, 1808, 1809, 1810, 1811, 1812, 1837, 1854, 1861 UNIT 9: 1980</p> <p>CCSLH: 2.1.B</p>
<p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>UNIT 1: S35, S38 UNIT 2: 342, 351, 352 UNIT 3: 586, 594, 595, 596, 597, 623 UNIT 5: 1072, 1080, 1081, 1082, 1083 UNIT 6: 1248 UNIT 7: 1491 UNIT 8: 1724, 1732, 1733, 1734, 1735 UNIT 9: 1968, 1976, 1977, 1978, 2044, 2052, 2053, 2054, 2055</p> <p>CCSLH: 2.1.C</p>
Craft and Structure	
<p>4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>UNIT 1: 35, 53, 73, 194 UNIT 2: 373, 393 UNIT 3: 599, 617, 637 UNIT 4: 879 UNIT 5: 1047, 1085, 1103, 1123 UNIT 6: 1251, 1269 UNIT 7: 1495, 1513, 1533, 1541 UNIT 8: 1737, 1755, 1831 UNIT 9: 1981, 1999, 2053, 2057, 2075</p> <p>CCSLH: 2.2.A</p>
<p>5. Identify the front cover, back cover, and title page of a book.</p>	<p>UNIT 1: 32, 72, 73, 171 UNIT 2: 317, 392, 393 UNIT 3: 636, 637 UNIT 4: 802, 803, 878, 879, 954, 955 UNIT 5: 1046, 1047, 1122, 1123 UNIT 6: 1288, 1364 UNIT 8: 1927 UNIT 9: 2019, 2095, 2171 UNIT 10: 2261, 2337, 2413</p> <p>CCSLH: 2.2.B</p>
<p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>UNIT 1: 22, 33, 72 UNIT 2: 342 UNIT 3: 586, 597 UNIT 5: 1072, 1083 UNIT 6: 1238 UNIT 7: 1482, 1493 UNIT 8: 1724, 1735, 1800, 1809 UNIT 9: 1968, 2044</p> <p>CCSLH: 2.2.C</p>

Common Core State Standards • Grade K	Page References
Integration of Knowledge and Ideas	
<p>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).</p>	<p>UNIT 1: S19, S27, S35, S37, S38, 33, 34, 118, 119, 194 UNIT 2: 286, 351, 438 UNIT 3: 586, 598, 682 UNIT 4: 789, 924 UNIT 6: 1410 UNIT 8: 1800, 1812, 1837, 1896</p> <p>CCSLH: 2.3.A</p>
<p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>UNIT 2: 353 UNIT 8: 1734 UNIT 9: 2053</p> <p>CCSLH: 2.3.B</p>
<p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>UNIT 2: 379, 403 UNIT 5: 1133 UNIT 9: 2029, 2105</p> <p>CCSLH: 2.3.C</p>
Range of Reading and Level of Text Complexity	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>UNIT 1: S31, S35-S38, S67, 22, 30-34, 118-119, 194 UNIT 2: 286, 342, 350-354, 438 UNIT 3: 530, 586, 594-598, 682 UNIT 4: 772-773, 924-925 UNIT 5: 1016-1017, 1072, 1080-1084, 1168-1169 UNIT 6: 1238, 1246-1250, 1258-1259, 1410-1411 UNIT 7: 1482, 1490-1494, 1578-1579, 1654-1655 UNIT 8: 1724, 1732-1736, 1800, 1808-1812, 1896-1897 UNIT 9: 1968, 1976-1980, 2044, 2052-2056, 2140-2141 UNIT 10: 2306-2307, 2382-2383</p>

Reading Standards: Foundational Skills

Print Concepts

<p>1. Demonstrate understanding of the organization and basic features of print.</p>	<p>UNIT 1: S12, S35, 20, 28, 32, 40, 50, 56, 58, 72, 96, 104, 108, 116, 126, 132, 134, 148, 172, 180, 183, 192, 202, 208, 210 UNIT 2: 264, 272, 275, 277, 284, 294, 300, 302, 316, 340, 348, 353, 360, 370, 376, 378, 392, 416, 424, 427, 428, 429, 436, 446, 452, 454, 468 UNIT 3: 508, 516, 520, 528, 538, 544, 546, 560, 584, 592, 594, 604, 614, 620, 622, 636, 660, 668, 680, 690, 696, 698, 712 UNIT 4: 750, 758, 762, 763, 770, 780, 786, 788, 802, 826, 834, 838, 839, 846, 856, 862, 864, 878, 902, 910, 922, 932, 938, 940, 954 UNIT 5: 994, 1004, 1005, 1007, 1014, 1024, 1030, 1032, 1046, 1070, 1078, 1082, 1090, 1100, 1106, 1108, 1122, 1146, 1154, 1157, 1166, 1176, 1182, 1184, 1198 UNIT 6: 1236, 1244, 1247, 1248, 1256, 1266, 1272, 1274, 1288, 1312, 1320, 1332, 1342, 1348, 1350, 1364, 1388, 1396, 1408, 1418, 1424, 1426, 1440 UNIT 7: 1480, 1488, 1492, 1500, 1510, 1516, 1518, 1556, 1564, 1566, 1576, 1586, 1592, 1594, 1608, 1632, 1640, 1652, 1662, 1668, 1670 UNIT 8: 1722, 1730, 1742, 1752, 1758, 1760, 1798, 1806, 1809, 1811, 1818, 1828, 1834, 1836, 1850, 1874, 1882, 1894, 1904, 1910, 1912, 1926 UNIT 9: 1966, 1974, 1986, 1996, 2002, 2004, 2018, 2042, 2050, 2054, 2062, 2072, 2078, 2080, 2094, 2118, 2126, 2138, 2148, 2154, 2156 UNIT 10: 2208, 2216, 2218, 2228, 2238, 2244, 2246, 2260, 2284, 2292, 2297, 2304, 2314, 2320, 2332, 2336, 2360, 2368, 2380, 2390, 2396, 2398, 2412</p> <p>CCSLH: 3.1.A</p>
<p>a Follow words from left to right, top to bottom, and page by page.</p>	<p>UNIT 1: 20, 28, 32, 40, 50, 58, 96, 104, 116, 132, 148, 172, 180, 183, 192, 202, 208, 210 UNIT 2: 300, 316, 376, 378, 452, 468 UNIT 3: 508, 544, 560, 620, 622, 636, 690, 696, 712 UNIT 4: 770, 780, 786, 802, 826, 862, 878, 902, 938, 954 UNIT 5: 1030, 1046, 1106, 1122, 1182, 1184, 1198 UNIT 6: 1272, 1288, 1312, 1364, 1396, 1408, 1418, 1424, 1440, 1516, 1592, 1608, 1668 UNIT 8: 1758, 1798, 1828, 1834, 1850, 1882, 1904, 1910, 1926 UNIT 9: 2002, 2004, 2018, 2078, 2094, 2154 UNIT 10: 2244, 2246, 2260, 2284, 2320, 2390</p> <p>CCSLH: 3.1.A</p>
<p>b Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>UNIT 2: 264, 272, 348, 360, 370, 416, 446, 454 UNIT 3: 584, 592, 594, 604, 668, 680 UNIT 4: 750, 758, 762, 763, 839, 846, 856 UNIT 5: 1176 UNIT 6: 1266, 1342, 1350 UNIT 7: 1492, 1518, 1576, 1594 UNIT 8: 1742, 1760, 1874, 1882 UNIT 9: 1974, 2062, 2118, 2138 UNIT 10: 2228, 2314, 2322, 2380</p> <p>CCSLH: 3.1.A</p>
<p>c Understand that words are separated by spaces in print.</p>	<p>UNIT 1: 94 UNIT 2: 264, 294, 302 UNIT 3: 516, 621, 660 UNIT 4: 910, 940 UNIT 5: 1070, 1176 UNIT 6: 1332, 1386, 1426 UNIT 9: 1996 UNIT 10: : 2245</p> <p>CCSLH: 3.1.A</p>
<p>d Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>UNIT 1: S8, S14, S16, S20, S24, S28, S32, S35, S37, S40, S44, S48, S52, S56, S64, S68, S72, S76, 68, 108 UNIT 2: 424 UNIT 4: 763, 788, 834, 838 UNIT 5: 1090, 1154 UNIT 6: 1236, 1247, 1320, 1350 UNIT 7: 1652, 1760, 1811</p> <p>CCSLH: 3.1.A</p>

Phonological Awareness

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

UNIT 1: S8, S16, S20, S24, S28, S32, S36, S37, S40, S44, S48, S52, S56, S64, S68, S72, S76, 20, 24, 28, 36, 45, 54, 58, 61, 68, 76, 96, 100, 104, 112, 116, 121, 126, 130, 134, 137, 144, 172, 176, 177, 180, 189, 197, 202, 206, 210, 213, 220
UNIT 2: 264, 268, 272, 280, 284, 289, 294, 298, 302, 305, 312, 340, 344, 348, 356, 360, 365, 370, 374, 378, 381, 388, 398, 416, 420, 424, 432, 436, 441, 446, 450, 457, 464 **UNIT 3:** 508, 512, 516, 524, 528, 533, 538, 542, 546, 549, 556, 558, 566, 588, 600, 604, 609, 614, 618, 625, 631, 632, 634, 642, 680, 685, 690, 694, 698, 710, 714, 718 **UNIT 4:** 750, 754, 758, 766, 770, 775, 780, 788, 798, 800, 808, 826, 830, 834, 842, 846, 851, 856, 860, 864, 874, 876, 880, 884, 902, 906, 910, 922, 927, 932, 936, 940, 950, 956, 960 **UNIT 5:** 994, 998, 1002, 1010, 1032, 1041, 1042, 1044, 1052, 1074, 1086, 1090, 1095, 1100, 1104, 1118, 1120, 1124, 1128, 1150, 1162, 1180, 1193, 1194, 1196, 1204 **UNIT 6:** 1236, 1240, 1244, 1252, 1261, 1274, 1284, 1286, 1290, 1316, 1328, 1337, 1346, 1359, 1360, 1362, 1370, 1388, 1396, 1404, 1422, 1435, 1436, 1438, 1446 **UNIT 7:** 1480, 1484, 1488, 1496, 1505, 1514, 1518, 1528, 1530, 1538, 1556, 1560, 1572, 1581, 1590, 1603, 1604, 1606, 1612, 1614, 1632, 1636, 1640, 1643, 1648, 1666, 1670, 1680, 1682, 1690 **UNIT 8:** 1722, 1726, 1730, 1738, 1742, 1747, 1752, 1756, 1760, 1770, 1772, 1776, 1780, 1798, 1802, 1806, 1814, 1823, 1836, 1846, 1848, 1852, 1874, 1878, 1882, 1899, 1908, 1912, 1920, 1922, 1932 **UNIT 9:** 1966, 1970, 1982, 1986, 1991, 1996, 2000, 2013, 2014, 2016, 2022, 2024, 2046, 2058, 2067, 2076, 2083, 2088, 2089, 2090, 2092, 2098, 2100, 2122, 2134, 2143, 2159, 2166, 2172 **UNIT 10:** 2208, 2212, 2216, 2219, 2233, 2242, 2249, 2256, 2258, 2262, 2266, 2284, 2288, 2292, 2300, 2309, 2318, 2322, 2325, 2332, 2334, 2338, 2342, 2360, 2364, 2368, 2380, 2385, 2390, 2394, 2398, 2401, 2408, 2410, 2414, 2418

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

a Recognize and produce rhyming words.

UNIT 1: S32, S36, S37, S40, S52, 116, 126, 202 **UNIT 2:** 284, 294, 360, 370, 436, 446 **UNIT 3:** 528, 538, 690 **UNIT 4:** 770, 780, 922, 932 **UNIT 5:** 1090, 1100 **UNIT 6:** 1236, 1244, 1274, 1388, 1396 **UNIT 7:** 1480, 1488, 1518, 1632, 1640, 1643, 1670 **UNIT 8:** 1742, 1752, 1874, 1882, 1912 **UNIT 9:** 1986, 1996 **UNIT 10:** 2360, 2368, 2398

CCSLH: 3.2.A

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

UNIT 1: S44, S48, 20, 28, 58, 172, 180, 210 **UNIT 4:** 922 **UNIT 6:** 1244, 1388 **UNIT 7:** 1480, 1556 **UNIT 8:** 1722, 1730, 1760, 1798, 1806, 1836 **UNIT 9:** 1966 **UNIT 10:** 2208, 2216, 2219

CCSLH: 3.2.B

Common Core State Standards • Grade K	Page References
<p>c Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>UNIT 1: S68, S72, 76, 96, 104, 134, 144, 220 UNIT 4: 826, 834, 864, 902, 910, 940 UNIT 8: 1899</p> <p>CCSLH: 3.2.C</p>
<p>d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>UNIT 1: S56, S64, S76, 24, 45, 68, 100, 121, 176, 220 UNIT 2: 268, 289, 312, 344, 365, 388, 420, 464 UNIT 3: 512, 533, 556, 588, 609, 632 UNIT 4: 754, 775, 798, 830, 874, 906, 950 UNIT 5: 998, 1042, 1074, 1118, 1124, 1150, 1194 UNIT 6: 1240, 1284, 1316, 1337, 1360, 1436 UNIT 7: 1484, 1505, 1528, 1560, 1581, 1604, 1612, 1636, 1680 UNIT 8: 1726, 1747, 1770, 1776, 1802, 1823, 1846, 1852, 1878, 1922 UNIT 9: 1970, 1991, 2014, 2022, 2046, 2067, 2088, 2090, 2098 UNIT 10: 2212, 2233, 2256, 2262, 2288, 2309, 2332, 2338, 2364, 2408</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>UNIT 9: 2076, 2083, 2122, 2134, 2166 UNIT 10: 2242, 2249, 2284, 2292, 2322, 2325, 2380, 2390, 2394, 2401</p> <p>CCSLH: 3.2.E</p>

Phonics and Word Recognition

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

UNIT 1: 25, 26, 37, 38, 46, 47, 54, 55, 62, 68, 72, 76, 80, 101, 102, 113, 114, 122, 123, 130, 131, 136, 138, 144, 148, 152, 153, 156, 175, 177, 189, 190, 198, 199, 207, 214, 220, 221, 224, 228, 232 **UNIT 2:** 267, 269, 270, 272, 281, 282, 288, 294, 298, 290, 299, 304, 306, 312, 313, 316, 320, 321, 324, 343, 345, 346, 348, 357, 358, 364, 366, 367, 370, 374, 375, 380, 382, 388, 396, 397, 400, 421, 422, 433, 434, 441, 442, 450, 451, 458, 465, 472, 473 **UNIT 3:** 511, 513, 514, 516, 519, 525, 526, 532, 534, 538, 542, 548, 550, 557, 564, 565, 587, 589, 592, 596, 601, 602, 608, 610, 614, 618, 619, 622, 624, 626, 636, 644, 665, 677, 678, 686, 694, 702, 709, 712, 717, 720 **UNIT 4:** 753, 754, 755, 758, 767, 768, 774, 776, 777, 780, 790, 792, 806, 829, 831, 834, 838, 843, 850, 852, 856, 860, 866, 868, 875, 883, 905, 910, 915, 919, 920, 926, 927, 928, 932, 936, 942, 944, 948, 958 **UNIT 5:** 997, 999, 1000, 1009, 1011, 1012, 1018, 1020, 1024, 1028, 1034, 1036, 1043, 1050, 1073, 1075, 1076, 1078, 1086, 1087, 1088, 1094, 1096, 1097, 1100, 1105, 1110, 1112, 1118, 1119, 1126, 1127, 1130, 1149, 1151, 1154, 1163, 1164, 1170, 1176, 1186, 1193, 1194, 1198, 1202, 1203 **UNIT 6:** 1239, 1241, 1242, 1244, 1253, 1254, 1260, 1262, 1263, 1266, 1271, 1276, 1285, 1292, 1293, 1296, 1315, 1317, 1318, 1319, 1320, 1329, 1330, 1336, 1338, 1339, 1342, 1347, 1352, 1354, 1360, 1366, 1368, 1369, 1372, 1391, 1396, 1405, 1406, 1412, 1414, 1415, 1418, 1428, 1438, 1444, 1445 **UNIT 7:** 1483, 1485, 1486, 1488, 1497, 1498, 1504, 1506, 1507, 1510, 1514, 1515, 1520, 1526, 1527, 1529, 1532, 1536, 1537, 1540, 1559, 1561, 1562, 1564, 1573, 1574, 1580, 1582, 1583, 1586, 1591, 1596, 1598, 1602, 1603, 1604, 1610, 1611, 1612, 1613, 1615, 1616, 1618, 1635, 1636, 1637, 1638, 1640, 1649, 1656, 1658, 1659, 1662, 1672, 1680, 1688, 1691, 1692 **UNIT 8:** 1725, 1726, 1727, 1728, 1730, 1738, 1739, 1740, 1746, 1747, 1752, 1762, 1764, 1769, 1772, 1777, 1778, 1779, 1782, 1801, 1803, 1804, 1806, 1815, 1816, 1822, 1824, 1825, 1828, 1832, 1838, 1850, 1854, 1855, 1858, 1877, 1878, 1879, 1882, 1898, 1900, 1904, 1914, 1920, 1921, 1929, 1930, 1931, 1934 **UNIT 9:** 1969, 1970, 1971, 1972, 1974, 1982, 1983, 1984, 1990, 1991, 1992, 1993, 1996, 2000, 2001, 2006, 2012, 2013, 2014, 2016, 2018, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2059, 2069, 2077, 2089, 2090, 2097, 2098, 2099, 2123, 2135, 2144, 2152, 2153, 2165 **UNIT 10:** 2213, 2214, 2225, 2226, 2243, 2250, 2254, 2255, 2258, 2265, 2267, 2268, 2301, 2310, 2310, 2311, 2319, 2331, 2338, 2339, 2340, 2341, 2343, 2344, 2365, 2377, 2406, 2407, 2408, 2415, 2416, 2417

CCSLH: 3.3.A, 3.3.B, 3.3.C,

Common Core State Standards • Grade K	Page References
<p>a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<p>UNIT 1: 25, 26, 37, 38, 46, 47, 54, 55, 62, 68, 76, 80, 113, 114, 122, 130, 131, 138, 144, 145, 152, 153, 177, 189, 190, 198, 199, 207, 214, 220, 221, 228, 232 UNIT 2: 269, 270, 281, 282, 290, 299, 306, 312, 320, 321, 324, 345, 346, 357, 358, 366, 367, 375, 382, 388, 396, 397, 400, 421, 422, 433, 434, 442, 451, 458, 465, 472, 473 UNIT 3: 513, 514, 519, 525, 526, 534, 550, 557, 564, 596, 601, 602, 610, 622, 626, 665, 677, 678, 686, 702, 712 UNIT 4: 755, 767, 768, 776, 792, 806, 831, 838, 843, 852, 868, 915, 919, 920, 928, 944, 958 UNIT 5: 1075, 1076, 1087, 1088, 1096, 1097, 1112, 1118, 1126, 1130, 1151, 1163, 1164, 1194, 1202, 1203 UNIT 6: 1241, 1242, 1253, 1254, 1262, 1263, 1271, 1292, 1293, 1296, 1317, 1318, 1319, 1329, 1330, 1338, 1339, 1347, 1354, 1360, 1366, 1368, 1369, 1372, 1405, 1406, 1414, 1415, 1444, 1445 UNIT 7: 1514, 1561, 1562, 1573, 1574, 1582, 1583, 1591, 1598, 1602, 1603, 1604, 1610, 1611, 1612, 1613, 1615, 1616, 1618, 1637, 1638, 1649, 1658, 1659, 1691, 1692 UNIT 8: 1726, 1727, 1728, 1738, 1739, 1740, 1747, 1764, 1769, 1772, 1777, 1778, 1779, 1782, 1824, 1850, 1879, 1900, 1921, 1929, 1930, 1931, 1934 UNIT 9: 1970, 1971, 1972, 1982, 1983, 1984, 1991, 1992, 1993, 2000, 2001, 2012, 2013, 2014, 2016, 2018, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2059, 2069, 2077, 2089, 2090, 2097, 2098, 2099, 2123, 2153, 2165 UNIT 10: 2213, 2214, 2225, 2226, 2243, 2250, 2254, 2255, 2258, 2265, 2267, 2268, 2301, 2310, 2310, 2311, 2319, 2331, 2338, 2339, 2340, 2341, 2343, 2344, 2365, 2377, 2406, 2407, 2408, 2415, 2416, 2417</p> <p>CCSLH: 3.3.A</p>
<p>b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>UNIT 1: 101, 102, 113, 114, 122, 123, 130, 138, 144, 145, 152, 153, 156, 177, 190, 198, 199, 207, 214, 220, 228, 229, 232 UNIT 2: 281, 282, 290, 298, 299, 306, 312, 313, 320, 321, 357, 358, 366, 374, 375, 382, 396, 433, 434, 442, 450, 473 UNIT 3: 525, 534, 542, 557, 565, 589, 601, 602, 610, 618, 619, 626, 636, 644, 665, 677, 678, 686, 694, 709, 712, 717, 720 UNIT 4: 754, 767, 777, 792, 843, 852, 860, 868, 875, 883, 919, 936 UNIT 5: 999, 1000, 1011, 1012, 1020, 1028, 1036, 1043, 1050, 1105, 1119, 1127, 1151, 1163, 1164, 1193, 1194, 1198, 1202, 1203 UNIT 6: 1271, 1285, 1293, 1414, 1438 UNIT 7: 1485, 1486, 1497, 1498, 1506, 1507, 1514, 1515, 1526, 1527, 1529, 1532, 1536, 1537, 1540, 1613, 1618, 1636, 1637, 1649, 1680, 1688 UNIT 8: 1803, 1804, 1815, 1816, 1824, 1825, 1832, 1833, 1850, 1854, 1855, 1858, 1878, 1900, 1920, 1921, 1929 UNIT 9: 2018, 2024, 2025, 2135, 2144, 2152, 2153</p> <p>CCSLH: 3.3.A</p>

Common Core State Standards • Grade K	Page References
<p>c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>UNIT 1: S9, S10, S18, S21, S22, S26, S29, S33, S34, S36, S42, S45, S50, S53, S54, S57, S58, S66, S69, S70, S74, S77, 20, 23, 28, 44, 50, 56, 58, 60, 69, 72, 81, 99, 104, 120, 126, 134, 136, 145, 156, 157, 172, 175, 180, 196, 202, 212 UNIT 2: 264, 267, 272, 276, 284, 288, 294, 300, 302, 304, 313, 316, 324, 340, 343, 348, 360, 364, 376, 378, 380, 389, 392, 400, 416, 419, 424, 436, 440, 446, 452, 454, 456, 465, 476, 477 UNIT 3: 508, 511, 516, 532, 538, 544, 546, 548, 547, 560, 568, 564, 587, 592, 604, 608, 614, 624, 633, 668, 680, 684, 690, 696, 698, 700 UNIT 4: 753, 758, 774, 780, 790, 829, 834, 850, 856, 866, 905, 910, 926, 932, 942 UNIT 5: 997, 1009, 1018, 1024, 1034, 1073, 1078, 1094, 1100, 1110, 1149, 1154, 1170, 1176, 1186 UNIT 6: 1239, 1244, 1260, 1266, 1276, 1315, 1320, 1336, 1342, 1352, 1391, 1396, 1412, 1418, 1428 UNIT 7: 1483, 1488, 1504, 1510, 1520, 1559, 1564, 1580, 1586, 1596, 1635, 1640, 1656, 1662, 1672 UNIT 8: 1725, 1730, 1746, 1752, 1762, 1801, 1806, 1822, 1828, 1838, 1877, 1882, 1898, 1904, 1914 UNIT 9: 1969, 1974, 1990, 1996, 2006, 2045, 2050, 2066, 2072, 2082, 2121, 2126, 2142, 2148, 2158 UNIT 10: 2211, 2216, 2232, 2238, 2248, 2287, 2292, 2308, 2314, 2324, 2363, 2368, 2384, 2390, 2400</p> <p>CCSLH: 3.3.B</p>
<p>d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>UNIT 9: 2126 UNIT 10: 2242, 2249, 2325, 2394, 2401</p> <p>CCSLH: 3.3.C</p>
Fluency	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>UNIT 1: S11–S15, S35–S39, 30–34, 56, 106–110, 132, 182–186, 208 UNIT 2: 274–278, 300, 350–354, 376, 426–430, 452 UNIT 3: 518–522, 544, 594–598, 620, 670–674, 696 UNIT 4: 760–764, 786, 797, 798 836–840, 862, 912–916, 938 UNIT 5: 1004–1008, 1030, 1080–1084, 1106, 1156–1160, 1182 UNIT 6: 1246–1250, 1272, 1322–1326, 1348, 1398–1402, 1424 UNIT 7: 1490–1494, 1516, 1566–1570, 1592, 1642–1646, 1668 UNIT 8: 1732–1736, 1758, 1808–1812, 1834, 1884–1888, 1910 UNIT 9: 1976–1980, 2002, 2052–2056, 2078, 2128–2132, 2154 UNIT 10: 2218–2222, 2244, 2294–2298, 2320, 2370–2374, 2396</p> <p>CCSLH: 3.4.A</p>

Common Core State Standards • GRADE K

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 techniques, 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 information while avoiding plagiarism.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

Range of Writing

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

Writing Standards

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

UNIT 1: S7, 27, 103, 128, 139, 179, 215 **UNIT 2:** 266, 293, 296, 301, 307, 445, 459, 468, 472 **UNIT 3:** 540, 551, 689, 692, 708 **UNIT 4:** 769, 825, 855, 863, 909, 921, 931, 954 **UNIT 5:** 993, 1160 **UNIT 6:** 1331, 1420, 1425 **UNIT 7:** 1478, 1503, 1575, 1585, 1588, 1599, 1630 **UNIT 8:** 1724, 1736, 1765, 1897, 1926 **UNIT 9:** 1968, 2003, 2095, 2120, 2125, 2141 **UNIT 10:** 2240, 2282, 2316, 2321, 2379

CCSLH: 4.1.A

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

UNIT 1: S21, S41, S45, 49, 119, 170 **UNIT 4:** 845, 869, 855, 863, 869, 901, 921, 931, 939, 945 **UNIT 5:** 1107, 1113, 1169 **UNIT 6:** 1235, 1259, 1310, 1319, 1331, 1341, 1349, 1355, 1417 **UNIT 7:** 1499, 1509, 1517, 1523, 1579, 1585 **UNIT 8:** 1729, 1741, 1751, 1759, 1765, 1805, 1817, 1827, 1835, 1881 **UNIT 9:** 1995, 2049, 2061, 2065, 2141 **UNIT 10:** 2215, 2245, 2383

CCSLH: 4.1.B

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.

UNIT 1: S29, 77, 80, 103, 115, 125, 195 **UNIT 2:** 287, 293, 372, 383, 423, 448 **UNIT 3:** 531, 603, 607, 692, 697, 703 **UNIT 4:** 779, 787, 793, 849 **UNIT 5:** 1013, 1023, 1153, 1165, 1175, 1183, 1189 **UNIT 6:** 1243, 1255, 1265, 1273, 1279 **UNIT 7:** 1420, 1655, 1664, 1669, 1675 **UNIT 8:** 1872, 1893, 1903, 1911, 1917 **UNIT 9:** 2147, 2155, 2161 **UNIT 10:** 2282, 2389

CCSLH: 4.1.C

Production and Distribution of Writing

4. (Begins in grade 3)

(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.

UNIT 1: 57, 133, 209 **UNIT 2:** 301, 377, 453 **UNIT 3:** 545, 621, 697 **UNIT 4:** 787, 863, 939 **UNIT 5:** 1031, 1107, 1183 **UNIT 6:** 1273, 1349, 1425 **UNIT 7:** 1517, 1593, 1669 **UNIT 8:** 1759, 1835, 1911 **UNIT 9:** 2003, 2079, 2155 **UNIT 10:** 2245, 2321, 2397

CCSLH: 4.2.A

Common Core State Standards • Grade K	Page References
<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>UNIT 6: 2085, 2161 UNIT 10: 2237, 2327, 2403</p> <p>CCSLH: 4.2.A</p>
<p>Research to Build Knowledge</p>	
<p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>UNIT 1: 8, 9, 240 UNIT 2: 252, 484 UNIT 3: 496, 726 UNIT 4: 738, 970 UNIT 5: 982, 1212 UNIT 6: 1224, 1456 UNIT 7: 1468, 1698 UNIT 8: 1710, 1942 UNIT 9: 1954, 2184 UNIT 10: 2196, 2428</p> <p>CCSLH: 4.3.A</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>UNIT 1: 8, 9, 240 UNIT 2: 252, 484 UNIT 3: 496, 497, 726 UNIT 4: 738, 739, 970 UNIT 5: 982, 1212 UNIT 6: 1224, 1456 UNIT 7: 1468, 1469, 1698 UNIT 8: 1710, 1711, 1942 UNIT 9: 1954, 1955, 2184 UNIT 10: 2196, 2197, 2428</p> <p>CCSLH: 4.3.B</p>
<p>9. (Begins in grade 4)</p>	<p>(Begins in grade 4)</p>
<p>Range of Writing</p>	
<p>10. (Begins in grade 3)</p>	<p>(Begins in grade 3)</p>

Common Core State Standards • GRADE K

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

Speaking and Listening Standards

Comprehension and Collaboration

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

UNIT 1: S6, S10, S23, S27, S30, S31, S47, S54, S55, S63, S67, S71, S75, 18, 21, 29, 34, 41, 51, 56, 83, 97, 105, 110, 116, 117, 166, 127, 132, 159, 173, 204, 211 **UNIT 2:** 265, 296, 303, 326, 341, 372, 379, 417, 448, 455 **UNIT 3:** 509, 540, 547, 585, 616, 623, 661, 692, 698 **UNIT 4:** 751, 782, 789, 827, 858, 865, 903, 934, 941 **UNIT 5:** 995, 1026, 1033, 1071, 1102, 1109, 1147, 1178, 1185 **UNIT 6:** 1237, 1268, 1275, 1313, 1344, 1351, 1389, 1420, 1427 **UNIT 7:** 1481, 1512, 1519, 1557, 1588, 1595, 1633, 1644, 1671 **UNIT 8:** 1723, 1754, 1761, 1799, 1830, 1837, 1875, 1906, 1913 **UNIT 9:** 1967, 1998, 2005, 2043, 2074, 2081, 2119, 2150, 2157 **UNIT 10:** 2209, 2240, 2247, 2285, 2316, 2323, 2361, 2392, 2399

CCSLH: 5.1.A

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

UNIT 5: 1037, 1189 **UNIT 6:** 1225, 1431 **UNIT 8:** 1711 **UNIT 9:** 1955, 2161 **UNIT 10:** 2197, 2403, 2428

CCSLH: 5.1.A

b Continue a conversation through multiple exchanges.

UNIT 5: 983, 1037, 1189 **UNIT 6:** 1225, 1431 **UNIT 7:** 1469, 1698 **UNIT 8:** 1711 **UNIT 9:** 1955 **UNIT 10:** 2197, 2403

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.

UNIT 1: S11, S23, S31, S35, S47, S55, S59, S71, 22, 30, 52, 98, 106, 128, 174, 182, 204 **UNIT 2:** 266, 274, 296, 342, 350, 372, 418, 426, 448 **UNIT 3:** 497, 510, 518, 540, 586, 594, 616, 662, 670, 692 **UNIT 4:** 752, 760, 782, 828, 836, 858, 904, 912, 934 **UNIT 5:** 996, 1004, 1026, 1072, 1080, 1102, 1148, 1156, 1178 **UNIT 6:** 1238, 1246, 1268, 1314, 1322, 1344, 1390, 1398, 1420 **UNIT 7:** 1482, 1490, 1512, 1558, 1566, 1588, 1634, 1642, 1664 **UNIT 8:** 1724, 1732, 1754, 1800, 1808, 1830, 1876, 1884, 1906 **UNIT 9:** 1968, 1976, 1998, 2044, 2052, 2074, 2120, 2128, 2150 **UNIT 10:** 2210, 2218, 2240, 2286, 2294, 2316, 2362, 2370, 2392

CCSLH: 5.1.B

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

UNIT 1: 240 **UNIT 2:** 484 **UNIT 3:** 726 **UNIT 5:** 1189, 1212 **UNIT 6:** 1431 **UNIT 7:** 1698 **UNIT 8:** 1942 **UNIT 9:** 2169

CCSLH: 5.1.B

Presentation of Knowledge and Ideas

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

UNIT 1: S22, S25, 8, 60, 94, 187 **UNIT 2:** 297, 355, 417 **UNIT 3:** 541, 598 **UNIT 4:** 738, 749, 765, 841, 866, 931 **UNIT 5:** 982, 1025, 1027 **UNIT 6:** 1225, 1237, 1243, 1259, 1335 **UNIT 7:** 1468, 1499, 1509, 1571, 1585, 1675 **UNIT 8:** 1711, 1911, 1942 **UNIT 9:** 1999 **UNIT 10:** 2197, 2227, 2285, 2393, 2397, 2428

CCSLH: 5.2.A

Common Core State Standards • Grade K	Page References
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>UNIT 1: 240 UNIT 2: 484 UNIT 3: 726 UNIT 4: 970 UNIT 5: 1212 UNIT 6: 1456 UNIT 7: 1698 UNIT 8: 1942 UNIT 9: 2184 UNIT 10: 2428</p> <p>CCSLH: 5.2.B</p>
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>UNIT 1: 63, 215, 240 UNIT 2: 307, 383, 459, 484 UNIT 3: 551, 627, 703, 726 UNIT 4: 793, 869, 945, 970 UNIT 5: 1037, 1113, 1189, 1212 UNIT 6: 1279, 1355, 1431, 1456 UNIT 7: 1523, 1599, 1675, 1698 UNIT 8: 1765, 1841, 1917, 1942 UNIT 9: 2009, 2085, 2161, 2184 UNIT 10: 2251, 2327, 2403</p> <p>CCSLH: 5.2.C</p>

Common Core State Standards • GRADE K

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 and 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>UNIT 1: S25, S53, S65, S73, S77, 26, 48, 49, 102, 124, 125, 178, 200, 201 UNIT 2: 270, 292, 293, 346, 368, 422, 444, 445, 484 UNIT 3: 514, 517, 536, 590, 612, 661, 666, 688 UNIT 4: 756, 778, 779, 832, 854, 855, 908, 930 UNIT 5: 1000, 1001, 1003, 1009, 1013, 1022, 1023, 1027, 1034, 1076, 1085, 1098, 1099, 1103, 1110, 1152, 1156, 1161, 1174, 1179, 1186, 1212, T7 UNIT 6: 1242, 1264, 1318, 1340, 1394, 1416, 1420, 1456 UNIT 7: 1486, 1562, 1638 UNIT 8: 1728, 1737, 1755, 1762, 1804, 1811, 1813, 1831, 1838, 1880, 1888, 1889, 1907, 1914, T9 UNIT 9: 1972, 1973, 1995, 2003, 2009, 2048, 2080, 2124, 2137, 2184 UNIT 10: 2214, 2227, 2237, 2245, 2251, 2285, 2290, 2366</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>UNIT 1: 26, 102, 178 UNIT 2: 270, 346, 422 UNIT 3: 514, 590, 666 UNIT 4: 756, 832, 908 UNIT 5: 1000, 1076, 1152 UNIT 6: 1242, 1318, 1394 UNIT 7: 1486, 1562, 1638 UNIT 8: 1728, 1804, 1880 UNIT 9: 1972, 2048, 2124 UNIT 10: 2214, 2290, 2366</p> <p>CCSLH: 6.1.A</p>
<p>b Use frequently occurring nouns and verbs.</p>	<p>UNIT 1: 48, 49, 124, 125, 200, 201 UNIT 2: 292, 293, 368, 444, 445 UNIT 3: 536, 612, 688 UNIT 4: 778, 779, 854, 855, 930 UNIT 5: 1001, 1003, 1013, 1023, 1098, 1099 UNIT 6: 1420 UNIT 9: 2137</p> <p>CCSLH: 6.1.A, 6.1.E</p>
<p>c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p>UNIT 2: 368, 444</p> <p>CCSLH: 6.1.C</p>
<p>d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p>UNIT 2: 1973, 1995, 2003, 2009 UNIT 10: 2227, 2237, 2245, 2251</p> <p>CCSLH: 6.1.F</p>
<p>e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p>UNIT 1: S65, S73, S77 UNIT 5: 1009, 1027, 1034, 1085, 1103, 1110, 1161, 1179, 1186, T7 UNIT 8: 1737, 1755, 1762, 1811, 1813, 1831, 1838, 1889, 1907, 1914</p> <p>CCSLH: 6.1.G</p>

Common Core State Standards • Grade K	Page References
<p>f Produce and expand complete sentences in shared language activities.</p>	<p>UNIT 1: S25, S53, S65, S73 UNIT 2: 484 UNIT 3: 517, 661 UNIT 5: 1022, 1098, 1156, 1174, 1212 UNIT 6: 1264, 1340, 1416, 1456 UNIT 8: 1888 UNIT 9: 2080, 2184 UNIT 10: 2285</p> <p>CCSLH: 6.1.B</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>UNIT 1: 26, 102, 178 UNIT 2: 270, 346, 422, 424 UNIT 3: 514, 527, 590, 666 UNIT 4: 756, 788, 832, 834, 839, 887, 908 UNIT 5: 1000, 1005, 1024, 1031, 1032, 1076, 1090, 1100, 1107, 1152, 1154 UNIT 6: 1236, 1242, 1318, 1320, 1394, 1425 UNIT 7: 1486, 1517, 1562, 1575, 1593, 1638, 1652, 1662, 1669 UNIT 8: 1722, 1728, 1760, 1804, 1809, 1818, 1828, 1836, 1880, 1894 UNIT 9: 1972, 1973, 1985, 2048, 2072, 2118, 2124 UNIT 10: 2214, 2227, 2238, 2290, 2304, 2366</p> <p>CCSLH: 6.1.A, 6.1.H, 6.1.I, 6.1.J</p>
<p>a Capitalize the first word in a sentence and the pronoun I.</p>	<p>UNIT 2: 424 UNIT 4: 788, 834, 839 UNIT 5: 1090, 1154 UNIT 6: 1236,1320 UNIT 7: 1652 UNIT 8: 1722, 1760, 1818 UNIT 9: 2118</p> <p>CCSLH: 6.1.H</p>
<p>b Recognize and name end punctuation.</p>	<p>UNIT 5: 1005, 1024, 1032, 1100 UNIT 6: 1320 UNIT 7: 1575, 1662 UNIT 8: 1722, 1809, 1828, 1836, 1894 UNIT 9: 1973, 1985, 2072 UNIT 10: 2227, 2238, 2304</p> <p>CCSLH: 6.1.A, 6.1.I</p>
<p>c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>UNIT 1: 26, 102, 178 UNIT 2: 270, 346, 422 UNIT 3: 514, 590, 666 UNIT 4: 756, 832, 908 UNIT 5: 1000, 1076, 1152 UNIT 6: 1242, 1318, 1394 UNIT 7: 1486, 1562, 1638 UNIT 8: 1728, 1804, 1880 UNIT 9: 1972, 2048, 2124 UNIT 10: 2214, 2290, 2366</p> <p>CCSLH: 6.1.A</p>

Common Core State Standards • Grade K	Page References
<p>d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>UNIT 3: 527 UNIT 4: 887 UNIT 5: 1031, 1107 UNIT 6: 1425 UNIT 7: 1517, 1593, 1638, 1669 UNIT 8: T4</p> <p>CCSLH: 6.1.J</p>
<p>3. (Begins in grade 2)</p>	<p>(Begins in grade 2)</p>
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p>	<p>UNIT 1: 35, 53, 73, 129, 149, 187, 194 UNIT 2: 279, 297, 317, 363, 373, 393, 449 UNIT 3: 523, 541, 561, 599, 617, 637, 672, 675, 693, 713 UNIT 4: 765, 859, 879, 917, 935 UNIT 5: 1009, 1027, 1047, 1085, 1103, 1123, 1161, 1199 UNIT 6: 1251, 1269, 1345, 1365, 1403, 1441 UNIT 7: 1495, 1513, 1533, 1541, 1571, 1609, 1665 UNIT 8: 1737, 1775, 1811, 1813, 1831, 1885, 1889, 1907 UNIT 9: 1981, 1999, 2057, 2075, 2151 UNIT 10: 2295, 2299, 2317, 2375, 2393</p> <p>CCSLH: 6.2.A, 6.2.B</p>
<p>a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p>	<p>UNIT 1: 1103</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>UNIT 3: 536, 688 UNIT 6: T10</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>UNIT 1: S41, S49, S53, 29, 35, 41, 53, 60, 105, 117, 181, 184, 187, 193, 212 UNIT 2: 273, 279, 285, 295, 297, 304, 349, 355, 361, 373, 380, 425, 431, 437, 449, 456 UNIT 3: 517, 523, 529, 541, 548, 593, 599, 605, 617, 624, 669, 672, 675, 681, 693, 700 UNIT 4: 759, 765, 771, 790, 835, 841, 847, 859, 866, 911, 917, 923, 935, 942 UNIT 5: 1003, 1015, 1079, 1091, 1155, 1167 UNIT 6: 1245, 1257, 1321, 1333, 1397, 1409 UNIT 7: 1489, 1495, 1501, 1513, 1520, 1565, 1577, 1641, 1647, 1653, 1665, 1672 UNIT 8: 1731, 1743, 1807, 1819, 1883, 1895 UNIT 9: 1975, 1981, 1987, 1999, 2006, 2051, 2057, 2063, 2075, 2082, 2127, 2130, 2133, 2139, 2151, 2158 UNIT 10: 2217, 2219, 2220, 2223, 2229, 2241, 2248, 2293, 2295, 2299, 2305, 2317, 2324, 2369, 2372, 2375, 2381, 2393, 2400</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>UNIT 1: 35, 53, 60, 184, 187, 212 UNIT 2: 279, 297, 304, 355, 373, 380, 431, 449, 456 UNIT 3: 523, 541, 548, 599, 617, 624, 672, 675, 693, 700 UNIT 4: 765, 790, 841, 859, 866, 917, 935, 942 UNIT 7: 1495, 1513, 1520, 1647, 1672 UNIT 10: 2219, 2223, 2241, 2248, 2299, 2317, 2324, 2375, 2393, 2400</p> <p>CCSLH: 6.2.C</p>
<p>b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>UNIT 1: S41, S49, S53 UNIT 2: 295 UNIT 9: 1981, 1999, 2006, 2057, 2075, 2082, 2130, 2133, 2151, 2158 UNIT 10: 2220, 2299, 2317, 2324</p> <p>CCSLH: 6.2.C</p>
<p>c Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p>UNIT 1: 29, 41, 105, 117, 181, 193 UNIT 2: 273, 285, 349, 361, 425, 437 UNIT 3: 517, 529, 593, 605, 669, 681 UNIT 4: 759, 771, 835, 847, 911, 923 UNIT 5: 1003, 1015, 1079, 1091, 1155, 1167 UNIT 6: 1245, 1257, 1321, 1333, 1397, 1409 UNIT 7: 1489, 1501, 1565, 1577, 1641, 1653 UNIT 8: 1731, 1743, 1807, 1819, 1883, 1895 UNIT 9: 1975, 1987, 2051, 2063, 2127, 2139 UNIT 10: 2217, 2229, 2293, 2305, 2369, 2381</p> <p>CCSLH: 1.1</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>UNIT 4: 841 UNIT 7: 1647, 1665</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>UNIT 1: S18, S22, S26, S30, S34, S42, S46, S50, S58, S66, S70, S74, 21, 29, 35, 41, 51, 60, 73, 97, 105, 111, 117, 127, 129, 136, 149, 173, 181, 187, 193, 203, 205, 212, 225 UNIT 2: 265, 273, 279, 285, 295, 297, 304, 317, 341, 349, 355, 361, 371, 373, 380, 393, 417, 425, 431, 437, 447, 449, 456 UNIT 3: 509, 517, 523, 529, 539, 541, 548, 585, 593, 599, 605, 615, 617, 624, 637, 661, 669, 675, 681, 691, 693, 700, 713 UNIT 4: 751, 759, 765, 771, 781, 783, 790, 803, 827, 835, 841, 847, 857, 859, 866, 878, 879, 903, 911, 917, 923, 933, 935, 942, 955 UNIT 5: 995, 1003, 1009, 1015, 1025, 1027, 1034, 1046, 1047, 1071, 1079, 1085, 1091, 1101, 1103, 1110, 1122, 1123, 1147, 1155, 1161, 1167, 1177, 1179, 1186, 1198, 1199 UNIT 6: 1237, 1245, 1251, 1257, 1267, 1269, 1276, 1313, 1321, 1327, 1333, 1343, 1345, 1352, 1365, 1389, 1397, 1403, 1409, 1419, 1421, 1428, 1441 UNIT 7: 1481, 1489, 1495, 1501, 1511, 1513, 1520, 1533, 1557, 1565, 1571, 1577, 1587, 1589, 1596, 1608, 1609, 1633, 1641, 1647, 1653, 1663, 1665, 1672 UNIT 8: 1723, 1731, 1737, 1743, 1753, 1755, 1762, 1799, 1807, 1813, 1819, 1829, 1831, 1838, 1875, 1883, 1889, 1895, 1905, 1907, 1914 UNIT 9: 1967, 1975, 1981, 1987, 1997, 1999, 2006, 2043, 2051, 2057, 2063, 2073, 2075, 2082, 2119, 2127, 2133, 2139, 2149, 2151, 2158 UNIT 10: 2209, 2217, 2223, 2229, 2239, 2241, 2248, 2285, 2293, 2299, 2305, 2315, 2317, 2324, 2337, 2361, 2369, 2375, 2381, 2391, 2393, 2400, 2413</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 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 a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

KEY

CCSLH:

Common Core State Standards
Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

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

UNIT 1: 32/33, T22 **UNIT 3:** 89A–89B, 89J, 95G, 98/99–110/111, 119E, 121A–121B, 121J, 127G, 130/131–144/145, 153E, T19, T20, T21, T22, T23 **UNIT 4:** 18/19, 27J **UNIT 5:** 89A–89B, 89I, 92/93–116/117, 119J, 127E, T19, T21, T23

CCSLH: 1.1.A

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

UNIT 1: S24, S44, 6R, 7J, 27, 35L, 35P, 35S, 35W, 36I, 37J, 42/43, 43D, 57, 57E, 65W, 65Z, 69D, 82I, 83J, 105, 111P, 111S, 119D, 136/137 **UNIT 2:** 13D, 32/33, 38I, 39A, 39J, 42/43, 45D, 45G, 48/49–58/59, 61, 69E, 86I, 87J, 98/99, 108/109, 111, 117P, 117S, 119J, 125D, 132/133, 140/141, 143, 149P, 149S, T22 **UNIT 3:** 6R, 7J, 13D, 31, 39T, 75D, 88I, 89A–89B, 89J, 95G, 98/99–110/111, 113, 119E, 119P, 119S, 120I, 121A–121B, 121J, 127D, 127G, 130/131–144/145, 147, 153E, 153P, 153S, T19, T20, T21, T22, T23 **UNIT 4:** 6R, 18/19, 27, 27E, 27J, 32I, 55, 103E, 133, 139R, 139U, T10 **UNIT 5:** 8R, 37, 37E, 43R, 43U, 44I, 58/59, 63, 63E, 69R, 69U, 89A–89B, 89I, 92/93–116/117, 119, 119E, 119J, 127E, 127R, 127U, T19, T21, T23 **UNIT 6:** 189, 189E, 195R, 195U, 208/209, 217, 217J, 225R, 225U, 276I, 305, 305E, 311R, 311U

CCSLH: 1.1.B

3. Describe characters, settings, and major events in a story, using key details.

UNIT 1: S20, S24, S32, S40, 7A–7B, 7J, 8/9, 10/11, 13G, 14/15–24/25, 27, 27A, 35E, 35P, 35S, 35T, 35W, 37A–37B, 37J, 42/43, 43G, 44/45–54/55, 57, 57A, 65E, 65P, 65S, 65T, 83A–83B, 83J, 88/89, 89G, 92/93–102/103, 105, 105A, 111E, 111P, 111S, 111T, T6, T7, T8, T16, T17, T18, T19, T20, T21 **UNIT 2:** 30/31, 45G, 50/51, 88/89, 98/99, 149E **UNIT 3:** 13D, 13G, 121A, 121J, 126/127, 127G, 130/131–144/145, 153E, T10, T18, T19, T21, T23 **UNIT 4:** 113A–113B, 113J, 116/117–130/131, 136/137, 139E, T10 **UNIT 5:** 26/27, 37J, 52/53, 63J

CCSLH: 1.1.C

Craft and Structure

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

UNIT 1: 26, 56 **UNIT 2:** 87B, 96/97, 110, 134/135, 136/137, 142, T17, T18, T19, T20, T21 **UNIT 3:** 66/67, 68/69, 112, 146 **UNIT 4:** 26, 27S, 29A, 132 **UNIT 5:** 370, 43E, 62, 150/151, 151A, T18 **UNIT 6:** 168/169, 272/273, 237A, 292/293, 304

CCSLH: 1.2.A

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

UNIT 1: 27I, 33A, 63A, 104, 135F, 137A **UNIT 2:** 35A, 67A **UNIT 3:** 37A, 69A, 117A, 147K, 151A **UNIT 4:** 29A, 54, 61A **UNIT 5:** 41A, 125A, 150/151, 151A **UNIT 6:** 193A, 223A, 273A, 309A

CCSLH: 1.2.B

Common Core State Standards • Grade 1	Page References
6. Identify who is telling the story at various points in a text.	UNIT 2: 37A, 69D UNIT 3: 147F, T22 CCSLH: 1.2.C
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events.	UNIT 1: S32, S40, 8/9, 10/11, 38/39, 67M, 84/85, 105A, 114/115 UNIT 2: 40/41, 88/89, 120/121 UNIT 3: 8/9, 16/17, 24/25, 30, 90/91, 98/99, 122/123 UNIT 5: 11A, 18/19, 36, 37J, 63J, 118 UNIT 6: 161A–161B, 161J, 162/163–186/187, 188, 189, 189A, 195E, 195U, 195V, 195BB, 216, 217, 282/283, 305, 305J, T7 CCSLH: 1.3.A
8. (Not applicable to literature)	(Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.	UNIT 1: S20, 35E, 35T UNIT 3: 119E, 153E UNIT 4: 63E, 133, 133A, 137A UNIT 5: 36, 118, T19 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.	UNIT 1: 13G–24/25, 43G–54/55, 89G–102/103, 135J–136/137 UNIT 2: 29J–34/35, 45G–58/59, 93G–108/109, 125G–140/141 UNIT 3: 13G–28/29, 65J–68/69, 95G–110/111, 127G–144/145 UNIT 4: 9I–24/25, 27S–28/29, 35J–52/53, 113J–130/131, 133T–136/137 UNIT 5: 11I–34/35, 47J–60/61, 89I–116/117, 149S–150/151 UNIT 6: 161J–186/187, 199I–214/215, 271S–272/273, 279I–302/303

Reading Standards for Informational Text

Key Ideas and Details

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

UNIT 1: 106/107, T9 **UNIT 2:** 7A, 7J, 12/13, 13G, 16/17– 26/27, 37E, 66/67, 70I, 71A, 71J, 73G, 76/77–80/81, 81A, 85G, 112/113, T7 **UNIT 3:** 54/55, 73A, 73J, 74/75, 75G, 78/79–82/83, 83A, 87G, 116/117, 150/151, T9 **UNIT 4:** 60/61 **UNIT 5:** 40/41, 73A–73B, 73I, 76/77–80/81, 85G, 131A, 131I, 134/135–146/147, 153E **UNIT 6:** 190/191

CCSLH: 2.1.A

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

UNIT 1: S64, 32/33, 65O, 65P, 65T, 66I, 67J, 81N, 81Q, 81R, 81U, 89D, 112I, 135, 139P, 139S, T9 **UNIT 2:** 6R, 7J, 29, 37P, 37S, 69P, 69S, 69T, 71J, 81A, 85R, 85U, 87A, 87J, 92/93, 93G, 96/97–108/109, 117E **UNIT 3:** 39P, 39S, 40I, 41J, 47D, 65, 71P, 71S, 73J, 87R, 87U, 95D **UNIT 4:** 31R, 31U, 55E, 63R, 63U, 75E, 79T, 79W, 80I, 103, 109R, 109U **UNIT 5:** 85T, 128I, 149, 149E, 153R, 153U **UNIT 6:** 208/209, 217E, 217J, 241T, 242I, 271, 271E, 275R, 275U

CCSLH: 2.1.B

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

UNIT 3: S60, 67A, 67J, 69G, 72/73–76/77, 81G **UNIT 2:** 18/19, 66/67 **UNIT 3:** 32/33, 34/35, 41A, 41J, 46/47, 47G, 50/51–62/63, 71E **UNIT 4:** 67A–67B, 67I, 70/71–74/75, 75J, 79G **UNIT 5:** 73A–73B, 73I, 76/77–80/81, 81A, 85G, 85T, 122/123, 131A–131B, 131I, 134/135–146/147, 149J, 153E, 153R, 153V, T9 **UNIT 6:** 229A–229B, 229I, 232/233–236/237, 237A, 237J, 241G, 241T, 241W, 241X, 241DD, 245A–245B, 245I, 248/249–268/269, 271A, 275E, 275R, 275U, 275V, 275BB, 306/307, 308/309

CCSLH: 2.1.C

Craft and Structure

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

UNIT 1: 128/129 **UNIT 3:** 80/81 **UNIT 4:** 72/73, 92/93 **UNIT 5:** 40/41, 144/145, 148 **UNIT 6:** 232/233, 234/235, 258/259, 270

CCSLH: 2.2.A

Common Core State Standards • Grade 1	Page References
<p>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>	<p>UNIT 1: 27I, 28/29, 30/31, 35X, 57I, 58/59, 60/61, 62/63, 65X, 105J, 108/109, 111X UNIT 2: 61J, 64/65, 69X, 78/79, 111I, 114/115, 117X, 143I, 144/145, 146/147, 149X UNIT 3: 31I, 36/37, 39X, 113I, 116/117, 119X, 147J, 148/149, 153X UNIT 4: 55S, 58/59, 63Z, 70/71, 103S, 104/105, 106/107, 109Z UNIT 5: 37S, 38/39, 40/41, 43Z, 63S, 66/67, 69Z, 119S, 120/121, 124/125, 127Z UNIT 6: 189S, 190/191, 192/193, 195Z, 217S, 218/219, 222/223, 225Z, 305S, 308/309, 311Z</p> <p>CCSLH: 2.2.B</p>
<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>UNIT 1: 27I, 30/31, 35X, 57I, 58/59, 60/61 UNIT 2: 62/63, 64/65, 112/113 UNIT 3: 34/35, 60/61, 71E, 83I UNIT 4: 102 UNIT 5: 37S, 37T, 38/39 UNIT 6: 192/193, 305S, 305T, 308/309</p> <p>CCSLH: 2.2.C</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>UNIT 1: 27I, 28/29–32/33, 33A, 74/75, 105K, 106/107, 113A, 119G UNIT 2: 8/9, 28, 71M, 62/63, 64/65, 112/113 UNIT 3: 32/33, 34/35, 42/43, 50/51, 52/53, 56/57, 60/61, 73M, 75G, 114/115, 148/149 UNIT 4: 56/57, 102, 103T, 104/105 UNIT 5: 37S, 37T, 38/39, 63S, 63T, 66/67, 81J, 124/125 UNIT 6: 192/193, 237J, 305T, 306/307</p> <p>CCSLH: 2.3.A</p>
<p>8. Identify the reasons an author gives to support points in a text.</p>	<p>UNIT 1: 113F UNIT 4: 143A</p> <p>CCSLH: 2.3.B</p>
<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>UNIT 1: 81G, 109A UNIT 2: 29, 29A, 37E, 69E, 85G UNIT 3: 87G UNIT 4: 79G, 107A UNIT 6: 193A</p> <p>CCSLH: 2.3.C</p>

Common Core State Standards • Grade 1	Page References
Range of Reading and Level of Text Complexity	
<p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>UNIT 1: 27I-32/33, 57I-62/63, 69G-76/77, 105K-108/109, 119G-132/133 UNIT 2: 13G-26/27, 61J-66/67, 73G-80/81, 111J-114/115, 143J-146/147 UNIT 3: 31I-36/37, 47G-62/63, 75G-82/83, 113J-116/117, 147K-150/151 UNIT 4: 55S-60/61, 67I-74/75, 83J-100/101, 103T-106/107 UNIT 5: 37T-40/41, 63T-66/67, 73I-80/81, 119S-124/125, 131I-146/147 UNIT 6: 189T-192/193, 217S-222/223, 229I-236/237, 245I-268/269, 305T-308/309</p>
Reading Standards: Foundational Skills	
Print Concepts	
<p>1. Demonstrate understanding of the organization and basic features of print.</p>	<p>UNIT 1: S6, S10, S14, S18, S22, S26, S30, S34, S38, S42, S50, S54, S58, S62, 6T, 7I, 13C, 27D, 35A, 36K, 37I, 43C, 57D, 65A, 66K, 67I, 69C, 77D, 81C, 82K, 83I, 89C 105E, 111A, 112K, 113I, 119C, 139A UNIT 2: 6T, 7I, 13C, 29E, 37A, 38K, 39, 45C, 61E, 69A, 70K, 71I, 73C, 81D, 85C, 86K, 87I, 93C, 111D, 117A, 118K, 119I, 125C, 143D, 149A UNIT 3: 6T, 7I, 13C, 31D, 39A, 40K, 41I, 47C, 65D, 71A, 72K, 73I, 75C, 83D, 87C, 88K, 89I, 95K, 113D, 119A, 120K, 121I, 127C, 147E, 153A</p> <p>CCSLH: 3.1.A</p>
<p>a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>UNIT 1: S14, S46, S50, S54, S58, S62, 6T, 7I, 13C, 36K, 37I, 66K, 67I, 77D, 81C, 82K, 83I, 111A, 112K, 113I UNIT 2: 13C, 29E, 45C, 61E, 69A, 70K, 71I, 73C, 149A UNIT 3: 6T, 88K, 95C, 113D</p> <p>CCSLH: 3.1.A</p>

Common Core State Standards • Grade 1	Page References
<i>Phonological Awareness</i>	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>UNIT 1: S6, S10, S14, S18, S22, S26, S30, S34, S38, S42, S46, S50, S54, S58, S62, 7B, 7K, 13E, 27E, 35B, 37B, 37K, 43E, 57E, 65B, 67B, 67K, 69E, 77E, 81D, 83B, 83K, 89E, 105F, 111B, 113B, 113K, 119E, 135E, 139B UNIT 2: 7B, 7K, 13E, 29F, 37B, 39B, 39K, 45E, 61F, 69B, 71B, 71K, 73E, 81E, 85B, 87B, 87K, 93E, 111E, 117B, 119B, 119K, 125E, 143E, 149B UNIT 3: 7B, 7K, 13E, 31E, 39B, 41B, 41K, 47E, 65E, 71B, 73B, 73K, 75E, 83E, 87B, 89B, 89K, 95E, 113E, 119B, 121B, 121K, 127E, 147F, 153B UNIT 4: 7A, 9F, 27F, 270, 31B, 33A, 35F, 55F, 550, 63B, 65A, 67F, 75F, 750, 79D, 81A, 83F, 103F, 1030, 109B, 111A, 113F, 133F, 1330, 139B UNIT 5: 9A, 11F, 37F, 370, 43B, 45A, 47F, 63F, 630, 69B, 71A, 73F, 81F, 810, 85D, 87A, 89F, 119F, 1190, 127B, 129A, 131F, 149F, 1490, 153B UNIT 6: 159A, 161F, 189F, 1890, 195B, 197A, 199F, 217F, 2170, 225B, 227A, 229F, 237F, 2370, 241B, 243A, 245F, 271F, 2710, 275B, 277A, 279F, 305F, 3050, 311B</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>UNIT 5: 9A, 43K</p> <p>CCSLH: 3.2.A</p>
<p>b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>UNIT 1: S46, S50, S54, S58, S62, 13E, 35B, 43E, 65B, 67K, 77E, 135G UNIT 2: 13E, 37B, 45E, 69B, 71K, 85D, 93E, 117B, 119K, 143F, 149B UNIT 3: 7K, 39B, 75E, 87D, 121K, 153B, T1 UNIT 4: 27F, 31B, 67F, 79D, 133F, T1 UNIT 5: 37F, 43B, 63F, 69B, 81F, 85D, 119F, 127B, 129A, 1490, T1 UNIT 6: 217F, 271F, 275B, 279F, 311B, T1</p> <p>CCSLH: 3.2.B</p>
<p>c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>UNIT 1: S6, S10, S14, S18, S22, S26, S30, S34, S38, S42, 7K, 27E, T1 UNIT 2: 7K, 29F, 87B, T1 UNIT 3: 89K, 113E, T1 UNIT 5: 89F, 1190, T1 UNIT 6: 199F, 277A, 3050</p> <p>CCSLH: 3.2.C</p>
<p>d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>UNIT 1: 83K, 111B, 113K, 139B UNIT 2: 119B, 143E, T1 UNIT 3: 41K, 65E, 73K, 83E, 95E, 119B, 121B, 147F UNIT 4: 35F, 63B, 103F, 109B, T1 UNIT 5: 131F, 153B, T1 UNIT 6: 161F, 195B, 199F, 225B, 229F, 241D, 245F, 2710, T1</p> <p>CCSLH: 3.2.D</p>

Common Core State Standards • Grade 1	Page References
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>UNIT 1: 7F, 27F, 35K, 37F, 57F, 65K, 67F, 81M, 83F, 111K, 113F, 139K, T10 UNIT 2: 7F, 29G, 29H, 37K, 39F, 69K, 71C–71D, 71E, 71F, 71G, 71K–71L, 73A, 73E–73F, 81B, 81F, 81G, 85D, 85A, 85E, 85H, 85M, 85O, 85S, 87K, 93E, 111F, 117B, 117K, 119F, 149K, T4, T10, T12 UNIT 3: 7C–7D, 7E, 7F, 7K–7L, 13E–13F, 24/25, 31F, 31G, 39B, 39C, 39K, 41F, 65F, 71K, 71U, 73C–73D, 73E, 73F, 73K–73L, 75E, 75F, 83D, 83F, 83G, 87D, 87E, 87M, 89C–89D, 89E, 89F, 89K–89L, 95E–95F, 113F, 113G, 119B, 119C, 119K, 119S, 121F, 153K, T2, T4, T5, T11, T13, T14 UNIT 4: 7A–7B, 7C, 7D, 9F–9G, 27F–27G, 27P, 27Q, 31B, 31M, 31Y, 31Z, 33A–33B, 33C, 33D, 35G, 35H, 55F, 55G, 55P–55Q, 63B, 63C, 63M, 63Y, 63Z, 65A–65B, 65C, 65D, 67F, 67G, 75F, 75G, 75P, 79D, 79E, 79O, 79AA, 79BB, 81A, 81B, 81C, 81D, 83G, 83H, 103F, 103G, 103P, 103Q, 109B, 109C, 109M, 109Y, 109Z, 111A–111B, 111C, 111D, 113G, 113H, 133F, 133G, 133N, 133P, 133Q, 139A, 139B, 139C, 139M, 139Y, 139Z, T2, T3, T4, T5, T6 UNIT 5: 9A, 9B, 9C, 9D, 11F, 11G, 24/25, 37F, 37G, 37N, 37P, 37Q, 43B, 43C, 43M, 43Z, 45A, 45B, 45C, 45D, 47E, 47G, 47H, 63F, 63G, 63N, 63P, 63Q, 69A, 69B, 69C, 69M, 69Y, 69Z, 71D, 81P, 85O, 87D, 119P, 119Q, 127M, 127U, 129D, 153M, T2, T3 UNIT 6: 159D, 189P, 189Q, 195M, 195N, 195W, 197D, 225M, 225N, 227D, 241O, 241P, 243D, 275M, 275N, 277D, 311M, 311N</p> <p>CCSLH: 3.3.A, 3.3.B</p>
<p>a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>UNIT 2: 71C–71D, 71E, 71F, 71K–71L, 73E–73F, 81F, 85D, 85E, 85M, 85O, 85S, 87K, 93E, 111F, 117B, T4 UNIT 3: 73C–73D, 73E, 73F, 73K–73L, 75E, 75F, 83D, 83F, 83G, 87D, 87E, 87M, 95E, T4</p> <p>CCSLH: 3.3.A</p>
<p>b Decode regularly spelled one-syllable words.</p>	<p>UNIT 1: 7F, 35K, 37F, 65K, 67F, 81M, 83F, 111K, 113F, 139K UNIT 2: 7F, 37K, 39F, 69K, 71F, 85M, 87F, 117K, 119F, 149K UNIT 3: 7F, 39K, 41F, 71K, 73F, 87M, 89F, 119K, 121F, 153K UNIT 4: 7D, 31M, 33D, 63M, 65D, 79O, 81D, 109M, 111D, 139M UNIT 5: 9D, 43M, 45D, 69M, 71D, 85O, 87D, 127M, 129D, 153M UNIT 6: 159D, 195M, 197D, 225M, 227D, 241O, 243D, 275M, 277D, 311M</p> <p>CCSLH: 3.3.A</p>

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>UNIT 3: 7C–7D, 7E, 7F, 7K–7L, 13E–13F, 31F, 39B, 39C, 39K, 89C–89D, 89E, 89F, 89K–89L, 95E–95F, 119B, 119C, 119K, 119S, T2, T5 UNIT 4: 7A–7B, 7C, 7D, 9F–9G, 27F–27G, 27P, 27Q, 31B, 31M, 31Y, 31Z, 33A–33B, 33C, 33D, 35G, 35H, 55F, 55G, 55P–55Q, 63B, 63C, 63M, 63Y, 63Z, 65A–65B, 65C, 65D, 67F, 67G, 75F, 75G, 75P, 79D, 79E, 79O, 79AA, 79BB, 81A, 81B, 81C, 81D, 83G, 83H, 103F, 103G, 103P, 103Q, 109B, 109C, 109M, 109Y, 109Z, 111A–111B, 111C, 111D, 113G, 113H, 133F, 133G, 133N, 133P, 139A, 139B, 139C, 139M, 139Y, 139Z, T2, T3, T4, T5, T6 UNIT 5: 9A, 9B, 9C, 9D, 11F, 11G, 37F, 37G, 37N, 37P, 43B, 43C, 43M, 43Z, 45A, 45B, 45C, 45D, 47E, 47G, 47H, 63F, 63G, 63N, 63P, 69A, 69B, 69C, 69M, 69Y, 69Z, T2, T3</p> <p>CCSLH: 3.3.A</p>
<p>d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>UNIT 3: 65F, 71U</p> <p>CCSLH: 3.3.A</p>
<p>e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>UNIT 4: 111A UNIT 5: 81P UNIT 6: 189P, 189Q, 195N, 195W, 225N, 241P, 275N, 311N</p> <p>CCSLH: 3.3.A</p>
<p>f Read words with inflectional endings.</p>	<p>UNIT 1: 27F, 57F, T10 UNIT 2: 29G, 29H, 81F, 81G, T10, T12 UNIT 3: 24/25, 31F, 31G, 83F, 83G, 113F, 113G, T11, T13, T14 UNIT 4: 27P, 27Q, 133P, 133Q UNIT 5: 24/25, 37P, 37Q, 63P, 63Q, 119P, 119Q, 127U</p> <p>CCSLH: 3.3.A</p>
<p>g Recognize and read grade-appropriate irregularly spelled words.</p>	<p>UNIT 2: 71G, 73A, 81B, 85A, 85H</p> <p>CCSLH: 3.3.B</p>

Fluency

<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>UNIT 1: 6R, 12/13, 22/23, 27H, 35K, 35P, 35S, 35W, 35X, 36I, 40/41, 46/47, 57H, 60/61, 65K, 65P, 65S, 65W, 65X, 66I, 81R, 81U, 81Y, 81Z, 82I, 86/87, 92/93, 111P, 111S, 111W, 111X, 112I, 116/117, 126/127, 139P, 139S, 139W, 139X UNIT 2: 6R, 10/11, 22/23, 37P, 37S, 37W, 37X, 38I, 44/45, 48/49, 54/55, 69P, 69S, 69W, 69X, 70I, 81H, 85R, 85U, 85Y, 85Z, 86I, 90/91, 96/97, 117P, 117S, 117W, 117X, 118I, 122/123, 132/133, 149P, 149S, 149W, 149X UNIT 3: 6R, 12/13, 18/19, 39P, 39S, 39W, 39X, 40I, 44/45, 54/55, 71P, 71S, 71W, 71X, 72I, 87R, 87U, 87Y, 87Z, 88I, 92/93, 102/103, 119P, 119S, 119W, 119X, 120I, 124/125, 140/141, 153P, 153S, 153W, 153X UNIT 4: 6R, 18/19, 31M, 31R, 31U, 31V, 32I, 46/47, 63M, 63R, 63U, 63V, 64I, 79O, 79T, 79W, 79X, 80I, 98/99, 109M, 109R, 109U, 109V, 110I, 126/127, 133I, 139M, 139R, 139U, 139V UNIT 5: 8R, 22/23, 37I, 43M, 43R, 43U, 43V, 44I, 58/59, 69M, 69R, 69U, 69V, 70I, 81S, 85O, 85T, 85W, 85X, 86I, 112/113, 119R, 127M, 127R, 127U, 127V, 128I, 136/137, 149R, 153M, 153R, 153U, 153V UNIT 6: 158R, 178/179, 189R, 195M, 195R, 195U, 195V, 196I, 212/213, 217R, 225M, 225R, 225U, 225V, 226I, 237S, 241O, 241T, 241W, 241X, 242I, 254/255, 354/355, 271R, 275M, 275R, 275U, 275V, 276I, 288/289, 305R, 311M, 311R, 311U, 311V</p> <p>CCSLH: 3.4.A</p>
<p>a Read on-level text with purpose and understanding.</p>	<p>UNIT 1: 6R, 7F, 35K, 36I, 37F, 65K, 66I, 67F, 81M, 82I, 83F, 111K, 112I, 113F, 139K UNIT 2: 6R, 7F, 37K, 38I, 39F, 69K, 70I, 71F, 85M, 86I, 87F, 117K, 118I, 119F, 149K UNIT 3: 6R, 7F, 39K, 40I, 41F, 71K, 72I, 73F, 87M, 88I, 89F, 119K, 120I, 121F, 153K UNIT 4: 6R, 7D, 31M, 32I, 33D, 63M, 64I, 65D, 79O, 80I, 81D, 109M, 110I, 111D, 139M UNIT 5: 8R, 9D, 43M, 44I, 45D, 69M, 70I, 71D, 85O, 86I, 87D, 127M, 128I, 129D, 153M UNIT 6: 158R, 159D, 195M, 196I, 197D, 225M, 226I, 227D, 241O, 242I, 243D, 275M, 276I, 277D, 311M</p> <p>CCSLH: 3.4.A</p>
<p>b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>UNIT 1: 27H, 35P, 35S, 35W, 57H, 65P, 65S, 81M, 81U, 86/87, 92/93, 111W, 111X, 139P UNIT 2: 29I, 54/55, 61E, 69K, 69P, 69S, 69X, 85M, 85R, 85U, 85Y, 117SX, 149K, 149P, 149S, 149X, 153E UNIT 3: 31H, 39K, 39W, 41I, 47C, 65H, 71K, 71X, 75F, 83H, 87M, 87Y, 87Z, 89I, 95C, 113H, 119KS, 147I, 153A, 153K, 153W, 153X UNIT 4: 6R, 27R, 31M, 63M, 63R, 64I, 75S, 79O, 79T, 98/99, 110I, 133I UNIT 5: 8R, 52/53, 58/59, 63I, 63R, 69M, 69R, 69U, 69V, 70I, 81I, 81S, 119R, 127M, 149R, 153R UNIT 6: 189I, 189R, 195M, 195R, 195V, 196K, 212/213, 217R, 220/221, 225H, 225M, 225R, 237I, 237S, 241O, 241T, 275M, 275R, 288/289, 311M, 315E</p> <p>CCSLH: 3.4.A</p>
<p>c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>UNIT 1: 50/51, 126/127 UNIT 2: 24/25, 50/51 UNIT 3: 7F, 41F, 52/53, 71L, 134/135 UNIT 4: 9H, 20/21, 27R, 35I, 55H, 63U, 67H, 75H, 83I, 103H, 113I, 133H, 139U, T12 UNIT 5: 11H, 22/23, 47I, 71D, 73H, 89H, 108/109, 131H, 149H, 153U, T17 UNIT 6: 161I, 164/165, 199H, 217H, 225U, 227E, 229H, 243D, 245H, 279H, 305H, 311U, T13, T16</p> <p>CCSLH: 3.4.A</p>

Common Core State Standards • GRADE 1

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 techniques, 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 information while avoiding plagiarism.
9. Draw evidence from literacy 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 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.

UNIT 1: 113H, 119B, 135D, 138/139, 139F **UNIT 4:** 9D, 27C, 27M, 29B, 31G, 35D, 55C, 55L, 61B, 63G, 143A–143E
CCSLH: 4.1.A

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

UNIT 1: 67H, 69B, 77C, 81B, 81H, 83H, 89B, 105C, 110/111, 111F **UNIT 2:** 7H, 13B, 29D, 36/37, 37F, 39H, 45B, 61D, 68/69, 69F, 71H, 73B, 81C, 85B, 85H **UNIT 3:** 73H, 75B, 83C, 87B, 87H, 89H, 95B, 113C, 118/119, 119F **UNIT 4:** 67D, 75C, 75M, 79A–79B, 79I, 157A–157E **UNIT 5:** 11D, 37C, 37M, 41B–42/43, 43G, 73D, 81C, 81M, 85A–85B, 85I, 89D, 119C, 119M, 125B–126/127, 127G, 157A–157E **UNIT 6:** 229D, 237C, 237M, 241A–241B, 241I, 245D, 271C, 271M, 273B–274/275, 275G, 315A–315E
CCSLH: 4.1.B

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.

UNIT 1: 7H, 13B, 27C, 34/35, 35F, 37H, 43B, 57C, 64/65, 65F, 143A–143E **UNIT 2:** 87H, 93B, 111C, 116/117, 117F, 119H, 125B, 143C, 148/149, 149F, 153A–153E **UNIT 3:** 7H, 13B, 31C, 38/39, 39F, 41H, 47B, 65C, 70/71, 71F, 121H, 127B, 147D, 152/153, 153F **UNIT 4:** 113D, 133C, 133M, 137B, 139G **UNIT 5:** 47D, 63C, 63L–M, 67B–68/69, 69G, 131D, 149C, 149L–149M, 151B–152/153, 153G **UNIT 6:** 161D, 189C, 189M, 193B–194/195, 195G, 199D, 217C, 217M, 223B–224/225, 225G, 279D, 305C, 305M, 309B–310/311, 311G
CCSLH: 4.1.C

Production and Distribution of Writing

4. (Begins in grade 3)

(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.

UNIT 1: 34/35, 64/65, 81B, 110/111, 138/139, 143D **UNIT 2:** 36/37, 68/69, 85B, 16/117, 148/149, 153D
UNIT 3: 38/39, 70/71, 87B, 118/119, 152/153, 157D **UNIT 4:** 29B, 61B, 79A, 107B, 137B, 143D **UNIT 5:** 41B, 67B, 85A, 125B, 151B, 157D, **UNIT 6:** 193B, 223B, 241B, 273B, 309B, 315D
CCSLH: 4.2.A

Common Core State Standards • Grade 1	Page References
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>UNIT 1: 143I UNIT 2: 153I UNIT 3: 157I UNIT 4: 143I UNIT 5: 149M, 157I UNIT 6: 315I</p> <p>CCSLH: 4.2.A</p>
Research to Build Knowledge	
<p>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).</p>	<p>UNIT 1: 6H, 6I, 33A, 63A, 143K UNIT 2: 6H, 6I, 153K UNIT 3: 6H, 6I, 117A, 151A, 157K UNIT 4: 6H, 6I, 61A, 143K</p> <p>UNIT 5: 8H, 8I, 41A, 125A, 157K, UNIT 6: 158H, 158I, 193A, 315K</p> <p>CCSLH: 4.3.A</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>UNIT 1: 6H, 6I, 33A, 63A, 77A, 109A, 143K UNIT 2: 6H, 6I, 115A, 153K UNIT 3: 6H, 6I, 37A, 117A, 151A, 157K</p> <p>UNIT 4: 6H, 6I, 61A, 75A, 107A, 137A, 143K UNIT 5: 8H, 8I, 41A, 67A, 125A, 151A, 157K UNIT 6: 158H, 158I, 193A, 196J, 223A, 309A, 315K</p> <p>CCSLH: 4.3.B</p>
<p>9. (Begins in grade 4)</p>	<p>(Begins in grade 4)</p>
Range of Writing	
<p>10. (Begins in grade 3)</p>	<p>(Begins in grade 3)</p>

Common Core State Standards • GRADE 1

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.

UNIT 1 : S8, S16, S28, S36, S48, S56, 6H, 6T, 13D, 27E, 36K, 43D, 57E, 66K, 69D, 77E, 82K, 89D, 105F, 112K, 118K, 119D, 135F **UNIT 2:** 6H, 6T, 13D, 29F, 38K, 45D, 61F, 69F, 70K, 73D, 81E, 86K, 93D, 111E, 125D, 143E, 149F **UNIT 3:** 6H, 6T, 13D, 31E, 40K, 47D, 65E, 72K, 75D, 83E, 87H, 88K, 95D, 113E, 120K, 127D, 147F **UNIT 4:** 6H, 6T, 27E, 270, 32K, 55E, 550, 64K, 75E, 750, 80K, 103E, 1030, 109H, 110K, 133E, 1330 **UNIT 5:** 8T, 37E, 370, 44K, 63E, 630, 70K, 81E, 810, 86K, 119E, 1190, 128K, 149E, 1490 **UNIT 6:** 158T, 189E, 1890, 196K, 217E, 2170, 226K, 237E, 2370, 242K, 271E, 2710, 276K, 305E, 3050, 315K

CCSLH: 5.1.A

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

UNIT 3: 39F, 153F **UNIT 4:** 109H **UNIT 5:** 127H **UNIT 6:** 315K, T20

CCSLH: 5.1.A

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

UNIT 1: 81H, 139F **UNIT 3:** 39F, 153F, 157K **UNIT 4:** 109H **UNIT 5:** 127H, 139H, 143K **UNIT 6:** 315K

CCSLH: 5.1.A

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

UNIT 4: 109H, 127H **UNIT 5:** 85J

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.

UNIT 1: 13D, 27E, 35F, 43D, 57E, 69D, 77E, 81H, 89D, 105F, 111F, 119D, 135F, 143K **UNIT 2:** 13D, 29F, 37F, 45D, 61F, 69F, 73D, 81E, 93D, 111E, 117F, 125D, 143E, 153K **UNIT 3:** 13D, 31E, 39F, 47D, 65E, 75D, 83E, 87H, 95D, 113E, 127D, 147F, 153F, 157K **UNIT 4:** 27E, 270, 55E, 550, 63H, 75E, 750, 103E, 1030, 133E, 1330, 143K **UNIT 5:** 37E, 370, 43H, 63E, 630, 69H, 81E, 810, 85J, 119E, 1190, 127H, 149E, 1490, 153H, 157K **UNIT 6:** 189E, 1890, 195H, 217E, 2170, 237E, 2370, 271E, 2710, 305E, 3050, 315E, 315K

CCSLH: 5.1.B

Common Core State Standards • Grade 1	Page References
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>UNIT 1: 35F, 81H, 111F, 143E UNIT 2: 37F, 69F, 117F, 153K UNIT 3: 39F, 87H, 153F, 157K UNIT 4: 63H, 143K UNIT 5: 43H, 69H, 85J, 127H, 153H UNIT 6: 195H, 315E, 315K</p> <p>CCSLH: 5.1.B</p>
<p><i>Presentation of Knowledge and Ideas</i></p>	
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>UNIT 1: S20, 13C, 35T, 35W, 57D, 67I, 105 UNIT 2: 50/51, 54/55, 78/79, 81A, 85Y, 93C, 125D, 143, 143D UNIT 3: 37B, 65J, 71F, 75C UNIT 4: 55J, 56/57, 75A, 75N, 79X, 79AA, 86/87, 103N, 109Y, 139Y UNIT 5: 11C, 37, 63D, 63J, 69Y, 119D UNIT 6: 195BB, 217D, 226K, 229B, 237A, 243E, 260/261, 262/263</p> <p>CCSLH: 5.2.A</p>
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>UNIT 1: 143K UNIT 2: 153K UNIT 3: 157K UNIT 4: 31H, 143K UNIT 5: 43H, 85J, 127H, 153H, 157K UNIT 6: 241J, 275H, 315K</p> <p>CCSLH: 5.2.B</p>
<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	<p>UNIT 1: 7G, 139F UNIT 2: 93B UNIT 5: 63J, 810, 149E, 153D</p> <p>CCSLH: 5.2.C</p>

Common Core State Standards • GRADE 1

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 and 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>UNIT 1: S7, S11, S15, S19, S23, S27, S31, S35, S39, S43, S47, S51, S55, S59, S63, 7G, 13A, 27B, 27F, 27G, 33B, 35C, 35F, 65C, 69B, 77C, 81E, 83H, 89B, 105C, 105G, 105H, 111C, 113G, 119A, 135B, 137B, 139C, 139F, 143E, T10, T12 UNIT 2: 7G, 7H, 13A, 13B, 29B, 35B, 37C, 37F, 39G, 39H, 45A, 61B, 67B, 68/69, 69C, 69F, 71G, 73A, 81B, 85A, 85B, 85H, 87G, 93A, 93B, 111B, 115B, 117C, 117F, 119G, 125A, 143B, 147B, 149C, 153E, T20, T22 UNIT 3: 37B, 41G, 41H, 47A, 47B, 65B, 69B, 70/71, 71F, 71S, 73G, 75A, 83B, 83C, 83F, 85A, 87A, 87B, 87H, 89G, 117B, 153C, 155A, 157E, T23 UNIT 4: 27K, 31C, 35D, 55B, 55K, 55L, 55R, 67C, 75B, 75L, 79E, 79H, 79J, 83C, 103B, 103K, 107B, 109G, 109H, 133D, 139G, T22 UNIT 5: 11C, 37B, 37K, 37L, 37M, 41B, 43C, 43F, 47C, 47D, 63B, 63C, 63J, 63K, 63L, 63M, 67B, 69F, 69G, 69H, 69Y, 73C, 81B, 81O, 85A, 85G, 85I, 89C, 95A, 113B, 117B, 119B, 119K, 119L, 119M, 125B, 127F, 127G, 149E, 149M, 153D, T19, T21 UNIT 6: 195G, 217C, 217K, 223B, 225G, 229C, 229D, 237B, 237L, 237M, 241A, 241B, 241H, 241I, 245C, 271K, 271M, 275G, 279C, 279D, 305B, 305C, 305K, 305M, 309B, 311F, 311G, 313A, 315D, T24</p> <p>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</p>
<p>a Print all upper- and lowercase letters.</p>	<p>UNIT 1: S7, S11, S15, S19, S23, S27, S31, S35, S39, S43, S47, S51, S55, S59, S63, 35C, 65C, 81E, 111C, 139C UNIT 2: 37C, 69C, 85A, 117C, 149C UNIT 3: 37B, 69B, 117B, 153C UNIT 4: 31C, 55L, 79E, 109G, 139G UNIT 5: 43C, 69G, 85I, 127G, 149M UNIT 6: 195G, 225G, 241I, 275G, 311G</p> <p>CCSLH: 6.1.A</p>
<p>b Use common, proper, and possessive nouns.</p>	<p>UNIT 1: 105G, 105H, T12 UNIT 2: 7G, 7H, 13A, 13B, 29B, 35B, 37F, 87G, 93A, 111B, 115B, 117F, 119G, 125A, 143B, 147B, 153E, T22 UNIT 3: 83B, 83C, 83F, 87B, 157E, T23 UNIT 4: 27K, 75L, 79H, T22 UNIT 5: 37K, 37M, 41B, 43F, T19 UNIT 6: 217K, 223B, 305K, 305M, 309B, 311F, T24</p> <p>CCSLH: 6.1.C</p>
<p>c Use singular and plural nouns with matching verbs in basic sentences (<i>e.g., He hops; We hop</i>).</p>	<p>UNIT 1: 27F, 27G, T10 UNIT 2: 39G, 39H, 45A, 61B, 67B, 68/69, 69F, 71G, 73A, 81B, 85A, 85B, 85H UNIT 3: 71S, 89G</p> <p>CCSLH: 6.1.C</p>
<p>d Use personal, possessive, and indefinite pronouns (<i>e.g., I, me, my; they, them, their, anyone, everything</i>).</p>	<p>UNIT 1: 143E UNIT 6: 229C, 229D, 237B, 237L, 237M, 241A, 241B, 241H, 245C, 271K, 271M, 305M, 315D</p> <p>CCSLH: 6.1.E</p>

Common Core State Standards • Grade 1	Page References
<p>e Use verbs to convey a sense of past, present, and future (<i>e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>	<p>UNIT 3: 41G, 41H, 47A, 47B, 65B, 69B, 70/71, 71F, 73G, 75A, 83B, 83C, 87A, 87B, 87H, 89G, 95A, 113B, 117B UNIT 4: 67C, 75B, 83C, 103B, 103K, 107B, 133D</p> <p>CCSLH: 6.1.D</p>
<p>f Use frequently occurring adjectives.</p>	<p>UNIT 1: 69B, 77C, 83H, 89B, 105C UNIT 2: T20 UNIT 5: 11C, 37B, 37K, 37L, 37M, 41B, 43F, 47C, 47D, 63B, 63C, 63K, 63L, 63M, 67B, 69F, 69H, 69Y, 73C, 81B, 85A, 89C, 119L, 119M, 125B, 127F, T21</p> <p>CCSLH: 6.1.F</p>
<p>g Use frequently occurring conjunctions (<i>e.g., and, but, or, so, because</i>).</p>	<p>UNIT 4: 79J, 109H UNIT 5: 85G</p> <p>CCSLH: 6.1.H</p>
<p>h Use determiners (<i>e.g., articles, demonstratives</i>).</p>	<p>UNIT 5: 89C, 119B, 119K, 125B, 127F</p> <p>CCSLH: 6.1.F</p>
<p>i Use frequently occurring prepositions (<i>e.g., during, beyond, toward</i>).</p>	<p>CCSLH: 6.1.H</p>
<p>j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>UNIT 1: 7G, 13A, 27B, 33B, 35F, 113G, 119A, 135B, 137B, 139F UNIT 2: 35B, 93B UNIT 3: 85A, 155A UNIT 4: 35D, 55B, 55K, 55R UNIT 5: 37M, 63J, 810, 149E, 153D UNIT 6: 217C, 279C, 279D, 305B, 305C, 305K, 305M, 309B, 311F, 313A</p> <p>CCSLH: 6.1.B</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>UNIT 1: 7E, 13F, 27B, 27G, 37E, 43F, 57B, 57G, 63B, 64/65, 67E, 67G, 69A, 69F, 77B, 77G, 79A, 81A, 81B, 81H, 83E, 83G, 89A, 89F, 105B, 105H, 109B, 111F, 113E, 113G, 119F, 135B, 135H, 143E, T17, T21 UNIT 2: 7E, 7H, 13F, 29B, 29H, 36/37, 37F, 39E, 45F, 61B, 61H, 67B, 71E, 73F, 81B, 81G, 85A, 87E, 87G, 93A, 93F, 111B, 111G, 115B, 117F, 119E, 119G, 125A, 125F, 143B, 143G, 147B, 153E, T22 UNIT 3: 7E, 13F, 31G, 41E, 47F, 65G, 73E, 75F, 83B, 83C, 83G, 85A, 87B, 89E, 95F, 112, 113B, 113G, 117B, 118/119, 121E, 127F, 147H, 157E, T23 UNIT 4: 7C, 27G, 27K, 27Q, 33C, 55G, 55K, 55Q, 61B, 63F, 65C, 75G, 75L, 75Q, 79H, 81C, 103G, 103K, 103Q, 111C, 133G, 133Q, T18, T22 UNIT 5: 9C, 37G, 37K, 37M, 37Q, 41B, 43F, 45C, 63G, 63K, 63Q, 67B, 71C, 81G, 81Q, 83A, 87C, 119G, 119K, 119Q, 129C, 149G, 149Q, T19 UNIT 6: 159C, 189G, 189K, 189Q, 197C, 217G, 217K, 217Q, 223B, 227C, 237G, 237L, 237Q, 243C, 271G, 271Q, 277C, 305G, 305K, 305M, 305Q, 309B, 311F, 315D, 315F, T24</p> <p>CCSLH: 6.1.I, 6.1.J, 6.1.K</p>

Common Core State Standards • Grade 1	Page References
<p>a Capitalize dates and names of people.</p>	<p>UNIT 2: 87G, 93A, 111B, 115B, 117F, 119G, 125A, 143B, 147B, 153E, T22 UNIT 3: 83B, 83C, 87B, 157E, T23 UNIT 4: 27K, 75L, 79H, T22 UNIT 5: 37K, 37M, 41B, 43F, 119K, T19 UNIT 6: 217K, 223B, 305K, 305M, 309B, 311F, T24</p> <p>CCSLH: 6.1.I</p>
<p>b Use end punctuation for sentences.</p>	<p>UNIT 1: 27B, 57B, 63B, 64/65, 67G, 69A, 77B, 79A, 81A, 81B, 81H, 83G, 89A, 105B, 109B, 111F, 113G, 135B, 143E, T17, T21 UNIT 2: 7H, 29B, 36/37, 37F, 61B, 67B, 81B, 85A, 153E UNIT 3: 85A, 112, 113B, 117B, 118/119 UNIT 4: 55K, 61B, 63F, T18 UNIT 5: 63K, 67B, 83A UNIT 6: 189K</p> <p>CCSLH: 6.1.J</p>
<p>c Use commas in dates and to separate single words in a series.</p>	<p>UNIT 4: 103K UNIT 6: 237L, 315D, 315F</p> <p>CCSLH: 6.1.I</p>
<p>d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>UNIT 1: 7E, 13F, 27G, 37E, 43F, 57G, 67E, 69F, 77G, 83E, 89F, 105H, 113E, 119F, 135H UNIT 2: 7E, 13F, 29H, 39E, 45F, 61H, 71E, 73F, 81G, 87E, 93F, 111G, 119E, 125F, 143G UNIT 3: 7E, 13F, 31G, 41E, 47F, 65G, 73E, 75F, 83G, 89E, 95F, 113G, 121E, 127F, 147H UNIT 4: 7C, 27G, 27Q, 33C, 55G, 55Q, 65C, 75G, 75Q, 81C, 103G, 103Q, 111C, 133G, 133Q UNIT 5: 9C, 37G, 37Q, 45C, 63G, 63Q, 71C, 81G, 81Q, 87C, 119G, 119Q, 129C, 149G, 149Q UNIT 6: 159C, 189G, 189Q, 197C, 217G, 217Q, 227C, 237G, 237Q, 243C, 271G, 271Q, 277C, 305G, 305Q</p> <p>CCSLH: 6.1.K</p>
<p>e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>UNIT 1: 7E, 37E, 67E, 83E, 113E UNIT 2: 7E, 39E, 71E, 71G, 73A, 81B, 85A, 85H, 87E, 119E UNIT 3: 7E, 41E, 73E, 89E, 121E UNIT 4: 7C, 33C, 65C, 81C, 111C UNIT 5: 9C, 45C, 71C, 87C, 129C UNIT 6: 159C, 197C, 227C, 243C, 277C</p> <p>CCSLH: 6.1.K</p>
<p>3. (Begins in grade 2)</p>	<p>(Begins in grade 2)</p>

Common Core State Standards • Grade 1	Page References
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>	<p>UNIT 1: 7J, 13G, 37J, 43G, 67J, 69G, 83J, 89G, 113J, 119G UNIT 2: 7J, 13G, 39J, 45G, 71J, 73G, 87J, 93G, 119J, 125G UNIT 3: 7J, 13G, 41J, 47G, 71W, 73J, 75G, 89J, 95G, 121J, 127G UNIT 4: 9I, 27H, 35J, 63Y, 67I, 83J, 103H, 113J, T11 UNIT 5: 9D, 11I, 47J, 73I, 89I, 131I, 153U UNIT 6: 161J, 199I, 225U, 227D, 229I, 245I, 279I</p> <p>CCSLH: 6.2.A, 6.2.B, 6.2.C</p>
<p>a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>UNIT 1: 9H, 35I, 55H, 63U, 67H, 75H, 83I, 113I, 133H, 139U, T12 UNIT 5: 11H, 47I, 71D, 73H, 89H, 131H, 149H, T17 UNIT 6: 161I, 199H, 217H, 225U, 229H, 243D, 245H, 279H, 305H, 311U, T13, T16</p> <p>CCSLH: 6.2.B</p>
<p>b Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>UNIT 4: 103H, 109U, T14 UNIT 5: 63H, 119H, 153U, T15 UNIT 6: 271H, 275U, T15</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, looked, looking</i>).</p>	<p>UNIT 4: 103H, 109U, T14 UNIT 5: 63H, 119H, 153U, T15 UNIT 6: 217H, 271H, 275U, T15</p> <p>CCSLH: 6.2.C</p>
<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>UNIT 1: 37I, 65W, 67I, 83I, 105K, 111W, 113I UNIT 2: 7I, 39I, 71I, 87I, 111J, 119I UNIT 3: 7I, 41I, 73I, 75F, 89I, 121I, 147K UNIT 4: 7E, 27D, 27N, 33E, 65E, 81E, 111E UNIT 5: 9E, 45E, 71E, 73C, 81B, 81H, 81L, 85A, 85H, 87E, 129E, 149D, 153R, 153U UNIT 6: 159E, 197E, 227E, 229B, 229E, 237N, 243E, 245E, 271J, 277E, 305T, T9</p> <p>CCSLH: 6.2.D, 6.2.E</p>
<p>a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>UNIT 1: 65W, 111W UNIT 3: 75F UNIT 4: 27D UNIT 5: 73C, 81B, 81L, 85A, 85H, 149D, 153R, 153U UNIT 6: 229B, 271J, T9</p> <p>CCSLH: 6.2.D</p>

Common Core State Standards • Grade 1	Page References
<p>b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	<p>UNIT 4: 27N UNIT 5: 153R, 153U UNIT 6: 229B, 237N</p> <p>CCSLH: 6.2.D</p>
<p>c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>UNIT 1: 37I, 67I, 83I, 105K, 113I UNIT 2: 7I, 39I, 71I, 87I, 111J, 119I UNIT 3: 7I, 41I, 73I, 89I, 121I, 147K UNIT 4: 7E, 33E, 65E, 81E, 111E UNIT 5: 9E, 45E, 71E, 87E, 129E UNIT 6: 159E, 197E, 227E, 229E, 243E, 245E, 277E, 305T</p> <p>CCSLH: 6.2.D</p>
<p>d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>UNIT 5: 81H</p> <p>CCSLH: 6.2.E</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p>	<p>UNIT 1: 6/7, 7I, 7J, 13C, 13G, 27D, 35A, 36/37, 37I, 37J, 43C, 43G, 57D, 65A, 66/67, 67I, 67J, 69C, 69G, 77D, 81C, 82/83, 83I, 83J, 89C, 89G, 105E, 111A, 112/113, 113I, 113J, 119C, 119G, 135E, 139A, 143I UNIT 2: 6/7, 7I, 7J, 13C, 13G, 29E, 37A, 38/39, 39I, 39J, 45C, 45G, 61E, 69A, 70/71, 71I, 71J, 73C, 73G, 81D, 85C, 86/87, 87I, 87J, 93C, 93G, 111D, 117A, 118/119, 119I, 119J, 125C, 125G, 143D, 149A, 153I UNIT 3: 6/7, 7I, 7J, 13C, 13G, 31D, 39A, 40/41, 41I, 41J, 47C, 47G, 65D, 71A, 72/73, 73I, 73J, 75C, 75G, 83D, 87C, 88/89, 89I, 89J, 95C, 95G, 113D, 119A, 120/121, 121I, 121J, 127C, 127G, 147E, 153A, 157I UNIT 4: 6/7, 9E, 9I, 27D, 27N, 32/33, 35E, 35J, 55D, 55N, 64/65, 67E, 67I, 75D, 75N, 80/81, 83E, 83J, 103D, 103N, 110/111, 113E, 113J, 133D, 133N, 143I UNIT 5: 8/9, 11E, 11I, 37D, 37N, 43A, 44/45, 47E, 47J, 63D, 63N, 69A, 70/71, 73E, 73I, 81D, 81N, 85C, 86/87, 89E, 89I, 119D, 119N, 128/129, 131E, 131I, 149D, 149N, 157I UNIT 6: 158/159, 161E, 161J, 189D, 189N, 196/197, 199E, 199I, 217D, 217N, 226/227, 229E, 229I, 237D, 237N, 242/243, 245E, 245I, 271D, 271N, 276/277, 279E, 279I, 305D, 305N, 315I</p> <p>CCSLH: 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 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 a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

KEY

CCSLH:

Common Core State Standards
Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

<p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>UNIT 2: 233A–233B, 233J, 236/237, 240/241, 257A, 257E, 263E, 263M, 263N, 263Q, 263R, 267A–267B, 267I, 270/271, 274/275, 276/277, 285A, 285E, 291E, 291M, 291N, 291Q, 291R UNIT 4: 37E, 45A–45B, 45J, 73A, 73E, 79E, 79M, 79N, 79Q, 79R</p> <p>CCSLH: 1.1.A</p>
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>UNIT 1: S6, S10, S18, 10R, 31, 37Q, 37R, 37U, 38I, 65, 65E, 69Q, 69R, 69U, 77E, 107E, 111Y, 143, 143E, 149U UNIT 2: 183E, 225E, 230I, 257, 257E, 263R UNIT 3: 327, 332I, 361, 375E, 403E, 437, 437E, 443U UNIT 4: 37E, 42I, 73, 73E, 79U, 119E, 123U, 124I, 149, 149E UNIT 5: 194I, 213, 213E, 225E, 230I, 257, 257E, 289E UNIT 6: 333, 333E, 339U, 361E, 408I, 441, 441E</p> <p>CCSLH: 1.1.B</p>
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>UNIT 1: 13A–13B, 13I, 14/15–28/29, 31A, 31J, 37E, 37M, 37N, 37Q, 37R, 37V, 37BB, 107J, T7 UNIT 6: 411A–411B, 411I, 412/413–438/439, 441A, 447E, 447M, 447N, 447Q, 447R, 447V, 447BB, T11</p> <p>CCSLH: 1.1.C</p>

Craft and Structure

<p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>UNIT 1: 107S–108/109, 111Y, 111Z UNIT 3: 403S–404/405, 407Y, 407Z UNIT 4: 119Q–120/121, 123Y, 123Z UNIT 5: 186, 361Q–362/363, 365Y, 365Z</p> <p>CCSLH: 1.2.A</p>
<p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>UNIT 1: S8, S12, S16, S20, 13A–13B, 13I, 16/17, 31A, 31E, 37E, 37M, 37N, 37Q, 37R, 41A–41B, 41J, 44/45, 46/47, 48/49, 50/51, 52/53, 54/55, 56/57, 60/61, 65A, 65E, 69E, 69M, 69N, 69Q, 69R, T8 UNIT 6: 301A–301B, 301J, 304/305, 312/313, 333A, 333E, 339E, 339M, 339N, 339Q, 339R</p> <p>CCSLH: 1.2.B</p>
<p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>UNIT 1: 69U, 142, 149U UNIT 2: 263U UNIT 3: 331U, 331V UNIT 4: 123U, 123V UNIT 5: 217U, 217V UNIT 6: 298S, 447V</p> <p>CCSLH: 1.2.C</p>

Common Core State Standards • Grade 2	Page References
Integration of Knowledge and Ideas	
<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>UNIT 1: 13A–13B, 13I, 14/15–28/29, 31A, 31J, 37E, 37M, 37N, 37Q, 37R, 37V, 37BB, 41A–41B, 41J, 42/43–62/63, 65A, 65J, 69E, 69M, 69N, 69Q, 69R, 69U, 69V, 69BB, 107J, T7, T8 UNIT 2: 183J UNIT 3: 335A–335B, 335I, 336/337–358/359, 361A, 367E, 367M, 367N, 367Q, 367R, 367BB UNIT 6: 411A–411B, 411I, 412/413–438/439, 441A, 447E, 447M, 447N, 447Q, 447R, 447T, 447V, 447BB, T11</p> <p>CCSLH: 1.3.A</p>
<p>8. (Not applicable to literature)</p>	<p>(Not applicable to literature)</p>
<p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>UNIT 4: 73E UNIT 6: 298I</p> <p>CCSLH: 1.3.B</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Reading selections in the Grade 2 Student Anthology and Leveled Readers in MMH Treasures fall within the recommended Lexile range 450-790 required by the Common Core Standard for grades 2-3.</p>

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

UNIT 1: 73A–73B, 73I, 74/75–76/77, 77A, 77J, 81I, 81Q, 81R, 81U, 81V, 81Y, 81Z, 81FF, 85A–85B, 85I, 86/87–104/105, 107A, 111E, 111M, 111N, 111Q, 111R, 111BB, T9 **UNIT 2:** 213J **UNIT 3:** 375J **UNIT 4:** 13A–13B, 13J, 16/17, 24/25, 28/29, 37A, 37E, 41E, 41M, 41N, 41Q, 41R, 45A–45B, 45J, 73A, 73E, 79E, 79M, 79N, 79Q, 79R, 83A–83B, 84/85, 87A, 91I, 91Q, 91R, 91U, 91V **UNIT 5:** 221A–221B, 221I, 222/223–224/225, 225A, 229I, 229Q, 229R, 229U, 229V, 229Y, 229FF, T9

CCSLH: 2.1.A

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

UNIT 1: 73A–73B, 73I, 74/75–76/77, 77A, 77J, 81I, 81Q, 81R, 81U, 81V, 81Y, 81Z, 81FF, 85A–85B, 85I, 86/87–104/105, 107A, 111E, 111M, 111N, 111Q, 111R, 111BB, T9 **UNIT 2:** 213J **UNIT 3:** 375J **UNIT 5:** 221A–221B, 221I, 222/223–224/225, 225A, 229I, 229Q, 229R, 229U, 229V, 229Y, 229FF, T9

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.

UNIT 2: 191A–191B, 191I, 192/193–210/211, 213A, 217E, 217M, 217N, 217Q, 217R, 217U, 217V, 217BB, 221A–221B, 221I, 225A, 229I, 229R, 229U, 229V, 229FF, T8 **UNIT 4:** 13A–13B, 13J, 14/15–34/35, 41E, 41M, 41N, 41Q, 41R, 41V, 41BB, T7 **UNIT 5:** 187J, 267A–267B, 267I, 268/269–286/287, 289A, 293E, 293M, 293N, 293Q, 293R, 293V, 293BB, T11 **UNIT 6:** 373J, 381A–381B, 381I, 382/383–400/401, 403A, 407E, 407M, 407N, 407Q, 407R, 407T, 407U, 407V, T10

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 grade 2 topic or subject area.

UNIT 1: 31R–35A, 65S–67A, 143R–147A **UNIT 2:** 155E–156/157, 183S–185A, 222/223–224/225, 257R–261A, 285R–289A **UNIT 3:** 327S–329A, 361R–365A, 437R–441A **UNIT 4:** 73R–77A, 84/85–86/87, 149R–153A **UNIT 5:** 187R–191A, 193Y, 213S–215A, 257R–261A, 268/269–286/287 **UNIT 6:** 333R–337A, 403S–405A, 441R–445A

CCSLH: 2.2.A

Common Core State Standards • Grade 2	Page References
<p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>UNIT 1: 31R–35A, 37Y, 37Z, 65S–67A, 69Y, 69Z, 143R–147A, 149Y, 149Z, T15, T16 UNIT 2: 183S–185A, 187Y, 187Z, 257R–261A, 263Y, 263Z, 285R–289A, 291Y, 291Z, T16 UNIT 3: 327S–329A, 331Y, 331Z, 361R–365A, 367Y, 367Z, 437R–441A, 443Y, 443Z UNIT 4: 73R–77A, 79Y, 79Z, 149R–153A, 155Y, 155Z UNIT 5: 187R–191A, 193Y, 193Z, 213S–215A, 217Y, 217Z, 257R–261A, 263Y, 263Z, T17 UNIT 6: 333R–337A, 339Y, 339Z, 378J, 403S–405A, 407Y, 407Z, 441R–445A, 447Y, 447Z, T17, T18, T20</p> <p>CCSLH: 2.2.B</p>
<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>UNIT 5: 163A–163B, 163J, 187A, 193E, 193M, 193N, 193Q, 193R, 193U, 193BB, 270/271, 289J, T7 UNIT 6: 354/355</p> <p>CCSLH: 2.2.C</p>
Integration of Knowledge and Ideas	
<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>UNIT 1: 31R–35A, 37Y, 37Z, 143R–147A, 149Y, 149Z, T15, T16 UNIT 2: 183S–185A, 187Y, 187Z, 257R–261A, 263Y, 263Z, 285R–289A, 291Y, 291Z, T16 UNIT 3: 361R–365A, 367Y, 367Z, 437R–441A, 443Y, 443Z UNIT 4: 73R–77A, 79Y, 79Z UNIT 5: 187R–191A, 193Y, 193Z, T17 UNIT 6: 403S–405A, 407Y, 407Z, 441R–445A, 447Y, 447Z, T18, T20</p> <p>CCSLH: 2.3.A</p>
<p>8. Describe how reasons support specific points the author makes in a text.</p>	<p>CCSLH: 2.3.B</p>
<p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>UNIT 1: 81I, 111E UNIT 2: 187E, 217E, 229I UNIT 3: 379I, 407E UNIT 4: 41E, 123E UNIT 5: 193E, 229I, 293E UNIT 6: 377I, 407E</p> <p>CCSLH: 2.3.C</p>
Range of Reading and Level of Text Complexity	
<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>Reading selections in the Grade 2 Student Anthology and Leveled Readers in MMH Treasures fall within the recommended Lexile range 450–790 required by the Common Core Standard for grades 2–3.</p>

Reading Standards: Foundational Skills

Phonics and Word Recognition

<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>UNIT 1: 11A-11B, 13F-13G, 31F, 31O, 37B, 39A-39B, 41G, 65F, 65P, 69B, 71A-71B, 73F-73G, 77F, 77Q, 81F, 83A-83B, 85F-85G, 107F, 107P, 111B, 113A-113B, 115F-115G, 143F, 143O, 149B UNIT 2: 155A-155B, 157F-157G, 183F, 183P, 187B, 189A-189B, 191F-191G, 213F, 213P, 217B, 219A-219B, 221F-221G, 225F, 225Q, 229F, 231A-231B, 233G-233H, 257F, 257O, 263B, 265A-265B, 267F-267G, 285F, 285O, 291B UNIT 3: 297A-297B, 299F-299G, 327F, 327P, 331B, 333A-333B, 335F, 361F, 361P, 367B, 369A-369B, 371F-371G, 375F, 379F, 381A-381B, 383F-383G, 403F, 403P, 407B, 409A-409B, 411F-411G, 437F, 437O, 443B UNIT 4: 11A-11B, 13F-13G, 37F, 37P, 41B, 43A-43B, 45F-45G, 73F, 73P, 79B, 81A-81B, 83F-83G, 87F, 87Q, 91F, 93A-93B, 95F-95G, 119F, 119O, 123B, 125A-125B, 127F-127G, 149F, 149O-149P, 155B UNIT 5: 161A-161B, 163F-163G, 187F, 187O, 193B, 195A-195B, 197F-197G, 213F, 213 P, 217B, 219A-219B, 221F-221G, 225F, 225Q, 229F, 231A-231B, 233F-233G, 257F, 257P, 263B, 265A-265B, 267F-267G, 289F, 289O, 293B UNIT 6: 299A-299B, 301F-301G, 333F, 333P, 339B, 341A-341B, 343F-343G, 361F, 361O, 365B, 367A-367B, 369F-369G, 373F, 373Q, 377F, 379A-379B, 381F, 403F, 403P, 407B, 409A-409B, 411F, 441F, 441O, 447B</p> <p>CCSLH: 3.1.A, 3.1.B</p>
<p>a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>UNIT 1: 73G, 77F, 77G, 81O, 107G, 115H, T4, T5, T6 UNIT 2: 155A, 157G, 187Y, 187Z</p> <p>CCSLH: 3.1.A</p>
<p>b Know spelling-sound correspondences for additional common vowel teams.</p>	<p>UNIT 4: 93A-93B, 95F-95G, 119G, 119O, 123B, 123Q, 123Y, 125A-125B, 127F-127G, 149F, 149O, 155B, 155Q, 155Y UNIT 5: 161A-161C, 163G, 187F-187G, 187O, 193B-193C, 193Q, 193Y-193Z, 195A-195C, 197F-197H, 197G, 213F-213G, 213P, 217B-217C, 217Q, 217Y-217Z, T2-T3</p> <p>CCSLH: 3.1.A</p>
<p>c Decode regularly spelled two-syllable words with long vowels.</p>	<p>UNIT 3: 297A-297B, 299F-299H, 327F-327G, 327P, 331B-331C, 331Q, 335F-335G, 361P, 367B-367C, 367Q, 367Z</p> <p>CCSLH: 3.1.A</p>
<p>d Decode words with common prefixes and suffixes.</p>	<p>UNIT 1: 77R UNIT 3: 327Q, 368I, 375R, 379Y, T12 UNIT 6: 407U, 447U, T15, T16</p> <p>CCSLH: 3</p>

Common Core State Standards • Grade 2	Page References
<p>e Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>UNIT 2: 219A-219B, 221F-221G, 225F, 225Q, 229F, 229U, 229CC, 229DD, 231A-231B, 233G-233H, 257F, 263B, 263Q, 263Y, 265A-265B, 267F-267G, 285F, 291B, 291Q, 291Y UNIT 3: 297B-297C, 299F-299G, 327P, 331B, 331Q, 331Y, 331Z UNIT 4: 93A-93B, 95F-95G, 119G, 119O, 123B, 123Q, 123Y, 125A-125B, 127F-127G, 149F, 149O, 155B, 155Q, 155Y</p> <p>CCSLH: 3.1.A</p>
<p>f Recognize and read grade-appropriate irregularly spelled words.</p>	<p>UNIT 2: 213B UNIT 4: 83C, 87B, 91A, 91J, 95C, 119B, 121A, 123F</p> <p>CCSLH: 3.1.B</p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>UNIT 1: 11D, 31A, 31I, 37V, 39D, 65A, 65I, 69U, 69V, 71D, 77A, 77I, 81Y, 81Z, 83D, 107A, 107I, 111U, 111V, 113D, 143A, 143I, 149U, 149V UNIT 2: 155D, 183A, 183I, 187U, 187V, 189D, 213A, 213I, 217U, 217V, 219D, 225A, 225I, 229Y, 229Z, 231D, 257A, 257I, 263U, 263V, 265D, 285A, 285I, 291U, 291V UNIT 3: 297D, 327A, 327I, 331U, 331V, 333D, 361A, 361I, 367U, 367V, 369D, 375A, 375I, 379Y, 379Z, 381D, 403A, 403I, 407U, 407V, 409D, 437A, 437I, 443U, 443V UNIT 4: 11D, 37A, 37I, 41U, 41V, 43D, 73A, 73I, 79U, 79V, 81D, 87A, 87I, 91Y, 91Z, 93D, 119A, 119I, 123U, 123V, 125D, 149A, 149I, 155U, 155V, UNIT 5: 161D, 187A, 187I, 193U, 193V, 195D, 213A, 213I, 217U, 217V, 219D, 225A, 225I, 229Y, 229Z, 231D, 257A, 257I, 263U, 263V, 265D, 289A, 289I, 239U, 239V UNIT 6: 299D, 333A, 333I, 339U, 339V, 341D, 361A, 361I, 365U, 365V, 367D, 373A, 373I, 377Y, 377Z, 379D, 403A, 403I, 407U, 407V, 409D, 441A, 441I, 447U, 447V</p> <p>CCSLH: 3.2.A</p>
<p>a Read on-level text with purpose and understanding.</p>	<p>UNIT 1:10R, 38I, 70I, 82I, 112I UNIT 2: 154R, 188I, 218I, 230I, 264I UNIT 3: 296R, 332I, 368I, 380I, 408I UNIT 4: 10R, 42I, 80I, 92I, 124I UNIT 5: 160R, 194I, 218I, 230I, 264I UNIT 6: 298R, 340I, 366I, 378I, 408I</p> <p>CCSLH: 3.2.A</p>

Common Core State Standards • Grade 2	Page References
<p>b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>UNIT 1: 31I, 37H, 37U, 37V, 69H, 69U, 77I, 81L, 111H, 111U, 111V, 149H, 149U UNIT 2: 183I, 187U, 187V, 187X, 213I, 217U, 229L, 229Y, 257I, 263H, 263U, 263V, 285A, 285I, 291H, 291U UNIT 3: 327I, 331H, 331V, 361I, 375I, 379L, 379Z, 407H, 407U, 443H, 443U, 443V UNIT 4: 37I, 41U, 41V, 73I, 79U, 79V, 87I, 91L, 91Y, 119I, 123H, 123U, 149A, 149I, 155H, 155U, 155V UNIT 5: 180/181, 187I, 193H, 193U, 193V, 213I, 217H, 217U, 217V, 225I, 229L, 229Z, 257I, 263H, 263U, 263V, 289I, 293H UNIT 6: 333I, 339H, 339U, 361I, 365H, 365U, 373I, 377L, 377Y, 377Z, 403I, 407H, 407U, 407V, 441I, 447H, 447U, 447V</p> <p>CCSLH: 3.2.A</p>
<p>c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>UNIT 2: 154R, 155E, 183H, 187U, 189E, 191H, 213H, 217U, 219E, 225H, 299A–299B, 299J, 327A, 331E, T10, T11 UNIT 3: 297E, 327H, 331U UNIT 4: 95A–95B, 95J, 119A, 119E, 123E UNIT 5: 161E, 187H, 190/191, 193U, 214/215, 219E, 225H, 231E, 248/249, 257H, 263U UNIT 6: 367E, 373H, 381A–381B, 381I, 403A, 407E, 409E, 411A–411B, 411I, 414/415, 418/419, 441A, 441H, 447E, T14, T16, T20, T22, T24</p> <p>CCSLH: 3.2.A</p>

Common Core State Standards • GRADE 2

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 techniques, 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 information while avoiding plagiarism.
9. Draw evidence from literacy 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 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., *because*, and, *also*) to connect opinion and reasons, and provide a concluding statement or section.

UNIT 3: 299D, 327C, 327M, 329D, 331G, 332J, 335D, 361C, 361M, 365D, 367G, 380J, 383D, 403C, 403M, 405B, 406/407, 407G, 411D, 437C, 437M, 441D, 443G, 447A–447H **UNIT 4:** 80J, 89A **UNIT 5:** 160I, 289D **UNIT 6:** 447A

CCSLH: 4.1.A

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.

UNIT 1: 70J, 73D, 77C, 77O, 81C, 81K, 153D **UNIT 2:** 157D, 183C, 183M, 185D, 187G, 191D, 213C, 213M, 215B, 217G, 221D, 225C, 225O, 229K, 267D, 285C, 285M, 289D, 291G, 293A, 294/295, 295A–295H **UNIT 3:** 371D, 375C, 375O, 379C, 379K **UNIT 4:** 10S, 45D, 73C, 73M, 77D, 79G, 83D, 87C, 87O, 89A, 91C, 91K, 159A–159H **UNIT 5:** 221D, 225C, 225O, 229C, 229K, 233E **UNIT 6:** 298S, 301D, 301E, 333C, 333M, 337D, 339G, 339Z, 366J, 369D, 373C, 373O, 373P, 377C, 377E, 377K, 381D, 381E, 403C, 403M, 405D, 407G, 451A–451H

CCSLH: 4.1.B

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.

UNIT 1: S7, S11, S19, 10S, 13D, 31C, 31M, 35D, 37G, 38J, 41D, 65C, 65M, 67D, 69G, 79A, 82J, 153A–153H **UNIT 2:** 188J, 218J, 227A **UNIT 4:** 42J **UNIT 5:** 160S, 163D, 187C, 187D, 187M, 191D, 193G, 194J, 197D, 213C, 213M, 213N, 215D, 217A, 217G, 230J, 233D, 257C, 257M, 261D, 263G, 264J, 289N, 293Z, 297A–297H **UNIT 6:** 340J, 343D, 361C, 361M, 361N, 363B, 365A, 365G, 365Z, 366J, 375A, 405A

CCSLH: 4.1.C

Production and Distribution of Writing

4. (Begins in grade 3)

(Begins in grade 3)

Common Core State Standards • Grade 2	Page References
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>UNIT 1: S19, 35D, 36/37, 67D, 68/69, 81C, 109B, 110/111, 147D, 148/149, 153B, 153D-153E UNIT 2: 185D, 186/187, 215B, 216/217, 225D, 229C, 261D, 262/263, 289D, 290/291, 295B, 295D-295E UNIT 3: 329D, 330/331, 365D, 366/367, 375D, 379C, 405B, 406/407, 441D, 447B, 447D-447E UNIT 4: 39B, 40/41, 77D, 78/79, 87D, 91C, 121B, 122/123, 153D, 154/155, 159B, 159D-159E UNIT 5: 191D, 192/193, 215D, 216/217, 225D, 229C, 261D, 262/263, 291B, 292/293, 297B, 297D-297E UNIT 6: 337D, 338/339, 363B, 364/365, 373D, 377C, 405D, 406/407, 445D, 446/447, 451B, 451D-451E</p> <p>CCSLH: 4.2.A</p>
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>UNIT 1: 37G, 69G, 81K, 149G, 153I UNIT 2: 187G, 217G, 229K, 263G, 291G, 295I UNIT 3: 331G, 379K, 407G, 443G, 447I UNIT 4: 41G, 91K, 123G, 155G, 159I UNIT 5: 193G, 229K, 263G, 293G, 297I UNIT 6: 339G, 365G, 377K, 407G, 447G, 451I</p> <p>CCSLH: 4.2.A</p>
Research to Build Knowledge	
<p>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).</p>	<p>UNIT 1: 10H–10I, 35A, 67A, 153K UNIT 2: 154H–154I, 261A, 295K UNIT 3: 296H–296I, 365A, 441A, 447K UNIT 4: 10H–10I, 77A, 159K UNIT 5: 160H–160I, 297K UNIT 6: 298H–298I, 337A, 451K</p> <p>CCSLH: 4.3.A</p>
<p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>UNIT 1: 10H–10I, 35A, 67A, 73D, 147A, 153K UNIT 2: 154H–154I, 221D, 261A, 289A, 295K UNIT 3: 296H–296I, 365A, 371D, 441A, 447K UNIT 4: 10H–10I, 77A, 83D, 159K UNIT 5: 160H–160I, 221D, 297K UNIT 6: 298H–298I, 337A, 369D, 445A, 451K</p> <p>CCSLH: 4.3.B</p>
<p>9. (Begins in grade 4)</p>	<p>(Begins in grade 4)</p>
Range of Writing	
<p>10. (Begins in grade 3)</p>	<p>(Begins in grade 3)</p>

Common Core State Standards • GRADE 2

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

Speaking and Listening Standards

Comprehension and Collaboration

<p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>UNIT 1: S4, S8, S12, S16, 10T, 11E, 13I, 30, 31, 31E, 31J, 31R, 32/33, 35D, 38K, 39E, 41J, 64, 65, 65E, 65J, 67A, 69A, 69D, 70K, 71E, 73D, 73I, 77D, 77J, 77K, 85D, 85I, 106, 107, 107E, 107H, 107S, 112K, 113E, 115J, 142, 143, 143D, 143J, 143R, 144/145, 149A, 153A, 153B, 153C UNIT 2: 154H, 154T, 157I, 178/179, 182, 183, 183J, 183S, 184/185, 187A, 188K, 191I, 194/195, 212, 213, 213J, 213S, 219E, 225J, 225N, 229E, 229Q, 229R, 229V, 230K, 233J, 256, 257, 257H, 257J, 257R, 258/259, 261C, 263A, 265E, 267I, 284, 285, 285H, 287J, 285R, 286/287, 289A, 295A, 295B UNIT 3: 296H, 299J, 326, 327, 327E, 327J, 327S, 327S, 329A, 329B, 332K, 360, 361, 361J, 365A, 367D, 368K, 375J, 379D, 379L, 380K, 383B, 383J, 402, 403, 403E, 403S, 408K, 411I, 436, 437, 437J, 438/439, 443A, 447A UNIT 4: 10T, 13J, 36, 37, 37E, 37J, 37S, 42K, 45J, 58/59, 72, 73, 73E, 73J, 73R, 74/75, 77A, 79E, 80K, 83I, 84/85, 92K, 95B, 95J, 112/113, 118, 119, 119Q, 123H, 124K, 127I, 148, 149, 149R, 150/151, 153A UNIT 5: 160T, 163J, 176/177, 186, 187, 187E, 187J, 187R, 194K, 212, 213, 213E, 213Q, 217A, 218K, 225I, 230K, 256, 257, 257E, 258/259, 263D, 264K, 267I, 288, 289, 289E, 289J, 289Q, 297A, 297B UNIT 6: 298T, 301J, 332, 333, 333J, 343B, 360, 361, 361E, 366K, 373J, 378K, 402, 403, 403E, 406/407, 408K, 440, 441, 441E, 441P, 451A, 451B, 451C, 451L</p> <p>CCSLH: 5.1.A</p>
<p>a Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p>	<p>UNIT 1: 10H, 10S UNIT 2: 295K UNIT 3: 331H, 379L UNIT 4: 10H, 159K UNIT 5: 229L, 297K UNIT 6: 298I, 377L, 451K</p> <p>CCSLH: 5.1.A</p>
<p>b Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>UNIT 2: 295K UNIT 3: 327E UNIT 4: 159K UNIT 5: 191B UNIT 6: 377L, 451K</p> <p>CCSLH: 5.1.A</p>
<p>c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>UNIT 1: 10H UNIT 4: 10H</p> <p>CCSLH: 5.1.A</p>

Common Core State Standards • Grade 2	Page References
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>UNIT 1: S4, S8, S12, S16, S20, 31E, 65E, 77E, 107E, 143E UNIT 2: 183E, 213E, 225E, 257E, 285E UNIT 3: 327E, 361E, 375E, 403E, 437E UNIT 4: 37E, 73E, 87E, 119E, 149E UNIT 5: 187E, 213E, 225E, 257E, 289E UNIT 6: 333E, 361E, 373E, 403E, 441E</p> <p>CCSLH: 5.1.B</p>
<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>UNIT 1: 37H, 69H, 81L, 111H, 149H UNIT 2: 187H, 217H, 263H, 291H, 295K UNIT 3: 331H, 367H, 379L, 407H, 443H UNIT 4: 41H, 79H, 91L, 123H, 155H UNIT 5: 193H, 229L, 263H, 293H, 297E UNIT 6: 365H, 377L, 407H, 447H</p> <p>CCSLH: 5.1.C</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>UNIT 1: 37G UNIT 4: 41H, 79H UNIT 5: 193H, 217H, 263H, 297E UNIT 6: 447H</p> <p>CCSLH: 5.2.A, 5.2.B</p>
<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>UNIT 1: 69G, 81K, 111G, 153K UNIT 2: 187H, 217H, 229L, 295K UNIT 3: 331H, 379K, 407G, 407H, 447K UNIT 4: 41H, 79H, 91K, 91L, 159K UNIT 5: 297K UNIT 6: 377K, 451E, 451K</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 for specific expectations.)</p>	<p>UNIT 1: 153E UNIT 3: 443A UNIT 5: 293A</p> <p>CCSLH: 5.2.D</p>

Common Core State Standards • GRADE 2

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 and 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>UNIT 1: 13C, 31B, 31K, 35B, 37F, 41C, 65B, 65K, 67B, 69F, 73C, 77B, 77L, 81A, 81J, 85C, 107B, 107K, 109A, 111F, 115C, 143B, 143K, 147B, 149F UNIT 2: 157C, 183B, 183K, 185B, 187F, 191C, 213B, 213K, 215A, 217F, 221C, 225B, 225L, 229A, 229J, 233C, 257B, 257K, 261B, 263F, 267C, 285B, 285K, 289B, 291F UNIT 3: 299C, 327B, 327K, 329B, 331F, 335C, 361B, 361K, 365B, 367F, 371C, 375B, 375L, 379A, 379J, 383C, 403B, 403K, 405A, 407F, 411C, 437B, 437K, 441B, 443F UNIT 4: 13C, 37B, 37K, 39A, 41F, 45C, 73B, 73K, 77B, 79F, 83C, 87B, 87L, 91A, 91J, 95C, 119B, 119K, 121A, 123F, 127C, 149B, 149K, 153B, 155F UNIT 5: 163C, 187B, 187K, 191B, 193F, 197C, 213B, 213K, 215B, 217F, 221C, 225B, 225L, 229A, 229J, 233C, 257B, 257K, 261B, 263F, 267C, 289B, 289K, 291A, 293F UNIT 6: 301C, 338B, 333K, 337B, 339F, 343C, 361B, 361K, 363A, 365F, 369C, 373B, 373L, 377A, 377J, 381C, 403B, 403K, 405B, 407F, 411C, 441B, 441K, 445B, 447F</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F</p>
<p>a Use collective nouns (e.g., <i>group</i>).</p>	<p>UNIT 4: 13C UNIT 5: 213B, 215B, 217F</p> <p>CCSLH: 6.1.B</p>
<p>b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>UNIT 2: 213B</p> <p>CCSLH: 6.1.B</p>
<p>c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>CCSLH: 6.1.D</p>
<p>d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>UNIT 4: 83C, 87B, 91A, 91J, 95C, 119B, 121A, 123F</p> <p>CCSLH: 6.1.C</p>
<p>e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>UNIT 6: 301C, 333B, 337B, 339F, 369C, 373B, 377A, 377J, 381C, 403B, 405B, 407F, 451E</p> <p>CCSLH: 6.1.E</p>
<p>f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>UNIT 1: 13C, 31B, 31M, 35B, 37F, 41C, 65B, 67B, 69F UNIT 3: 411C, 443F UNIT 5: 297D</p> <p>CCSLH: 6.1.A</p>

Common Core State Standards • Grade 2	Page References
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>UNIT 1: 11C, 13G, 31G, 31K, 31L, 35B, 37F, 37Y, 39C, 41H, 65B, 65G, 65K, 65R, 67B, 70I, 71C, 73G, 77G, 77L, 77M, 83C, 85G, 107G, 107K, 109A, 109B, 111F, 113C, 115H, 143G, 143K, 153C, 153E UNIT 2: 155C, 157G, 183G, 183K, 185B, 187F, 189C, 191G, 213G, 213K, 215A, 219C, 221G, 225G, 225L, 225M, 229D, 231C, 233C, 233H, 257B, 257G, 257K, 261B, 265C, 267G, 285B, 285G, 285K UNIT 3: 297C, 299H, 327G, 327K, 329B, 331F, 335G, 361G, 361K, 369C, 371G, 375G, 375L, 375M, 379D, 381C, 383H, 403G, 403K, 405A, 407F, 409C, 411G, 437G, 437K, 443F UNIT 4: 11C, 13H, 37G, 37K, 39A, 41F, 43C, 73G, 73K, 77B, 79T, 81C, 83G, 87G, 87L, 87M, 93C, 95G, 119G, 119K, 121A, 121B, 125C, 127C, 127G, 149G, 149K, 153B, 153D, 155F, T3 UNIT 5: 161C, 163H, 187G, 187M, 191B, 191C, 193F, 195C, 197H, 213G, 213K, 215B, 215C, 217F, 219C, 221G, 225G, 225L, 225M, 229B, 229D, 231C, 233H, 257G, 257K, 261B, 261D, 263F, 265C, 267C, 267G, 289B, 289G, 289K, 291B, 297E UNIT 6: 399C, 301H, 333G, 333K, 339F, 341C, 343G, 361G, 361K, 363B, 367C, 369G, 373G, 373L, 373M, 377CC, 377DD, 379C, 381G, 403G, 403K, 409C, 411G, 441G, 441K, 445B, 451E</p> <p>CCSLH: 6.1.G, 6.1.H, 6.1.I</p>
<p>a Capitalize holidays, product names, and geographic names.</p>	<p>UNIT 4: 37K, 39A, 41F UNIT 5: 225L–225M, 229D UNIT 6: 403K</p> <p>CCSLH: 6.1.B</p>
<p>b Use commas in greetings and closings of letters.</p>	<p>UNIT 1: 213K, 215A UNIT 3: 375L</p> <p>CCSLH: 6.1.H</p>
<p>c Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>UNIT 4: 127C, 149B, 149K, 153B, 155F UNIT 5: 267C, 289B, 289K, 291A, 293F, 297E</p> <p>CCSLH: 6.1.H</p>
<p>d Generalize learned spelling patterns when writing words (e.g., <i>cage / badge; boy / boil</i>).</p>	<p>UNIT 1: 11C, 13G, 31G, 37Y, 39C, 41H, 65G, 71C, 73G, 77G, 83C, 85G, 107G, 113C, 115H, 143G UNIT 2: 155C, 157G, 183G, 189C, 191G, 213G, 219C, 221G, 225G, 231C, 233H, 257G, 265C, 267G, 285G UNIT 3: 297C, 299H, 327G, 335G, 361G, 369C, 371G, 375G, 381C, 383H, 403G, 409C, 411G, 437G UNIT 4: 11C, 13H, 37G, 43C, 73G, 81C, 83G, 87G, 93C, 95G, 119G, 125C, 127G, 149G, T3 UNIT 5: 161C, 163H, 187G, 195C, 197H, 213G, 219C, 221G, 225G, 231C, 233H, 257G, 265C, 267G, 289G UNIT 6: 299C, 301H, 333G, 341C, 343G, 361G, 367C, 369G, 373G, 379C, 381G, 403G, 409C, 411G, 441G</p> <p>CCSLH: 6.1.I</p>

Common Core State Standards • Grade 2	Page References
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>UNIT 1: 65R, 70I, 109B, 153C, 153E UNIT 2: 229D UNIT 3: 379D UNIT 4: 121B, 153D UNIT 5: 261D, 291B UNIT 6: 363B, 377CC, 377DD</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>UNIT 1: S19, 35C, 35D, 37H, 67C, 67D, 69H, 81B, 81C, 81L, 109A, 109B, 111H, 147C, 147D, 149H, 153E UNIT 2: 185C, 185D, 187H, 215B, 217H, 229B, 229C, 229L, 261C, 261D, 263H, 289C, 289D, 291H, 295E UNIT 3: 329C, 329D, 331H, 365C, 365D, 367H, 379C, 379L, 405A, 405B, 407H, 441C, 441D, 443H, 447E UNIT 4: 39A, 39B, 41H, 77C, 77D, 79H, 91C, 91L, 121B, 123H, 153C, 153D, 155H, 159E UNIT 5: 191D, 193H, 215D, 217H, 229C, 229D, 229L, 261D, 263H, 291B, 293H, 297E UNIT 6: 337D, 339H, 363B, 365H, 377B, 377C, 377D, 377L, 405C, 405D, 407H, 445C, 445D, 447H, 451E</p> <p>CCSLH: 6.2.A</p>
<p>a Compare formal and informal uses of English.</p>	<p>UNIT 1: 153K UNIT 2: 233E UNIT 3: 327E UNIT 4: 159D UNIT 5: 213E UNIT 6: 441C</p> <p>CCSLH: 6.2.A</p>
<p>Vocabulary Acquisition and Use</p>	
<p>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.</p>	<p>UNIT 1: 11E, 13H, 31H, 31Q, 37D, 39E, 41I, 65H, 65R, 69D, 71E, 73H, 77H, 77S, 81H, 83E, 85H, 107H, 107R, 111D, 113E, 115I, 143H, 143Q, 149D UNIT 2: 155E, 157H, 183H, 183R, 187D, 189E, 191H, 213H, 213R, 217D, 219E, 221H, 225H, 225S, 229H, 231E, 233I, 257H, 257Q, 263D, 265E, 267H, 285H, 285Q, 291D UNIT 3: 297E, 299I, 327H, 327R, 331D, 333E, 335H, 361H, 361Q, 367D, 369E, 371H, 375H, 375S, 379H, 381E, 383I, 403H, 403R, 407D, 409E, 411H, 437H, 437Q, 443D UNIT 4: 11E, 13I, 37H, 37R, 41D, 43E, 45I, 73H, 73Q, 79D, 81E, 83H, 87H, 87S, 91H, 93E, 95I, 119H, 119P, 123D, 125E, 127H, 149H, 149Q, 155D UNIT 5: 161E, 163I, 187H, 187Q, 193D, 195E, 197I, 213H, 213R, 217D, 219E, 221H, 225H, 225S, 229H, 231E, 233I, 257H, 257Q, 263D, 265E, 267H, 289H, 289P, 293D UNIT 6: 299E, 301I, 333H, 339D, 341E, 343H, 361H, 361P, 365D, 367E, 369H, 373H, 373S, 377H, 379E, 381H, 403H, 403R, 407D, 409E, 411H, 441H, 441Q, 447D</p> <p>CCSLH: 6.3.A, 6.3.B, 6.3.C, 6.3.D, 6.3.E</p>

Common Core State Standards • Grade 2	Page References
<p>a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>UNIT 1: 13H, 24/25, 38I, 39D, 60/61, 73H, 85H, 90/91, 115I, 128/129, 149D UNIT 2: 154R, 155D, 155E, 157H, 172/173, 183H, 187D, 187U, 189E, 191H, 198/199, 200/201, 213H, 217U, 221H, 231D, 233I, 260/261, 265D, 265E, 267H, 291D, T10, T11 UNIT 3: 296R, 297E, 299I, 327H, 331D, 333E, 335H, 379H, 383I, 407D, 411H, 420/421, T10, T11 UNIT 4: 11D, 24/25, 58/59, 91H, 91Y, 95I, 112/113, 123D, 125D, 127H, 140/141, UNIT 5: 163I, 176/177, 193U, 197I, 229Y, 233I, 263D, 263U, 267H, T12, T14, T15 UNIT 6: 301I, 341D, 343H, 369H, 377H, 377Y, 381H, 407D, 409D, 411H, 447U, T14, T16</p> <p>CCSLH: 6.3.B</p>
<p>b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p>	<p>UNIT 3: 368I, 369E, 375H, 375R, 379Y, T12</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>UNIT 3: 379Y UNIT 5: 225R UNIT 6: 341E, 361H, 365U, T13</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>UNIT 4: 92I, 93E, 112/113, 119H, 123U, T14 UNIT 5: 193Z, 264I, 265E, 276/277, 289H, 293U, T16</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>UNIT 1: 11E, 22/23, 31H, 37U, 82I, 83E, 90/91, 96/97, 107H, 111D, 111U, T14 UNIT 2: 219E, 225H, 229Y, 264I, 265E, 274/275, 285H, 291U, T12, T14 UNIT 3: 296H, 297E, 365A, 375A, 403A UNIT 4: 77A, T15 UNIT 5: 217U</p> <p>CCSLH: 6.3.E</p>

Common Core State Standards • Grade 2	Page References
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>UNIT 1: 10T, 11E, 13E, 38K, 39E, 41E, 70K, 71E, 73E, 82K, 85E, 112K, 113E, 115E UNIT 2: 154T, 157E, 188I, 188K, 189E, 191E, 213H, 218K, 219E, 221E, 230K, 231E, 233E, 257H, 264K, 265E, 267E UNIT 3: 296T, 299E, 332I, 332K, 333E, 335E, 348/349, 361H, 368K, 371E, 380I, 380K, 381E, 383E, 403H, 409E, 411E, 424/425, 437H UNIT 4: 10T, 13E, 42K, 45E, 80K, 83E, 92K, 124K, 127E UNIT 5: 160T, 163E, 194K, 197E, 218K, 221E, 230K, 233E, 264K, 267E UNIT 6: 298T, 301E, 340K, 343E, 366K, 369E, 378K, 381E, 408I, 408K, 411E, 445B, 447F</p> <p>CCSLH: 6.3.F</p>
<p>a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p>	<p>UNIT 1: 10T, 11E, 13E, 38K, 39E, 41E, 70K, 71E, 73E, 82K, 85E, 112K, 113E, 115E UNIT 2: 154T, 157E, 188K, 191E, 218K, 219E, 221E, 230K, 233E, 264K, 265E, 267E UNIT 3: 296T, 299E, 332K, 335E, 368K, 371E, 380K, 383E, 411E UNIT 4: 10T, 13E, 42K, 45E, 80K, 83E, 92K, 124K, 127E UNIT 5: 160T, 163E, 194K, 197E, 218K, 221E, 230K, 233E, 264K, 267E UNIT 6: 298T, 301E, 340K, 343E, 366K, 369E, 378K, 381E, 408K, 411E</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>CCSLH: 6.3.F</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>UNIT 1: 10T, 13E, 13I, 31D, 31E, 31N, 31R–35A, 38K, 41E, 41J, 65D, 65E, 65N, 65S–67A, 70K, 73E, 73I, 77D, 77E, 77P, 82K, 85E, 85I, 107D, 107E, 107N, 112K, 115E, 115J, 143D, 143E, 143N, 143R–147A UNIT 2: 154T, 155E–156/157, 157E, 157I, 183D, 183E, 183N, 183S–185A, 188K, 191E, 191I, 213D, 213E, 218K, 221E, 221I, 225D, 225E, 230K, 233E, 233J, 257D, 257E, 257N, 257R–261A, 264K, 267E, 267I, 285D, 285E, 285N, 285R–289A UNIT 3: 296T, 299E, 299J, 327D, 327E, 327N, 327S–329A, 332K, 335E, 335I, 361D, 361E, 361N, 361R–365A, 368K, 371E, 371I, 375D, 375E, 375P, 380K, 383E, 383J, 403D, 403E, 403N, 408K, 411E, 411I, 437D, 437E, 437N, 437R–441A UNIT 4: 10T, 13E, 13J, 37D, 37E, 37N, 42K, 45E, 45J, 73D, 73E, 73N, 73R–77A, 80K, 83E, 83I, 87D, 87E, 87P, 92K, 95E, 95J, 119D, 119E, 119N, 124K, 127E, 127I, 149D, 149E, 149N, 149R–153A UNIT 5: 160T, 161E–162/163, 163E, 163J, 187D, 187E, 187N, 187R–191A, 194K, 197E, 197J, 213D, 213E, 213N, 213S–215A, 218K, 221E, 221I, 225D, 225E, 225P, 230K, 233E, 233J, 257D, 257E, 257N, 257R–261A, 264K, 267E, 267I, 289D, 289E, 289N UNIT 6: 298T, 301E, 301J, 333D, 333E, 333N, 333R–337A, 340K, 343E, 343I, 361D, 361E, 361N, 366K, 369E, 369I, 373D, 373E, 373P, 378K, 381E, 381I, 403D, 403E, 403N, 403S–405A, 408K, 411E, 411I, 441D, 441E, 441N, 441R–445A</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 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 a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

KEY

CCSLH:

Common Core State Standards
Literacy eHandbook

Common Core State Standards • Grade 3	Page References
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>UNIT 1: 67, 148–151 UNIT 2: 155A–155B, 156, 157, 161, 165, 167, 169, 177Q, 177S, 181A–181B, 182, 183, 188, 195, 196, 203, 211Q, 211S UNIT 3: 307 UNIT 4: 58, 139 UNIT 5: 177 UNIT 6: 339</p> <p>CCSLH: 1.1.A</p>
<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>UNIT 1: 21, 23, 26, 33, 67, 141 UNIT 2: 171, 201 UNIT 3: 304 UNIT 4: 70, 72, 91 UNIT 5: 177, 244, 253 UNIT 6: 293A–293B, 297, 305, 308, 311, 312, 315, 321Q, 321R, 321S, 321T, 336, 339, 380, 381, 383R, 383T</p> <p>CCSLH: 1.1.B, 1.1.C</p>
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>UNIT 1: 13A–13B, 14, 17, 20, 24, 25, 27, 29, 33, 33B, 37Q, 37R, 37S, 37T, 41A–41B, 42, 45, 51, 56, 69, 61, 64, 67, 67B, 73Q, 73R, 73S, 73T, 119A–119B, 122, 123, 127, 134, 141B, 147Q, 147R, 147T, T1 UNIT 2: 192, 196, 199, 205B UNIT 4: 30 UNIT 5: 170</p> <p>CCSLH: 1.1.D</p>
Common Core State Standards • Grade 3	
Page References	
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>UNIT 1: 22, 24, 44, 48, 60, 64, 125, 128, 136, 140 UNIT 2: 159, 160, 162, 165, 185, 194, 197, 200, 204 UNIT 3: 290, 293, 294, 297, 322, 327, 329, 333, 337, 360, 365, 368 UNIT 4: 13, 17, 18, 29, 33, 34, 52, 56, 60, 61, 63, 64, 72, 122, 124, 128, 138 UNIT 5: 157, 159, 162, 165, 170, 176, 237, 242, 244, 245, 246 UNIT 6: 299, 304, 306, 308, 310, 314, 328, 330, 331, 334, 335, 338</p> <p>CCSLH: 1.2.A, 1.2.B</p>
<p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>UNIT 1: 112, 124, 148 UNIT 2: 160, 161, 162, 168, 177Q, 177S, 274, 275 UNIT 3: 322 UNIT 4: 29, 109, 126 UNIT 5: 153A–153B, 154, 157, 158, 161, 162, 164, 166, 173, 177, 236, 245, 253B UNIT 6: 298, 400</p> <p>CCSLH: 1.2.C, 1.2.D, 1.2.E</p>

Common Core State Standards • Grade 3	Page References
<p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>UNIT 1: 10R, T15 UNIT 3: 358, 393, T17 UNIT 5: 157, 158, 238 UNIT 6: 298, 331, 383T</p> <p>CCSLH: 1.2.F</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>UNIT 1: 26, 32, 62, 131, 133, 137, 140 UNIT 2: 184, 198 UNIT 3: 289, 326, 332, 371, 372 UNIT 4: 38, 62, 73B, 136</p> <p>UNIT 5: 156, 157, 159, 169</p> <p>CCSLH: 1.3.A</p>
<p>8. (Not applicable to literature)</p>	<p>(Not applicable to literature)</p>
<p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>UNIT 2: 169 UNIT 5: 173</p> <p>CCSLH: 1.3.B</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>Reading selections in the Grade 3 Student Anthology and Leveled Readers in MMH Treasures fall within the recommended Lexile range 450–790 required by the Common Core Standard for grades 2–3.</p>

Common Core State Standards • Grade 3	Page References
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>UNIT 2: 227A–227B, 228, 229, 231, 235, 241, 245, 247, 249, 255Q, 255S UNIT 3: 348–349 UNIT 4: 86–87 UNIT 5: 226, 286–289 UNIT 6: 354–357, 404</p> <p>CCSLH: 2.1.A</p>
<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>UNIT 1: 77A–77B, 78–81, 81A, 85Q, 85R, 85S, 85T, 89A–89B, 90, 91, 93, 96, 97, 105, 106, 107, 108, 109, 111, 111B, 115Q, 115R, 115S, 115T, T2 UNIT 2: 219A, 235, 242, 265 UNIT 3: 310, 392, 405 UNIT 4: 42 UNIT 5: 179, 277, 278</p> <p>CCSLH: 2.1.B</p>
<p>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.</p>	<p>UNIT 1: 215A–215B, 216–219, 223R, 223T, 244, 249B, T3 UNIT 3: 343A–343B, 344–347, 347A, 351Q, 351R, 351S, 351T, 387A–387B, 390, 391, 401, 402, 403, 407, 408, 411, 414, 41TQ, 417T, T3, T4 UNIT 4: 42, 85A, 98, 107B UNIT 5: 187A–187B, 190, 193, 197, 201, 204, 207, 217Q, 217R, 217S, 217T, 221A–221B, 222–225, 229S, 256, 271, T3 UNIT 6: 315B, 318, 395</p> <p>CCSLH: 2.1.C, 2.1.D, 2.1.E</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>UNIT 1: 34, 37T, 68, 73T, 142, 147T UNIT 2: 172, 177T, 206, 211T, 250, 255T UNIT 3: 308, 313T, 380, 383T, 412, 417T UNIT 4: 40, 45T, 74, 77T, 140, 145T UNIT 5: 178, 183T, 212, 217T, 254, 259T UNIT 6: 316, 321T, 340, 345T, 400</p> <p>CCSLH: 2.2.A, 2.2.B</p>
<p>5. Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>UNIT 1: 34–35, 37R, 37T, 68–69, 71, 73R, 73T, 80, 106, 142–145, 147R, 147T, T9, T10 UNIT 2: 172–175, 177R, 177T, 206–209, 211R, 211T, 218, 236, 239, 241, 250–253, 255R, 255T UNIT 3: 308–311, 313R, 313T, 380–381, 383R, 383T, 412–415, 417R, 417T, T11 UNIT 4: 40–43, 45R, 45T, 74–75, 77R, 77T, 140–143, 145R, 145T, 280, T10 UNIT 5: 178–181, 183R, 183T, 212–215, 217R, 217T, 254–257, 259R, 259T, T11 UNIT 6: 316–319, 321R, 321T, 340–343, 345R, 345T, 353B, 398, T11</p> <p>CCSLH: 2.2.C</p>

Common Core State Standards • Grade 3	Page References
<p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>UNIT 2: 152I UNIT 6: 375, 383S, T18</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>UNIT 1: 34–35, 37R, 37T, 80, 95, 105, 142–145, 147R, 147T, T9, T10 UNIT 2: 230, 239, 241, 278 UNIT 3: 308–311, 313R, 313T, 393, 394, 395, 398, 400 UNIT 4: 40–43, 45R, 45T, 141 UNIT 5: 196, 203, 254–257, 259R, 259T</p> <p>UNIT 6: 369</p> <p>CCSLH: 2.3.A</p>
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>UNIT 1: 215A, 244, 249B UNIT 3: 347A, 390, 402, 407, 408, T3, T4 UNIT 4: 42, 85A, 98, 107B UNIT 5: 271</p> <p>UNIT 6: 315B</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>UNIT 1: 85R, 113, 115R UNIT 2: 223R, 255R UNIT 3: 415, 417R UNIT 5: 217R, 229R, 281, 285R UNIT 6: 383R</p> <p>CCSLH: 2.3.C</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Reading selections in the Grade 3 Student Anthology and Leveled Readers in MMH Treasures fall within the recommended Lexile range 450–790 required by the Common Core Standard for grades 2–3.</p>

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

UNIT 1: 10R, 37E, 38I, 73E, 74I, 85E, 86I, 115E, 116I, 147E **UNIT 2:** 152R, 177E, 178I, 211E, 212I, 223E, 224I, 225E, 256I, 277E **UNIT 3:** 282R, 313E, 314I, 339E, 340I, 351E, 352I, 383E, 384I, 417E **UNIT 4:** 10R, 45E, 46I, 77E, 78I, 90I, 89E, 111E, 112I, 145E **UNIT 5:** 150R, 183E, 184I, 217E, 218I, 229E, 230I, 259E, 260I, 285E **UNIT 6:** 290R, 321E, 322I, 345E, 346I, 357E, 358I, 383E, 384I, 403E

CCSLH: 3.1.A

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

UNIT 1: 73F **UNIT 2:** 277F **UNIT 4:** 77F **UNIT 6:** 322I, 325, 335, 345D, 345E, 345G–345H, 345R, 357H, 358I, 361, 373, 383D, 383E, 383G–383H, 383R, 403F, 403H, T7, T9

CCSLH: 3.1.A

b. Decode words with common Latin suffixes.

UNIT 1: 313O **UNIT 4:** 77F, 77P **UNIT 6:** 357I–357J, 358I, 361, 373, 383D, 383G–383H, 383R, T9

CCSLH: 3.1.A

c. Decode multisyllable words.

UNIT 1: 37E, 73E, 85E, 115E, 147E **UNIT 2:** 177E, 211E, 223E, 255E, 277E **UNIT 3:** 313E, 339E, 351E, 383E, 417E **UNIT 4:** 45E, 77E, 89E, 111E, 145E **UNIT 5:** 183E, 217E, 229E, 259E, 285E **UNIT 6:** 321E, 345E, 357E, 383E, 403E

CCSLH: 3.1.A

d. Read grade-appropriate irregularly spelled words.

UNIT 1: 37G–37H, 73G–73H, 85G–85H, 115G–115H, 147G–147H **UNIT 2:** 177G–177H, 223I–223J **UNIT 3:** 313G–313H, 339G–339H, 351G–351H, 383G–383H **UNIT 4:** 45G–45H, 89G–89H, 111I–111J

CCSLH: 3.1.A

Common Core State Standards • Grade 3	Page References
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>UNIT 1: 33A, 37Q, 37S, 67A, 73Q, 73S, 81A, 85Q, 85S, 111A, 115Q, 115S, 141A, 147Q, 147S UNIT 2: 171A, 177Q, 177S, 205A, 211Q, 211S, 219A, 223Q, 223S, 249A, 255Q, 255S, 273A, 277Q, 277S UNIT 3: 307A, 313Q, 313S, 335A, 339Q, 339S, 347A, 351Q, 351S, 379A, 383Q, 383S, 411A, 417Q, 417S UNIT 4: 39A, 45Q, 45S, 73A, 77Q, 77S, 85A, 89Q, 89S, 107A, 111Q, 111S, 139A, 145Q, 145S UNIT 5: 177A, 183Q, 183S, 211A, 217Q, 217S, 225A, 229Q, 229S, 253A, 259Q, 259S, 281A, 285Q, 285S UNIT 6: 315A, 321Q, 321S, 339A, 345Q, 345S, 353A, 357Q, 357S, 379A, 383Q, 383S, 399A, 403Q, 403S</p> <p>CCSLH: 3.2.A</p>
<p>a. Read on–level text with purpose and understanding.</p>	<p>UNIT 1: 10R, 30, 38I, 74I, 86I, 99, 116I UNIT 2: 152R, 178I, 188, 212I, 224I, 236, 256I UNIT 3: 282R, 300, 314I, 329, 340I, 352I, 384I, 391 UNIT 4: 10R, 23, 46I, 78I, 90I, 121I UNIT 5: 150R, 162, 184I, 218I, 230I, 260I, 272 UNIT 6: 290R, 322I, 336, 346I, 358I, 368, 384I</p> <p>CCSLH: 3.2.A</p>
<p>b. Read on–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>UNIT 1: 37Q, 67A, 73S, 81A, 115Q, 115S UNIT 2: 152R, 171B, 177Q, 188, 211Q, 211S, 255S, 273A, 277Q, 277S UNIT 3: 282R, 313M, 335A, 339Q, 339S, 360, 379A, 383Q, 383S, 411A, 417Q, 417S UNIT 4: 23, 39A, 77S, 111S, 85A, 89Q, 97, 107A, 111Q, 111S UNIT 5: 242, 259Q, 259S, 281A, 285Q, 285S UNIT 6: 290R, 345S, 357M, 358I, 368, 379A, 384I, 399A, 403Q, 403S</p> <p>CCSLH: 3.2.A</p>
<p>c. Use context to confirm or self–correct word recognition and understanding, rereading as necessary.</p>	<p>UNIT 1: 22, 38I, 41, 48, 73D, 73R, 107, 144 UNIT 2: 224I, 227, 255D, 255R, 256I, 259, 277D, 277R UNIT 3: 384I, 387, 390, 391, 417D, 417R UNIT 4: 90I, 93, 111D, 111R, T8 UNIT 5: 230I, 233, 237, 242, 259D, 259R, T8 UNIT 6: 290R, 293, 307, 321D, 321R, 324, T6</p> <p>CCSLH: 3.2.A</p>

Common Core State Standards • GRADE 3

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 techniques, 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 information while avoiding plagiarism.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

Range of Writing

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

Writing Standards

Text Types and Purposes

<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>UNIT 1: 74J UNIT 2: 152S, 176–177, 177A–177B, 178I, 210–211, 211A–211B, 224J, 254–255, 255A–255B, 256J, 276–277, 277A–277B, 281A–281H UNIT 3: 340J, 350–351 UNIT 5: 184J</p> <p>CCSLH: 4.1.A</p>
<p>a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>UNIT 6: 176–177, 177A–177B, 210–211, 211A–211B, 255A–255B, 254–255, 277, 281A, 281B, 281C, 281D, UNIT 3: 351</p> <p>CCSLH: 4.1.A</p>
<p>b Provide reasons that support the opinion.</p>	<p>UNIT 2: 152S, 176–177, 177A–177B, 276, 210–211, 254–255, 255A–255B, 276, 281A, 281B, 281C, 281D UNIT 3: 351</p> <p>CCSLH: 4.1.A</p>
<p>c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>UNIT 2: 176–177, 177B, 254–255, 277B, 281A, 281B, 281C, 281D, 281E</p> <p>CCSLH: 4.1.A</p>
<p>d Provide a concluding statement or section.</p>	<p>UNIT 2: 255B, 281D</p> <p>CCSLH: 4.1.A</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>UNIT 1: 38J, 74J, 84–85, 85A–85B, 116J UNIT 2: 223A–223B, 224J UNIT 3: 282S, 314J, 340J, 351A–351B, 352J, 384J UNIT 4: 10S, 44–45, 45A–45B, 46J, 76–77, 77A–77B, 78J, 89A–89B, 90J, 110–111, 111A–111B, 112J, 144–145, 145A–145B, 149A–149E UNIT 5: 150S, 184J, 216–217, 217A–217B, 218J, 229A–229B, 230J, 257, 258–259, 289A–289E UNIT 6: 290S, 320–321, 321A–321B, 322J, 344–345, 345A–345B, 346J, 357A–357B, 358J, 382–383, 383A–383B, 384J, 402–403, 403A–403B, 407A–407E</p> <p>CCSLH: 4.1.B</p>

Common Core State Standards • Grade 3	Page References
<p>a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>UNIT 2: 74J, 84–85, 85A–85B UNIT 2: 223A–223B UNIT 3: 314J, 351A–351B UNIT 4: 44–45, 45A–45B, 77A–77B, 89A–89B, 111A–111B, 145A–145B UNIT 5: 229A–229B, 259A–259B, 289C, 289D UNIT 6: 321A–321B, 322J, 345A–345B, 357A–357B, 383A–383B, 384J, 402–403, 403A–403B</p> <p>CCSLH: 4.1.B</p>
<p>b Develop the topic with facts, definitions, and details.</p>	<p>UNIT 1: 84–85, 85A–85B, 116J UNIT 2: 223A–223B, 254–255 UNIT 3: 351A–351B UNIT 4: 10S, 44–45, 45A–45B, 76–77, 77A, 89A–89B, 110–111, 111B, 144–145, 149B, 149C, 149F UNIT 5: 184J, 216–217, 218J, 217A–217B, 229A–229B, 289B, 289C UNIT 6: 344–345, 357A–357B, 383B, 384J, 402, 403A, 407B, 407C, 407D</p> <p>CCSLH: 4.1.B</p>
<p>c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>UNIT 4: 10S, 44–45, 45A–45B, 46J, 77, 77B, 145, 145A, 149A, 149B, 149C, 149D, 149F UNIT 5: 289A, 289C, 289D UNIT 6: 407A, 407C, 407D, 407F</p> <p>CCSLH: 4.1.B</p>
<p>d Provide a concluding statement or section.</p>	<p>UNIT 5: 229A, 258, 259A–259B UNIT 6: 344, 345A, 357B, 382, 383, 383A, 402, 407A, 407B, 407C, 407D</p> <p>CCSLH: 4.1.B</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>UNIT 1: 10S, 36–37, 37A–37B, 38J, 72–73, 73A–73B, 114–115, 115A–115B, 146–147, 147A–147B, 151A–151H UNIT 2: 178J, 212J UNIT 3: 312–313, 313A–313B, 314J, 352J, 382–383, 383A–383B, 384J, 416–417, 417A–417B, 421A–421E UNIT 4: 78J UNIT 5: 150S, 230J UNIT 6: 346J, 384J</p> <p>CCSLH: 4.1.C</p>
<p>a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>UNIT 1: 10S, 36–37, 37A–37B, 38J, 146–147, 147A–147B, 151B, 151C, 151D UNIT 3: 312–313, 313A, 352J, 382–383, 383A–383B, 421A, 421B, 421C, 421D, 421F</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>UNIT 1: 151A, 151B, 151C, 151D UNIT 3: 312–313, 313B, 314J, 352J, 382–383, 383A–383B, 416–417, 417A–417B, 421A, 421C, 421D</p> <p>CCSLH: 4.1.C</p>

Common Core State Standards • Grade 3	Page References
c Use temporal words and phrases to signal event order.	UNIT 1: 37B, 147, 147B, 151A, 151B, 151C, 151D UNIT 3: 421C, 421F CCSLH: 4.1.C
d Provide a sense of closure.	UNIT 1: 72–73, 73A–73B UNIT 2: 313B UNIT 3: 421A, 421B, 421C, 421D CCSLH: 4.1.C
<i>Production and Distribution</i>	
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.)	UNIT 1: 36–37, 37A, 72–73, 73A, 84–85, 85A–85B, 114–115, 115A–115B, 146–147, 147A–147B UNIT 2: 176–177, 177A–177B, 210–211, 211A, 222–223, 223A–223B, 255, 255A, 277A, 281, 281B, 281D, 281F UNIT 3: 313A, 339A, 339T, 350–351, 351A–351B, 383A–383B, 421B UNIT 4: 44–45, 45A–45B, 76–77, 77A–77B, 88–89, 89B, 111A–111B, 144–145, 145A–145B UNIT 5: 182–183, 183A–183B, 216–217, 217A–217B, 259A–259B UNIT 6: 321A–321B, 344–345, 345A–345B, 357A–357B, 382–383, 383A–383B, 402–403, 403A–403B 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.)	UNIT 1: 37, 37A, 37B, 73, 73A, 73B, 85B, 115, 115A, 115B, 147, 147A, 147B, 151D, 151E UNIT 2: 177, 177A, 177B, 211, 211A, 211B, 223B, 255, 255A, 255B, 277, 277A, 277B, 281D, 281E UNIT 3: 313, 313A, 313B, 339, 339A, 339B, 383, 383A, 383B, 417, 417A, 417B, 421D, 421E UNIT 4: 45, 45A, 45B, 77, 77A, 77B, 111, 111A, 111B, 145, 145A, 149D, 149E UNIT 5: 183, 183A, 183B, 217, 217A, 217B, 259, 259A, 259B, 285, 285A, 285B, 289D, 289E UNIT 6: 321, 321A, 321B, 345, 345A, 345B, 383, 383A, 383B, 403, 403A, 403B, 407D, 407E 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.	UNIT 1: 37B, 73B, 85B, 115B, 147B, 151I UNIT 2: 177B, 211B, 223B, 277B, 281I UNIT 3: 339B, 351B, 383B, 417B, 421I UNIT 4: 45B, 77B, 89B, 111B, 143, 145B, 149I UNIT 5: 183B, 229B, 259B, 289I UNIT 6: 321B, 403B, 407I CCSLH: 4.2.A
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects that build knowledge about a topic.	UNIT 1: 10H, 71, 85A, 145, 151K UNIT 2: 152H, 175, 209, 223A, 253, 274, 281K UNIT 3: 282H, 311, 314J, 340J, 347B, 351A, 352J, 394, 415, 421K UNIT 4: 10H, 89A, 143, 149K UNIT 5: 150H, 181, 229A, 289K UNIT 6: 290H, 343, 357A, 407K CCSLH: 4.3.A

Common Core State Standards • Grade 3	Page References
<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>UNIT 1: 49, 85A–85B, 145 UNIT 2: 223A–223B, 281K UNIT 3: 351A–351B, 417T UNIT 4: 10H, 89A–89B, 143, 149K UNIT 5: 150H, 229A–229B, 270 UNIT 6: 357A–357B, 407B</p> <p>CCSLH: 4.3.A</p>
<p>9. (Begins in grade 4.)</p>	<p>(Begins in grade 4.)</p>
Range of Writing	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>UNIT 1: 10S, 11, 16, 25, 31, 37, 37A–37B, 37B, 37F, 38J, 39, 43, 59, 65, 66, 73, 73A–73B, 73F, 73Q, 73R, 74J, 75, 79, 85, 85A–85B, 85F, 86J, 87, 101, 103, 106, 109, 115, 115A–115B, 115F, 115T, 116J, 117, 121, 129, 134, 139, 147, 147A–147B, 147F, 151A–151H UNIT 2: 152S, 153, 155B, 157, 163, 165, 167, 169, 176–177, 177A–177B, 177F, 177T, 178J, 179, 183, 191, 202, 203, 210–211, 211A–211B, 211F, 211T, 212J, 213, 219, 222–223, 223A–223B, 223F, 223T, 224J, 225, 229, 237, 239, 247, 248, 254–255, 255A–255B, 255F, 256J, 256–257, 259A–259B, 261, 267, 270, 271, 276–277, 277A–277B, 277F, 277T, 281A–281H UNIT 3: 285S, 287, 297, 303, 305, 312–313, 313A–313B, 313F, 313R, 314J, 315, 319, 327, 333, 338–339, 339A–339B, 339Q, 339S, 339T, 340J, 341, 345, 347, 350–351, 351A–351B, 351F, 351T, 352J, 353, 357, 377, 382–383, 383A–383B, 383F, 383R, 383T, 384J, 385, 389, 394, 401, 409, 416–417, 417A–417B, 417F, 421A–421H UNIT 4: 10I, 10S, 11, 15, 25, 37, 44–45, 45A–45B, 45F, 45T, 46J, 47, 51, 71, 76–77, 77A–77B, 77F, 78J, 79, 83, 85, 88–89, 89A–89B, 89F, 89T, 90J, 91, 95, 101, 105, 110–111, 111A–111B, 111F, 111T, 112J, 113, 117, 127, 137, 143, 144–145, 145A–145B, 145F, 145T, 149A–149H UNIT 5: 150S, 151, 175, 181, 182–183, 183A–183B, 183F, 183T, 184J, 185, 189, 209, 211, 216–217, 217A–217B, 217F, 217T, 218J, 219, 225, 229, 229A–229B, 229F, 229T, 230J, 231, 239, 251, 258–259, 259A–259B, 259, 259T, 260J, 261, 265, 267, 279, 281, 284–285, 285A–285B, 285F, 289A–289H UNIT 6: 290I, 291, 320–321, 321A–321B, 323, 344–345, 345A–345B, 345T, 347, 351, 356–357, 357A–357B, 359, 377, 382–383, 383A–383B, 385, 402–403, 403A–403B, 407A–407H</p> <p>CCSLH: 4.1.A, 4.1.B, 4.1.C, 4.3.A, 4.4.A</p>

Common Core State Standards • 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

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>UNIT 1: 10H, 10–11, 38–39, 74–75, 85V, 86–87, 116–117 UNIT 2: 152I, 152–153, 178–179, 212–213, 224–225, 256–257 UNIT 3: 282I, 282–283, 314–315, 340–341, 352–353, 384–385 UNIT 4: 10I, 10–11, 46–47, 78–79, 90–91, 112–113 UNIT 5: 150I, 150–151, 184–185, 218–219, 230–231, 260–261 UNIT 6: 290I, 290–291, 322–323, 346–347, 358–359, 384–385</p> <p>CCSLH: 5.1.A</p>
<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>UNIT 1: 10I, 151B, 151D, 151E, T11–T16 UNIT 2: 281B, 281D, 281E, T12–T17 UNIT 3: 421B, 421D, 421E, T12–T17 UNIT 4: 149B, 149D, 149E, T12–T17 UNIT 5: 289B, 289D, 289E, T13–T18 UNIT 6: 407D, 407E, T13–T18</p> <p>CCSLH: 5.1.A</p>
<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>UNIT 1: 10I UNIT 2: 152I UNIT 3: 282I, 421K UNIT 4: 10I UNIT 5: 150I, 289K UNIT 6: 290I, 407E</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>UNIT 1: 10I, 37A, 147A UNIT 2: 223A UNIT 3: 339A, 417A, 421K UNIT 4: 45A, 149K UNIT 5: 289K UNIT 6: 407E, 407K</p> <p>CCSLH: 5.1.A</p>
<p>d Explain their own ideas and understanding in light of the discussion.</p>	<p>UNIT 1: 10I, 10, 38, 74, 86, 116 UNIT 2: 152, 178, 212, 224, 256 UNIT 3: 282I, 282, 314, 340, 352, 384 UNIT 4: 10, 46, 78, 90, 112, 149K UNIT 5: 150, 184, 218, 230, 260 UNIT 6: 290I, 290, 322, 346, 358, 384, 407K</p> <p>CCSLH: 5.1.A</p>
<p>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.</p>	<p>UNIT 1: 37A, 87, 117 UNIT 2: 179, 223A, 255A UNIT 3: 341, 351A, 385, 421K UNIT 4: 89A, 91 UNIT 5: 231, 261 UNIT 6: 291, 347, 359, 385</p> <p>CCSLH: 5.1.B</p>

Common Core State Standards • Grade 3	Page References
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>UNIT 1: 37A, 147A UNIT 2: 177A, 281K UNIT 3: 313A, 351A, 421K UNIT 4: 111A, 149E, 149K UNIT 5: 289K UNIT 6: 357A, 383A</p> <p>CCSLH: 5.1.C</p>
<p><i>Presentation of Knowledge and Ideas</i></p>	
<p>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.</p>	<p>UNIT 1: 37A, 85A, 147A UNIT 2: 223A, 277A, 281K UNIT 3: 313A, 339A, 351A UNIT 4: 45A, 89A, 111A, 149K UNIT 5: 183A, 217A, 259A UNIT 6: 345A, 357A</p> <p>CCSLH: 5.2.A, 5.2.B, 5.2.C</p>
<p>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.</p>	<p>UNIT 1: 147B, 151E, 151K UNIT 2: 211B, 223B, 255B, 281K UNIT 3: 339B, 421K UNIT 4: 149E, 149K UNIT 5: 229A, 289E, 289K UNIT 6: 357B, 383B, 403B, 407K</p> <p>CCSLH: 5.2.D</p>
<p>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 for specific expectations.)</p>	<p>UNIT 1: 37J, 85J, 115J UNIT 2: 205B, 281K UNIT 3: 313T, 417R</p> <p>CCSLH: 5.2.A, 5.2.B, 5.2.C</p>

Common Core State Standards • GRADE 3

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 and 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>UNIT 1: 37I–37J, 73I–73J, 85I–85J, 115I–115J, 147I–147J UNIT 2: 177I–177J, 211I–211J, 223I–223J, 255I–255J, 277I–277J UNIT 3: 313I–313J, 339I–339J, 351I–351J, 383I–383J, 417I–417J UNIT 4: 45I–45J, 77I–77J, 89I–89J, 111I–111J, 145I–145J UNIT 5: 183I–183J, 217I–217J, 229I–229J, 259I–259J, 285I–285J UNIT 6: 321I–321J, 345I–345J, 357I–357J, 383I–383J, 403I–403J</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>UNIT 1: 110 UNIT 2: 177I–177J, 211I–211J, 215, 223I–223J, 255I–255J, 277I–277J UNIT 3: 313I–313J, 339I–339J, 351I–351J, 383I–383J, 417I–417J UNIT 4: 77I–77J, 45I–45J, 89I–89J, 111I–111J, 115, 145D, 145R UNIT 5: 183I–183J, 217I–217J, 221, 229I–229J, 259I–259J, 285I–285J UNIT 6: 321I–321J, 345I–345J, 357I–357J, 383I–383J</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F</p>
<p>b Form and use regular and irregular plural nouns.</p>	<p>UNIT 2: 211B, 211I–211J, 212I, 223I–223J, 225I, 281E UNIT 4: 112I, 145E, 145G–145H UNIT 5: 183H, 229D, 229R</p> <p>CCSLH: 6.1.B</p>
<p>c Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>CCSLH: 6.1.B</p>
<p>d Form and use regular and irregular verbs.</p>	<p>UNIT 4: 111B, 111I–111J, T15</p> <p>CCSLH: 6.1.C</p>
<p>e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p>UNIT 2: 171B UNIT 3: 339I–339J, 351I–351J, 383I–383J UNIT 4: 43, 45B, 45I–45J, 77I–77J, 111B, 111I–111J UNIT 5: 229E</p> <p>CCSLH: 6.1.C</p>
<p>f Ensure subject-verb and pronoun-antecedent agreement.*</p>	<p>UNIT 3: 339B, 339J, 421E UNIT 4: 45J, 77I, 89J UNIT 5: 229E, 259I–259J</p> <p>CCSLH: 6.1.C, 6.1.D</p>

Common Core State Standards • Grade 3	Page References
<p>g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>UNIT 4: 112I, T9 UNIT 5: 219 UNIT 6: 345B, 345I–345J</p> <p>CCSLH: 6.1.E, 6.1.F</p>
<p>h Use coordinating and subordinating conjunctions.</p>	<p>UNIT 2: 277B, 277I–277J UNIT 3: 417I–417J UNIT 4: 149D</p> <p>CCSLH: 6.1.G</p>
<p>i Produce simple, compound, and complex sentences.</p>	<p>UNIT 1: 73, 73I–73J, 85I–85J, 115I–115J, 147I–147J, 151E, T16 UNIT 2: 277, 277I–277J UNIT 3: 339A, 417I–417J</p> <p>UNIT 4: 77J UNIT 6: 345, 345B, 403I–403J, 407D</p> <p>CCSLH: 6.1.A</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>UNIT 1: 37G–37H, 73G–73H, 85G–85H, 115G–115H, 147G–147H UNIT 2: 177G–177H, 211G–211H, 223G–223H, 255G–255H, 255I–255J, 277G–277H, 277J UNIT 3: 313G–313H, 313J, 339G–339H, 351G–351H, 383, 383B, 383G–383H, 383J, 417G–417H, 417J UNIT 4: 45G–45H, 77G–77H, 89G–89H, 89J, 111G–111H, 145G–145H UNIT 5: 183G–183H, 217G–217H, 218I, 229G–229H, 229I–229J, 259G–259H, 285G–285H, 285J, 289E UNIT 6: 321, 321G–321H, 321J, 345G–345H, 357G–357H, 383G–383H, 403G–403H</p> <p>CCSLH: 6.1.H, 6.1.I, 6.1.J</p>
<p>a Capitalize appropriate words in titles.</p>	<p>UNIT 2: 277J UNIT 6: 321J</p> <p>CCSLH: 6.1.H</p>
<p>b Use commas in addresses.</p>	<p>UNIT 3: 313J, 417J UNIT 6: 321</p> <p>CCSLH: 6.1.I</p>
<p>c Use commas and quotation marks in dialogue.</p>	<p>UNIT 3: 383, 383B, 383J, 421E UNIT 4: 89J</p> <p>CCSLH: 6.1.I</p>

Common Core State Standards • Grade 3	Page References
<p>d Form and use possessives.</p>	<p>UNIT 2: 255I–255J UNIT 5: 218I, 229B, 229I–229J, 285J, 289E</p> <p>CCSLH: 6.1.I</p>
<p>e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>UNIT 1: 37G–37H, 73G–73H, 85G–85H, 115G–115H, 147G–147H UNIT 2: 177G–177H, 211G–211H, 223G–223H, 255G–255H, 277G–277H UNIT 3: 313G–313H, 339G–339H, 351G–351H, 383G–383H, 417G–417H UNIT 4: 45G–45H, 77G–77H, 89G–89H, 111G–111H, 145G–145H UNIT 5: 183G–183H, 217G–217H, 229G–229H, 259G–259H, 285G–285H UNIT 6: 321G–321H, 345G–345H, 357G–357H, 383G–383H, 403G–403H</p> <p>CCSLH: 6.1.J</p>
<p>f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>UNIT 1: 73G–73H, 85G–85H UNIT 2: 177G–177H UNIT 4: 145G–145H UNIT 5: 183G–183H, 217G–217H, 229G–229H, 259G–259H, 285G–285H UNIT 6: 345G–345H, 383G–383H</p> <p>CCSLH: 6.1.J</p>
<p>g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>UNIT 1: 151C UNIT 2: 223J, 255F, 281E UNIT 4: 145B UNIT 5: 183B, 259B, 285B UNIT 6: 321B, 403B, 407I</p> <p>CCSLH: 6.1.J</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>UNIT 1: 37, 37I–37J, 73, 73I–73J, 85, 85I–85J, 103, 115, 115A, 115I–115J, 147, 147I–147J, 151D, 151F UNIT 2: 177, 177I–177J, 190, 211, 211I–211J, 2223, 223I–223J, 255, 255I–255J, 277, 277I–277J, 281D UNIT 3: 313, 313I–313J, 339, 339I–339J, 351, 351I–351J, 383, 383I–383J, 396, 417, 417I–417J, 421D, 421F UNIT 4: 45, 45I–45J, 77, 77I–77J, 89, 89I–89J, 111, 111I–111J, 145, 145I–145J, 149D UNIT 5: 183, 183I–183J, 217, 217I–217J, 229, 229I–229J, 259, 259I–259J, 278, 285, 285I–285J, 289D, UNIT 6: 321, 321I–321J, 345, 345I–345J, 357, 357I–357J, 383, 383I–383J, 403, 403I–403J, 407D, 407F</p> <p>CCSLH: 6.2.A, 6.2.B</p>
<p>a Choose words and phrases for effect.*</p>	<p>UNIT 1: 37, 73, 85, 103, 115, 115A, 147, 151D, 151F UNIT 2: 177, 190, 211, 223, 255, 277, 281D UNIT 3: 313, 339, 351, 383, 396, 417, 421D, 421F UNIT 4: 45, 77, 89, 111, 145, 149D UNIT 5: 183, 217, 229, 259, 278, 285, 289D UNIT 6: 321, 345, 357, 383, 403, 407D, 407F</p> <p>CCSLH: 6.2.A</p>

Common Core State Standards • Grade 3	Page References
<p>b Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>UNIT 1: 72, 73A UNIT 2: 171B, 249B, 281K, 281L UNIT 3: 312, 313A UNIT 4: 10I UNIT 5: 150I, 170, 289L</p> <p>CCSLH: 6.2.B</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>UNIT 1: 22, 38I, 41, 48, 73C–73D, 73F, 73R, 74I, 77, 85D, 85R, 85T, 89, 97, 107, 115D, 115R, 116I, 119, 128, 144, 147D, 147F, 147R, T5 UNIT 2: 178I, 181, 200, 211D, 211R, 215, 223D, 224I, 227, 255D, 255R, 256I, 259, 266, 277D, 277F, 277R</p> <p>UNIT 3: 314I, 317, 327, 339D, 339R, 343, 346, 351D, 351F, 351R, 355, 365, 368, 383D, 383R, 384I, 387, 390, 391, 417D, 417R UNIT 4: 10R, 13, 18, 45D, 45F, 45R, 49, 52, 77D, 77F, 77R, 90I, 93, 111D, 111F, 111R, 115, 145D, 145E, 145R, T8, T9 UNIT 5: 150R, 170, 183D, 183E, 206, 221, 229E, 230I, 233, 237, 242, 259D, 259R, T8 UNIT 6: 290R, 293, 307, 321D, 321R, 322I, 324, 325, 335, 345D, 345E, 345R, 346I, 349, 357D, 357R, 358I, 361, 373, 383R, 384I, 387, 392, 395, 403D, 403F, 403R, T6, T7, T8, T9</p> <p>CCSLH: 6.3.A, 6.3.B, 6.3.C</p>
<p>a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>UNIT 1: 22, 38I, 41, 48, 73C–73D, 73R, 107, 144, T5 UNIT 2: 224I, 227, 255D, 255R, 256I, 259, 277D, 277R</p> <p>UNIT 3: 384I, 387, 390, 391, 417D, 417R UNIT 4: 90I, 93, 111D, 111R, T8 UNIT 5: 230I, 233, 237, 242, 259D, 259R, T8</p> <p>UNIT 6: 290R, 293, 307, 321D, 321R, 324, T6</p> <p>CCSLH: 6.3.B</p>
<p>b Determine the meaning of a new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>	<p>UNIT 1: 73F UNIT 2: 215, 223D, 277F UNIT 4: 49, 77F, 115, 145D, 145E, 145R, T9 UNIT 5: 221, 229E UNIT 6: 322I, 325, 335, 345D, 345E, 345R, 358I, 361, 373, 383D, 383R, 392, 403F, T7, T9</p> <p>CCSLH: 6.3.C</p>
<p>c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>)</p>	<p>UNIT 4: 111F UNIT 6: 325, 334, 345D, 345J, 346I, 349, 357D, 357R, 383D, 395, T8</p> <p>CCSLH: 6.3.C</p>

Common Core State Standards • Grade 3	Page References
<p>d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</p>	<p>UNIT 1: 73D, 74I, 77, 85D, 85R, 85T, 89, 97, 115D, 115R, 116I, 119, 128, 147D, 147F, 147R UNIT 2: 178I, 181, 200, 211D, 211R, 266, 277D, 277R UNIT 3: 314I, 317, 327, 339D, 339R, 343, 346, 351D, 351F, 351R, 355, 365, 368, 383D, 383R UNIT 4: 10R, 13, 18, 45D, 45F, 45R, 49, 52, 77D, 77R, 111D UNIT 5: 150R, 170, 183D, 183E, 206 UNIT 6: 384I, 387, 392, 403D, 403R</p> <p>CCSLH: 6.3.D</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>UNIT 1: 11, 37F, 39, 73F, 75, 85F, 87, 98, 104, 112–113, 115F, 115R, 115T, 117, 147F UNIT 2: 153, 177F, 179, 211F, 213, 223F, 225, 255F, 257, 277F UNIT 3: 283, 313F, 315, 336–337, 339R, 339T, 339F, 341, 351F, 353, 383F, 385, 417F UNIT 4: 11, 45D, 45F, 45R, 47, 60, 64, 72, 77F, 79, 89F, 91, 111F, 113, 126, 138, 145F UNIT 5: 151, 162, 165, 170, 183F, 185, 210, 217F, 219, 229F, 231, 233, 237, 242, 259D, 259F, 259R, 261, 282–283, 285F, 285R, 285T UNIT 6: 291, 304, 310, 314, 321F, 323, 338, 345F, 347, 357F, 359, 378, 380–381, 383F, 383R, 383T, 385, 400–401, 403F, 403R, 403T</p> <p>CCSLH: 6.3.E, 6.3.F</p>
<p>a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>UNIT 1: 98, 104, 112–113, 115R, 115T UNIT 3: 336–337, 339R, 339T UNIT 4: 45D, 45R, 60, 64, 72, 126, 138 UNIT 5: 162, 165, 170, 210, 233, 237, 242, 259D, 259R, 282–283, 285R, 285T UNIT 6: 304, 310, 314, 338, 378, 380–381, 383R, 383T, 400–401, 403R, 403T</p> <p>CCSLH: 6.3.E</p>

Common Core State Standards • Grade 3	Page References
<p>b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p>UNIT 1: 11, 37F, 39, 73F, 75, 85F, 87, 115F, 117, 147F UNIT 2: 153, 177F, 179, 211F, 213, 223F, 225, 255F, 257, 277F UNIT 3: 283, 313F, 315, 339F, 341, 351F, 353, 383F, 385, 417F UNIT 4: 11, 45F, 47, 77F, 79, 89F, 91, 111F, 113, 145F UNIT 5: 151, 183F, 185, 217F, 219, 229F, 231, 259F, 261, 285F UNIT 6: 291, 321F, 323, 345F, 347, 357F, 359, 383F, 385, 403F</p> <p>CCSLH: 6.3.F</p>
<p>c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>UNIT 2: 223F UNIT 6: 321F</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>UNIT 1: 10–11, 34, 37T, 38–39, 68, 73T, 74–75, 86–87, 112, 116–117, 142, 147T UNIT 2: 152–153, 172, 177T, 178–179, 206, 212–213, 224–225, 250, 255T, 256–257, 274 UNIT 3: 282–283, 308, 313T, 314–315, 336, 340–341, 352–353, 380, 383T, 384–385, 412 UNIT 4: 10–11, 40, 46–47, 74, 78–79, 90–91, 112–113, 140 UNIT 5: 150–151, 178, 184–185, 212, 212T, 217V, 218–219, 229V, 230–231, 254, 259T, 259V, 260–261, 285V UNIT 6: 290–291, 316, 322–323, 340, 345T, 346–347, 358–359, 384–385, 400</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 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 a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

KEY

CCSLH:

Common Core State Standards
Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>UNIT 1: 19A, 19B, 35, 37, 70J, 88, 91, 101, 111A, 111B, 116, 119, 120, 121, 130, 132, 137, 143R, 143T UNIT 2: 151B, 155, 157, 161, 162, 163, 168, 169, 176I, 179A, 179B, 183, 185, 186, 189, 190, 193, 195, 198, 200, 201, 207Q, 207T, 251A, 251B, 254, 259, 261, 262, 265, 271R UNIT 3: 279B, 284, 294, 297, 297B, 299, 301, 355, 356, 359, 360, 362, 363, 367 UNIT 4: 410R, 413B, 417, 419, 420, 424, 429, 430, 433, 434, 437, 437B, 453, 455, 459, 460, 463 UNIT 5: 550, 552, 557, 557B, 561T, 570, 579, 585, 591T, 612, 615, 625, 627, 627B UNIT 6: 671, 681, 711, 717T, 729T, 755, 757T</p> <p>CCSLH: 1.1.A</p>
<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>UNIT 1: 29, 37, 43R, 45, 94, 101, 107R, 111B, 125, 129, 137, 137B UNIT 2: 159, 169, 191, 195, 200, 201, 207R, 256, 265 UNIT 3: 289, 291, 293, 297, 301, 342I, 345A, 345B, 349, 357, 362, 364, 367, 375, 403, 405T, T15, T17 UNIT 4: 413B, 425, 437, 443R, 447A, 447B, 452, 457, 461, 463, 471, 505, 509, 533 UNIT 5: 543A, 543B, 547, 548, 551, 552, 554, 557, 561Q, 561R, 561S, 561T, 572, 576, 585, 618, 627, 627B, T1, T18 UNIT 6: 672, 681, 688I, 689, 691A, 691B, 697, 698, 700, 703, 705, 707, 708, 711, 711B, 717Q, 717R, 717S, 717T, 755, 778, 780, 781, T2</p> <p>CCSLH: 1.1.B, 1.1.C</p>
<p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>UNIT 1: 16R, 19A, 19B, 23, 24, 28, 31, 32, 34, 37, 37B, 43Q, 43R, 43T, 85A, 85B, 88, 89, 91, 92, 95, 96, 97, 98, 101, 101B, 107Q, 107R, 107T, 111A, 111B, 114, 115, 117, 118, 120, 121, 123, 126, 127, 128, 129, 130, 131, 134, 136, 137, 137B, 143Q, 143R, 143T, T1, T3 UNIT 2: 156, 161, 162, 163, 164, 165, 169B, 176I, 179B, 183, 185, 189, 190, 191, 192, 196, 198, 201, 201B, 207R, 254, 256, 257, 259, 261, 262, 265, 265B, 271R UNIT 3: 284, 286, 292, 293, 297, 300, 301, 303R, 331, 342I, 343, 345A, 345B, 350, 353, 354, 355, 356, 358, 359, 361, 362, 364, 367, 373R, T13, T15, T17 UNIT 4: 410R, 420, 422, 427, 428, 432, 433, 434, 437, 451, 452, 454, 455, 459, 460, 463, 463B, 531 UNIT 5: 548, 549, 550, 551, 552, 553, 554, 555, 557, 557B, 561R, 562I, 565B, 569, 571, 574, 575, 576, 580, 581, 582, 583, 585, 585B, 591Q, 591R, 591S, 604I, 607A, 607B, 610, 613, 615, 617, 619, 621, 622, 623, 624, 627, 631Q, 631R, 631S, 631T, 632I, 653, 654, 655, T4, T13, T14, T15, T16, T17, T18 UNIT 6: 662R, 665A, 665B, 668, 669, 671, 674, 675, 677, 678, 681, 681B, 701, 702, 706, 711, 755, 778, 779, 781</p> <p>CCSLH: 1.1.D, 1.1.E, 1.1.F</p>

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).

UNIT 1: 17, 18, 19, 20, 25, 26, 28, 34, 43Q, 43R, 66, 67, 69R, 69T, 84, 85, 86, 91, 94, 97, 107S, 110, 111, 112, 115, 116, 118, 121, 126, 132, 133, 143Q, 143R **UNIT 2:** 150, 151, 152, 157, 158, 161, 178, 179, 180, 183, 186, 190, 192, 198, 207Q, 244, 245, 247R, 247T, 250, 251, 252, 256, 258, 260 **UNIT 3:** 278, 279, 280, 283, 286, 288, 290, 291, 292, 298, 303Q, 303R, 303S, 303T, 343, 344, 345, 345B, 346, 350, 352, 355, 356, 360, 373Q, 373R, 402, 403, 405R, 405T, T13 **UNIT 4:** 412, 413, 414, 418, 422, 427, 428, 431, 446, 447, 448, 453, 456, 457, 471, 483, 484, 485, 531, 533 **UNIT 5:** 542, 543, 544, 546, 549, 550, 554, 558, 559, 561Q, 561R, 561S, 561T, 564, 565, 566, 568, 573, 574, 575, 578, 591Q, 591R, 591S, 606, 607, 608, 614, 617, 620, 626, 631Q, 631R, 631S, 652, 653, 654, 655, 657R, 657T **UNIT 6:** 663, 664, 665, 666, 669, 670, 673, 690, 691, 692, 695, 696, 699, 702, 707, 717Q, 717R, 755

CCSLH: 1.2.A, 1.2.B

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

UNIT 1: 17, 20, 22, 25, 33, 45, 66, 67, 68, 69, 69R, 69T, 71, 86, 92, 112, 119, 144 **UNIT 2:** 149, 152, 158, 167, 177, 180, 186, 197, 209, 220J, 244, 245, 249, 252, 255, 260 **UNIT 3:** 276R, 280, 290, 293, 296, 298, 301, 302, 303, 303T, 328, 329, 331, 342I, 342J, 343, 346, 348, 363, 367B, 372, 373, 373A, 373R, 375, 400, 402, 403, 405R, T12, T15, T17 **UNIT 4:** 414, 416, 437, 448, 458, 462, 471, 483, 504, 505, 507R, 507T, 509, 530, 531, 532, 533, 535R, 535T, T15 **UNIT 5:** 540S, 541, 544, 546, 547, 552, 558, 559, 562I, 562J, 563, 566, 568, 570, 572, 582, 583, 584, 589, 592J, 608, 624, 632I, 632J, 633, 652, 655, 657R, 657T **UNIT 6:** 662R, 663, 666, 671, 688I, 689, 692, 696, 701, 754, 755, 757R, 757T, 778, 780, 781, 783R, 783T

CCSLH: 1.2.C

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

UNIT 1: 88, 111B, 116, 124 **UNIT 2:** 168, 182, 184, 194, 256 **UNIT 3:** 283, 301, 350 **UNIT 4:** 431, 435 **UNIT 5:** 546, 547, 548, 553, 557B, 559, 611, 613, 631Q, 631R

CCSLH: 1.2.D

Integration of Knowledge and Ideas

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

UNIT 1: 100, 115 **UNIT 2:** 160, 187, 194 **UNIT 3:** 276I, 283, 351, 366, T13, T15 **UNIT 4:** 417, 423, 426, 431, 432, 436
UNIT 5: 550, 585B, 589, 616, 626, 655, T14 **UNIT 6:** 699, 711B, 744

See also Grammar and Writing Handbook: 136

CCSLH: 1.3.A

8. (Not applicable to literature)

(Not applicable to literature)

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

UNIT 1: 16H, 34, 37, 43R, 101, 107R, 137, 143R **UNIT 2:** 169, 200, 201, 207R, 265 **UNIT 3:** 301, 303R, 373Q, 373R, 405R, T12, T15 **UNIT 4:** 437, 463, 533, 535R **UNIT 5:** 557, 561R, 572, 585, 591R, 627, 631R, 655 **UNIT 6:** 662R, 681, 704, 711, 717R, 781, 783R, 783T

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.

Reading selections in the Grade 4 Student Anthology and Leveled Readers in MMH Treasures fall within the recommended Lexile range 770-980 required by the Common Core Standard for grades 4-5.

Reading Standards for Informational Text

Key Ideas and Details

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

UNIT 1: 52, 53, 55, 56, 59, 62, 65, 65B, 69R, 69T, 73B, 76, 77, 81, 81R, 104, T11, T13, T14, T15, T16 **UNIT 2:** 211A, 211B, 215, 223B, 227, 236, 239, 240, 243, 271R, 271T, T17 **UNIT 3:** 297B, 303T, 312, 313, 315, 318, 323, 323B, 329T, 341T, 377B, 385, 390, 395, 396, 397, 401 **UNIT 4:** 469R, 477, 488, 498, 503, 503B, 516, 518, 524, 527, 529, 535R, T14 **UNIT 5:** 599, 599A, 603R, 629, 639, 641, 642, 646, 651, 651B **UNIT 6:** 687R, 718I, 725, 725A, 729S, 729T, 741, 744, 753, 757R, 757T, 765, 769, 771, 777, 783R, 783T, T15, T17, T18

CCSLH: 2.1.A

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

UNIT 1: 44I, 47A, 47B, 52, 54, 56, 60, 62, 63, 65, 65B, 69R, 69T, 70J, 73A, 73B, 76, 77, 77A, 81T, T11, T12, T13, T14, T15, T16 **UNIT 2:** 211B, 215, 215A, 235, 243, 271R **UNIT 3:** 317, 323, 329R, 330J, 333A, 333B, 335, 336, 337, 337A, 374I, 377A, 377B, 383, 387, 390, 393, 396, 397, 398, 401, 405R, 405T **UNIT 4:** 477, 482I, 494, 497, 498, 502, 503, 503B, 507R, 517, 522, 529 **UNIT 5:** 599, 643, 651, 651B **UNIT 6:** 662I, 687R, 725, 743, 753, 768, 772, 777, 777B

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.

UNIT 1: 16S, 41, 44J, 54, 59, 61, 65B, 69R, 70J, 77, 81, 81R, 82J, 103, 104, 105 108J, 141 **UNIT 2:** 148I, 176J, 193, 205, 207S, 208J, 215, 219R, 220J, 223B, 229, 231, 232, 236, 239, 243, 248J, 268, 269, 271R, 271S, T12, T13, T15, T16, T17 **UNIT 3:** 276S, 287, 304J, 315, 316, 317, 318, 319, 321, 323, 325, 330J, 342J, 345B, 367, 371, 374I, 374J, 384, 387, 393, 405R **UNIT 4:** 410I, 444J, 466, 467, 470J 477, 477A, 482J, 499, 503, 503B, 507R, 508I, 508J, 514, 516, 517, 519, 520, 522, 525, 526, 529, 529B, 535R, T13 **UNIT 5:** 540I, 540S, 553, 592J , 599, 603R, 604J, 629, 632J, 642, 644, 646, 647, 649, 650, 651, 657R **UNIT 6:** 662S, 683, 685, 688J, 714, 715, 718I, 718J, 725, 729R, 730J, 747, 753, 757R, 758J, 766, 771, 772, 777, 783R

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

Craft and Structure

<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p>UNIT 1: 38, 39, 40, 43S, 46, 47, 48, 50, 55, 57, 58, 69C, 69D, 69F, 69Q, 69R, 69T, 72, 73, 74, 76, 81R, 102, 104, 107C, 107F, 107S, 138, 140, 143S UNIT 2: 170, 172, 175S, 175T, 202, 203, 207S, 211B, 212, 214, 219Q, 219R, 219T, 222, 223, 224, 226, 229, 230, 232, 234, 237, 238, 240, 242, 247R, 247T, 266, 268, 271S, 271T UNIT 3: 306, 307, 308, 312, 313, 314, 319, 324, 325, 326, 329R, 329S, 329T, 332, 333, 334, 341R, 341T, 344, 345, 345B, 368, 369, 376, 377, 378, 380, 382, 384, 387, 388, 397, 405R, 405T UNIT 4: 438, 440, 443S, 443T, 464, 466, 469R, 469S, 472, 473, 474, 481R, 481S, 481T, 485B, 486, 489, 490, 491, 493, 495, 507R, 507T, 510, 511, 512, 515, 518, 535R, 535S UNIT 5: 586, 588, 594, 595, 595A, 596, 598, 603Q, 603R, 603S, 603T, 628, 629, 634, 635, 636, 639, 643, 645, 647, 657R, 657T UNIT 6: 682, 683, 684, 687T, 712, 714, 720, 721, 722, 725, 729Q, 729R, 729S, 729T, 732, 733, 734, 742, 746, 748, 750, 752, 757R, 757T, 760, 761, 762, 765, 766, 774, 776, 783R, 783T</p> <p>CCSLH: 2.2.A, 2.2.B</p>
<p>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.</p>	<p>UNIT 2: 223B, 227, 229, 231, 247R, 247T, T4, T12, T13, T15, T16 UNIT 3: 333A, 333B, 336, 337, 345A, 345B UNIT 4: 477A, 482I, 485A, 485B, 489, 490, 495, 496, 499, 500, 507R, 507T, 511A, 511B, 514, 515, 517, 519, 520, 523, 525, 526, 529, 535R, T13, T15, T16, T17 UNIT 5: 587, 588, 589, 591S, 635A, 635B, 641, 642, 644, 646, 649, 651, 657R, 657T UNIT 6: 683, 685, 687R, 687S, 687T, 725A, 761A, 761B, 766, 770, 771, 773, 775, 777, 783R, 783T, T13, T18</p> <p>CCSLH: 2.2.C</p>
<p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>UNIT 1: 83 UNIT 2: 165, 194, 202, 203, 204, 205, 207Q, 207S, 221, 224, 234, T10 UNIT 3: 308, 310, 314, 316, 321, 327, 329R, 378, 381 UNIT 4: 410H, 445, 536 UNIT 6: 719, 730I, 739, 744, 750, 753</p> <p>CCSLH: 2.2.D</p>

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.

UNIT 1: 16I, 38, 39, 41, 50, 52, 53, 62, 81A, 103, 105, 107S, 139, 141, 143S, T12
UNIT 2: 148I, 171, 173, 175Q, 175S, 228, 266, 267, 269, T11 **UNIT 3:** 276I, 311, 321, 325, 327, 369, 370, 371, 373Q, 373S, 380, 383, 398, 401, 401B, T11 **UNIT 4:** 410I, 438, 439, 441, 443Q, 443S, 465, 467, 469Q, 477B, 481Q, 488, 492, 502, 515, 524 **UNIT 5:** 540I, 587, 589, 591Q, 591S, 631S, 640 **UNIT 6:** 662I, 682, 683, 685, 687S, 696, 713, 715, 717Q, 725B, 729S, 744, 764, 767, 773, 774

CCSLH: 2.3.A

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

UNIT 2: 148I, 211B, 214, 215, 219R, 219T, 227, 234, 240, 243B, T3, T13, T14, T17 **UNIT 3:** 304I, 307A, 307B, 313, 314, 315, 316, 318, 320, 323, 323B, 329R, 329T, 388, 392, 401B **UNIT 4:** 470I, 473A, 473B, 475, 476, 481R, 481T, 494, 521, 529B, T2, T14 **UNIT 5:** 595A, 595B, 597, 598, 599, 599A, 603R, 603T, 639, T3
UNIT 6: 733A, 733B, 737, 740, 743, 747, 749, 750, 753, 753B, T4, T14, T15, T17

CCSLH: 2.3.B

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

UNIT 1: 16H, 65, 65B, 67, 69R, 77, 141 **UNIT 2:** 165, 173, 193, 205, 215, 228, 243, 247R, 269, 271R **UNIT 3:** 297, 327, 329R, 337, 341R, 341T, 367, 371, 405R **UNIT 4:** 433, 441, 477, 481Q, 481R, 481S, 503, 507T, 535R, 535T **UNIT 5:** 603R, 629, 651, 657R **UNIT 6:** 687R, 729R, 753, 757R, 777

CCSLH: 2.3.C

Range of Reading and Level of Text Complexity

10. By the end of 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.

Reading selections in the Grade 4 Student Anthology and Leveled Readers in MMH *Treasures* fall within the recommended Lexile range 770-980 required by the Common Core Standard for grades 4-5.

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

UNIT 1: 16R, 43E, 43G, 43H, 44I, 69E, 69G, 69H, 70I, 81E, 81G, 81H, 82I, 107E, 107G, 107H, 108I, 143E, 143G, 143H
UNIT 2: 148R, 175E, 175G, 175H, 176I, 207E, 207G, 207H, 208I, 219E, 219G, 219H, 220I, 247E, 247G, 247H, 248I, 251, 271D, 271E, 271G, 271H, 271R **UNIT 3:** 276R, 303E, 303G, 303H, 314, 329E, 329G, 329H, 329R, 330I, 341E, 341G, 341H, 342I, 373E, 373G, 373H, 374I, 405E, 405G, 405H, 405R, 405T **UNIT 4:** 410R, 418, 422, 443E, 443G, 443H, 443R, 444I, 469E, 469G, 469H, 470I, 481E, 481G, 481H, 482I, 507E, 507G, 507H, 508I, 535E, 535G, 535H **UNIT 5:** 540R, 561E, 561F, 561G, 561H, 562I, 591E, 591G, 591H, 592I, 603E, 603G, 603H, 604I, 614, 631E, 631G, 631H, 632I, 657E, 657G, 657H
UNIT 6: 662R, 670, 687E, 687G, 687H, 687Q, 688I, 717E, 717G, 717H, 718I, 729E, 729G, 729H, 730I, 742, 757E, 757G, 757H, 757R, 758I, 774, 783E, 783G, 783H

CCSLH: 3.1.A

- a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

UNIT 1: 16R, 43E, 43G, 43H, 44I, 69E, 69G, 69H, 70I, 81E, 81G, 81H, 82I, 107E, 107G, 107H, 108I, 143E, 143G, 143H
UNIT 2: 148R, 175E, 175G, 175H, 176I, 207E, 207G, 207H, 208I, 219E, 219G, 219H, 220I, 247E, 247G, 247H, 248I, 251, 271D, 271E, 271G, 271H, 271R **UNIT 3:** 276R, 303E, 303G, 303H, 314, 329E, 329G, 329H, 329R, 330I, 341E, 341G, 341H, 342I, 373E, 373G, 373H, 374I, 405E, 405G, 405H, 405R, 405T **UNIT 4:** 410R, 418, 422, 443E, 443G, 443H, 443R, 444I, 469E, 469G, 469H, 470I, 481E, 481G, 481H, 482I, 507E, 507G, 507H, 508I, 535E, 535G, 535H **UNIT 5:** 540R, 561E, 561F, 561G, 561H, 562I, 591E, 591G, 591H, 592I, 603E, 603G, 603H, 604I, 614, 631E, 631G, 631H, 632I, 657E, 657G, 657H
UNIT 6: 662R, 670, 687E, 687G, 687H, 687Q, 688I, 717E, 717G, 717H, 718I, 729E, 729G, 729H, 730I, 742, 757E, 757G, 757H, 757R, 758I, 774, 783E, 783G, 783H

CCSLH: 3.1.A

Fluency

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

UNIT 1: 16R, 27, 30, 37A, 43Q, 43S, 44I, 65A, 69Q, 69S, 70I, 77A, 81Q, 81S, 82I, 101A, 107Q, 107S, 108I, 137A, 143Q, 143S **UNIT 2:** 148R, 169A, 175Q, 175S, 176I, 201A, 207Q, 207S, 208I, 215A, 219Q, 219S, 220I, 243A, 247Q, 247S, 248I, 262, 265A, 271Q, 271S **UNIT 3:** 276R, 297A, 303Q, 303S, 304I, 323A, 329Q, 320S, 330I, 337A, 341Q, 341S, 342I, 364, 367A, 373Q, 373S, 374I, 401A, 405Q, 405S **UNIT 4:** 410R, 437A, 443Q, 443S, 444I, 463A, 469Q, 469S, 470I, 477A, 481K, 481L, 481N, 481Q, 482I, 494, 503A, 507Q, 507S, 508I, 529A, 535Q, 535S **UNIT 5:** 540R, 557A, 561Q, 561S, 562I, 571, 585A, 591Q, 591S, 592I, 599A, 603Q, 603S, 604I, 627A, 631Q, 631S, 632I, 651A, 657Q, 657S **UNIT 6:** 662R, 681A, 687Q, 687S, 688I, 711A, 717Q, 717S, 718I, 725A, 729Q, 729S, 730I, 751I, 753A, 757Q, 757S, 758I, 768, 777A, 783Q, 783S

CCSLH: 3.1.A

Common Core State Standards • Grade 4	Page References
<p>a. Read on-level text with purpose and understanding.</p>	<p>UNIT 1: 16R, 27, 30, 37A, 43Q, 43S, 44I, 65A, 69Q, 69S, 70I, 77A, 81Q, 81S, 82I, 101A, 107Q, 107S, 108I, 137A, 143Q, 143S UNIT 2: 148R, 169A, 175Q, 175S, 176I, 201A, 207Q, 207S, 208I, 215A, 219Q, 219S, 220I, 243A, 247Q, 247S, 248I, 262, 265A, 271Q, 271S UNIT 3: 276R, 297A, 303Q, 303S, 304I, 323A, 329Q, 320S, 330I, 337A, 341Q, 341S, 342I, 364, 367A, 373Q, 373S, 374I, 401A, 405Q, 405S UNIT 4: 410R, 437A, 443Q, 443S, 444I, 463A, 469Q, 469S, 470I, 477A, 481K, 481L, 481N, 481Q, 482I, 494, 503A, 507Q, 507S, 508I, 529A, 535Q, 535S UNIT 5: 540R, 557A, 561Q, 561S, 562I, 571, 585A, 591Q, 591S, 592I, 599A, 603Q, 603S, 604I, 627A, 631Q, 631S, 632I, 651A, 657Q, 657S UNIT 6: 662R, 681A, 687Q, 687S, 688I, 711A, 717Q, 717S, 718I, 725A, 729Q, 729S, 730I, 751I, 753A, 757Q, 757S, 758I, 768, 777A, 783Q, 783S</p> <p>CCSLH: 3.2.A</p>
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>UNIT 1: 16R, 27, 30, 37A, 43Q, 43S, 44I, 65A, 69Q, 69S, 70I, 77A, 81Q, 81S, 82I, 101A, 107Q, 107S, 108I, 137A, 143Q, 143S UNIT 2: 148R, 169A, 175Q, 175S, 176I, 201A, 207Q, 207S, 208I, 215A, 219Q, 219S, 220I, 243A, 247Q, 247S, 248I, 262, 265A, 271Q, 271S UNIT 3: 276R, 297A, 303Q, 303S, 304I, 323A, 329Q, 320S, 330I, 337A, 341Q, 341S, 342I, 364, 367A, 373Q, 373S, 374I, 401A, 405Q, 405S UNIT 4: 410R, 437A, 443Q, 443S, 444I, 463A, 469Q, 469S, 470I, 477A, 481K, 481L, 481N, 481Q, 482I, 494, 503A, 507Q, 507S, 508I, 529A, 535Q, 535S UNIT 5: 540R, 557A, 561Q, 561S, 562I, 571, 585A, 591Q, 591S, 592I, 599A, 603Q, 603S, 604I, 627A, 631Q, 631S, 632I, 651A, 657Q, 657S UNIT 6: 662R, 681A, 687Q, 687S, 688I, 711A, 717Q, 717S, 718I, 725A, 729Q, 729S, 730I, 751I, 753A, 757Q, 757S, 758I, 768, 777A, 783Q, 783S</p> <p>CCSLH: 3.2.A</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>UNIT 1: 18, 26, 40, 43C, 43D, 44I, 46, 47, 55, 58, 61, 69C, 69D, 69H, 69R, 72, 77A, 77B, 81C, 81Q, 81S, 84, 107C, 107D, 107T, 108I, 110, 111, 116, 126, 133, 143C, 143D, 143R, T4, T5, T8 UNIT 2: 148R, 150, 151, 157, 172, 175C, 175D, 175R, 178, 190, 198, 207C, 207T, 210, 219C, 222, 230, 234, 247C, 247R, 250, 271C, 271H, T5, T8, T9 UNIT 3: 278, 286, 292, 303C, 329C, 332, 341C, 341T, 344, 369, 373C, 376, 382, 387, 405C, 405D, 405H, 405S, T8, T9 UNIT 4: 412, 428, 443C, 446, 465, 466, 469C, 470I, 472, 473, 481C, 481D, 481Q, 481R, 481S, 484, 485, 493, 498, 507C, 507D, 507F, 508I, 510, 511, 515, 535C, 535D, 535R, T7, T8, T9 UNIT 5: 542, 554, 561C, 564, 574, 588, 591C, 591D, 592I, 594, 595, 603C, 603S, 604I, 606, 607, 614, 620, 631C, 631D, 631F, 631R, 631T, 632I, 634, 635, 643, 657C, 657D, 657H, 657Q, 657R, T8, T9 UNIT 6: 662I, 664, 665, 684, 687C, 687D, 690, 691, 695, 699, 707, 717C, 717D, 717F, 717R, 720, 725, 729C, 748, 757C, 760, 761, 783C, T7</p> <p>CCSLH: 3.2.A</p>

Common Core State Standards • GRADE 4

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 techniques, 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 information while avoiding plagiarism.
9. Draw evidence from literacy 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

Common Core State Standards • Grade 4

Page References

Text Types and Purposes

<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>UNIT 1: 62, 70J, T16 UNIT 2: 148S, 174, 175, 175A, 175B, 176J, 206, 207, 207A, 207B, 220J, 246, 247, 247A, 247B, 248J, 270, 271, 271A, 271B, 275A, 275B, 275C, 275D, 275E, T13, T15, T17 UNIT 3: 330J, 340, 341 UNIT 4: 470J, 476, 482J, 506, 507, 507A, 507B, 508J, T15, T17 UNIT 5: 562J, 590, 591, 630, 631, 631A, 631B UNIT 6: 696, 717T, 718J</p> <p>CCSLH: 4.1.A</p>
<p>a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	<p>UNIT 1: 174, 175, 175A, 206, 207, 207A, 207B, 246, 247, 247A, 247B, 270, 271, 275A, 275B, 275C, 275D UNIT 3: 330J, 341 UNIT 4: 470J, 482J, 506, 507, 507A, 507B UNIT 5: 630, 631, 631A, 631B</p> <p>CCSLH: 4.1.A</p>
<p>b Provide reasons that are supported by facts and details.</p>	<p>UNIT 2: 148S, 174, 175, 175A, 175B, 176J, 206, 207, 246, 247, 247A, 247B, 271, 275A, 275B, 275C, 275D UNIT 3: 341 UNIT 4: 482J, 506, 507, 507A, 507B UNIT 5: 590, 591, 630, 631, 631A, 631B</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>UNIT 2: 175B, 270, 275A, 275C, 275D</p> <p>CCSLH: 4.1.A</p>
<p>d Provide a concluding statement or section related to the opinion presented.</p>	<p>UNIT 2: 246, 271A, 275C, 275D UNIT 3: 330J UNIT 4: 507</p> <p>See also Grammar and Writing Handbook: 31</p> <p>CCSLH: 4.1.A</p>

Common Core State Standards • Grade 4	Page References
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>UNIT 1: 32, 44J, 69T, 70J, 77A, 81A, 81B, 82J, 93, 105, 108J, 141 UNIT 2: 148S, 173, 176J, 208J, 219A, 219B, 269, 271F, 275K UNIT 3: 276S, 303T, 304J, 319, 330J, 342J, 374J, 409K UNIT 4: 410S, 433, 442, 443, 443A, 443B, 444J, 467, 468, 469, 469A, 469B, 470J, 481A, 481B, 482J, 490, 508J, 534, 535, 535A, 535B, 535T, 539A, 539B, 539C, 539D, 539E, 539K UNIT 5: 553, 592J, 603A, 603B, 632J, 656, 657, 657A, 657B, 661A, 661B, 661C, 661D, 661E, 661K UNIT 6: 662S, 669, 685, 686, 687, 687A, 687B, 688J, 715, 716, 717, 717A, 717B, 717S, 729A, 729B, 729T, 757, 757A, 757B, 758J, 783, 783A, 783B, 787A, 787B, 787C, 787D, 787E</p> <p>CCSLH: 4.1.B</p>
<p>a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>UNIT 1: 81B, 105, 108J, 141 UNIT 2: 148S, 173, 219B, 275K UNIT 3: 330J, 409K UNIT 4: 410S, 442, 443, 443A, 443B, 444J, 467, 469, 469A, 469B, 490, 508J, 534, 535, 535A, 535B, 539A, 539B, 539C, 539D, 539E, 539K UNIT 5: 590, 603A, 632J, 657, 657A, 661A, 661B, 661C, 661D, 661E, 661K UNIT 6: 669, 687, 715, 716, 717, 717T, 729B, 783, 783A, 783B, 787A, 787B, 787C, 787D</p> <p>See also Grammar and Writing Handbook: 74-75</p> <p>CCSLH: 4.1.B</p>
<p>b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>UNIT 1: 81B UNIT 4: 410S, 443B, 444J, 469B, 470J, 534, 535, 535T, 539A, 539C, 539D, 539K UNIT 5: 590, 591, 657, 657A, 661B, 661C, 661D, 661E UNIT 6: 686, 687, 687A, 687B, 716, 717, 717A, 729A, 757, 757A, 757B, 758J, 782, 783, 783A, 783B, 787A, 787B, 787C, 787D</p> <p>CCSLH: 4.1.B</p>
<p>c Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>UNIT 4: 468, 469, 469A, 469B, 508J, 535, 535A, 535B, 539A, 539C, 539D UNIT 5: 657B, 661B, 661C, 661D, 661E UNIT 6: 787A, 787C, 787D, 787E</p> <p>CCSLH: 4.1.B</p>

Common Core State Standards • Grade 4	Page References
<p>d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>UNIT 1: 105, 108J UNIT 2: 271F UNIT 3: 374J UNIT 4: 443, 444J, 469, 469A, 469B, 508J, 535, 535A, 535B, 535T, 539A, 539C, 539D UNIT 5: 590, 591, 591B, 657, 657B, 661B, 661C, 661D, 661E UNIT 6: 687, 687B, 717, 717T, 783</p> <p>CCSLH: 4.1.B</p>
<p>e Provide a concluding statement or section related to the information or explanation presented.</p>	<p>UNIT 4: 410S, 442, 443, 469 UNIT 5: 661A, 661C UNIT 6: 716, 717A, 717B, 729B, 787A, 787C, 787D, 787E</p> <p>CCSLH: 4.1.B</p>
<p>3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>UNIT 1: 16S, 42, 43, 43A, 43B, 82J, 107, 107A, 107B, 108J, 142, 143, 143A, 143B, 147A, 147B, 147C, 147D, 147E UNIT 2: 184, 200, 208J, 218, 219, 219F UNIT 3: 276S, 291, 302, 303, 303A, 303B, 303T, 304J, 340, 341, 342J, 366, 372, 373, 373A, 373B, 373T, 374J, 404, 405, 405A, 405B, 409, 409A, 409B, 409C, 409D, 409E, T13, T15, T17 UNIT 4: 410I, 443T, 470J, 480, 481, 507F, 507T UNIT 5: 562J, 583, 632J, T16 UNIT 6: 657T, 687F, 718J, 757T, 783T, T18</p> <p>CCSLH: 4.1.C</p>
<p>a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>UNIT 1: 16S, 42, 43, 43A, 106, 143, 147B, 147C, 147D UNIT 2: 208J, 219 UNIT 4: 470J UNIT 3: 291, 303A, 303B, 372, 373, 404, 405, 405A, 409A, 409B, 409C, 409D, T17 UNIT 4: 481 UNIT 5: 632J UNIT 6: 718J</p> <p>CCSLH: 4.1.C</p>

Common Core State Standards • Grade 4	Page References
<p>b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>UNIT 1: 42, 43, 43A, 43B, 106, 107, 107A, 107B, 108J, 143, 147A, 147B, 147C, 147D, 147E UNIT 2: 184, 219F UNIT 3: 276S, 291, 302, 303, 303A, 303B, 342J, 372, 373, 373B, 404, 405, 405A, 405B, 409A, 409B, 409C, 409D, T15, T17 UNIT 4: 470J UNIT 5: 562J, 632J UNIT 6: 687F</p> <p>CCSLH: 4.1.C</p>
<p>c Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>UNIT 1: 42, 43B, 147A, 147B, 147C, 147D, 147E</p> <p>See also Grammar and Writing Handbook: 11, 18, 128</p> <p>CCSLH: 4.1.C</p>
<p>d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>UNIT 1: 43, 43A, 43B, 106, 107, 107B, 108J, 143, 147A, 147B, 147C, 147D, 147E UNIT 2: 184, 219 UNIT 3: 291, 303B, 303T, 373, 373A, 373B, 404, 405, 405B, 409A, 409C, 409D UNIT 4: 443T, 481, 507F UNIT 5: 632J, 657T UNIT 6: 783T</p> <p>CCSLH: 4.1.C</p>
<p>e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>UNIT 1: 147B, 147C UNIT 2: 208J, 219 UNIT 3: 409A, 409B, 409C, 409D UNIT 4: 470J, 481</p> <p>CCSLH: 4.1.C</p>

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.)

UNIT 1: 16S, 32, 43, 43A, 43B, 44J, 62, 69, 69A, 69B, 69T, 70J, 77A, 81, 81A, 81B, 82J, 93, 105, 107, 107A, 107B, 108J, 141, 142, 143, 143A, 143B, 147A, 147B, 147C, 147D, 147E, T12, T14, T16 **UNIT 2:** 148I, 148S, 173, 174, 175, 175A, 175B, 176J, 184, 200, 206, 207, 207A, 207B, 208J, 218, 219, 219A, 219B, 220J, 246, 247, 247A, 247B, 248J, 269, 270, 271, 271A, 271B, 271F, 275A, 275B, 275C, 275D, 275E, 275K, T13, T15, T17 **UNIT 3:** 276S, 291, 302, 303, 303A, 303B, 303T, 304J, 319, 329, 329A, 329B, 330J, 340, 341, 341A, 341B, 342J, 366, 372, 373, 373A, 373B, 373T, 374J, 405, 405A, 405B, 409, 409A, 409B, 409C, 409D, 409E, 409K, T13, T15, T17 **UNIT 4:** 410I, 410S, 433, 442, 443, 443A, 443B, 443T, 444J, 467, 468, 469, 469A, 469B, 470J, 476, 480, 481, 481A, 481B, 482J, 506, 507, 507A, 507B, 507F, 507T, 508J, 534, 535, 535A, 535B, 535T, 539A, 539B, 539C, 539D, 539E, 539K, T15, T17 **UNIT 5:** 553, 561, 561A, 561B, 561T, 562J, 583, 584, 591, 591A, 591B, 591T, 592J, 603, 603A, 603B, 631, 631A, 631B, 632J, 652J, 656, 657, 657A, 657B, 657T, 661A, 661B, 661C, 661D, 661E, 661K, T12, T14, T16 **UNIT 6:** 662S, 685, 686, 687, 687A, 687B, 687F, 688J, 696, 716, 717, 717A, 717B, 717T, 718J, 729, 729A, 729B, 729T, 757, 757A, 757B, 757T, 758J, 783, 783A, 783B, 783T, 787A, 787B, 787C, 787D, 787E, T14, T16, T18

CCSLH: 4.2.A

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

UNIT 1: 43, 43A, 43B, 69, 69A, 69B, 81A, 81B, 107, 107A, 107B, 143, 143A, 143B, 147A, 147B, 147C, 147D, 147E **UNIT 2:** 175, 175A, 175B, 207, 207A, 207B, 219A, 219B, 247, 247A, 247B, 271, 271A, 271B, 275A, 275B, 275C, 275D, 275E **UNIT 3:** 303, 303A, 303B, 329, 329A, 329B, 341, 341A, 341B, 373, 373A, 373B, 405, 405A, 405B, 409A, 409B, 409C, 409D, 409E **UNIT 4:** 443, 443A, 443B, 469, 469A, 469B, 481, 481A, 481B, 507, 507A, 507B, 535, 535A, 535B, 539A, 539B, 539C, 539D, 539E **UNIT 5:** 561, 561A, 561B, 591, 591A, 591B, 603A, 603B, 631, 631A, 631B, 657, 657A, 657B, 661A, 661B, 661C, 661D, 661E **UNIT 6:** 687, 687A, 687B, 687T, 717, 717A, 717B, 717T, 729, 729A, 729B, 757, 757A, 757B, 787A, 787B, 787C, 787D, 787E

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.

UNIT 1: 16H, 16I, 69A, 70J, 81A, 81B, 106, 107, 107B, 141, 147E, 147I, 147J, T12 **UNIT 2:** 148H, 148I, 148S, 173, 175B, 193, 207A, 207B, 208J, 219A, 219B, 228, 241, 247B, 248J, 263, 269, 271B, 275C, 275E, 275I, 275J, 275K, T13 **UNIT 3:** 276H, 276S, 301, 303, 303B, 319, 321, 329B, 330J, 341A, 342J, 371, 409E, 409I, 409J **UNIT 4:** 410I, 410S, 443B, 444J, 469B, 470J, 481A, 482J, 507B, 533, 535B, 539E, 539I, 539J, 539K **UNIT 5:** 561B, 591B, 592J, 631B, 620, 632J, 657B, 661I, 661J, 661K **UNIT 6:** 662H, 669, 685, 687B, 688J, 715, 717B, 729A, 757B, 758I, 781, 783B, 787B, 787E, 787I, 787J

See also **Grammar and Writing Handbook:** 17, 37, 57, 59, 62, 77, 79, 82, 85, 97, 99, 105, 117, 119, 122, 125

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>UNIT 1: 16H, 16I, 16S, 41, 44J, 52, 61, 62, 70J, 81A, 81B, 82J, 93, 105, 108J, 121, 141, 147K UNIT 2: 148H, 148I, 148S, 165, 173, 176J, 193, 205, 208J, 219A, 219B, 220J, 228, 232, 248J, 269, 275K, T13 UNIT 3: 276H, 276I, 276S, 287, 301, 303T, 304J, 319, 321, 322, 327, 330J, 341A, 342J, 371, 374J, 409K, T15, T17 UNIT 4: 410H, 410S, 441, 444J, 453, 467, 470J, 481A, 481B, 482J, 508J, 533, 539I, 539J, 539K UNIT 5: 540H, 540I, 540S, 553, 562J, 572, 589, 592J, 603A, 603B, 604J, 620, 622, 629, 632J, 655, T16, T18 UNIT 6: 662H, 662I, 662S, 669, 688J, 696, 715, 718J, 729A, 729B, 730J, 758I, 758J, 781, 787A, 787B, 787C, 787K, T14, T16, T18</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>UNIT 1: 16H, 16I, 16S, 41, 44J, 52, 61, 62, 70J, 81A, 81B, 82J, 93, 105, 108J, 121, 141, 147K, T12 UNIT 2: 148H, 148I, 148S, 165, 173, 176J, 193, 205, 208J, 219A, 219B, 220J, 228, 232, 248J, 269, 275K, T13 UNIT 3: 276H, 276I, 276S, 287, 301, 303T, 304J, 319, 321, 322, 327, 330J, 341A, 342J, 371, 374J, 409K, T15, T17 UNIT 4: 410H, 410S, 441, 444J, 453, 467, 470J, 481A, 481B, 482J, 508J, 533, 539I, 539J UNIT 5: 540H, 540I, 540S, 553, 562J, 572, 589, 592J, 603A, 603B, 604J, 620, 622, 629, 632J, 655, T16, T18 UNIT 6: 662H, 662I, 662S, 669, 688J, 696, 715, 718J, 729A, 729B, 730J, 758I, 758J, 781, 787A, 787B, 787C, 787K, T14</p> <p>CCSLH: 4.3.A</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>UNIT 1: 16H, 16I, 16S, 37, 41, 43T, 61, 65, 69T, 70J, 80, 81, 81A, 81B, 93, 101, 107T, 137, 137B, 143T, T13, T15 UNIT 2: 148H, 148I, 148S, 167, 184, 199, 201, 215, 228, 241, 243, 263, 265, 269, 297, 301, T13 UNIT 3: 276H, 276I, 276S, 297, 301, 323, 365, 367, 373T, 401, 405T, T15, T17 UNIT 4: 410H, 410S, 431, 435, 437, 463, 470I, 470J, 477, 503B, 527, 529, 533 UNIT 5: 540H, 540I, 540S, 557, 585, 591T, 599, 603, 627, 651, 651B UNIT 6: 662H, 662I, 662S, 681, 711, 725, 729T, 753, 757T, 775, 777, T16</p> <p>CCSLH: 4.3.B</p>

Common Core State Standards • Grade 4	Page References
<p>a Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p>UNIT 1: 37, 43T, 70J, 101, 107T, 137, 137B, 143T UNIT 2: 167, 184, 199, 201, 263, 265, 297, 301 UNIT 3: 301, 365, 367, 373T, 405T, T15, T17 UNIT 4: 431, 435, 437, 463 UNIT 5: 557, 585, 591T, 627 UNIT 6: 681, 711, 729T, 757T</p> <p>CCSLH: 4.3.B</p>
<p>b Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>UNIT 1: 41, 61, 65, 69T, 80, 81, 81A, 81B, 93, T13, T15 UNIT 2: 215, 228, 241, 243, 269, T13 UNIT 3: 297, 323, 367, 401, 405T UNIT 4: 470I, 470J, 477, 503B, 527, 529, 533 UNIT 5: 599, 603, 651, 651B UNIT 6: 725, 729T, 753, 757T, 775, 777, T16</p> <p>CCSLH: 4.3.B</p>
Range of Writing	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>UNIT 1: 16S, 17, 32, 35, 36, 37, 43, 43A, 43B, 43F, 43T, 45, 61, 62, 63, 64, 65, 69, 69A, 69B, 69F, 69T, 70J, 71, 77, 77A, 81, 81A, 81B, 81F, 81T, 82J, 83, 93, 99, 100, 101, 105, 107, 107A, 107B, 107F, 107T, 108J, 109, 135, 136, 137, 141, 142, 143, 143A, 143B, 143F, 143T, 147A, 147B, 147C, 147D, 147E, T12, T14, T16 UNIT 2: 148I, 148S, 149, 167, 168, 169, 173, 174, 175, 175A, 175B, 175F, 176J, 177, 184, 193, 199, 200, 201, 206, 207, 207A, 207B, 207F, 207T, 208J, 209, 215, 219, 219A, 219B, 219F, 220J, 221, 228, 241, 242, 243, 247, 247A, 247B, 247F, 248J, 249, 263, 264, 265, 269, 271, 271A, 271B, 271F, 271T, 275A, 275B, 275C, 275D, 275E, 275K, T13, T15, T17 UNIT 3: 276S, 277, 291, 295, 296, 297, 303, 303A, 303B, 303F, 303T, 304J, 305, 319, 321, 322, 323, 329, 329A, 329B, 329F, 330J, 331, 341, 341A, 341B, 341F, 342J, 343, 365, 366, 367, 373, 373A, 373B, 373F, 373T, 374J, 375, 399, 400, 401, 405, 405A, 405B, 405F, 409, 409A, 409B, 409C, 409D, 409E, T13, T15, T17 UNIT 4: 410I, 410S, 411, 433, 435, 436, 437, 443, 443A, 443B, 443F, 443T, 444J, 445, 461, 462, 463, 467, 469, 469A, 469B, 469F, 470J, 471, 476, 481, 481A, 481B, 481F, 481S, 482J, 483, 501, 502, 503, 507, 507A, 507B, 507F, 507T, 508J, 509, 527, 528, 529, 534, 535, 535A, 535B, 535F, 535T, 539A, 539B, 539C, 539D, 539E, 539K, T13, T15, T17 UNIT 5: 540S, 541, 553, 555, 556, 567, 561, 561A, 561B, 561F, 561T, 562J, 563, 583, 584, 585, 591, 591A, 591B, 591F, 591T, 592J, 593, 603A, 603B, 603F, 604J, 605, 625, 626, 627, 631, 631A, 631B, 631F, 632J, 649, 650, 651, 652J, 653, 655, 656, 657, 657A, 657B, 657F, 657T, 661A, 661B, 661C, 661D, 661E, 661K, T14, T16, T18 UNIT 6: 662S, 663, 679, 680, 681, 685, 686, 687, 687A, 687B, 687F, 688J, 689, 696, 709, 710, 711, 717, 717A, 717B, 717F, 717T, 718J, 719, 729, 729A, 729B, 729F, 729T, 730J, 731, 751, 752, 753, 757, 757A, 757B, 757F, 758J, 759, 775, 776, 777, 783, 783A, 783B, 783F, 783T, 787A, 787B, 787C, 787D, 787E, T14, T16, T18</p> <p>CCSLH: 4.1.A, 4.1.B, 4.1.C, 4.3.A, 4.4.A</p>

Common Core State Standards • GRADE 4

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

Speaking and Listening Standards

Comprehension and Collaboration

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>UNIT 1: 16H, 16I, 16, 17, 21, 25, 26, 27, 34, 35, 36, 37, 37B, 38, 41, 43, 43F, 43G, 43I, 43Q, 43R, 43T, 44, 45, 49, 50, 53, 62, 64, 65, 65B, 69, 69F, 69G, 69H, 69Q, 69R, 69S, 69T, 69V, 70, 71, 75, 77, 77A, 77B, 81A, 81B, 81D, 81E, 81Q, 81R, 81S, 81T, 82, 83, 87, 99, 101B, 102, 107R, 107T, 108, 109, 113, 137B, 143R, 143T, 147A, 147B, 147D, 147E, T11, T12, T13, T14, T15, T16 UNIT 2: 148H, 148I, 148, 149, 153, 154, 156, 157, 158, 162, 167, 168, 169, 169B, 170, 173, 175, 175F, 175G, 175H, 175J, 175Q, 175R, 175S, 175T, 176I, 176, 177, 179B, 181, 201, 201B, 207H, 207Q, 207R, 207T, 208, 209, 213, 215A, 219C, 219E, 219Q, 219R, 219S, 219T, 220, 221, 225, 243, 243A, 243B, 247E, 247H, 247Q, 247R, 247S, 247T, 248, 249, 253, 265, 265B, 269, 271E, 271H, 271Q, 271R, 271S, 271T, 275A, 275B, 275D, T12, T13, T14, T15, T16 UNIT 3: 276H, 276I, 276, 277, 281, 289, 297, 303F, 303H, 303Q, 303R, 303T, 304, 305, 309, 323, 323B, 323D, 323E, 329Q, 329R, 329T, 330, 331, 335, 337, 341C, 341E, 341Q, 341R, 341T, 342, 343, 347, 350, 367, 367B, 373H, 373Q, 373R, 373T, 374, 375, 379, 398, 401, 402, 405H, 405Q, 405R, 405S, 405T, 409A, 409B, 409D, 409E, T12, T13, T14, T15, T16 UNIT 4: 410H, 410I, 410, 411, 415, 433, 437, 437B, 443H, 443Q, 443R, 443T, 444, 445, 449, 463, 463B, 469E, 469H, 469Q, 469S, 469R, 469T, 470, 471, 475, 477A, 481D, 481F, 481H, 481Q, 481R, 481S, 481T, 482, 483, 487, 492, 503, 503B, 507H, 507Q, 507R, 507S, 507T, 508, 509, 513, 529B, 535B, 535F, 535H, 535Q, 535R, 535T, 539A, 539B, 539D, 539E, T12, T13, T14, T15, T16, T17 UNIT 5: 540H, 540I, 540, 541, 545, 557, 557B, 561, 561E, 561H, 561Q, 561R, 561S, 561T, 562, 563, 567, 585, 591, 591H, 591Q, 591R, 591S, 591T, 592, 593, 597, 603A, 603E, 603H, 603Q, 603R, 603T, 604, 605, 607, 607B, 609, 622, 627B, 631, 631E, 631H, 631Q, 631R, 631T, 637, 632, 633, 647, 651, 651B, 657H, 657Q, 657R, 657S, 657T, 661A, 661B, 661D, 661E, T13, T14, T15, T16, T17, T18 UNIT 6: 662H, 662I, 662, 663, 667, 681, 681B, 685, 687H, 687Q, 687R, 687S, 687T, 688, 689, 693, 699, 711, 711B, 715, 717H, 717Q, 717R, 717S, 717T, 718, 719, 723, 729C, 729H, 729Q, 729R, 729S, 729T, 730, 731, 735, 744, 753, 753B, 763, 757C, 757E, 757Q, 757R, 757S, 757T, 758, 777, 777B, 781, 783, 783H, 783Q, 783R, 783S, 783T, 787A, 787D, 787E, T13, T14, T15, T16, T17, T18</p> <p>CCSLH: 5.1.A</p>
<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>UNIT 1: 16, 17, 36, 37, 37B, 43R, 44, 45, 65, 65B, 69R, 70, 71, 77, 77A, 81R, 82, 83, 101, 101B, 107R, 108, 109, 137, 137B, 143R, 147B, 147D, 147E, T12, T14, T16 UNIT 2: 148, 149, 169, 169B, 175R, 176, 177, 201, 201B, 207R, 208, 209, 215, 215A, 219R, 220, 221, 243, 243B, 247R, 248, 249, 265, 271R, 275B, 275D, 275E, T13, T15, T17 UNIT 3: 276, 277, 297, 297B, 304, 305, 323, 323B, 329R, 330, 331, 337, 337A, 341R, 342, 343, 367, 367B, 373R, 374, 375, 401, 401B, 405R, 409B, 409D, 409E, T13, T15, T17 UNIT 4: 410, 411, 437, 437B, 443R, 444, 445, 463, 463B, 469R, 470, 471, 477, 477A, 481R, 482, 483, 503, 503B, 507R, 508, 509, 529, 529B, 535R, 539B, 539D, 539E, T13, T15, T17 UNIT 5: 540, 541, 557, 557B, 561R, 562, 563, 585, 585B, 591R, 592, 593, 599, 599A, 603R, 604, 605, 627, 627B, 631R, 632, 633, 651, 651B, 657R, 661B, 661D, 662E, T14, T16, T18 UNIT 6: 662, 663, 681, 681B, 687R, 688, 689, 711, 711B, 717R, 718, 719, 725, 725A, 729R, 730, 731, 753, 753B, 757R, 758, 759, 777, 777B, 783R, 787B, 787D, 787E, T14, T16, T18</p> <p>CCSLH: 5.1.A</p>

Common Core State Standards • Grade 4	Page References
<p>b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>UNIT 3: 41, 81B, 105, 141, 147K, T12, T14, T16 UNIT 2: 148I, 173, 193, 205, 269, 275K, T13, T15, T17 UNIT 3: 276I, 289, 327, 367B, 398, 401B, T13, T15, T17 UNIT 4: 410I, 441, 463B, 481A, 492, 499, T13, T15, T17 UNIT 5: 540I, 553, 582, 585B, 587, 605, 622, 647, 655, T14, T16, T18 UNIT 6: 715, 717F, 729E, 729T, 757J, 781, T14, T16, T18</p> <p>See also Teacher’s Resource Book: 253</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>UNIT 1: 16H, 16I, 16, 17, 21, 35, 37, 37B, 43C, 43I, 43R, 43T, 43V, 44, 45, 49, 50, 53, 62, 64, 65B, 69, 69A, 69B, 69C, 69E, 69F, 69G, 69H, 69Q, 69T, 69V, 70, 71, 75, 77, 77A, 77B, 81A, 81B, 81D, 81E, 81Q, 81R, 81S, 81T, 82, 83, 87, 99, 102, 107R, 107T, 108, 109, 113, 143A, 143R, 143T, 147A, 147B, 147D, 147E, T2, T4, T5, T8, T11, T12, T13, T14, T15, T16</p> <p>UNIT 2: 148H, 148I, 148, 149, 153, 154, 156, 157, 158, 162, 167, 168, 169, 169B, 170, 173, 175, 175F, 175G, 175H, 175J, 175Q, 175R, 175S, 175T, 176I, 176, 177, 179B, 181, 201, 207H, 207Q, 207R, 207T, 208, 209, 213, 219A, 219C, 219E, 219Q, 219R, 219T, 220, 221, 225, 243, 243A, 247A, 247E, 247H, 247R, 247S, 247T, 248, 249, 253, 265, 265B, 269, 271A, 271E, 271H, 271Q, 271R, 271S, 271T, 275A, 275B, 275D, T12, T13, T14, T15, T16, T17 UNIT 3: 276H, 276I, 276, 277, 281, 297, 303F, 303H, 303Q, 303R, 303T, 304, 305, 309, 323, 323B, 323D, 323E, 329A, 329Q, 329R, 329T, 330, 331, 335, 337, 341C, 341E, 341Q, 341R, 341S, 341T, 342, 343, 347, 350, 367, 373H, 373Q, 373R, 373T, 374, 375, 379, 401, 402, 405A, 405H, 405Q, 405R, 405S, 405T, 409A, 409B, 409D, 409E, T12, T13, T14, T15, T16 UNIT 4: 410H, 410I, 410, 411, 415, 433, 437, 437B, 441, 443A, 443H, 443Q, 443R, 443S, 443T, 444, 445, 449, 463, 469A, 469E, 469H, 469Q, 469S, 469R, 469T, 470, 471, 475, 477A, 481D, 481F, 481H, 481Q, 481R, 481S, 481T, 482, 483, 487, 503 503B, 507H, 507Q, 507R, 507S, 507T, 508, 509, 513, 535A, 535B, 535F, 535F, 535H, 535Q, 535R, 535T, 539A, 539B, 539D, 539E, T12, T13, T14, T15, T16, T17 UNIT 5: 540H, 540I, 540, 541, 545, 557, 561, 561A, 561E, 561H, 561Q, 561R, 561S, 561T, 562, 563, 567, 585, 589, 591, 591H, 591Q, 591R, 591S, 591T, 592, 593, 597, 603A, 603E, 603H, 603Q, 603R, 603T, 604, 605, 607, 607B, 609, 631, 631E, 631H, 631Q, 631R, 631S, 631T, 637, 632, 633, 647, 651, 651B, 657H, 657Q, 657R, 657S, 657T, 661A, 661B, 661D, 661E, T13, T14, T15, T16, T17, T18 UNIT 6: 662H, 662I, 662, 663, 667, 681, 681B, 685, 687H, 687Q, 687R, 687S, 687T, 688, 689, 693, 699, 711, 711B, 715, 717H, 717Q, 717R, 717S, 717T, 718, 719, 723, 729C, 729H, 729Q, 729R, 729S, 729T, 730, 731, 735, 744, 753, 763, 757C, 757E, 757Q, 757R, 757S, 757T, 758, 777, 777B, 781, 783, 783H, 783Q, 783R, 783S, 783T, 787A, 787D, 787E, 787K, T13, T14, T15, T16, T17, T18</p> <p>CCSLH: 5.1.A</p>

Common Core State Standards • Grade 4	Page References
<p>d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>UNIT 5: 16, 17, 36, 37, 37B, 43R, 44, 45, 65, 65B, 69R, 70, 71, 77, 77A, 81R, 82, 83, 101, 101B, 107R, 108, 109, 137, 137B, 143R, 147B, 147D, 147E, T12, T14, T16 UNIT 2: 148, 149, 169, 169B, 175R, 176, 177, 201, 201B, 207R, 208, 209, 215, 215A, 219R, 220, 221, 243, 243B, 247R, 248, 249, 265, 271R, 275B, 275D, 275E, T13, T15, T17 UNIT 3: 276, 277, 297, 297B, 304, 305, 323, 323B, 329R, 330, 331, 337, 337A, 341R, 342, 343, 367, 367B, 373R, 374, 375, 401, 401B, 405R, 409B, 409D, 409E, T13, T15, T17 UNIT 4: 410, 411, 437, 437B, 443R, 444, 445, 463, 463B, 469R, 470, 471, 477, 477A, 481R, 482, 483, 503, 503B, 507R, 508, 509, 529, 529B, 535R, 539B, 539D, 539E, T13, T15, T17 UNIT 5: 540, 541, 557, 557B, 561R, 562, 563, 585, 585B, 591R, 592, 593, 599, 599A, 603R, 604, 605, 627, 627B, 631R, 632, 633, 651, 651B, 657R, 661B, 661D, 662E, T14, T16, T18 UNIT 6: 662, 663, 681, 681B, 687R, 688, 689, 711, 711B, 717R, 718, 719, 725, 725A, 729R, 730, 731, 753, 753B, 757R, 758, 759, 777, 777B, 783R, 787B, 787D, 787E, T14, T16, T18</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>UNIT 1: 43A, 45, 71, 81B, 105 UNIT 2: 148I, 173, 177, 207A, 209, 211B, 219B, 221 UNIT 2: 148I UNIT 3: 276I, 284, 337, 371, 375 UNIT 4: 410I, 411, 439, 441, 443R, 443I, 469A, 483, 539E UNIT 5: 541, 591A, 620, 633 UNIT 6: 662I, 683, 685, 717A, 719, 731, 764, 783A, T18</p> <p>CCSLH: 5.1.B</p>
<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>UNIT 1: 81A UNIT 2: 148I, 175A, 207A, 209, 219A, 247A, 271A, 275E UNIT 4: 443A, 471, 507A UNIT 5: 561A, 631A, 657A UNIT 6: 696</p> <p>CCSLH: 5.1.B</p>
Presentation of Knowledge and Ideas	
<p>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.</p>	<p>UNIT 1: 41, 43A, 52, 61, 62, 69A, 81A, 81B, 105, 107A, 141, 143A, 147E, 147K, 147L, T12 UNIT 2: 148I, 165, 173, 175A, 193, 205, 207A, 219A, 247A, 269, 271A, 275E, 275K UNIT 3: 287, 303A, 319, 327, 329A, 341A, 341B, 371, 373A, 405A, 409E, 409K, T15, T17 UNIT 4: 410I, 441, 443A, 469A, 470J, 481A, 507A, 507B, 535A, 539E, 539K, T15 UNIT 5: 561A, 572, 589, 591A, 603A, 620, 631A, 647, 655, 657A, 661E, T14, T18 UNIT 6: 662I, 696, 715, 717A, 729A, 729B, 757A, 757B, 781, 783A, 783B, 787E, 787K, T14</p> <p>CCSLH: 5.2.A, 5.2.B, 5.2.C</p>

Common Core State Standards • Grade 4	Page References
<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>UNIT 1: 41, 43B, 52, 61, 105, 107A, 141, 147E, 147K UNIT 2: 148I, 165, 173, 205, 207A, 207B, 219B, 269, 271B, 275E, 275K UNIT 3: 327, 341B, 371, 409I, 409J, 409K, T17 UNIT 4: 410I, 441, 443B, 469B, 507B, 539E, 539K UNIT 5: 591B, 657B UNIT 6: 696, 715, 729B, 757B, 781, 783B, 787E, 787K, T14</p> <p>CCSLH: 5.2.A, 5.2.B, 5.2.C</p>
<p>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.)</p>	<p>UNIT 1: 16H, 16I, 16, 17, 21, 25, 26, 27, 34, 35, 36, 37, 37B, 38, 41, 43, 43A, 43F, 43G, 43I, 43Q, 43R, 43T, 44, 45, 49, 50, 52, 53, 61, 62, 64, 65, 65B, 69, 69A, 69F, 69F, 69G, 69H, 69Q, 69R, 69S, 69T, 69V, 70, 71, 75, 77, 77A, 77B, 81A, 81B, 81D, 81E, 81Q, 81R, 81S, 81T, 82, 83, 87, 99, 101B, 102, 105, 107A, 107R, 107T, 108, 109, 113, 137B, 141, 143A, 143R, 143T, 147A, 147B, 147D, 147E, 147K, T12, T14, T16 UNIT 2: 148H, 148I, 148, 149, 153, 154, 156, 157, 158, 162, 165, 167, 168, 169, 169B, 170, 173, 175, 175A, 175F, 175G, 175H, 175J, 175Q, 175R, 175S, 175T, 176I, 176, 177, 179B, 181, 193, 201, 201B, 205, 207A, 207H, 207Q, 207R, 207T, 208, 209, 213, 215A, 219A, 219C, 219E, 219Q, 219R, 219S, 219T, 220, 221, 225, 243, 243A, 243B, 247A, 247E, 247H, 247Q, 247R, 247S, 247T, 248, 249, 253, 265, 265B, 269, 271A, 271E, 271H, 271Q, 271R, 271S, 271T, 275A, 275B, 275D, 275E, 275K, T13, T15, T17 UNIT 3: 276H, 276I, 276, 277, 281, 287, 289, 297, 303A, 303F, 303H, 303Q, 303R, 303T, 304, 305, 309, 319, 323, 323B, 323D, 323E, 327, 329A, 329Q, 329R, 329T, 330, 331, 335, 337, 341A, 341B, 341C, 341E, 341Q, 341R, 341T, 342, 343, 347, 350, 367, 367B, 373H, 373Q, 373R, 373T, 374, 371, 373A, 375, 379, 398, 401, 402, 405A, 405H, 405Q, 405R, 405S, 405T, 409A, 409B, 409D, 409E, 409K, T13, T15, T17 UNIT 4: 410H, 410I, 410, 411, 415, 433, 437, 437B, 441, 443A, 443H, 443Q, 443R, 443T, 444, 445, 449, 463, 463B, 469A, 469E, 469H, 469Q, 469S, 469R, 469T, 470, 471, 475, 477A, 481A, 481D, 481F, 481H, 481Q, 481R, 481S, 481T, 482, 483, 487, 492, 503, 503B, 507A, 507B, 507H, 507Q, 507R, 507S, 507T, 508, 509, 513, 529B, 535A, 535B, 535F, 535H, 535Q, 535R, 535T, 539A, 539B, 539D, 539E, 539K, T13, T15, T17 UNIT 5: 540H, 540I, 540, 541, 545, 557, 557B, 561, 561A, 561E, 561H, 561Q, 561R, 561S, 561T, 562, 563, 567, 572, 585, 589, 591A, 591H, 591Q, 591R, 591S, 591T, 592, 593, 597, 603A, 603E, 603H, 603Q, 603R, 603T, 604, 605, 607, 607B, 609, 620, 622, 627B, 631, 631A, 631E, 631H, 631Q, 631R, 631T, 637, 632, 633, 647, 651, 651B, 655, 657A, 657H, 657Q, 657R, 657S, 657T, 661A, 661B, 661D, 661E, T14, T16, T18 UNIT 6: 662H, 662I, 662, 663, 667, 681, 681B, 685, 687H, 687Q, 687R, 687S, 687T, 688, 689, 693, 696, 699, 711, 711B, 715, 717H, 717Q, 717R, 717S, 717T, 718, 719, 723, 729A, 729C, 729H, 729Q, 729R, 729S, 729T, 730, 731, 735, 744, 753, 753B, 757A, 757B, 763, 757C, 757E, 757Q, 757R, 757S, 757T, 758, 777, 777B, 781, 783, 783A, 783B, 783H, 783Q, 783R, 783S, 783T, 787A, 787D, 787E, 787K, T14, T16, T18</p> <p>CCSLH: 5.2.D</p>

Common Core State Standards • GRADE 4

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 and 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>UNIT 1: 43, 43B, 43I, 43J, 69, 69B, 69I, 69J, 81, 81B, 81I, 81J, 107, 107B, 107I, 107J, 143, 143B, 143I, 143J, 147E, T12, T14, T16 UNIT 2: 175, 175B, 175I, 175J, 207, 207B, 207I, 207J, 219, 219B, 219I, 219J, 247, 247B, 247I, 247J, 271, 271B, 271I, 271J, 275E, 275K, T13 UNIT 3: 303, 303B, 303I, 303J, 329, 329B, 329I, 329J, 341, 341B, 341I, 341J, 373, 373B, 373I, 373J, 405, 405B, 405I, 405J, 409E, T13, T15, T17 UNIT 4: 410I, 443, 443B, 443I, 443J, 469, 469B, 469I, 469J, 481, 481B, 481I, 481J, 507, 507B, 507I, 507J, 535, 535B, 535I, 535J, 539ET13, T15, T17 UNIT 5: 550, 561, 561B, 561I, 561J, 591, 591B, 591I, 591J, 603, 603B, 603I, 603J, 617, 631, 631B, 631I, 631J, 657, 657B, 657I, 657J, 661E, T14, T16, T18 UNIT 6: 662I, 687, 687B, 687I, 687J, 717, 717B, 717I, 717J, 729, 729B, 729I, 729J, 757, 757B, 757I, 757J, 783, 783B, 783I, 783J, 787E, T14</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 (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>	<p>UNIT 6: 687I, 687J</p> <p>See also Grammar and Writing Handbook: 153</p> <p>CCSLH: 6.1.D, 6.1.F</p>
<p>b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	<p>UNIT 1: 303I, 303J, 329I, 329J, 341I, 341J, 373J</p> <p>CCSLH: 6.1.C</p>
<p>c Use modal auxiliaries (e.g., can, may, must) 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>

Common Core State Standards • Grade 4	Page References
<p>e Form and use prepositional phrases.</p>	<p>UNIT 6: 757I, 757J, 783, 783I, 783J CCSLH: 6.1.G</p>
<p>f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<p>UNIT 1: 36, 43, 43B, 43I, 43J, 69I, 69J, 81I, 81J, 107I, 107J, 143, 143B, 143I, 143J, 147E, T12, T14, T16 UNIT 2: 271, 271B UNIT 3: 409D UNIT 4: 507B, 528 UNIT 6: 783, 783B, 783I, 783J CCSLH: 6.1.A</p>
<p>g Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>UNIT 1: 69F UNIT 3: 342I, 345, 352, 373D, 373F UNIT 4: 481J, 482I, 485, 507I, 507J, 535I, 535J, 539C, T15 UNIT 5: 631F UNIT 6: 688I CCSLH: 6.1.J</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>UNIT 1: 38, 43B, 43E, 43G, 43H, 43I, 43J, 43T, 69B, 69E, 69G, 69H, 81, 81B, 81E, 81G, 81H, 81T, 85, 102, 107, 107B, 107E, 107F, 107G, 107H, 143, 143B, 143E, 143G, 143H, 147C, 147E UNIT 2: 170, 175, 175B, 175G, 175H, 175I, 175J, 202, 207, 207B, 207G, 207H, 211, 219, 219B, 219G, 219H, 219T, 247, 247B, 247G, 247H, 247J, 247T, 266, 271, 271B, 271E, 271G, 271H, 271J, 275E UNIT 3: 276S, 302, 303, 303B, 303E, 303G, 303H, 303J, 324, 329, 329B, 329E, 329G, 329H, 333, 341, 341B, 341E, 341G, 341H, 368, 373, 373B, 373E, 373G, 373H, 405, 405B, 405G, 405H, 405I, 409E UNIT 4: 443, 443B, 443E, 443G, 443H, 443J, 443T, 464, 469, 469B, 469E, 469G, 469H, 481, 481B, 481E, 481G, 481H, 507, 507B, 507E, 507G, 507H, 535, 535B, 535E, 535G, 535H, 539E UNIT 5: 561B, 561G, 561H, 561I, 561J, 591, 591B, 591E, 591G, 591H, 591T, 603, 603B, 603G, 603H, 631, 631B, 631E, 631G, 631H, 657B, 657E, 657G, 657H, 661E UNIT 6: 687, 687B, 687E, 687G, 687H, 717, 717B, 717G, 717E, 717H, 729, 729D, 729B, 729G, 729H, 757, 757B, 757G, 757H, 757J, 783, 783B, 783G, 783H, 783J, 787E CCSLH: 6.1.H, 6.1.I, 6.1.J</p>
<p>a Use correct capitalization.*</p>	<p>UNIT 1: 43B, 43I, 43J, 147E UNIT 2: 175, 175I, 175J, 207B, 247, 247B, 247J, 271, 271J, 275E UNIT 3: 303B, 303J, 373B, 409E UNIT 4: 443J, 539E UNIT 5: 561, 561I, 561J UNIT 6: 757B, 783, 783B, 783J, 787E CCSLH: 6.1.H</p>
<p>b Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>UNIT 3: 276S, 302, 303, 303B, 303J, T13, T15 UNIT 6: 756, 757, 757B, 757J CCSLH: 6.1.I</p>

Common Core State Standards • Grade 4	Page References
<p>c Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>UNIT 1: 81I, 81J, 143I, 143J UNIT 6: 783J</p> <p>CCSLH: 6.1.I</p>
<p>d Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>UNIT 1: 38, 43B, 43E, 43G, 43H, 43T, 69B, 69E, 69G, 69H, 81, 81B, 81E, 81G, 81H, 81T, 85, 102, 107, 107B, 107E, 107F, 107G, 107H, 143, 143B, 143E, 143G, 143H, 147C, 147E UNIT 2: 170, 175, 175B, 175G, 175H, 202, 207, 207B, 207G, 207H, 211, 219, 219B, 219G, 219H, 219T, 247, 247B, 247G, 247H, 247T, 266, 271, 271B, 271E, 271G, 271H, 275E UNIT 3: 303, 303B, 303E, 303G, 303H, 324, 329, 329B, 329E, 329G, 329H, 333, 341, 341B, 341E, 341G, 341H, 368, 373, 373B, 373E, 373G, 373H, 405, 405B, 405G, 405H, 405I, 409E UNIT 4: 443, 443B, 443E, 443G, 443H, 443T, 464, 469, 469B, 469E, 469G, 469H, 481, 481B, 481E, 481G, 481H, 507, 507B, 507E, 507G, 507H, 535, 535B, 535E, 535G, 535H, 539E UNIT 5: 561B, 561G, 561H, 591, 591B, 591E, 591G, 591H, 591T, 603, 603B, 603G, 603H, 631, 631B, 631E, 631G, 631H, 657B, 657E, 657G, 657H, 661E UNIT 6: 687, 687B, 687E, 687G, 687H, 717, 717B, 717G, 717E, 717H, 729, 729D, 729B, 729G, 729H, 757, 757B, 757G, 757H, 783, 783B, 783G, 783H, 787E</p> <p>CCSLH: 6.1.J</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>UNIT 1: 43, 43B, 43I, 43J, 69, 69B, 69I, 69J, 81, 81B, 81I, 81J, 107, 107B, 107I, 107J, 143, 143B, 143I, 143J, 147E, T12, T14, T16 UNIT 2: 175, 175B, 175I, 175J, 201A, 207, 207B, 207I, 207J, 207S, 219, 219B, 219I, 219J, 247, 247B, 247I, 247J, 262, 271, 271B, 271I, 271J, 275E, 275K, T13 UNIT 3: 303, 303B, 303I, 303J, 323A, 329, 329B, 329I, 329J, 341, 341B, 341I, 341J, 373, 373B, 373I, 373J, 405, 405B, 405I, 405J, 409E, T13, T15, T17 UNIT 4: 410I, 437A, 443, 443B, 443I, 443J, 469, 469B, 469I, 469J, 481, 481B, 481I, 481J, 507, 507B, 507I, 507J, 535, 535B, 535I, 535J, 539ET13, T15, T17 UNIT 5: 550, 561, 561B, 561I, 561J, 591, 591B, 591I, 591J, 603, 603B, 603I, 603J, 617, 631, 631B, 631I, 631J, 657, 657B, 657I, 657J, 661E, T14, T16, T18 UNIT 6: 662I, 687, 687B, 687I, 687J, 711A, 717, 717B, 717I, 717J, 725A, 729, 729B, 729I, 729J, 757, 757B, 757I, 757J, 783, 783B, 783I, 783J, 787E, T14</p> <p>CCSLH: 6.2.A, 6.2.B, 6.2.C</p>
<p>a Choose words and phrases to convey ideas precisely.*</p>	<p>UNIT 1: 43B, 69, 147B, 147C, 147D UNIT 2: 206, 207, 207A, 207B, 247, 275C, 275D UNIT 3: 373, 373B, 373F, 405B UNIT 4: 443, 468, 469, 469B, 535, 539C UNIT 5: 560, 561, 561B, 562J, 590, 591, 591A, 591B, 630, 631, 631B, 661C, 661D UNIT 6: 687, 687B, 688J, 717, 783, 787C, 787D</p> <p>CCSLH: 6.2.A</p>

Common Core State Standards • Grade 4	Page References
<p>b Choose punctuation for effect.*</p>	<p>UNIT 1: 43B, 43I, 43J, 143B UNIT 2: 207B UNIT 3: 409D UNIT 6: 687F, 783J</p> <p>See also Grammar and Writing Handbook: 164</p> <p>CCSLH: 6.2.B</p>
<p>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).</p>	<p>UNIT 1: 16H, 16I, 16, 17, 21, 25, 26, 27, 34, 35, 36, 37, 37B, 38, 41, 43, 43A, 43F, 43G, 43I, 43Q, 43R, 43T, 44, 45, 49, 50, 52, 53, 61, 62, 64, 65, 65B, 69, 69A, 69F, 69F, 69G, 69H, 69Q, 69R, 69S, 69T, 69V, 70, 71, 75, 77, 77A, 77B, 81A, 81B, 81D, 81E, 81Q, 81R, 81S, 81T, 82, 83, 87, 99, 101B, 102, 105, 107A, 107R, 107T, 108, 109, 113, 137B, 141, 143A, 143R, 143T, 147A, 147B, 147D, 147E, 147K, T12, T14, T16 UNIT 2: 148H, 148I, 148, 149, 153, 154, 156, 157, 158, 162, 165, 167, 168, 169, 169B, 170, 173, 175, 175A, 175F, 175G, 175H, 175J, 175Q, 175R, 175S, 175T, 176I, 176, 177, 179B, 181, 193, 201, 201B, 205, 207A, 207H, 207Q, 207R, 207T, 208, 209, 213, 215A, 219A, 219C, 219E, 219Q, 219R, 219S, 219T, 220, 221, 225, 243, 243A, 243B, 247A, 247E, 247H, 247Q, 247R, 247S, 247T, 248, 249, 253, 265, 265B, 269, 271A, 271E, 271H, 271Q, 271R, 271S, 271T, 275A, 275B, 275D, 275E, 275K, T13, T15, T17 UNIT 3: 276H, 276I, 276, 277, 281, 287, 289, 297, 303A, 303F, 303H, 303Q, 303R, 303T, 304, 305, 309, 319, 323, 323B, 323D, 323E, 327, 329A, 329Q, 329R, 329T, 330, 331, 335, 337, 341A, 341B, 341C, 341E, 341Q, 341R, 341T, 342, 343, 347, 350, 367, 367B, 373H, 373Q, 373R, 373T, 374, 371, 373A, 375, 379, 398, 401, 402, 405A, 405H, 405Q, 405R, 405S, 405T, 409A, 409B, 409D, 409E, 409K, T13, T15, T17 UNIT 4: 410H, 410I, 410, 411, 415, 433, 437, 437B, 441, 443A, 443H, 443Q, 443R, 443T, 444, 445, 449, 463, 463B, 469A, 469E, 469H, 469Q, 469S, 469R, 469T, 470, 471, 475, 477A, 481A, 481D, 481F, 481H, 481Q, 481R, 481S, 481T, 482, 483, 487, 492, 503, 503B, 507A, 507B, 507H, 507Q, 507R, 507S, 507T, 508, 509, 513, 529B, 535A, 535B, 535F, 535H, 535Q, 535R, 535T, 539A, 539B, 539D, 539E, 539K, T13, T15, T17 UNIT 5: 540H, 540I, 540, 541, 545, 557, 557B, 561, 561A, 561E, 561H, 561Q, 561R, 561S, 561T, 562, 563, 567, 572, 585, 589, 591A, 591H, 591Q, 591R, 591S, 591T, 592, 593, 597, 603A, 603E, 603H, 603Q, 603R, 603T, 604, 605, 607, 607B, 609, 620, 622, 627B, 631, 631A, 631E, 631H, 631Q, 631R, 631T, 637, 632, 633, 647, 651, 651B, 655, 657A, 657H, 657Q, 657R, 657S, 657T, 661A, 661B, 661D, 661E, T14, T16, T18 UNIT 6: 662H, 662I, 662, 663, 667, 681, 681B, 685, 687H, 687Q, 687R, 687S, 687T, 688, 689, 693, 696, 699, 711, 711B, 715, 717H, 717Q, 717R, 717S, 717T, 718, 719, 723, 729A, 729C, 729H, 729Q, 729R, 729S, 729T, 730, 731, 735, 744, 753, 753B, 757A, 757B, 763, 757C, 757E, 757Q, 757R, 757S, 757T, 758, 777, 777B, 781, 783, 783A, 783B, 783H, 783Q, 783R, 783S, 783T, 787A, 787D, 787E, 787K, T14, T16, T18</p> <p>CCSLH: 6.2.C</p>

Vocabulary Acquisition and Use

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

UNIT 1: 16R, 17, 18, 19, 20, 25, 26, 28, 34, 38, 39, 40, 43C, 43D, 43F, 43Q, 43R, 43S, 43T, 44I, 45, 46, 47, 48, 50, 55, 57, 58, 61, 69C, 69D, 69F, 69Q, 69R, 69S, 69T, 70I, 71, 72, 73, 74, 76, 81C, 81D, 81F, 81Q, 81R, 81S, 81T, 82I, 83, 84, 85, 86, 91, 94, 97, 102, 104, 107C, 107D, 107F, 108I, 109, 110, 111, 112, 115, 116, 118, 121, 126, 132, 133, 140, 143C, 143D, 143F, 143Q, 143R, 143S, 143T, 147I, T4, T5, T6, T7, T8 **UNIT 2:** 148R, 149, 150, 151, 152, 157, 158, 170, 172, 175C, 175D, 175F, 175Q, 175R, 175S, 175T, 176I, 177, 178, 179, 180, 183, 186, 190, 192, 198, 202, 203, 207C, 207D, 207F, 207Q, 207R, 207S, 207T, 208I, 209, 210, 211, 211A, 211B, 212, 214, 219C, 219D, 219F, 219Q, 219R, 219S, 219T, 220I, 221, 222, 223, 224, 226, 228, 229, 230, 231, 232, 234, 237, 240, 242, 247C, 247D, 247F, 247Q, 247R, 247S, 247T, 248I, 249, 250, 251, 252, 256, 258, 260, 266, 268, 271C, 271D, 271F, 271Q, 271R, 271S, 271T, 275I, T5, T6, T7, T8, T9 **UNIT 3:** 276R, 277, 278, 279, 280, 283, 286, 288, 290, 291, 292, 298, 303C, 303D, 303F, 303Q, 303R, 303S, 303T, 304I, 305, 306, 307, 308, 312, 313, 314, 319, 324, 325, 326, 329C, 329D, 329F, 329Q, 329R, 329S, 329T, 330I, 331, 332, 333, 341C, 341D, 341F, 341Q, 341R, 341S, 341T, 342I, 343, 344, 345, 345B, 346, 350, 352, 355, 360, 368, 369, 373C, 373D, 373F, 373Q, 373R, 373S, 373T, 374I, 375, 376, 377, 378, 380, 382, 384, 387, 388, 397, 402, 403, 405C, 405D, 405F, 405H, 405Q, 405R, 405S, 405T, 409D, 409I, T5, T6, T7, T8, T9, T13 **UNIT 4:** 410R, 411, 412, 413, 414, 418, 412, 413, 414, 418, 422, 427, 428, 431, 438, 440, 443C, 443D, 443F, 443Q, 443R, 443T, 440I, 441, 442, 443, 446, 447, 448, 453, 456, 457, 464, 466, 469C, 469D, 469F, 469Q, 469R, 469S, 469T, 470I, 471, 472, 473, 474, 481C, 481D, 481F, 481Q, 481R, 481T, 482I, 483, 484, 485, 531, 533, 535C, 535D, 535F, 535Q, 535R, 535S, 535T, 539I, T5, T6, T7, T8, T9 **UNIT 5:** 540R, 541, 542, 543, 544, 546, 549, 550, 554, 558, 559, 561C, 561D, 561F, 561Q, 561R, 561S, 561T, 562I, 563, 564, 565, 566, 568, 574, 575, 578, 586, 588, 591C, 591D, 591F, 591Q, 591R, 591S, 591T, 592I, 593, 594, 595, 595A, 596, 598, 603C, 603D, 603F, 603Q, 603R, 603S, 603T, 604I, 605, 606, 607, 608, 614, 617, 620, 626, 628, 629, 631C, 631D, 631F, 631Q, 631R, 631S, 631T, 632I, 633, 634, 635, 636, 639, 643, 645, 647, 652, 653, 654, 655, 657C, 657D, 657F, 657Q, 657R, 657S, 657T, 661I, T6, T7, T8, T9, T10 **UNIT 6:** 662R, 663, 664, 665, 666, 669, 670, 673, 682, 683, 684, 687C, 687D, 687F, 687Q, 687R, 687S, 687T, 688I, 689, 690, 691, 692, 695, 696, 699, 702, 707, 712, 714, 717C, 717D, 717F, 717Q, 717R, 717S, 717T, 718I, 719, 720, 721, 722, 725, 729C, 729D, 729F, 729Q, 729R, 729S, 729T, 730I, 731, 732, 733, 734, 742, 746, 748, 754, 750, 752, 757C, 757D, 757F, 757Q, 757R, 757S, 757T, 758I, 759, 760, 761, 762, 765, 766, 772, 774, 776, 783C, 783D, 783F, 783Q, 783R, 783S, 783T, 787I, T6, T7, T8, T9, T10

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

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

UNIT 1: 18, 26, 40, 43C, 43D, 44I, 46, 47, 55, 58, 61, 69C, 69D, 69H, 69R, 72, 77A, 77B, 81C, 81Q, 81S, 84, 107C, 107D, 107T, 108I, 110, 111, 116, 126, 133, 143C, 143D, 143R, T4, T5, T8 **UNIT 2:** 148R, 150, 151, 157, 172, 175C, 175D, 175R, 178, 190, 198, 207C, 207T, 210, 219C, 222, 230, 234, 247C, 247R, 250, 271C, 271H, T5, T8, T9 **UNIT 3:** 278, 286, 292, 303C, 329C, 332, 341C, 341T, 344, 369, 373C, 376, 382, 387, 405C, 405D, 405H, 405S, T8, T9 **UNIT 4:** 412, 428, 443C, 446, 465, 466, 469C, 470I, 472, 473, 481C, 481D, 481Q, 481R, 481S, 484, 485, 493, 498, 507C, 507D, 507F, 508I, 510, 511, 515, 535C, 535D, 535R, T7, T8, T9 **UNIT 5:** 542, 554, 561C, 564, 574, 588, 591C, 591D, 592I, 594, 595, 603C, 603S, 604I, 606, 607, 614, 620, 631C, 631D, 631F, 631R, 631T, 632I, 634, 635, 643, 657C, 657D, 657H, 657Q, 657R, T8, T9 **UNIT 6:** 662I, 664, 665, 684, 687C, 687D, 690, 691, 695, 699, 707, 717C, 717D, 717F, 717R, 720, 725, 729C, 748, 757C, 760, 761, 783C, T7

CCSLH: 6.3.B

Common Core State Standards • Grade 4	Page References
<p>b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>UNIT 1: 102, 107F UNIT 2: 184, 271F UNIT 6: 721, 725, 729D, 729F, 729Q, 758I, 761, 765, 774, 783D, 783R, T8, T10</p> <p>CCSLH: 6.3.C</p>
<p>c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>UNIT 1: 16R, 19, 25, 26, 28, 34, 43B, 43D, 43F, 43R, 44I, 50, 69F, 69R, 77A, 77B, 81F, 81R, 81T, 82I, 85, 97, 107D, 107F, 107H, 107D, 107R, 107T, 108J, 143F, 143T, 147C, T4, T7, T9 UNIT 2: 175F, 176I, 179, 184, 207D, 207R, 208I, 219T, 220I, 223, 229, 230, 233, 237, 238, 247D, 247R, 247T, 248I, 275I, T6, T8 UNIT 3: 279, 286, 291, 303D, 303F, 329D, 329F, 329R, 341T, 342I, 345, 352, 373B, 373D, 373F, 373R, 374I, 377, 382, 405D, 405R, T5, T9 UNIT 4: 443D, 443T, 465, 469F, 469R, 477A, 481D, 482I, 485, 498, 507D, 507R, 509, 535F, 535T, T8 UNIT 5: 543, 549, 554, 561D, 561F, 561R, 561T, 565, 591D, 591F, 599A, 603F, 631F, 633, 657F, 657H, 657T, 661C UNIT 6: 662R, 687F, 717B, 717E, 717T, 718I, 729F, 729T, 757E, 774, 783E, 783T, T7, T10, T17</p> <p>CCSLH: 6.3.D</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>UNIT 1: 18, 43D, 46, 50, 53, 66, 67, 69, 69F, 69R, 69T, 72, 84, 107B, 110, 115, 143T UNIT 2: 150, 175F, 178, 183, 207H, 219F, 222, 223, 229, 230, 232, 237, 242, 247D, 247F, 247R, 250, 251, T8 UNIT 3: 276R, 278, 279, 286, 288, 291, 303D, 303F, 303R, 313, 319, 332, 342I, 345, 352, 356, 373D, 373F, 380, 384, 388, 403, 405R, 405T, 409C, 409D, T5 UNIT 4: 411, 457, 482I, 485, 498, 504, 507D, 507H, 518 UNIT 5: 548, 552I, 558, 559, 561F, 561R, 561T, 565, 568, 573, 591D, 591E, 591H, 591R, 595, 603D, 603R, 614, 633, 634, 635, 639, 652, 657F, 657T, T7 UNIT 6: 664, 669, 687F, 717B, 717F, 731, 748, 752, 755, 757H, 770</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., as pretty as a picture) in context.</p>	<p>UNIT 1: 53, 66, 67, 69, 69F, 69R, 69T UNIT 2: 244 UNIT 3: 313, 319, 356, 380, 388, 403, 405R, 405T, 409D UNIT 5: 558, 559, 561F, 561R, 561T, 614, 639, 652 UNIT 6: 752, 755, 770</p> <p>CCSLH: 6.3.E</p>
<p>b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>UNIT 1: 115 UNIT 2: 183, 223, 229, 230, 232, 237, 242, 247D, 247F, 247R, T8 UNIT 3: 288, 409C UNIT 4: 504 UNIT 5: 548, 561F, 652, 746</p> <p>CCSLH: 6.3.F</p>

Common Core State Standards • Grade 4	Page References
<p>c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>UNIT 1: 18, 43D, 46, 50, 72, 84, 107B, 110, 143T UNIT 2: 150, 175F, 178, 207H, 219F, 222, 247F, 250, 251 UNIT 3: 276R, 278, 279, 286, 288, 291, 303D, 303F, 303R, 332, 384, T5 UNIT 4: 411, 457, 507H, 518 UNIT 5: 552I, 565, 568, 573, 591D, 591E, 591H, 591R, 595, 603D, 603R, 633, 634, 635, 657F, 657T, T7 UNIT 6: 664, 669, 687F, 717B, 717F, 731, 748, 757H</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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)</p>	<p>UNIT 1: 16R, 17, 18, 19, 20, 25, 26, 28, 34, 38, 39, 40, 43C, 43D, 43F, 43Q, 43R, 43S, 43T, 44I, 45, 46, 47, 48, 50, 55, 57, 58, 61, 69C, 69D, 69F, 69Q, 69R, 69S, 69T, 70I, 71, 72, 73, 74, 76, 81C, 81D, 81F, 81Q, 81R, 81S, 81T, 82I, 83, 84, 85, 86, 91, 94, 97, 102, 104, 107C, 107D, 107F, 108I, 109, 110, 111, 112, 115, 116, 118, 121, 126, 132, 133, 140, 143C, 143D, 143F, 143Q, 143R, 143S, 143T, 147I, T4, T5, T6, T7, T8 UNIT 2: 148R, 149, 150, 151, 152, 157, 158, 170, 172, 175C, 175D, 175F, 175Q, 175R, 175S, 175T, 176I, 177, 178, 179, 180, 183, 186, 190, 192, 198, 202, 203, 207C, 207D, 207F, 207Q, 207R, 207S, 207T, 208I, 209, 210, 211, 211A, 211B, 212, 214, 219C, 219D, 219F, 219Q, 219R, 219S, 219T, 220I, 221, 222, 223, 224, 226, 228, 229, 230, 231, 232, 234, 237, 240, 242, 247C, 247D, 247F, 247Q, 247R, 247S, 247T, 248I, 249, 250, 251, 252, 256, 258, 260, 266, 268, 271C, 271D, 271F, 271Q, 271R, 271S, 271T, 275I, T5, T6, T7, T8, T9 UNIT 3: 276R, 277, 278, 279, 280, 283, 286, 288, 290, 291, 292, 298, 303C, 303D, 303F, 303Q, 303R, 303S, 303T, 304I, 305, 306, 307, 308, 312, 313, 314, 319, 324, 325, 326, 329C, 329D, 329F, 329Q, 329R, 329S, 329T, 330I, 331, 332, 333, 341C, 341D, 341F, 341Q, 341R, 341S, 341T, 342I, 343, 344, 345, 345B, 346, 350, 352, 355, 360, 368, 369, 373C, 373D, 373F, 373Q, 373R, 373S, 373T, 374I, 375, 376, 377, 378, 380, 382, 384, 387, 388, 397, 402, 403, 405C, 405D, 405F, 405H, 405Q, 405R, 405S, 405T, 409D, 409I, T5, T6, T7, T8, T9, T13 UNIT 4: 410R, 411, 412, 413, 414, 418, 412, 413, 414, 418, 422, 427, 428, 431, 438, 440, 443C, 443D, 443F, 443Q, 443R, 443T, 440I, 441, 442, 443, 446, 447, 448, 453, 456, 457, 464, 466, 469C, 469D, 469F, 469Q, 469R, 469S, 469T, 470I, 471, 472, 473, 474, 481C, 481D, 481F, 481Q, 481R, 481T, 482I, 483, 484, 485, 531, 533, 535C, 535D, 535F, 535Q, 535R, 535S, 535T, 539I, T5, T6, T7, T8, T9 UNIT 5: 540R, 541, 542, 543, 544, 546, 549, 550, 554, 558, 559, 561C, 561D, 561F, 561Q, 561R, 561S, 561T, 562I, 563, 564, 565, 566, 568, 574, 575, 578, 586, 588, 591C, 591D, 591F, 591Q, 591R, 591S, 591T, 592I, 593, 594, 595, 595A, 596, 598, 603C, 603D, 603F, 603Q, 603R, 603S, 603T, 604I, 605, 606, 607, 608, 614, 617, 620, 626, 628, 629, 631C, 631D, 631F, 631Q, 631R, 631S, 631T, 632I, 633, 634, 635, 636, 639, 643, 645, 647, 652, 653, 654, 655, 657C, 657D, 657F, 657Q, 657R, 657S, 657T, 661I, T6, T7, T8, T9, T10 UNIT 6: 662R, 663, 664, 665, 666, 669, 670, 673, 682, 683, 684, 687C, 687D, 687F, 687Q, 687R, 687S, 687T, 688I, 689, 690, 691, 692, 695, 696, 699, 702, 707, 712, 714, 717C, 717D, 717F, 717Q, 717R, 717S, 717T, 718I, 719, 720, 721, 722, 725, 729C, 729D, 729F, 729Q, 729R, 729S, 729T, 730I, 731, 732, 733, 734, 742, 746, 748, 754, 750, 752, 757C, 757D, 757F, 757Q, 757R, 757S, 757T, 758I, 759, 760, 761, 762, 765, 766, 772, 774, 776, 783C, 783D, 783F, 783Q, 783R, 783S, 783T, 787I, T6, T7, T8, T9, T10</p> <p>CCSLH: 6.3.H</p>

Language Progressive Skills

Conventions of Standard English

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

UNIT 3: 329J, 373I, 373J, 409E, T17 **UNIT 4:** 443, 443B, 443I, 443J, 481J, 539E, T17

CCSLH: 6.1.C, 6.1.D

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

UNIT 1: UNIT 1: 43B, 69, 69A, 69B, 69F, 107, 107B, 108J, 143, 143A, 147D **UNIT 2:** 175, 175B, 207, 207A, 207B, 207F, 247F, 271F, 275C, 275D **UNIT 3:** 373, 373B, 373F, 374J, 402, 405B, 409C, 409D **UNIT 4:** 507F, 535F, 539D **UNIT 5:** 560, 561, 561B, 561F, 590, 591, 591A, 591B, 626, 631, 632J, 633, 661D, T7 **UNIT 6:** 633, 663, 687, 687B, 688J, 717, 759, 770

CCSLH: 6.2.A

Common Core State Standards • GRADE 5

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions 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 a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

KEY

CCSLH:

Common Core State Standards
Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

UNIT 1: 41, 47T, 63, 69, 71, 71B, 77T, 133 **UNIT 2:** 147A, 147B, 150, 152, 156, 163, 210, 215, 217, 221, 218, 221B, T1, T14
UNIT 3: 263A, 263B, 267, 271, 279, 280, 283, 283B, 285, 334, 339, 340, 342, 347, 349, 359A, 359B, 362, 363, 366, 375, 376, 383, T16 **UNIT 4:** 399, 405, 409, 410, 411, 413, 429, 436, 439, 441, 490, 505 **UNIT 5:** 551, 559, 561, 565Q, 585, 586, 588, 590, 594, 596, 597, 599, 603T, 627, 633R **UNIT 6:** 659, 661, 677, 680, 684, 689, 691

CCSLH: 1.1.A

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.

UNIT 1: 25, 32, 39, 41, 47R, 47T, 62, 71, 77T, 109, 122, 133 **UNIT 2:** 155, 163, 207A, 207B, 210, 214, 217, 218, 221, 227R, T11, T13, T14, T16 **UNIT 3:** 272, 274, 277, 283, 341, 349, 370, 383, 387R, 387T **UNIT 4:** 392I, 407, 410, 413, 413B, 419T, 430, 441, 478, 479, 483, 496, 498, 505, 506, 507 **UNIT 5:** 523, 528, 545A, 545B, 549, 553, 555, 556, 558, 561, 565Q, 565R, 565S, 565T, 592, 599, 599B, 601, 607A, 607B, 612, 614, 617, 618, 620, 624, 627, 632, 633, 633Q, 633R, 633S, 633T, T2, T5 **UNIT 6:** 645, 650, 656, 658, 661, 667T, 687, 691, 691B, 733, 735T, 737, 757, T12, T13, T15

CCSLH: 1.1.B, 1.1.C

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).

UNIT 1: 19A, 19B, 26, 32, 37, 67, 115A, 115B, 119, 120, 122, 125, 126, 130, 133B, 139R **UNIT 2:** 163B, 207A, 207B, 215, 218, 227R, 251B **UNIT 3:** 282, 283, 329A, 329B, 332, 334, 336, 340, 342, 346, 349, 380, 383B, T12, T13, T15, T16
UNIT 4: 409, 410 **UNIT 5:** 549, 554, 561B, 587, 626, 627B **UNIT 6:** 674, 685

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.

UNIT 1: 18, 19, 20, 24, 25, 26, 27, 33, 38, 47R, 47T, 50, 51, 52, 56, 59, 63, 64, 68, 77R, 77T, 79, 114, 115, 115B, 116, 118, 120, 121, 122, 125, 139R, 139T **UNIT 2:** 146, 147, 148, 152, 155, 156, 157, 159, 169Q, 169R, 169T, 188, 189, 206, 207, 207A, 208, 211, 213, 214, 216, 227F, 227R, 227T, 252 **UNIT 3:** 262, 263, 264, 268, 271, 274, 276, 278, 327, 328, 329, 329B, 330, 335, 336, 338, 340, 341, 343, 358, 359, 360, 367, 373, 374, 376, 383B, 387R, 387T **UNIT 4:** 393, 394, 395, 396, 401, 404, 410, 419R, 419T, 422, 423, 424, 428, 429, 431, 433, 438, 447C, 447D, 447F, 478, 479, 484, 485, 486, 488, 495, 499, 506, 507 **UNIT 5:** 515, 544, 545, 546, 550, 552, 580, 581, 582, 598, 606, 607, 608, 611, 612, 614, 615, 619, 632, 633, 633B **UNIT 6:** 640, 641, 641B, 642, 644, 646, 648, 655, 667R, 667T, 670, 671, 672, 676, 678, 679, 685, 732, 733, 735R, 735T, 737, 754, 755, 759R, 759T

CCSLH: 1.2.A, 1.2.B

Common Core State Standards • Grade 5	Page References
<p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>UNIT 1: 108, 109, 111R, 111T, 140, 141, 142 UNIT 2: 159, 205, 228I, 252, 253, 255R UNIT 3: 284, 285, 286, 287, 289R, 289T, 290J, 312, 313, 327 UNIT 4: 392I, 393, 478, 479, 481T, 486, 491, 493, 501, 502 UNIT 5: 515, 564, 565, 565A, 600, 601, 603R, 603T, 632, 633A, 633B UNIT 6: 732, 733, 737</p> <p>CCSLH: 1.2.C, 1.2.D, 1.2.E</p>
<p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>UNIT 1: 38, 41, 51B, 77R, 109, 132 UNIT 2: T1 UNIT 3: 266, 287, 288, 289, 349, 359B, 386, 387, T12 UNIT 4: 509Q UNIT 5: 545B, 610, 615, 620 UNIT 6: 690, 691, 757</p> <p>CCSLH: 1.2.F</p>
<i>Integration of Knowledge and Ideas</i>	
<p>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).</p>	<p>UNIT 1: 59, 65, 66 UNIT 2: 157, 213, 244 UNIT 3: 269, 277, 335, 337, 348, 368, 376, 377, 378, T12 UNIT 4: 392I, 426, 494 UNIT 5: 548, 557, 618 UNIT 6: 638I, 651, 654, 687</p> <p>CCSLH: 1.3.A</p>
<p>8. (Not applicable to literature)</p>	<p>(Not applicable to literature)</p>
<p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>UNIT 1: 41, 41B, 47R, 66, 68, 71, 77R, 77T, 133, 139R UNIT 2: 163, 169R, 191R, 191T, 220, 221, 227R, 250 UNIT 3: 283, 349, 377, 383, 387R, 387T UNIT 4: 392H, 412, 413, 419R, 419T, 440, 441, 491, 498, 502, 504, 505, 509R, 509T UNIT 5: 528, 561, 565R, 565T, 599, 627 UNIT 6: 638R, 638S, 639, 650, 658, 659, 661, 662, 663, 664, 665, 667R, 667T, 691, 759R</p> <p>CCSLH: 1.3.B</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>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.</p>	<p>Reading selections in the Grade 5 Student Anthology and Leveled Readers in MMH Treasures fall within the recommended Lexile range 770-980 required by the Common Core Standard for grades 4-5.</p>

Reading Standards for Informational Text

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

UNIT 1: 85, 89T, 99, 102, 105, 107 **UNIT 2:** 166, 176, 177, 181, 184, 187, 187B, 191R, 199, 231A, 231B, 235, 236, 237, 238, 240, 243, 245, 248, 251, 255R **UNIT 3:** 296, 302, 305, 307 **UNIT 4:** 454, 459R, 476, 477, T16, T17 **UNIT 5:** 521, 523, 526, 528, 531, 533, 534, 535, 539, 541Q, 603T **UNIT 6:** 663, 665, 695, 697T, 729, 731, 744, 745, 749, 750, 753

CCSLH: 2.1.A

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

UNIT 1: 85, 93A, 93B, 97, 98, 99, 103, 104, 105, 107, 107B, 111R, 111T, T14, T16, T18 **UNIT 2:** 165, 173A, 173B, 176, 177, 178, 180, 181, 182, 184, 187, 191R, 191T, 195A, 195B, 197, 198, 199, 199A, 203R, 203T, 239, 251, T2 **UNIT 3:** 300, 307, 321, 321A, 351 **UNIT 4:** 455, 469, 477, 481T **UNIT 5:** 529, 535, 541T, 573, 577R **UNIT 6:** 638H, 698I, 705, 705A, 709T, 719, 723, 725, 731, 739A, 739B, 742, 747, 750, 751, 753

CCSLH: 2.1.B, 2.1.C

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.

UNIT 1: 48J, 78J, 84, 85, 90J, 100, 104, 107, 112J, 135, 136, 137, T13, T14, T15, T17, T18 **UNIT 2:** 144S, 165, 170J, 180, 183, 187, 187B, 192J, 198, 199, 204J, 224, 225, 228J **UNIT 3:** 260S, 290J, 297, 298, 300, 303, 307, 307B, 309, 310, 311, 313R, 313T, 314J, 320, 321, 326I, 326J, 329B, 351, 352, 353, 355R, 355T, 356J, 385 **UNIT 4:** 392R, 392S, 415, 416, 420J, 443, 444, 445, 450J, 451B, 454, 455, 460J, 467, 470, 471, 472, 473, 477 **UNIT 5:** 514S, 521, 523, 526, 528, 529, 530, 532, 542J, 559, 563, 566J, 569B, 572, 573, 578J, 604J, 629, 631 **UNIT 6:** 668J, 695, 698J, 710J, 719, 721, 726, 727, 731, 731B, 748, 749

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 5 topic or subject area*.

UNIT 1: 42, 72, 73, 74, 80, 81, 81A, 81B, 82, 85A, 89R, 89T, 92, 93, 94, 97, 99, 101, 111R, 111T, 123, 134, 143I **UNIT 2:** 164, 172, 173, 174, 178, 179, 182, 185, 191R, 194, 195, 196, 198, 203R, 203T, 204I, 222, 230, 231, 232, 234, 237, 238, 240, 244, 250, 255R, 259I **UNIT 3:** 292, 293, 294, 298, 302, 303, 307B, 308, 313R, 313T, 316, 317, 317B, 318, 325R, 325T, 329B, 350, 351, 355R, 355T, 384, 391I **UNIT 4:** 414, 442, 447R, 447T, 450, 451, 451B, 452, 454, 461, 462, 463, 463A, 463B, 464, 466, 467, 468, 469, 470, 473, 474, 481R, 531I **UNIT 5:** 516, 517, 517B, 518, 521, 524, 527, 536, 562, 568, 569, 569A, 569B, 570, 573A, 577A, 603R, 628, 637I **UNIT 6:** 662, 692, 697R, 700, 701, 702, 709R, 712, 713, 713A, 713B, 714, 716, 717, 723, 728, 731B, 735R, 735T, 738, 739, 739B, 740, 743, 747, 748, 750, 751, 753B, 759R, 759T, 763I

CCSLH: 2.2.A, 2.2.B

Common Core State Standards • Grade 5	Page References
<p>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.</p>	<p>UNIT 1: 81A, 81B, 83, 84, 85, 85A, 89R, 89T, T13, T15, T16, T17 UNIT 2: 176, 183, 191R UNIT 3: 307B, 355R, 355T UNIT 4: 463A, 463B, 469, 473, 474, 481R, 481S, 481T, T13, T15, T16, T17 UNIT 5: 517A, 517B, 523, 526, 528, 530, 532, 535, 541R, 541T, 569A, 569B, 572, 573, 577R, 577T, T1, T3 UNIT 6: 697R, 697T, 731B, 739A, 739B, 743, 744, 749, 759T</p> <p>CCSLH: 2.2.C</p>
<p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>UNIT 1: 16I, 16S, 66, 68, 89R, 89T, 107, 130, 137 UNIT 2: 144I, 167, 183, 203A, 217, 251 UNIT 3: 260H, 260I, 270, 289R, 289T, 290I, 290J, 297, 302, 307, 311, 313R, 313T, 325A, 335, 353, 355R, 355T, 391K UNIT 4: 392I, 402, 417, 445, 455A, 459A, 477 UNIT 5: 514I, 522, 528, 530, 569B, 595 UNIT 6: 638I, 697T, 709A, T17</p> <p>CCSLH: 2.2.D</p>
Integration of Knowledge and Ideas	
<p>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.</p>	<p>UNIT 1: 16H, 16I, 16S, 48J, 62, 66, 68, 85, 89A, 90J, 112J, 130, 137, T16 UNIT 2: 144H, 144I, 144S, 170J, 182, 183, 192J, 203A, 204J, 217, 225, 228J, 251, 259K UNIT 3: 260H, 260I, 270, 290J, 297, 313R, 313T, 314J, 325A, 326J, 335, 353, 356J, 385, 391K UNIT 4: 392H, 392I, 402, 417, 419T, 445, 448J, 459A, 473, 477, 513A, 513B, 513C UNIT 5: 514H, 514I, 514S, 522, 528, 530, 542J, 558, 559, 566J, 569B, 577A, 578J, 590, 595, 604J, 623, 631 UNIT 6: 638H, 638I, 638S, 688J, 695, 697R, 698J, 709A, 710J, 763C, 763K</p> <p>CCSLH: 2.3.A</p>
<p>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).</p>	<p>UNIT 2: 191T UNIT 3: 290I, 293A, 293B, 296, 297, 299, 301, 302, 304, 306, 307, 313R, 313T, 317A, 317B, 320, 321, 321A, 325R, 325T UNIT 4: 455A, 472, 477B, T12, T14, T15, T16 UNIT 5: 524, 535B, 603R, 603T, T4, T13, T17 UNIT 6: 701A, 701B, 704, 705, 709R, 709T</p> <p>CCSLH: 2.3.B</p>
<p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>UNIT 1: 16H, 16I, 45, 48J, 62, 66, 68, 75, 85, 89R, 89T, 107, 111R, 111T, 130, 137, T16 UNIT 2: 144H, 144I, 167, 170J, 182, 183, 187, 189, 191R, 191T, 199, 203A, 203R, 203T, 204J, 217, 251, 255R UNIT 3: 260H, 260I, 270, 289R, 289T, 290J, 297, 302, 307, 311, 313R, 313T, 321, 325A, 325R, 335, 353, 355R, 355T, 385, 391K UNIT 4: 392H, 392I, 402, 417, 419T, 445, 447T, 459A, 473, 477, 481R UNIT 5: 514H, 514I, 523, 528, 530, 535, 539, 541R, 541T, 563, 569B, 577A, 590, 595, 631 UNIT 6: 638H, 638I, 695, 697R, 697T, 709A, 709R, 709T, 731, 735R, 753, 759T, T17</p> <p>CCSLH: 2.3.C</p>

Production and Distribution of Writing

10. By the end of 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.

Reading selections in the Grade 5 Student Anthology and Leveled Readers in MMH Treasures fall within the recommended Lexile range 770-980 required by the Common Core Standard for grades 4-5.

Reading: Foundational Skills

There are no standards for Print Concepts (1) or Phonological Awareness (2) in Foundational Skills for Grade 5.

Phonics and Word Recognition

<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>UNIT 1: 16R, 47E, 47G, 47H, 48I, 77E, 77G, 77H, 78I, 89E, 89G, 89H, 90I, 111E, 111G, 111H, 112I, 139E, 139G, 139H UNIT 2: 144R, 169E, 169G, 169H, 170I, 185, 191E, 191G, 191H, 192I, 203D, 203E, 203G, 203H, 204I, 207, 216, 227D, 227E, 227F, 227G, 227H, 227Q, 228I, 255E, 255G, 255H, T7 UNIT 3: 260R, 263, 289D, 289E, 289F, 289G, 289H, 289R, 289T, 290I, 313E, 313G, 313H, 314I, 325D, 325E, 325F, 325G, 325H, 325Q, 325S, 355E, 326I, 355G, 355H, 356I, 387E, 387G, 387H, T6 UNIT 4: 392R, 419E, 419G, 419H, 420I, 447E, 447G, 447H, 448I, 451, 459D, 459E, 459F, 459G, 459H, 459Q, 460I, 481E, 481G, 481H, 482I, 509E, 509G, 509H, T7 UNIT 5: 514R, 517, 527, 541D, 541E, 541F, 541G, 541H, 541Q, 542I, 565E, 565G, 565H, 566I, 577E, 577G, 577H, 678I, 603E, 603G, 603H, 604I, 633E, 633G, 633H, T6 UNIT 6: 638R, 667E, 667G, 667H, 668I, 697E, 697G, 697H, 698I, 709E, 709G, 709H, 710I, 735E, 735G, 735H, 736I, 759E, 759G, 759H</p> <p>CCSLH: 3.1.A</p>
<p>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.</p>	<p>UNIT 1: 16R, 47E, 47G, 47H, 48I, 77E, 77G, 77H, 78I, 89E, 89G, 89H, 90I, 111E, 111G, 111H, 112I, 139E, 139G, 139H UNIT 2: 144R, 169E, 169G, 169H, 170I, 185, 191E, 191G, 191H, 192I, 203D, 203E, 203G, 203H, 204I, 207, 216, 227D, 227E, 227F, 227G, 227H, 227Q, 228I, 255E, 255G, 255H, T7 UNIT 3: 260R, 263, 289D, 289E, 289F, 289G, 289H, 289R, 289T, 290I, 313E, 313G, 313H, 314I, 325D, 325E, 325F, 325G, 325H, 325Q, 325S, 355E, 326I, 355G, 355H, 356I, 387E, 387G, 387H, T6 UNIT 4: 392R, 419E, 419G, 419H, 420I, 447E, 447G, 447H, 448I, 451, 459D, 459E, 459F, 459G, 459H, 459Q, 460I, 481E, 481G, 481H, 482I, 509E, 509G, 509H, T7 UNIT 5: 514R, 517, 527, 541D, 541E, 541F, 541G, 541H, 541Q, 542I, 565E, 565G, 565H, 566I, 577E, 577G, 577H, 678I, 603E, 603G, 603H, 604I, 633E, 633G, 633H, T6 UNIT 6: 638R, 667E, 667G, 667H, 668I, 697E, 697G, 697H, 698I, 709E, 709G, 709H, 710I, 735E, 735G, 735H, 736I, 759E, 759G, 759H</p> <p>CCSLH: 3.1.A</p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>UNIT 1: 16R, 41A, 47Q, 47S, 48I, 65, 71A, 85A, 89Q, 89S, 90I, 107A, 111Q, 111S, 112I, 133A, 139Q, 139S UNIT 2: 144R, 163A, 169Q, 169S, 170I, 187A, 191Q, 191S, 199A, 203Q, 203S, 221A, 227Q, 227S, 228I, 242, 251A, 255Q, 255S UNIT 3: 260R, 276, 283A, 289Q, 289S, 290I, 307A, 313Q, 313S, 314I, 321A, 325Q, 325S, 326I, 349A, 355Q, 355S, 356I, 383A, 387Q, 387S UNIT 4: 392R, 413A, 419Q, 419S, 420I, 441A, 447Q, 447S, 448I, 455A, 459Q, 459S, 460I, 477A, 481Q, 481S, 482I, 501, 505A, 509Q, 509S UNIT 5: 514R, 535A, 541Q, 541S, 542I, 561A, 565Q, 565S, 566I, 573A, 577Q, 577S, 587, 599A, 603Q, 603S, 604I, 627A, 633Q, 633S UNIT 6: 638R, 661A, 667Q, 667S, 669I, 691A, 697Q, 697S, 698I, 705A, 709Q, 709S, 710I, 731A, 735Q, 735S, 736I, 746, 753A, 759F, 759Q, 759S</p> <p>CCSLH: 3.2.A</p>

Common Core State Standards • Grade 5	Page References
<p>a Read on-level text with purpose and understanding.</p>	<p>UNIT 1: 16R, 41A, 47Q, 47S, 48I, 65, 71A, 85A, 89Q, 89S, 90I, 107A, 111Q, 111S, 112I, 133A, 139Q, 139S UNIT 2: 144R, 163A, 169Q, 169S, 170I, 187A, 191Q, 191S, 199A, 203Q, 203S, 221A, 227Q, 227S, 228I, 242, 251A, 255Q, 255S UNIT 3: 260R, 276, 283A, 289Q, 289S, 290I, 307A, 313Q, 313S, 314I, 321A, 325Q, 325S, 326I, 349A, 355Q, 355S, 356I, 383A, 387Q, 387S UNIT 4: 392R, 413A, 419Q, 419S, 420I, 441A, 447Q, 447S, 448I, 455A, 459Q, 459S, 460I, 477A, 481Q, 481S, 482I, 501, 505A, 509Q, 509S UNIT 5: 514R, 535A, 541Q, 541S, 542I, 561A, 565Q, 565S, 566I, 573A, 577Q, 577S, 587, 599A, 603Q, 603S, 604I, 627A, 633Q, 633S UNIT 6: 638R, 661A, 667Q, 667S, 669I, 691A, 697Q, 697S, 698I, 705A, 709Q, 709S, 710I, 731A, 735Q, 735S, 736I, 746, 753A, 759F, 759Q, 759S</p> <p>CCSLH: 3.2.A</p>
<p>b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>UNIT 1: 16R, 41A, 47Q, 47S, 48I, 65, 71A, 85A, 89Q, 89S, 90I, 107A, 111Q, 111S, 112I, 133A, 139Q, 139S UNIT 2: 144R, 163A, 169Q, 169S, 170I, 187A, 191Q, 191S, 199A, 203Q, 203S, 221A, 227Q, 227S, 228I, 242, 251A, 255Q, 255S UNIT 3: 260R, 276, 283A, 289Q, 289S, 290I, 307A, 313Q, 313S, 314I, 321A, 325Q, 325S, 326I, 349A, 355Q, 355S, 356I, 383A, 387Q, 387S UNIT 4: 392R, 413A, 419Q, 419S, 420I, 441A, 447Q, 447S, 448I, 455A, 459Q, 459S, 460I, 477A, 481Q, 481S, 482I, 501, 505A, 509Q, 509S UNIT 5: 514R, 535A, 541Q, 541S, 542I, 561A, 565Q, 565S, 566I, 573A, 577Q, 577S, 587, 599A, 603Q, 603S, 604I, 627A, 633Q, 633S UNIT 6: 638R, 661A, 667Q, 667S, 669I, 691A, 697Q, 697S, 698I, 705A, 709Q, 709S, 710I, 731A, 735Q, 735S, 736I, 746, 753A, 759F, 759Q, 759S</p> <p>CCSLH: 3.2.A</p>
<p>c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>UNIT 1: 18, 19, 24, 26, 47C, 47D, 47R, 50, 56, 77C, 77H, 80, 89C, 89F, 90I, 92, 93, 101, 111C, 111D, 111F, 111R, 111T, 114, 139C, T6, T9 UNIT 2: 146, 159, 169C, 170I, 172, 173, 179, 185, 191C, 191D, 191R, 194, 198, 203C, 203F, 206, 227C, 227H, 230, 255C, T5 UNIT 3: 262, 268, 271, 289C, 292, 313C, 316, 325C, 328, 336, 351, 355C, 358, 374, 387C UNIT 4: 394, 395, 419C, 420I, 422, 423, 429, 431, 447C, 447D, 447F, 447R, 450, 459C, 462, 468, 470, 481C, 481T, 484, 499, 501, 509C, T6 UNIT 5: 516, 521, 524, 541C, 541F, 541Q, 544, 550, 565C, 565E, 565R, 568, 577C, 578I, 580, 581, 591, 603C, 603D, 603F, 603R, 606, 633C, T9 UNIT 6: 640, 641, 644, 655, 658, 667C, 667D, 667T, 670, 685, 697C, 697D, 697R, 698I, 700, 701, 709C, 709D, 709F, 709R, 712, 735C, 738, 759C, T6, T7</p> <p>CCSLH: 3.2.A</p>

Common Core State Standards • GRADE 5

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 techniques, 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 information while avoiding plagiarism.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

Range of Writing

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

Writing Standards

Text Types and Purposes

<p>1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>UNIT 1: 59, 77F, 77T UNIT 2: 168, 169, 169A, 169B, 170J, 183, 190, 191, 191A, 191B, 204J, 226, 227, 227A, 227B, 228J, 254, 255, 255A, 255B, 259A, 259B, 259C, 259D, 259E, T12, T14, T16 UNIT 3: 313F, 314J, 324, 325, 325F UNIT 5: 514I, 540, 541, 541A, 541B, 542J, 553, 566I, 576, 577, 577F, 592 UNIT 6: 697F, 697T, 698J, 701B, 704, 708, 709, T17</p> <p>See also Grammar and Writing Handbook: 32</p> <p>CCSLH: 4.1.A</p>
<p>a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>	<p>UNIT 2: 168, 169, 169A, 183, 190, 191, 191A, 191B, 204J, 226, 227, 227A, 227B, 254, 255, 255A, 259A, 259B, 259C, 259D, 259E, T12 UNIT 3: 325, 325F UNIT 5: 540, 541A, 592 UNIT 6: 697F</p> <p>CCSLH: 4.1.A</p>
<p>b Provide logically ordered reasons that are supported by facts and details.</p>	<p>UNIT 2: 168, 191, 191B, 204J, 226, 227, 227A, 227B, 254, 255B, 259A, 259B, 259C, 259D, 259E, T12 UNIT 3: 325 UNIT 5: 540, 541B UNIT 6: 697F, 704</p> <p>CCSLH: 4.1.A</p>
<p>c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p>	<p>See Grammar and Writing Handbook: 38</p> <p>CCSLH: 4.1.A</p>
<p>d Provide a concluding statement or section related to the opinion presented.</p>	<p>UNIT 2: 191B, 226, 227B, 255B, 259C, 259D UNIT 5: 540 UNIT 6: 697F</p> <p>CCSLH: 4.1.A</p>

Common Core State Standards • Grade 5	Page References
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>UNIT 1: 16S, 45, 47F, 48J, 62, 77R, 78J, 89A, 89B, 89F, 90J, 107B, 111T, 112J, 129, 139T UNIT 2: 144S, 169F, 169S, 170J, 182, 192I, 192J, 203A, 203B, 217, 225, 244, 259K UNIT 3: 268, 270, 297, 311, 314J, 321, 325A, 325B, 326J, 335, 341, 353, 355F, 356J, T14 UNIT 4: 392I, 392S, 400, 418, 419, 419A, 419B, 420J, 430, 445, 446, 447, 447A, 447B, 447F, 448J, 458, 459, 459A, 459B, 460J, 461, 469, 473, 476, 480, 481, 481A, 481B, 481F, 481T, 508, 509, 509A, 509B, 513, 513A, 513B, 513C, 513D, 513E, T15, T17 UNIT 5: 514S, 539, 540, 541, 541A, 541B, 542J, 566J, 569B, 573, 577, 577A, 577B, 578J, 599B, 603T, 637A, 637B, 637C, 637D, 637E, T18 UNIT 6: 638S, 666, 667, 667A, 667B, 667F, 688J, 695, 696, 697, 697A, 697B, 698I, 709A, 709B, 710J, 734, 735, 735A, 735B, 735F, 736J, 744, 758, 759, 759A, 759B, 763A, 763B, 763C, 763D, 763E, 763K, T15, T17</p> <p>CCSLH: 4.1.B</p>
<p>a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>UNIT 1: 48J, 89A, 89B, 107B, 129, 139T UNIT 2: 203B, 217, 225, 259K UNIT 3: 311, 314J, 325B, 341, 353, 355F UNIT 4: 392I, 418, 419, 419A, 419B, 430, 445, 446, 447, 459B, 473, 480, 481, 481A, 481F, 508, 513A, 513B, 513C, 513D UNIT 5: 539, 540, 541B, 566J, 577B, 637A, 637C, 637D, 637E, T18 UNIT 6: 695, 696, 697, 734, 735A, 735B, 735F, 744, 758, 759A, 759B, 763A, 763B, 763C, 763D, 763K</p> <p>CCSLH: 4.1.B</p>
<p>b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>UNIT 2: 182, 203B UNIT 3: 297, 325B UNIT 4: 418, 419, 419A, 446, 447, 447A, 447B, 447F, 459A, 459B, 460J, 480, 481, 481A, 481F, 508, 513A, 513B, 513C, 513D, 513E UNIT 5: 540, 541B, 577A, 637B UNIT 6: 666, 667, 667B, 695, 696, 709B, 710J, 735F, 763A, 763B, 763C, 763D</p> <p>CCSLH: 4.1.B</p>
<p>c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p>UNIT 4: 481, 513A, 513B, 513C, 513D, 513E UNIT 5: 637A, 637C, 637D UNIT 6: 667A, 667B, 696, 697, 697A, 697B, 758, 759B, 763A, 763B, 763C, 763D</p> <p>CCSLH: 4.1.B</p>

Common Core State Standards • Grade 5	Page References
<p>d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>UNIT 1: 47F, 89F, 111T UNIT 2: 169F UNIT 3: 355F UNIT 4: 430, 446, 447, 447A, 447B, 447F, 461, 481, 481B, 481F, 481T, 508, 513A, 513D UNIT 5: 540, 541, 541B, 603T, 637A, 637B, 637C, 637D UNIT 6: 695, 696, 697, 697A, 697B, 735F, 758, 759, 763A, 763B, 763C, 763D</p> <p>See also Grammar and Writing Handbook: 110-111, 117-121, 124, 130</p> <p>CCSLH: 4.1.B</p>
<p>e Provide a concluding statement or section related to the information or explanation presented.</p>	<p>UNIT 4: 392I, 459A, 459B, 480, 513A, 513B, 513C, 513D UNIT 5: 540, 541, 541A, 637A, 637B, 637C, 637E UNIT 6: 735F, 758, 759, 759A, 759B</p> <p>CCSLH: 4.1.B</p>
<p>3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>UNIT 1: 16S, 46, 47, 47A, 47B, 47T, 48J, 75, 76, 77, 77A, 77B, 79, 90J, 110, 111, 111A, 111B, 112J, 138, 139, 139A, 139B, 143, 143A, 143B, 143C, 143D, 143E, T16, T18 UNIT 2: 169F, 169T, 170J, 191T, 192J, 202, 203, 203F, 219, 227F, 227T, 228J UNIT 3: 260S, 288, 289, 289A, 289B, 289F, 290J, 326J, 354, 355, 355A, 355B, 356J, 386, 387, 387A, 387B, 387F, 391, 391A, 391B, 391C, 391D, 391E, T12, T16 UNIT 4: 419F, 439, 458, 459, 459T, 475, 482J, 509F, 509R UNIT 5: 541F, 541T, 542J, 557, 564, 565, 565A, 565B, 565F, 577T, 578J, 604J, 633F, T14, T18 UNIT 6: 638S, 668J, 669, 689, 690, 698J, 736J</p> <p>CCSLH: 4.1.C</p>
<p>a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>UNIT 1: 46, 47, 47A, 47B, 76, 77, 77A, 77B, 111B, 138, 139, 143A, 143B, 143C, 143D, T16 UNIT 2: 227F UNIT 3: 260S, 288, 289, 289A, 289B, 290J, 355, 355B, 356J, 386, 387, 387A, 387F, 391A, 391B, 391C, 391D, 391E, T14, T18 UNIT 6: 604J, 638S, 669, 736J</p> <p>CCSLH: 4.1.C</p>
<p>b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>UNIT 1: 79, 138, 139, 143D UNIT 2: 192J UNIT 3: 260S, 289, 289A, 289B, 326J, 354, 355, 355A, 355B, 386, 387, 387A, 387B, 387F, 391A, 391B, 391C, 391D, 391E, T12 UNIT 4: 509R, 509T UNIT 5: 542J, 557, 565, 565A, 565B, T14, T18 UNIT 6: 638S, 669, 689</p> <p>CCSLH: 4.1.C</p>

Common Core State Standards • Grade 5	Page References
<p>c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>UNIT 1: 143A, 143B, 143C, 143D UNIT 3: 387A, 391E</p> <p>See also Grammar and Writing Handbook: 11, 18</p> <p>CCSLH: 4.1.C</p>
<p>d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>UNIT 1: 46, 47, 47B, 90J, 111, 138, 139B, 143C, 143D UNIT 2: 169F, 169T, 191T, 203F, 227F UNIT 3: 260S, 289, 289A, 289B, 289F, 290J, 355, 355A, 355B, 386, 387, 387A, 387B, 387F, 391C, 391D, 391E UNIT 4: 459T, 509F, 509R</p> <p>UNIT 5: 541F, 541T, 542J, 565, 565B, 577T, 633F UNIT 6: 669, 689</p> <p>CCSLH: 4.1.C</p>
<p>e Provide a conclusion that follows from the narrated experiences or events</p>	<p>UNIT 1: 46, 47B, 139B UNIT 3: 387B, 391A, 391C, 391D, 391E UNIT 6: 638S</p> <p>CCSLH: 4.1.C</p>
<p>Production and Distribution of Writing</p>	
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>UNIT 1: 16S, 45, 47, 47A, 47B, 47F, 47T, 48J, 59, 62, 75, 77, 77A, 77B, 77F, 77R, 77T, 78J, 79, 88, 89, 89A, 89B, 89F, 90J, 107B, 111, 111A, 111B, 111F, 112J, 129, 139, 139A, 139B, 139T, 143A, 143B, 143C, 143D, 143E, T14, T16, T18 UNIT 2: 144S, 169, 169A, 169B, 169F, 169T, 170J, 183, 191, 191A, 191B, 191F, 191T, 192I, 192J, 203, 203A, 203B, 203F, 204J, 217, 219, 227, 227A, 227B, 227F, 228J, 255, 255A, 255B, 259, 259A, 259B, 259C 259D, 259E, T12, T14, T16 UNIT 3: 260I, 260S, 268, 270, 289, 289A, 289B, 289F, 290J, 297, 311, 313F, 314J, 321, 324, 325, 325A, 325B, 325F, 326J, 335, 354, 355, 355A, 355B, 356J, 386, 387, 387A, 387B, 387F, 391, 391A, 391B, 391C, 391D, 391E, T12, T14, T16 UNIT 4: 392I, 392S, 400, 418, 419, 419A, 419B, 419F, 420J, 430, 439, 445, 446, 447, 447A, 447B, 447F, 448J, 458, 459, 459A, 459B, 460J, 469, 475, 476, 480, 481, 481A, 481B, 481F, 482J, 508, 509, 509A, 509B, 509F, 509R, 513A, 513B, 513C, 513D, 513E UNIT 5: 514I, 514S, 539, 540, 541, 541A, 541B, 541F, 542J, 553, 557, 565, 565A, 565B, 565F, 566I, 566J, 569B, 573, 576, 577, 577A, 577B, 577F, 577T, 578J, 592, 604J, 633F, 637A, 637B, 637C, 637D, 637E, T14, T18 UNIT 6: 638H, 638S, 666, 667, 667A, 667B, 667F, 668J, 669, 689, 690, 695, 696, 697, 697A, 697B, 697F, 698I, 698J, 701B, 704, 708, 709 709A, 709B, 709F, 710J, 734, 735, 735A, 735B, 735F, 736J, 744, 751, 758, 759, 759A, 759B, 759F, 763A, 763B, 763C, 763D, 763E, 763K, T13, T15, T17</p> <p>CCSLH: 4.2.A</p>

Common Core State Standards • Grade 5	Page References
<p>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.</p>	<p>UNIT 1: 46, 47, 47A, 47B, 76, 77, 77A, 77B, 89A, 89B, 110, 111, 111A, 111B, 138, 139, 139A, 139B, 143A, 143B, 143C, 143D, 143E UNIT 2: 168, 169, 169A, 169B, 190, 191, 191A, 191B, 203A, 203B, 226, 227, 227A, 227B, 254, 255, 255A, 255B, 259A, 259B, 259C, 259D, 259E UNIT 3: 288, 289, 289A, 289B, 312, 313, 313A, 313B, 325A, 325B, 354, 355, 355A, 355B, 386, 387, 387A, 387B, 391A, 391B, 391C, 391D, 391E UNIT 4: 418, 419, 419A, 419B, 446, 447, 447A, 447B, 458, 459, 459A, 459B, 480, 481, 481A, 481B, 508, 509, 509A, 509B, 513A, 513B, 513C, 513D, 513E UNIT 5: 540, 541, 541A, 541B, 564, 565, 565A, 565B, 576, 577, 577A, 577B, 602, 603, 603A, 603B, 632, 633, 633A, 633B, 637A, 637B, 637C, 637D, 637E UNIT 6: 666, 667, 667A, 667B, 696, 697, 697A, 697B, 708, 709, 709A, 709B, 734, 735, 735A, 735B, 758, 759, 759A, 759B, 763A, 763B, 763C, 763D, 763E</p> <p>CCSLH: 4.2.A</p>
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>UNIT 1: 16H, 16I, 16S, 47B, 48I, 48J, 75, 77R, 89A, 111B, 130, 139B, 139R, 143E, 143I UNIT 2: 144I, 144S, 167, 169B, 170J, 191B, 192I, 199B, 203A, 203B, 203R, 203T, 227B, 228J, 259E, 259I, 259K UNIT 3: 260I, 260S, 289B, 297, 313B, 314J, 325A, 326I, 353, 356J, 387B, 391E, 391I, 391K UNIT 4: 392I, 392S, 402, 417, 419B, 447B, 448I, 448J, 459A, 459B, 473, 481B, 489, 498, 509B, 513B, 513C, 513E, 513I, T15 UNIT 5: 514H, 514I, 514S, 541B, 563, 565R, 565T, 566J, 569B, 578J, 623, 631, 633B, 633F, 637E, 637I, 637K UNIT 6: 638H, 638I, 638S, 651, 668I, 695, 698I, 709B, 710I, 735B, 736I, 759B, 763C, 763E, 763I, 763K</p> <p>See also Grammar and Writing Handbook: 25, 105</p> <p>CCSLH: 4.2.A</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>UNIT 1: 16H, 16I, 16S, 48J, 62, 66, 68, 89A, 89B, 90J, 122, 127, 130, 137, T16 UNIT 2: 144H, 144I, 144S, 170J, 183, 192J, 203A, 217, 228J, 259K UNIT 3: 260H, 260I, 260S, 270, 290J, 297, 325A, 326J, 335, 353, 356J, 385, 391K UNIT 4: 392I, 402, 417, 419T, 445, 459A, 473, 498, 513A, 513B, 513C, 513D, 513E, 513K, T15 UNIT 5: 514S, 525, 542J, 558, 559, 566J, 569B, 577A, 578J, 595, 604J, 623, 631, 637K UNIT 6: 638H, 638I, 638S, 651, 668J, 695, 698J, 709A, 710J, 744, 763K</p> <p>CCSLH: 4.3.A</p>

Common Core State Standards • Grade 5	Page References
<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>UNIT 1: 16H, 16I, 16S, 45, 48I, 62, 66, 68, 75, 78J, 89A, 89B, 90J, 112J, 122, 127, 130, 137, 139R, T16, T18 UNIT 2: 144H, 144I, 144S, 167, 170J, 182, 183, 199B, 192I, 192J, 203A, 203B, 203R, 203T, 204J, 217, 225, 228J, 244, 259K, T12, T14, T16 UNIT 3: 260H, 260I, 260S, 268, 270, 290J, 297, 311, 313R, 313T, 314J, 325A, 325B, 326I, 326J, 335, 341, 353, 355R, 355T, 356J, 377, 379, 385, 391K, T12, T14 UNIT 4: 392H, 392I, 400, 402, 417, 419T, 420J, 431, 445, 448I, 459A, 459B, 460I, 460J, 472, 473, 489, 498, 513A, 513B, 513C, 513D, 513E, T15, T17 UNIT 5: 514H, 514I, 514S, 525, 530, 531, 539, 542J, 558, 559, 563, 566J, 569B, 577A, 577B, 578J, 590, 592, 595, 604J, 618, 623, 631, 637K, T14, T18 UNIT 6: 638H, 638I, 638S, 650, 651, 665, 668I, 668J, 695, 698I, 698J, 709A, 709B, 710I, 710J, 736I, 736J, 744, 763E, 763K, T13, T15, T17</p> <p>CCSLH: 4.3.A</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>UNIT 1: 39, 41, 47T, 69, 71, 75, 133, T14, T16, T18 UNIT 2: 163, 183, 185, 187, 219, 221, 249, 251, T12, T14, T16 UNIT 3: 281, 283, 284, 297, 305, 307, 321, 347, 349, 353, 383, T12, T14, T16 UNIT 4: 411, 413, 417, 439, 441, 455, 476, 477, 503, 505, 507, T13, T15, T17 UNIT 5: 515, 528, 533, 534, 535, 539, 557, 559, 561, 573, 597, 599, 599B, 625, 626, 627, T14, T16, T18 UNIT 6: 659, 661, 665, 689, 691, 691B, 729, 731, 751, 753, T13, T15, T17</p> <p>CCSLH: 4.3.B</p>
<p>a Apply <i>grade 5 Reading standards</i> 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]”).</p>	<p>UNIT 1: 39, 41, 47T, 69, 71, 108, 131, 133 UNIT 2: 163, 219, 221 UNIT 3: 281, 283, 284, 347, 349, 383, T12, T16 UNIT 4: 411, 413, 439, 441, 503, 505, 507 UNIT 5: 515, 528, 557, 559, 561, 597, 599, 625, 626, 627 UNIT 6: 659, 661, 665, 689, 691, 691B</p> <p>CCSLH: 4.3.B</p>
<p>b Apply <i>grade 5 Reading standards</i> 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]”).</p>	<p>UNIT 1: 105, 106, 107, 107B UNIT 2: 183, 185, 187, 249, 251 UNIT 3: 305, 307, 321, 353 UNIT 4: 417, 455, 476, 477, T13, T15, T17 UNIT 5: 528, 533, 534, 535, 539, 573, 599B, T14, T16, T18 UNIT 6: 691B, 729, 731, 751, 753</p> <p>CCSLH: 4.3.B</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.

UNIT 1: 16S 17, 39, 40, 41, 45, 47, 47A, 47B, 47F, 47T, 48J, 49, 59, 62, 69, 70, 71, 75, 77, 77A, 77B, 77F, 77R, 77T, 78J, 79, 88, 89, 89A, 89B, 89F, 89H, 90J, 91, 101, 105, 106, 107, 107B, 108, 111, 111A, 111B, 111F, 111R, 111T, 112J, 129, 131, 132, 133, 139, 139A, 139B, 139F, 139H, 139T, 143A, 143B, 143C, 143D, 143E, 143K, T14, T16, T18 **UNIT 2:** 144S, 145, 161, 162, 163, 167, 169, 169A, 169B, 169F, 169T, 170J, 183, 185, 186, 187, 191, 191A, 191B, 191F, 191T, 192I, 192J, 193, 199, 202, 203, 203A, 203B, 203F, 204J, 205, 217, 219, 220, 221, 222, 225, 227, 227A, 227B, 227F, 228J, 229, 249, 250, 251, 253, 255, 255A, 255B, 255F, 259, 259A, 259B, 259C, 259D, 259E, T12, T14, T16 **UNIT 3:** 260I, 260R, 260S, 261, 268, 270, 281, 282, 283, 284, 287, 289, 289A, 289B, 289F, 290J, 291, 297, 305, 306, 307, 311, 313, 313A, 313B, 313F, 314J, 315, 321, 324, 325, 325A, 325B, 325F, 326J, 327, 335, 347, 348, 349, 353, 355, 355A, 355B, 355F, 356J, 357, 381, 382, 383, 387, 387A, 387B, 387F, 391, 391A, 391B, 391C, 391D, 391E, T12, T14, T16 **UNIT 4:** 392I, 392S, 393, 400, 411, 412, 413, 417, 419, 419A, 419B, 419F, 420J, 421, 439, 440, 441, 445, 447, 447A, 447B, 447F, 448J, 449, 455, 458, 459, 459A, 459B, 459F, 459T, 460J, 461, 475, 476, 477, 479, 481, 481A, 481B, 481F, 481T, 482J, 483, 503, 504, 505, 509, 509A, 509B, 509F, 509R, 513, 513A, 513B, 513C, 513D, 513E, T13, T15, T17 **UNIT 5:** 514I, 514S, 515, 533, 534, 535, 539, 541, 541A, 541B, 541F, 541T, 542J, 543, 557, 559, 560, 561, 563, 565, 565A, 565B, 565F, 566I, 566J, 567, 573, 577, 577A, 577B, 577F, 577T, 578J, 579, 597, 598, 599, 601, 603, 603A, 603B, 603F, 603T, 604J, 605, 625, 626, 627, 631, 633, 633A, 633B, 633F, 633T, 637, 637A, 637B, 637C, 637D, 637E, T14, T16, T18 **UNIT 6:** 638S, 639, 659, 660, 661, 665, 667, 667A, 667B, 667F, 668J, 669, 689, 690, 691, 691B, 695, 696, 697, 697A, 697B, 697F, 697T, 698J, 699, 701B, 704, 708, 709, 709A, 709B, 709F, 709T, 710J, 711, 729, 730, 731, 735, 735, 735B, 735F, 736J, 737, 744, 751, 752, 753, 757, 759, 759A, 759B, 759F, 763, 763A, 763B, 763C, 763D, 763E, 763K, T13, T15, T17

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

Common Core State Standards • GRADE 5

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

Speaking and Listening Standards

Comprehension and Collaboration

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

UNIT 1: 16H, 16I, 16R, 16, 17, 21, 35, 38, 40, 41, 41B, 42, 45, 47, 47A, 47G, 47Q, 47R, 47S, 47T, 48I, 48, 49, 53, 68, 70, 71B, 72, 75, 77, 77G, 77J, 77Q, 77R, 77S, 77T, 78I, 78, 79, 83, 85A, 85B, 89F, 89H, 89Q, 89R, 89S, 89T, 90, 91, 95, 106, 109, 111, 111A, 111F, 111H, 111Q, 111R, 111S, 111T, 112I, 112, 113, 117, 130, 132, 133, 133B, 137, 139, 139F, 139H, 139Q, 139R, 139S, 139T, 143A, 143B, 143D, 143E, 143I, 143L, T13, T14, T15, T16, T17, T18 **UNIT 2:** 144H, 144I, 144, 145, 147B, 149, 157, 161B, 162, 163B, 164, 167, 169, 169A, 169H, 169Q, 169R, 169S, 169T, 170, 171, 173B, 175, 186, 187B, 189, 190, 191, 191H, 191Q, 191R, 191S, 191T, 192, 193, 197, 199A, 203H, 203Q, 203R, 203S, 203T, 204, 205, 209, 211, 217, 218, 220, 221B, 225, 227, 227H, 227Q, 227R, 227S, 227T, 228I, 228, 229, 231B, 233, 243, 244, 250, 253, 255, 255H, 255Q, 255R, 255S, 255T, 259A, 259B, 259D, 259E, 259I, 259K, T11, T12, T13, T14, T15, T16 **UNIT 3:** 260H, 260I, 260R, 260, 261, 265, 268, 270, 274, 282, 283B, 284, 287, 289, 289H, 289Q, 289R, 289S, 289T, 290I, 290J, 290, 291, 293B, 295, 297, 302, 306, 307B, 308, 311, 313, 313H, 313Q, 313R, 313S, 313T, 314I, 314, 315, 319, 321, 321A, 325, 325H, 325Q, 325R, 325S, 325T, 326, 327, 331, 333, 341, 348, 349B, 350, 353, 354, 355, 355H, 355Q, 355R, 355S, 355T, 356, 357, 360, 379, 382, 384, 385, 387, 387H, 387Q, 387R, 387S, 387T, 391A, 391B, 391D, 391E, T11, T12, T13, T14, T15, T16 **UNIT 4:** 392H, 392I, 392, 393, 397, 400, 412, 414, 417, 419, 419H, 419Q, 419R, 419S, 419T, 420I, 420, 421, 423B, 425, 430, 431, 440, 441B, 442, 445, 447, 447H, 447Q, 447R, 447S, 447T, 448I, 448, 449, 453, 455B, 459H, 459Q, 459R, 459S, 459T, 460I, 460, 461, 465, 475, 476, 477B, 479, 481, 481H, 481Q, 481R, 481S, 481T, 482, 483, 487, 491, 503, 504, 506, 507, 509, 509H, 509Q, 509R, 509S, 509T, 513A, 513B, 513D, 513E, 513K, T12, T13, T14, T15, T16, T17 **UNIT 5:** 514H, 514I, 514, 515, 519, 525, 528, 530, 534, 535B, 536, 539, 541, 541H, 541Q, 541R, 541S, 541T, 547, 553, 560, 561B, 562, 563, 565, 565H, 565Q, 565R, 565S, 565T, 566, 567, 571, 573A, 577H, 577Q, 577R, 577S, 577T, 578I, 578, 579, 581B, 583, 595, 598, 601, 603, 603H, 603Q, 603R, 603S, 603T, 604, 605, 607B, 609, 626, 627B, 628, 631, 633, 633H, 633Q, 633R, 633S, 633T, 637A, 637B, 637D, 637E, 637K, T13, T14, T15, T16, T17, T18 **UNIT 6:** 638H, 638I, 638R, 638, 639, 643, 661B, 660, 662, 665, 667, 667H, 667Q, 667R, 667S, 667T, 668, 669, 673, 690, 691B, 692, 695, 697, 697H, 697Q, 697R, 697S, 697T, 698, 699, 703, 705A, 709H, 709Q, 709R, 709S, 709T, 710, 711, 715, 729, 730, 731B, 733, 735, 735H, 735Q, 735R, 735S, 735T, 736, 737, 740, 751, 752, 753B, 757, 759, 759H, 759F, 759Q, 759R, 759S, 759T, 763A, 763B, 763D, 763E, 763K, T12, T13, T14, T15, T16, T17

CCSLH: 5.1.A

Common Core State Standards • Grade 5	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>UNIT 1: 40, 41B, 45, 47H, 47R, 47T, 70, 71B, 75, 77H, 77R, 77T, 85A, 89R, 89T, 106, 107B, 109, 111H, 111R, 111T, 132, 133B, 139H, 139R, 139T, T14, T16, T18 UNIT 2: 161B, 162, 163B, 167, 169H, 169R, 169T, 186, 187B, 189, 191H, 191R, 191T, 199A, 203R, 203T, 220, 221B, 225, 227H, 227R, 227T, 250, 251B, 253, 255H, 255R, 255T, T12, T14, T16 UNIT 3: 282, 283B, 287, 289R, 289T, 291, 297, 306, 307B, 311, 313R, 313T, 314I, 315, 321, 321A, 325H, 325R, 325T, 333, 335, 348, 349B, 353, 355H, 355R, 355T, 382, 383B, 385, 387H, 387R, 387T, T12, T14, T16 UNIT 4: 400, 412, 413B, 417, 419H, 419R, 419T, 440, 441B, 445, 447H, 447R, 447T, 455A, 459H, 459R, 459T, 476, 477B, 479, 481H, 481R, 481T, 504, 505B, 507, 509R, 509T, T13, T15, T17 UNIT 5: 534, 535B, 539, 541H, 541R, 541T, 560, 561B, 563, 565H, 565R, 565T, 573A, 577H, 577R, 577T, 598, 599B, 601, 603H, 603R, 603T, 626, 631, 633H, 633R, 633T, T14, T16, T18 UNIT 6: 650, 660, 661B, 665, 667H, 667R, 667T, 690, 691B, 695, 697H, 697R, 697T, 705A, 709H, 709R, 709T, 730, 731B, 733, 735H, 735R, 735T, 752, 753B, 757, 759H, 759R, 759T, T13, T15, T17</p> <p>CCSLH: 5.1.A</p>
<p>b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>UNIT 1: 40, 45, 68, 130, 143K, T14, T16, T18 UNIT 2: 144I, 219, 225, 227B, 244, T12, T14, T16 UNIT 3: 260I, 321, 341, 353, 379, 391E, T12, T14, T16 UNIT 4: 392H, 392I, 417, 430, 445, 459C, 475, 491, T13, T15, T17 UNIT 5: 514I, 525, 528, 530, 539, 553, 579, 595, T14, T16, T18 UNIT 6: 638I, 695, 709T, T13, T15, T17</p> <p>See also StudentWorks Plus Listening and Speaking: LS1-LS3</p> <p>CCSLH: 5.1.A</p>

Common Core State Standards • Grade 5	Page References
<p>c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>UNIT 1: 16H, 16I, 16R, 16, 17, 21, 40, 41B, 45, 47, 47A, 47G, 47Q, 47R, 47S, 47T, 48I, 48, 49, 53, 70, 71B, 72, 75, 77, 77G, 77Q, 77R, 77S, 77T, 78, 79, 83, 85A, 89H, 89Q, 89R, 89S, 89T, 90, 91, 95, 106, 109, 111, 111A, 111F, 111H, 111Q, 111R, 111S, 111T, 112I, 112, 113, 117, 130, 132, 133, 133B, 137, 139, 139F, 139H, 139Q, 139R, 139S, 139T, 143A, 143B, 143D, 143E, 143I, 143L, T13, T14, T15, T16, T17, T18 UNIT 2: 144H, 144I, 144, 145, 147B, 149, 157, 162, 164, 167, 169, 169B, 169H, 169Q, 169R, 169S, 169T, 170, 171, 173B, 175, 183, 186, 187B, 189, 190, 191, 191H, 191Q, 191R, 191S, 191T, 192, 193, 197, 199A, 204, 205, 209, 203H, 203Q, 203R, 203S, 203T, 218, 220, 221B, 225, 227, 227A, 227H, 227Q, 227R, 227S, 228I, 228, 229, 231B, 233, 253, 250, 255, 255H, 255Q, 255R, 255S, 255T, 259A, 259B, 259D, 259E, 259I, 259K, T11, T12, T13, T14, T15, T16 UNIT 3: 260H, 260I, 260R, 260, 261, 265, 282, 283B, 284, 287, 289, 289H, 289Q, 289R, 289S, 289T, 290I, 290J, 290, 291, 293B, 295, 306, 307B, 308, 311, 313, 313H, 313R, 313T, 314I, 314, 315, 319, 321, 321A, 325, 325A, 325H, 325Q, 325R, 325S, 325T, 326, 327, 331, 333, 348, 349B, 350, 353, 354, 355, 355H, 355Q, 355R, 355S, 355T, 356, 357, 360, 382, 384, 385, 387, 387H, 387Q, 387R, 387S, 387T, 391A, 391B, 391D, 391E, T11, T12, T13, T14, T15, T16 UNIT 4: 392H, 392I, 392, 393, 397, 412, 414, 417, 419, 419H, 419Q, 419R, 419S, 419T, 420I, 420, 421, 423B, 425, 440, 441B, 442, 445, 447, 447A, 447H, 447Q, 447R, 447S, 447T, 448I, 448, 449, 453, 455B, 459H, 459Q, 459R, 459S, 459T, 460I, 460, 461, 465, 475, 476, 477B, 479, 481, 481H, 481Q, 481R, 481S, 481T, 474, 482, 483, 487, 503, 504, 506, 507, 509, 509H, 509Q, 509R, 509S, 509T, 513A, 513B, 513D, 513E, 513K, T12, T13, T14, T15, T16, T17 UNIT 5: 514H, 514I, 514, 515, 519, 525, 534, 535B, 536, 539, 541, 541H, 541Q, 541R, 541S, 541T, 547, 560, 561B, 562, 563, 565, 565H, 565Q, 565R, 565S, 565T, 566, 567, 571, 573A, 577H, 577Q, 577R, 577S, 577T, 578I, 578, 579, 581B, 583, 598, 601, 603, 603H, 603Q, 603R, 603S, 603T, 604, 605, 607B, 609, 626, 627B, 628, 631, 633, 633H, 633Q, 633R, 633S, 633T, 637A, 637B, 637D, 637E, 637K, 637L, T13, T14, T15, T16, T17, T18 UNIT 6: 638H, 638I, 638R, 638, 639, 643, 661B, 660, 662, 665, 667, 667A, 667H, 667Q, 667R, 667S, 667T, 668, 669, 673, 690, 691B, 692, 695, 697, 697H, 697Q, 697R, 697S, 697T, 698, 699, 703, 705A, 709H, 709Q, 709R, 709S, 709T, 710, 711, 715, 729, 730, 731B, 733, 735, 735A, 735H, 735Q, 735R, 735S, 735T, 736, 737, 740, 751, 752, 753B, 757, 759, 759H, 759F, 759Q, 759R, 759S, 759T, 763A, 763B, 763D, 763E, 763K, 763L, T12, T13, T14, T15, T16, T17</p> <p>CCSLH: 5.1.A</p>
<p>d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>UNIT 1: 41B, 47R, 49, 71B, 77R, 77T, 107B, 111R, 122, T14, T16, T18 UNIT 2: 144I, 163B, 167, 169B, 169R, 187B, 211, 218, 221B, 244, 255R, 255T, T12, T14, T16 UNIT 3: 261, 274, 283B, 289R, 289T, 291, 297, 302, 307B, 313R, 313T, 314I, 315, 321, 325T, 349B, 353, 387R, 387T, 391K, T12, T14, T16 UNIT 4: 413B, 417, 419A, 441B, 455A, 459A, 473, 505B, 513K, T13, T15, T17 UNIT 5: 528, 561B, 565R, 565T, 579, 627B, 637L, T14, T16, T18 UNIT 6: 661B, 705A, 731B, 763K, 763L, T13, T15, T17</p> <p>CCSLH: 5.1.A</p>

Common Core State Standards • Grade 5	Page References
<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>UNIT 1: 16I, 85, 91, 113, 135, 136, 137 UNIT 2: 165, 166, 167, 171, 227R, 227T, 244, 259K UNIT 3: 260I, 261, 291, 302, 315, 327, 351, 353, 355T, 379 UNIT 4: 392I, 419T, 421, 430, 455A, 459A, 474, 483, 494, 513L UNIT 5: 522, 532, 558, 567, 605, 618, 631, 633R, 633T, T11 UNIT 6: 638I, 639, 669, 697A, 697B, 699, 705, 711, 751</p> <p>CCSLH: 5.1.B</p>
<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>UNIT 2: 169A, 191A, 227A, 259E, 259K UNIT 3: 302 UNIT 4: 455A, 513L UNIT 5:553 UNIT 6:705</p> <p>CCSLH: 5.1.B</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>UNIT 1: 16I, 45, 47T, 66, 89A, 89B, 122, 127, 129, 130 UNIT 2: 169A, 169B, 183, 191A, 203A, 217, 225, 227A, 248, 255A, 259E, 259K, 259L UNIT 3: 260I, 268, 297, 325A, 335, 341, 353, 377, 379, 391K UNIT 4: 400, 417, 419A, 430, 431, 445, 447A, 459A, 459B, 474, 481A, 509A, 513E, 513K UNIT 5: 514I, 525, 530, 531, 539, 541A, 541B, 559, 577A, 577B, 595, 603A, 618, 631, 637E, 637K, 637L UNIT 6: 638I, 667A, 695, 697A, 697B, 704, 709A, 735A, 744, 747, 751, 759A, 763E, 763K, 763L, T13, T15, T17</p> <p>CCSLH: 5.2.A, 5.2.B</p>
<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>UNIT 1: 77B, 89A, 122, 129, 143E UNIT 2: 169B, 225, 259E, 259K UNIT 3: 260I, 325B, 341, 353, 391K UNIT 4: 445, 459B, 494, 513K UNIT 5: 577B, 618, 631, 637E, 637K UNIT 6: 638I, 695, 709B, 763E, 763I, 763K, T15</p> <p>CCSLH: 5.2.A, 5.2.B</p>

Common Core State Standards • Grade 5	Page References
<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>UNIT 1: 16I, 45, 47A, 47T, 66, 77A, 77T, 89A, 111A, 122, 127, 129, 130, 139A, 143E, 143K, 143L UNIT 2: 144I, 169A, 169B, 183, 191A, 203A, 217, 225, 227A, 248, 255A, 259E, 259K, 259L UNIT 3: 260I, 268, 289A, 297, 313A, 325A, 335, 341, 353, 355A, 377, 379, 387A, 387B, 391E, 391K, 391L UNIT 4: 392I, 400, 417, 419A, 430, 431, 441B, 445, 447A, 459A, 481A, 509A, 513E, 513K, 513L UNIT 5: 514I, 525, 530, 531, 539, 541A, 541B, 559, 565A, 577A, 577B, 595, 603A, 618, 631, 637E, 637K, 637L, T14, T16, T18 UNIT 6: 638I, 667A, 695, 697A, 697B, 704, 709A, 735A, 744, 747, 751, 759A, 763E, 763K, 763L, T13, T15, T17</p> <p>CCSLH: 5.2.C</p>

Common Core State Standards • GRADE 5

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 and 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.

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 marked with an asterisk (*). These Language Progressive Skills for Grades 3-5 are shown in a chart following the Language standards.

Language Standards

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>UNIT 1: 47, 47B, 47I, 47J, 77, 77B, 77I, 77J, 89, 89B, 89I, 89J, 111, 111A, 111B, 111I, 111J, 130, 139, 139B, 139I, 139J, 143E, T14 UNIT 2: 169, 169B, 169I, 169J, 191, 191B, 191I, 191J, 203, 203I, 203J, 204J, 227, 227B, 227I, 227J, 255, 255B, 255I, 255J, 259E, 259L, T12, T14, T16 UNIT 3: 289, 289B, 289I, 289J, 313, 313B, 313I, 313J, 325, 325I, 325J, 354, 355, 355A, 355B, 355I, 355J, 387, 387B, 387I, 387J, 391E, 391I, T12, T14, T16 UNIT 4: 419, 419B, 419I, 419J, 431, 441B, 447, 447B, 447I, 447J, 459, 459I, 459J, 481, 481B, 481I, 481J, 509, 509B, 509I, 509J, 513E, T15, T17 UNIT 5: 539, 541, 541B, 541I, 541J, 565, 565B, 565I, 565J, 577, 577I, 577J, 603, 603B, 603I, 603J, 633, 633B, 633I, 633J, 637E, 637K, 637L, T16, T18 UNIT 6: 667, 667B, 667I, 667J, 697, 697B, 697I, 697J, 709, 709I, 709J, 735, 735B, 735I, 735J, 759, 759B, 759I, 759J, 763E, T13, T15, T17</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>UNIT 1: 89I, 89J, 111I, 111J UNIT 3: 289, 354 UNIT 4: 509F UNIT 6: 667A, 667B, 696, 735B, 735I, 735J, 759I, 759J, T13</p> <p>See also Grammar and Writing Handbook: 154</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>UNIT 3: 325I, 325J</p> <p>CCSLH: 6.1.C</p>
<p>c Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>UNIT 3: 289I, 289J, 313I, 313J, 325I, 325J, 387I, 387J, 391E UNIT 4: 440, 479 UNIT 5: 524</p> <p>CCSLH: 6.1.C</p>
<p>d Recognize and correct inappropriate shifts in verb tense.*</p>	<p>UNIT 3: 313J, 325J, 387, 387B, 387J, 391E UNIT 5: 633B, 637L UNIT 6: 763E</p> <p>CCSLH: 6.1.C</p>

Common Core State Standards • Grade 5	Page References
<p>e Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<p>CCSLH: 6.1.G</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>UNIT 1: 47, 47B, 47G, 47H, 47I, 47J, 77B, 77G, 77H, 77J, 89G, 89H, 89J, 110, 111, 111B, 111G, 111H, 111I, 111J, 139, 139B, 139G, 139H, 143E, T14 UNIT 2: 169, 169B, 169G, 169H, 169I, 169J, 191, 191B, 191G, 191H, 191J, 203G, 203H, 227, 227B, 227G, 227H, 255, 255B, 255G, 255H, 255J, 259E, T12, T14, T16 UNIT 3: 289B, 289G, 289H, 313B, 313G, 313H, 313J, 325G, 325H, 325J, 355, 355A, 355B, 355G, 355H, 355J, 387B, 387G, 387H, 391E, T12 UNIT 4: 419, 419B, 419G, 419H, 447, 447B, 447G, 447H, 459G, 459H, 459J, 481, 481B, 481G, 481H, 481J, 509B, 509G, 509H, 509J, 513E, T17 UNIT 5: 541, 541B, 541G, 541H, 541J, 565, 565B, 565G, 565H, 565J, 577G, 577H, 577J, 603B, 603G, 603H, 633B, 633G, 633H, 637E, T16 UNIT 6: 667, 667B, 667G, 667H, 697, 697B, 697G, 697H, 709G, 709H, 735B, 735G, 735H, 735J, 759B, 759G, 759H, 759J, 763E</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>UNIT 1: 77, 77J UNIT 6: 759B</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>UNIT 1: 77J, 143E UNIT 6: 697B, 735J, 759J, T13</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>UNIT 3: 354, 355, 355J UNIT 4: 509B UNIT 5: 564, 565, 565B</p> <p>See also Grammar and Writing Handbook: 167, 272</p> <p>CCSLH: 6.1.I</p>
<p>d Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>UNIT 3: 254, 255B, 255J</p> <p>CCSLH: 6.1.J</p>

Common Core State Standards • Grade 5	Page References
<p>e Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>UNIT 1: 47, 47B, 47G, 47H, 77, 77B, 77G, 77H, 89G, 89H, 111, 111B, 111G, 111H, 139, 139B, 139G, 139H, 143E UNIT 2: 169, 169G, 169H, 191, 191B, 191G, 191H, 203G, 203H, 227, 227G, 227H, 255, 255G, 255H, 259E UNIT 3: 289, 289B, 289F, 289G, 289H, 313, 313B, 313G, 313H, 325G, 325H, 355B, 355G, 355H, 387B, 387G, 387H, 391E, T14 UNIT 4: 419, 419G, 419H, 447, 447B, 447F, 447G, 447H, 459G, 459H, 481, 481B, 481G, 481H, 509, 509G, 509H, 513E, T17 UNIT 5: 541, 541G, 541H, 565, 565B, 565G, 565H, 577, 577G, 577H, 603, 603B, 603G, 603H, 633, 633B, 633G, 633H, 637E UNIT 6: 667, 667B, 667E, 667G, 667H, 697, 697B, 697G, 697H, 709G, 709H, 735, 735B, 735G, 735H, 759, 759B, 759G, 759H, 763E</p> <p>CCSLH: 6.1.K</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>UNIT 1: 47, 47B, 47I, 47J, 57, 60, 70, 77, 77B, 77I, 77J, 89, 89B, 89I, 89J, 111, 111A, 111B, 111I, 111J, 130, 139, 139B, 139I, 139J, 143E, T14 UNIT 2: 153, 169, 162, 169B, 169I, 169J, 191, 191B, 191I, 191J, 203, 203I, 203J, 204J, 220, 227, 227B, 227I, 227J, 255, 255B, 255I, 255J, 259E, 259L, T12, T14, T16 UNIT 3: 289, 289B, 289I, 289J, 293, 306, 313, 313B, 313I, 313J, 325, 325I, 325J, 354, 355, 355A, 355B, 355I, 355J, 387, 387B, 387I, 387J, 391E, 391I, T12, T14, T16 UNIT 4: 405, 419, 419B, 419I, 419J, 431, 441B, 447, 447B, 447I, 447J, 459, 459I, 459J, 481, 481B, 481I, 481J, 509, 509B, 509I, 509J, 513E, T15, T17 UNIT 5: 539, 541, 541B, 541I, 541J, 565, 565B, 565I, 565J, 577, 577I, 577J, 590, 603, 603B, 603I, 603J, 633, 633B, 633I, 633J, 637E, 637K, 637L, T16, T18 UNIT 6: 667, 667B, 667I, 667J, 697, 697B, 697I, 697J, 709, 709I, 709J, 735, 735B, 735I, 735J, 759, 759B, 759I, 759J, 763E, T13, T15, T17</p> <p>CCSLH: 6.2.A, 6.2.B, 6.2.C, 6.2.D</p>
<p>a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>UNIT 1: 47, 47B, 77, 77B, 78J, 89I, 89J, 90J, 111, 111B, 111I, 111J, 139I, 139J UNIT 2: 191, 254, 255, 255A, 255B, 259D UNIT 3: 288, 391B, 391D UNIT 4: 419, 419B, 447B, 481, 481B, 509, 513D UNIT 5: 541, 541B, 637D UNIT 6: 666, 667, 759, 759B, 763D</p> <p>CCSLH: 6.2.C</p>
<p>b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>UNIT 1: 57, 60, 70 UNIT 2: 153, 162, 220 UNIT 3: 293, 306 UNIT 4: 405 UNIT 5: 590</p> <p>CCSLH: 6.2.D</p>

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

UNIT 1: 16R, 17, 18, 19, 20, 24, 25, 26, 27, 33, 38, 42, 47C, 47D, 47F, 47Q, 47R, 47T, 48I, 50, 51, 52, 56, 59, 63, 64, 68, 72, 73, 74, 77C, 77D, 77F, 77Q, 77R, 77T, 79, 80, 81, 81A, 81B, 82, 85A, 89C, 89D, 89F, 89Q, 89R, 89T, 90I, 91, 92, 93, 94, 97, 99, 101, 111C, 111D, 111F, 111Q, 111R, 111S, 111T, 112I, 114, 115, 115B, 116, 118, 120, 121, 122, 123, 125, 134, 139C, 139D, 139F, 139Q, 139R, 139S, 139T, 143I, T6, T7, T8, T9, T10 **UNIT 2:** 144R, 145, 146, 147, 148, 152, 155, 156, 157, 159, 164, 169C, 169D, 169F, 169Q, 169R, 169T, 170I, 171, 172, 173, 174, 178, 179, 182, 185, 188, 189, 191C, 191D, 191F, 191Q, 191R, 191S, 191T, 192I, 193, 194, 195, 196, 198, 203C, 203D, 203F, 203H, 203Q, 203R, 203S, 203T, 204I, 206, 207, 207A, 208, 211, 213, 214, 216, 222, 227C, 227D, 227F, 227Q, 227R, 227T, 228I, 230, 231, 232, 234, 237, 238, 240, 244, 250, 255C, 255D, 255F, 255Q, 255R, 255T, 259I, T4, T5, T6, T7, T8 **UNIT 3:** 260R, 261, 262, 263, 264, 268, 271, 274, 276, 278, 289C, 289D, 289F, 289Q, 289R, 289T, 290I, 292, 293, 294, 298, 302, 303, 307B, 308, 313, 313C, 313D, 313F, 313Q, 313R, 313T, 314I, 316, 317, 318, 325C, 325D, 325F, 325Q, 325R, 325T, 326I, 327, 328, 329, 329B, 330, 335, 336, 338, 340, 341, 343, 350, 351, 355C, 355D, 355F, 355Q, 355R, 355T, 356I, 358, 359, 360, 367, 373, 374, 376, 384, 387C, 387D, 387F, 387Q, 387R, 387T, 391I, T4, T5, T6, T7, T8 **UNIT 4:** 392R, 393, 394, 395, 396, 401, 404, 410, 414, 419C, 419D, 419F, 419Q, 419R, 419T, 42I, 422, 423, 428, 429, 431, 433, 438, 440, 442, 447B, 447Q, 447R, 447T, 450, 451, 451B, 452, 454, 459C, 459D, 459F, 459Q, 459R, 459T, 462, 463, 463A, 463B, 464, 466, 467, 468, 469, 470, 473, 474, 479, 481C, 481D, 481F, 481Q, 481R, 481T, 482I, 484, 485, 486, 488, 495, 499, 506, 507, 509C, 509D, 509F, 509Q, 509R, 509T, 513I, T5, T6, T7, T8, T9 **UNIT 5:** 514R, 515, 516, 517, 517B, 518, 521, 524, 527, 536, 541C, 541D, 541F, 541Q, 541R, 541T, 542I, 542, 543, 544, 545, 546, 550, 552, 562, 565C, 565D, 565F, 565Q, 565R, 565T, 566I, 568, 569, 569A, 569B, 570, 573, 573A, 576, 577C, 577D, 577F, 577Q, 577R, 577T, 578I, 580, 581, 582, 603B, 603C, 603F, 603F, 603Q, 603R, 603T, 604I, 606, 607, 608, 611, 612, 614, 615, 619, 628, 632, 633, 633A, 633B, 633C, 633D, 633F, 633Q, 633R, 633T, 637I, T6, T7, T8, T9, T10 **UNIT 6:** 638R, 640, 641, 641B, 642, 644, 646, 648, 655, 657, 662, 667C, 667D, 667F, 667Q, 667R, 667T, 668I, 670, 671, 672, 676, 678, 679, 685, 692, 697C, 697D, 697F, 697Q, 697R, 697T, 698I, 700, 701, 702, 709C, 709D, 709F, 709Q, 709R, 709T, 710I, 712, 713, 713A, 713B, 714, 716, 717, 723, 728, 731B, 732, 733, 735C, 735D, 735F, 735Q, 735R, 735T, 736I, 737, 738, 739, 739B, 740, 743, 747, 748, 750, 751, 753B, 754, 755, 759C, 759D, 759F, 759Q, 759R, 759T, 763I, T5, T6, T7, T8, T9

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

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

UNIT 1: 18, 19, 24, 26, 47C, 47D, 47R, 50, 56, 77C, 77H, 80, 89C, 89F, 90I, 92, 93, 101, 111C, 111D, 111F, 111R, 111T, 114, 139C, T6, T9 **UNIT 2:** 146, 159, 169C, 170I, 172, 173, 179, 185, 191C, 191D, 191R, 194, 198, 203C, 203F, 206, 227C, 227H, 230, 255C, T5 **UNIT 3:** 262, 268, 271, 289C, 292, 313C, 316, 325C, 328, 336, 351, 355C, 358, 374, 387C **UNIT 4:** 394, 395, 419C, 420I, 422, 423, 429, 431, 447C, 447D, 447F, 447R, 450, 459C, 462, 468, 470, 481C, 481T, 484, 499, 501, 509C, T6 **UNIT 5:** 516, 521, 524, 541C, 541F, 541Q, 544, 550, 565C, 565E, 565R, 568, 577C, 578I, 580, 581, 591, 603C, 603D, 603F, 603R, 606, 633C, T9 **UNIT 6:** 640, 641, 644, 655, 658, 667C, 667D, 667T, 670, 685, 697C, 697D, 697R, 698I, 700, 701, 709C, 709D, 709F, 709R, 712, 735C, 738, 759C, T6, T7

CCSLH: 6.3.B

Common Core State Standards • Grade 5	Page References
<p>b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>UNIT 3: 274, 293B, 325D UNIT 5: T10 UNIT 6: 667E, 667G, 667H, 697E, 697G, 697H, 709H, 710I, 713, 728, 735D, 735H, 735R, 736I, 739, 743, 759D, 759F, 759R, T8, T9, T12</p> <p>CCSLH: 6.3.C</p>
<p>c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>UNIT 1: 47D, 47E, 47F, 77D, 77F, 81, 89D, 89F, 89H, 89R, 111F, 112I, 115, 139B, 139D, 139F, 139R UNIT 2: 144R, 147, 156, 169D, 169E, 169F, 169H, 169Q, 191A, 191E, 191F, 203F, 204I, 227E, 227F, 227R, 229, 255F UNIT 3: 263, 289B, 290I, 293, 302, 313D, 313R, 313T, 325F, 325H, 355D, 355F, 357, 355R, 355T, 387C, 387F UNIT 4: 419F, 431, 438, 447F, 447T, 449, 459D, 459E, 459F, 460I, 461, 463, 468, 481D, 481F, 481J, 481R UNIT 5: 524, 541D, 542I, 543, 545, 552, 565D, 565F, 565R, 569, 573B, 577A, 577D, 577F, 577H, 577R, 577T, 603F, 607, 633D, 633E, 633F, 633H, T11 UNIT 6: 638R, 641, 667D, 667E, 667F, 667H, 668I, 671, 697D, 697E, 697H, 697R, 701, 709D, 709E, 709F, 713, 735D, 735E, 735F, 735Q, 739, 759D, 759E, 759F, 759R</p> <p>CCSLH: 6.3.D</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>UNIT 1: 16R, 18, 19, 38, 47C, 47D, 47F, 50, 63, 78I, 79, 80, 81, 89C, 89D, 89F, 89R, 93, 97, 99, 111C, 112I, 113, 114, 115, 118, 120, 121, 125, 139D, 139F, 139R, 143B, T6, T8 UNIT 2: 144R, 155, 169C, 169D, 169F, 169R, 170I, 179, 188, 189, 191R, 191T, 198, 203F, 203H, 228I, 231, 238, 240, 244, 249, 250, 252, 255C, 255D, 255F, 255R, T8 UNIT 3: 278, 282, 312, 326I, 327, 329, 336, 338, 340, 343, 355D, 355F, 355R, 355T, 356I, 359, 367, 374, 387D, 387F, 387R, 387T, 391C, 391D, T7, T8 UNIT 4: 392R, 393, 395, 401, 404, 410, 419C, 419D, 419F, 419R, 433, 439, 459F, 478, 479, 481R, 481T, 485, 488, 506, 509D, 509I, 509J, 509R, 509T T9, T13 UNIT 5: 515, 520, 521, 527, 541H, 542I, 565E, 565G, 565H, 566I, 569, 573B, 577A, 577C, 577D, 577F, 577R, 598, 603H, 611, 614, 615, 632, 633, 637C, 637D, T8 UNIT 6: 638I, 638R, 641, 644, 667D, 667F, 667R, 697F, 716, 732, 733, 735R, 735T, 754, 755, 759R, 759T, T5</p> <p>CCSLH: 6.3.E, 6.3.F, 6.3.G</p>
<p>a Interpret figurative language, including similes and metaphors, in context.</p>	<p>UNIT 1: 38, 79, 118, 121, 143B UNIT 2: 155, 188, 189, 191R, 191T, 198, 238, 240, 249, 250, 252 UNIT 3: 312, 327, 329, 336, 338, 340, 343, 367, 391C, 391D UNIT 4: 393, 404, 410, 439, 459F, 478, 479, 481R, 481T, 506, 509R, 509T UNIT 5: 515, 520, 521, 527, 598, 611, 614, 615, 632, 633, 637C, 637D UNIT 6: 638I, 716, 732, 733, 735R, 735T, 754, 755, 759R, 759T</p> <p>CCSLH: 6.3.E</p>
<p>b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>UNIT 2: 144R, 147, 156, 169D, 169F, 169R, T4 UNIT 5: 577T, 637C</p> <p>CCSLH: 6.3.F</p>

Common Core State Standards • Grade 5	Page References
<p>c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>UNIT 1: 16R, 18, 19, 47C, 47D, 47F, 50, 63, 78I, 80, 81, 89C, 89D, 89F, 89R, 93, 97, 99, 111C, 112I, 113, 114, 115, 120, 125, 139D, 139F, 139R, T6, T8 UNIT 2: 169C, 169R, 170I, 179, 203F, 203H, 228I, 231, 244, 255C, 255D, 255F, 255R, T8 UNIT 3: 278, 282, 326I, 355D, 355F, 355R, 355T, 356I, 359, 374, 387D, 387F, 387R, 387T, T7, T8 UNIT 4: 392R, 395, 401, 419C, 419D, 419F, 419R, 433, 485, 488, 509D, 509I, 509J, 509R, T9, T13 UNIT 5: 541H, 542I, 565E, 565G, 565H, 566I, 569, 573B, 577A, 577C, 577D, 577F, 577R, 603H, T8 UNIT 6: 638R, 641, 644, 667D, 667F, 667R, 697F, T5</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>UNIT 1: 16R, 17, 18, 19, 20, 24, 25, 26, 27, 33, 38, 42, 47C, 47D, 47F, 47Q, 47R, 47T, 48I, 50, 51, 52, 56, 59, 63, 64, 68, 72, 73, 74, 77C, 77D, 77F, 77Q, 77R, 77T, 79, 80, 81, 81A, 81B, 82, 85A, 89C, 89D, 89F, 89Q, 89R, 89T, 90I, 91, 92, 93, 94, 97, 99, 101, 111C, 111D, 111F, 111Q, 111R, 111S, 111T, 112I, 114, 115, 115B, 116, 118, 120, 121, 122, 123, 125, 134, 139C, 139D, 139F, 139Q, 139R, 139S, 139T, 143I, T6, T7, T8, T9, T10 UNIT 2: 144R, 145, 146, 147, 148, 152, 155, 156, 157, 159, 164, 169C, 169D, 169F, 169Q, 169R, 169T, 170I, 171, 172, 173, 174, 178, 179, 182, 185, 188, 189, 191C, 191D, 191F, 191Q, 191R, 191S, 191T, 192I, 193, 194, 195, 196, 198, 203C, 203D, 203F, 203H, 203Q, 203R, 203S, 203T, 204I, 206, 207, 207A, 208, 211, 213, 214, 216, 222, 227C, 227D, 227F, 227Q, 227R, 227T, 228I, 230, 231, 232, 234, 237, 238, 240, 244, 250, 255C, 255D, 255F, 255Q, 255R, 255T, 259I, T4, T5, T6, T7, T8 UNIT 3: 260R, 261, 262, 263, 264, 268, 271, 274, 276, 278, 289C, 289D, 289F, 289Q, 289R, 289T, 290I, 292, 293, 294, 298, 302, 303, 307B, 308, 313, 313C, 313D, 313F, 313Q, 313R, 313T, 314I, 316, 317, 318, 325C, 325D, 325F, 325Q, 325R, 325T, 326I, 327, 328, 329, 329B, 330, 335, 336, 338, 340, 341, 343, 350, 351, 355C, 355D, 355F, 355Q, 355R, 355T, 356I, 358, 359, 360, 367, 373, 374, 376, 384, 387C, 387D, 387F, 387Q, 387R, 387T, 391I, T4, T5, T6, T7, T8 UNIT 4: 392R, 393, 394, 395, 396, 401, 404, 410, 414, 419C, 419D, 419F, 419Q, 419R, 419T, 42I, 422, 423, 428, 429, 431, 433, 438, 440, 442, 447B, 447Q, 447R, 447T, 450, 451, 451B, 452, 454, 459C, 459D, 459F, 459Q, 459R, 459T, 462, 463, 463A, 463B, 464, 466, 467, 468, 469, 470, 473, 474, 479, 481C, 481D, 481F, 481Q, 481R, 481T, 482I, 484, 485, 486, 488, 495, 499, 506, 507, 509C, 509D, 509F, 509Q, 509R, 509T, 513I, T5, T6, T7, T8, T9 UNIT 5: 514R, 515, 516, 517, 517B, 518, 521, 524, 527, 536, 541C, 541D, 541F, 541Q, 541R, 541T, 542I, 542, 543, 544, 545, 546, 550, 552, 562, 565C, 565D, 565F, 565Q, 565R, 565T, 566I, 568, 569, 569A, 569B, 570, 573, 573A, 576, 577C, 577D, 577F, 577Q, 577R, 577T, 578I, 580, 581, 582, 603B, 603C, 603F, 603Q, 603R, 603T, 604I, 606, 607, 608, 611, 612, 614, 615, 619, 628, 632, 633, 633A, 633B, 633C, 633D, 633F, 633Q, 633R, 633T, 637I, T6, T7, T8, T9, T10 UNIT 6: 638R, 640, 641, 641B, 642, 644, 646, 648, 655, 657, 662, 667C, 667D, 667F, 667Q, 667R, 667T, 668I, 670, 671, 672, 676, 678, 679, 685, 692, 697C, 697D, 697F, 697Q, 697R, 697T, 698I, 700, 701, 702, 709C, 709D, 709F, 709Q, 709R, 709T, 710I, 712, 713, 713A, 713B, 714, 716, 717, 723, 728, 731B, 732, 733, 735C, 735D, 735F, 735Q, 735R, 735T, 736I, 737, 738, 739, 739B, 740, 743, 747, 748, 750, 751, 753B, 754, 755, 759C, 759D, 759F, 759Q, 759R, 759T, 763I, T5, T6, T7, T8, T9</p> <p>CCSLH: 6.3.H</p>

Language Progressive Skills

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

Conventions of Standard English

<p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>UNIT 3: 289B, 289I, 289J, 325I, 325J, 355I, 355J, 391E, T16 UNIT 4: 419, 419B, 419I, 419J, 459I, 459J, 513E, T15 UNIT 6: 759B, 763E</p> <p>CCSLH: 6.1.C, 6.1.D</p>
<p>L.3.3a. Choose words and phrases for effect.</p>	<p>UNIT 1: 111, 111B, 118, 139, 143D UNIT 2: 168, 169, 169A, 169B, 191A, 213, 238, 259C, 259D UNIT 3: 289, 289B, 290J, 313, 313A, 313B, 338, 353, 355A, 355B, 391C, 391D, 391E UNIT 4: 439, 447, 447A, 447B, 459F, 481B, 481R, 481T, 509R UNIT 5: 534, 540, 541, 541A, 541B, 565, 565B, 611, 632, 633, 633A, 633B, 637D UNIT 6: 667, 669, 689, 730, 735B, 735T, 759T, 763D</p> <p>CCSLH: 6.2.A</p>
<p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>UNIT 1: 47B, 47I, 47J, 89I, 89J, 139, 139B, 139I, 139J UNIT 4: 419B, 513D UNIT 5: 541B, 637D UNIT 6: 697B, 735B</p> <p>CCSLH: 6.1.A</p>
<p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p>	<p>UNIT 2: 227J, T16 UNIT 4: 395, 401, 419D, 419R, 509I, 509J, 513E UNIT 5: 565E, 565H, 577H UNIT 6: 638R, 641, 667D, 667F, 667R</p> <p>CCSLH: 6.1.K</p>
<p>L.4.3a. Choose words and phrases to convey ideas precisely.</p>	<p>UNIT 1: 111, 111B, 143D UNIT 2: 168, 169, 169A, 169B, 213, 259C, 259D UNIT 3: 289, 289B, 290J, 313, 313A, 313B, 355A, 355B, 391C, 391D, 391E UNIT 4: 439, 447, 447A, 447B, 481B, 481T, 513D UNIT 5: 540, 541, 541A, 541B UNIT 6: 667, 689, 697, 697B, 730, 759, 763B, 763C, 763D</p> <p>CCSLH: 6.2.A</p>
<p>L.4.3b. Choose punctuation for effect.</p>	<p>UNIT 1: 47I, 47J UNIT 2: 259E UNIT 3: 289, 313J, 354, 355 UNIT 4: 509F</p> <p>See also Grammar and Writing Handbook: 19, 22-23, 50, 138</p> <p>CCSLH: 6.2.B</p>

Common Core State Standards • GRADE 6

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 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 a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

KEY

CCSLH:

Common Core State Standards
Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

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

UNIT 1: 23, 35, 48, 50, 52, 54, 56, 57, 59, 81A–81B, 82–93 **UNIT 2:** 131A–131B, 132–145, 147, 151M–151T, 155A–155B, 156–169, 171, 177O, 177P, 177R, 177T, 200, 204, 211B, T1 **UNIT 3:** 254, 260, 263, 267B, 277A–277B, 280, 286, 288, 292, 295, 301M, 301O, 301Q, 345, 350, 351 **UNIT 4:** 461, 464, 469 **UNIT 5:** 520, 545A–545B, 546, 552, 554 **UNIT 6:** 625A–625B, 687A–687B, 692, 694, 695, 709N, 709P

CCSLH: 1.1.A

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

UNIT 1: 28, 35, 52, 59, 90, 92, 95 **UNIT 2:** 140, 147, 162, 168, 171, 193A–193B, 194–209, 211, 217M **UNIT 3:** 251, 254, 258, 264, 267, 295, 350, 355, 355B, T4 **UNIT 4:** 461, 471 **UNIT 5:** 516, 525, 555, 561 **UNIT 6:** 589, 639, 687A–687B, 688–701, 703, 709M–709T, T5

CCSLH: 1.1.B, 1.1.C

3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

UNIT 1: 19A–19B, 20–33, 35, 35B, 39M–39T, 43A–43B, 44–57, 59, 65M–65T, 95B, T1 **UNIT 2:** 134, 136, 142, 167, 171B, 206, 211 **UNIT 3:** 249A–249B, 250–265, 267, 273M–273T, 287, 350, 352, T1 **UNIT 4:** 439, 466 **UNIT 5:** 520 **UNIT 6:** 603

CCSLH: 1.1.D

Craft and Structure

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

UNIT 1: 26, 28, 80, 81, 101D, T6 **UNIT 2:** 134, 139, 144, 189D, 201, 202, 238–239, 241P, 241R, 241T **UNIT 3:** T7 **UNIT 4:** 387D, 446, T5 **UNIT 5:** 588–589, 591P, 591R, 591T, T10 **UNIT 6:** 625, 628, 638, 645D, 645F, 645O, 698

CCSLH: 1.2.A, 1.2.B

5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

UNIT 1: 19A–19B, 20–33, 39M, 43A–43B, 44–57, 65M, 95B, 100–101, 101A–101B **UNIT 2:** 142 **UNIT 3:** 249A–249B, 250–265, 273M **UNIT 4:** 389 **UNIT 5:** 566–567, 567A–567B, 588–589 **UNIT 6:** 632, 645T

CCSLH: 1.2.A, 1.2.B

Common Core State Standards • Grade 6	Page References
<p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>UNIT 3: 253, 257 UNIT 4: 380, 475 UNIT 5: 496, 511, 575 UNIT 6: 614, 631, 691</p> <p>CCSLH: 1.2.F</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>UNIT 1: 16I, 56, 88 UNIT 2: 166 UNIT 3: 264, 350 UNIT 4: 364I UNIT 5: 494</p> <p>CCSLH: 1.3.A</p>
<p>8. (Not applicable to literature)</p>	<p>(Not applicable to literature)</p>
<p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>UNIT 2: 162 UNIT 3: 336J UNIT 6: 691</p> <p>CCSLH: 1.3.B</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Reading selections in the Grade 6 Student Anthology and Leveled Readers in MMH Treasures fall within the recommended Lexile range 955-1155 required by the Common Core Standard for grades 6-8.</p>

Reading Standards for Informational Text

Key Ideas and Details

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

UNIT 1: 69A–69B, 70–73, 77M, 77Q, 101M, 105A–105B, 106–117, 123M **UNIT 2:** 149, 177M, 177N, 177P, 177R, 177S, 229, 231, 237 **UNIT 3:** 315, 328, 331, 331B **UNIT 4:** 376, 384, 392, 395, 402, 413M, 413O, 417A–417B, 418–421, 421A, 425M, 429A–429B, 430–443, 449M, 449O **UNIT 5:** 484, 488, 497, 533A, 564, 567M, 567S, 587, 587B **UNIT 6:** 599A–599B, 605, 609, 621N, 665, 667, 670, 674

CCSLH: 2.1.A

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

UNIT 1: 69A–69B, 72, 73, 73A, 105A–105B, 106–117, 119, 119B, 123M–123T, T2 **UNIT 2:** 174, 185, 185A, 221A–221B, 222–235, 237, 241M **UNIT 3:** 308, 309A, 317A–317B, 318–329, 317A–317B, 318–329, 331, 335M–335T **UNIT 4:** 373, 381, 381B, 407, 421, 445 **UNIT 5:** 492, 497, 537, 571A–571B, 572–585, 587, 591M–591T, T5 **UNIT 6:** 605, 606, 615, 649A–649B, 650, 653, 669, 679

CCSLH: 2.1.B, 2.1.C

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

UNIT 1: 69A–69B, 70–73, 77O, 77P, 77Q, 77R, 77T, 105A–105B, 106–117, 119, 119B, 123O 123P, 123R, 123T, T2 **UNIT 2:** 174, 185A **UNIT 3:** 308, 309A

CCSLH: 2.1.D

Craft and Structure

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

UNIT 2: 181, 189O, 189R **UNIT 4:** 367, 373, 383, 387O, 387R, 406 **UNIT 5:** 571, 577, 583 **UNIT 6:** 604, 606, 642, 705

CCSLH: 2.2.A, 2.2.B

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

UNIT 2: 241R **UNIT 3:** 305A–305B, 306–309, 313M, 313N, 313O, 313S, 313T, 324 **UNIT 5:** 585 **UNIT 6:** 649A–649B, 650, 651, 657M, 657Q, 657S, 661A–661B, 662, 683O, 683Q, 683S

CCSLH: 2.2.C

Common Core State Standards • Grade 6	Page References
<p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>UNIT 4: 367A–367B, 368–379, 381, 387M, 387N, 387O, 387P, 387Q, 387S, 387T, 368–379, 381, 387M, 387N, 387O, 387P, 387Q, 387S, 387T, 442, 445B UNIT 5: 484–495, 497, 497B, 499, 503P 503R, 503T UNIT 6: 611, 670</p> <p>CCSLH: 2.2.D</p>
Integration of Knowledge and Ideas	
<p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>UNIT 1: 16I, 56 UNIT 2: 144, 208, 230 UNIT 4: 364I, 404, 442 UNIT 5: 480I, 487, 563</p> <p>CCSLH: 2.3.A</p>
<p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>UNIT 3: 315, 331, 331B UNIT 4: 364I, 370 UNIT 5: 480I, 533A–533B, 567M UNIT 6: 599A–599B, 605</p> <p>CCSLH: 2.3.B</p>
<p>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>UNIT 4: 373, 442 UNIT 5: 574</p> <p>CCSLH: 2.3.C</p>
Range and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Reading selections in the Grade 6 Student Anthology and Leveled Readers in MMH Treasures fall generally within the recommended Lexile range 955–1155 required by the Common Core Standard for grades 6–8.</p>

Common Core State Standards • GRADE 6

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 techniques, 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 information while avoiding plagiarism.
9. Draw evidence from literacy 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 arguments to support claims with clear reasons and relevant evidence.</p>	<p>UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313</p> <p>See also Grammar and Writing Handbook</p> <p>CCSLH: 5.1.A</p>
<p>a Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p>UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313</p> <p>CCSLH: 5.1.A</p>
<p>b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>UNIT 2: 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313</p> <p>CCSLH: 5.1.A</p>
<p>c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313</p> <p>CCSLH: 5.1.A</p>
<p>d Establish and maintain a formal style.</p>	<p>UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313</p> <p>CCSLH: 5.1.A</p>
<p>e Provide a concluding statement or section that follows from the argument presented.</p>	<p>UNIT 2: 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313</p> <p>See also Grammar and Writing Handbook: 30–46</p> <p>CCSLH: 5.1.A</p>

Common Core State Standards • Grade 6	Page References
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis.</p>	<p>UNIT 6: 596S, 620–621B, 622J, 644–645B, 658J, 682–683B, 708–709B, 713A–713H</p> <p>See also Grammar and Writing Handbook</p> <p>CCSLH: 5.1.B</p>
<p>a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>UNIT 6: 596S, 620–621B, 622J, 644–645B, 658J, 682–683B, 708–709B, 713A–713H</p> <p>CCSLH: 5.1.B</p>
<p>b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>UNIT 6: 596S, 620–621B, 622J, 644–645B, 658J, 682–683B, 708–709B, 713A–713H</p> <p>CCSLH: 5.1.B</p>
<p>c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H</p> <p>CCSLH: 5.1.B</p>
<p>d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H</p> <p>CCSLH: 5.1.B</p>
<p>e Establish and maintain a formal style.</p>	<p>UNIT 6: 596S, 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H</p> <p>CCSLH: 5.1.B</p>
<p>f Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H</p> <p>CCSLH: 5.1.B</p>

Common Core State Standards • Grade 6	Page References
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>UNIT 1: 16S, 38–39B, 64–65B, 122–123B, 127A–127H UNIT 2: 190J UNIT 3: 272–273B, 300–301B, 334–335B, 358–359B, 363A–363H</p> <p>See also Grammar and Writing Handbook</p> <p>CCSLH: 5.1.C</p>
<p>a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>UNIT 1: 16S, 38–39B, 64–65B, 122–123B, 127A–127H UNIT 2: 190J UNIT 3: 272–273B, 300–301B, 334–335B, 358–359B, 363A–363H</p> <p>CCSLH: 5.1.C</p>
<p>b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>UNIT 1: 16S, 38–39B, 127A–127H UNIT 2: 190J UNIT 3: 272–273B, 300–301B, 334–335B, 358–359B, 363A–363H</p> <p>CCSLH: 5.1.C</p>
<p>c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>UNIT 1: 122–123B, 127A–127H UNIT 3: 272–273B, 300–301B, 334–335B, 363A–363H</p> <p>CCSLH: 5.1.C</p>
<p>d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>UNIT 1: 38–39B, 64–65B, 122–123B, 127A–127H UNIT 3: 272–273B, 300–301B, 334–335B, 358–359B, 363A–363H</p> <p>CCSLH: 5.1.C</p>
<p>e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>UNIT 1: 38–39B, 127A–127H UNIT 3: 334–335B, 363A–363H</p> <p>CCSLH: 5.1.C</p>

Common Core State Standards • Grade 6	Page References
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>UNIT 1: 16S, 38–39B, 64–65B, 122–123B, 127A–127H UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 272–273B, 300–301B, 312–313, 334–335B, 358–359B, 363A–363H UNIT 4: 479B, 479C UNIT 6: 595B, 595C, 595D, 596S, 620–621B, 622J, 644–645B, 658J, 682–683B, 708–709B, 713A–713H</p> <p>See also Grammar and Writing Handbook</p> <p>CCSLH: 5.2.A</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3. See Language Standards and Language Progressive Skills below.)</p>	<p>UNIT 1: 39A–39B, 65A–65B, 77A–77B, 101A–101B, 123A–123B, 127A–127H UNIT 2: 151A–151B, 177A–177B, 189A–189B, 217A–217B, 241A–241B, 245A–245H UNIT 3: 273A–273B, 301A–301B, 313A–313B, 335A–335B, 359A–359B, 363A–363H, UNIT 4: 387A–387B, 413A–413B, 425A–425B, 449A–449B, 475A–475B, 479A–479H UNIT 5: 503A–503B, 529A–529B, 541A–541B, 567A–567B, 591A–591B, 595A–595H UNIT 6: 621A–621B, 645A– 645B, 657A–657B, 683A–683B, 709A–709B, 713A–713H</p> <p>CCSLH: 5.2.A</p>
<p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>UNIT 1: 39B, 65B, 77B, 101B, 123B UNIT 2: 151B, 177B, 189B, 217B, 241B, 245I–245J UNIT 3: 273B, 301B, 313B, 335B, 359B, 363I–363J UNIT 4: 387B, 413B, 425B, 449B, 475B UNIT 5: 503B, 529B, 541B, 567B, 591B UNIT 6: 621B, 645B, 657B, 683B, 709B</p> <p>See also Grammar and Writing Handbook</p> <p>CCSLH: 5.2.A</p>
Research to Build Knowledge	
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>UNIT 1: 16H, 16I, 16S, 37, 40J, 53, 63, 66J, 77A, 78J, 99, 102J, 113, 121, 127K, 127L, 128H, 128I, 128S UNIT 2: 137, 149, 152J, 175, 178J, 190J, 215, 218J, 239, 245K, 245L, 246H, 246I, 246S UNIT 3: 271, 274J, 299, 302J, 314J, 333, 336J, 357, 363K, 363L, 364H, 364I, 364S UNIT 4: 385, 388J, 411, 414J, 426J, 447, 450J, 473, 479K, 479L, 480H, 480I, 480S UNIT 5: 501, 504J, 527, 530J, 542J, 565, 568J, 589, 595K, 595L, 596H, 596I, 596S UNIT 6: 619, 622J, 643, 646J, 658J, 681, 684J, 707, 713K, 713L</p> <p>See also Grammar and Writing Handbook</p> <p>CCSLH: 5.3.A</p>

Common Core State Standards • Grade 6	Page References
<p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>UNIT 1: 16H, 16I, 63, 77A, 77B, 127I–127J, 128H, 128I UNIT 2: 189A, 189B, 189Q, 189S, 246H, 246I, 313A, 313B, UNIT 3: 364H, 364I UNIT 4: 425A, 425B, 447, 480H, 480I UNIT 5: 541A, 541B, 596H, 596I UNIT 6: 619, 657A, 657B</p> <p>See also Grammar and Writing Handbook</p> <p>CCSLH: 5.3.A</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>UNIT 1: 23, 35, 50, 52, 56, 57, 59, 77Q UNIT 2: 151P, 155, 155A–155B, 158, 163, 167, 168, 171, 177M, 177Q, 211B, 237 UNIT 3: 246H, 263, 277A–277B, 280, 286, 288, 292, 295, 301M, 301O, 301Q, 315, 331, 331B, 350, 351 UNIT 4: 384, 392, 413M, 413O, 421A, 425M, 449N, 469 UNIT 5: 484, 497, 533A, 545A–545B, 546, 554, 564, 567M, 567S, 587, 587B UNIT 6: 599A–599B, 605, 609, 621N, 625A–625B, 657V, 687A–687B, 694, 709N, 709P</p> <p>CCSLH: 5.3.B</p>
<p>a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p>UNIT 2: 162 UNIT 3: 336J UNIT 6: 691</p> <p>CCSLH: 5.3.B</p>
<p>b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>UNIT 3: 315, 331, 331B UNIT 4: 364I, 370 UNIT 5: 480I, 533A–533B, 567M UNIT 6: 599A–599B, 605</p> <p>CCSLH: 2.3.B</p>
Range of Writing	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>UNIT 1: 16S, 34, 38–39, 38–39B, 58, 64–65, 64–65B, 76–77, 94, 100–101, 118, 122–123B, 127A–127H UNIT 2: 146, 150–151B, 170, 176–177B, 188–189, 210, 216–217B, 236, 240–241B, 245A–245H UNIT 3: 266, 272–273B, 294, 300–301B, 312–313, 334–335B, 330, 354, 358–359B, 363A–363H UNIT 4: 386–387, 406, 412–413, 424–425, 444, 448–449, 470, 474–475, 479B, 479C UNIT 5: 496, 502–503, 524, 528–529, 540–541, 560, 566–567, 586 UNIT 6: 590–591, 595B, 595C, 595D, 596S, 614, 620–621B, 622J, 638, 644–645B, 656–657, 658J, 678, 682–683B, 702, 708–709B, 713A–713H</p> <p>CCSLH: 5.1.A, 5.1.B, 5.1.C, 5.3.A, 5.4.A</p>

Common Core State Standards • GRADE 6

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

Speaking and Listening Standards

Comprehension and Collaboration

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>UNIT 1: 16, 34, 39M, 39N, 39O, 39Q, 39V, 40, 58, 65M, 65N, 65O, 65Q, 65V, 66, 77M, 77N, 77O, 77Q, 77V, 78, 94, 101M, 101N, 101O, 101Q, 101V, 102, 118, 123M, 123N, 123O, 123Q, 123V, 128 UNIT 2: 146, 151M, 151N, 151O, 151Q, 151V, 152, 170, 177M, 177N, 177O, 177Q, 177V, 178, 189M, 189N, 189O, 189Q, 189V, 190, 210, 217M, 217N, 217O, 217Q, 217V, 218, 236, 241M, 241N, 241O, 241Q, 241V, 246 UNIT 3: 266, 273M, 273N, 273O, 273Q, 273V, 274, 294, 301M, 301N, 301O, 301Q, 301V, 302, 313M, 313N, 313O, 313Q, 313V, 314, 330, 335M, 335N, 335O, 335Q, 335V, 336, 354, 359M, 359N, 359O, 359Q, 359V UNIT 4: 364, 380, 387M, 387N, 387O, 387Q, 387V, 388, 406, 413M, 413N, 413O, 413Q, 413V, 414, 425M, 425N, 425O, 425Q, 425V, 426, 444, 449M, 449N, 449O, 449Q, 449V, 450, 470, 475M, 475N, 475O, 475Q, 475V UNIT 5: 480, 496, 503M, 503N, 503O, 503Q, 503V, 504, 524, 529M, 529N, 529O, 529Q, 529V, 530, 541M, 541N, 541O, 541Q, 541V, 542, 560, 567M, 567N, 567O, 567Q, 567V, 568, 586, 591M, 591N, 591O, 591Q, 591V UNIT 6: 596, 614, 621M, 621N, 621O, 621Q, 621V, 622, 638, 645M, 645N, 645O, 645Q, 645V, 646, 657M, 657N, 657O, 657Q, 657V, 658, 678, 683M, 683N, 683O, 683Q, 683V, 684, 702, 709M, 709N, 709O, 709Q, 709V</p> <p>See also Grammar and Writing Handbook</p> <p>CCSLH: 7.1.A</p>
<p>a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>UNIT 1: 35, 50, 56 UNIT 2: 151P, 167, 211B, 245B UNIT 3: 263, 331B, 350 UNIT 5: 480I, 554, 564, 587B UNIT 6: 609</p> <p>CCSLH: 7.1.A</p>
<p>b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>UNIT 1: 127B UNIT 2: 245B, 245E UNIT 3: 246I UNIT 4: 479D UNIT 5: 480I, 595E UNIT 6: 596I, 713B</p> <p>CCSLH: 7.1.A</p>

Common Core State Standards • Grade 6	Page References
<p>c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>UNIT 1: 34, 39M, 39N, 39O, 39Q, 58, 65M, 65N, 65O, 65Q, 77M, 77N, 77O, 77Q, 101M, 94, 101N, 101O, 101Q, 118, 123M, 123N, 123O, 123Q UNIT 2: 146, 151M, 151N, 151O, 151Q, 170, 177M, 177N, 177O, 177Q, 189M, 189N, 189O, 189Q, 210, 217M, 217N, 217O, 217Q, 236, 241M, 241N, 241O, 241Q UNIT 3: 266, 273M, 273N, 273O, 273Q, 294, 301M, 301N, 301O, 301Q, 313M, 313N, 313O, 313Q, 330, 335M, 335N, 335O, 335Q, 354, 359M, 359N, 359O, 359Q UNIT 4: 380, 387M, 387N, 387O, 387Q, 406, 413M, 413N, 413O, 413Q, 425M, 425N, 425O, 425Q, 444, 449M, 449N, 449O, 449Q, 470, 475M, 475N, 475O, 475Q UNIT 5: 496, 503M, 503N, 503O, 503Q, 524, 529M, 529N, 529O, 529Q, 541M, 5431N, 541O, 541Q, 560, 567M, 567N, 567O, 567Q, 586, 591M, 591N, 591O, 591Q UNIT 6: 614, 621M, 621N, 621O, 621Q, 638, 645M, 645N, 645O, 645Q, 657M, 657N, 657O, 657Q, 678, 683M, 683N, 683O, 683Q, 702, 709M, 709N, 709O, 709Q</p> <p>CCSLH: 7.1.A</p>
<p>d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>UNIT 1: 88 UNIT 2: 128I, 184, 211, 214 UNIT 3: 260, 298 UNIT 5: 583 UNIT 6: 596I, 621A, 713E</p> <p>CCSLH: 7.1.A</p>
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>UNIT 1: 16I, 39A, 41, 65A, 67, 77A, 79, 101A, 103, 123A, 127E UNIT 2: 128I, 129, 151A, 153, 177A, 179, 189A, 191, 217A, 219, 241A, 245E UNIT 3: 246I, 247, 273A, 275, 301A, 303, 313A, 315, 335A, 337, 359A, 363E, 363I UNIT 4: 364I, 365, 387A, 389, 413A, 415, 425A, 427, 449A, 451, 475A, 479E UNIT 5: 480I, 481, 503A, 505, 529A, 531, 541A, 543, 567A, 569, 591A, 595E, 586I UNIT 6: 597, 621A, 623, 645A, 647, 657A, 659, 683A, 685, 709A, 713E</p> <p>CCSLH: 7.1.B</p>
<p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H</p> <p>CCSLH: 7.1.C</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H</p> <p>CCSLH: 7.2.A</p>

Common Core State Standards • Grade 6	Page References
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>UNIT 1: 127K-127L UNIT 2: 245K-245L UNIT 3: 246H-246I, 363K-363L UNIT 4: 479K-479L UNIT 5: 480H-480I, 595K-595L UNIT 6: 713K-713L</p> <p>CCSLH: 7.2.A</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>UNIT 1: 39A, 65A, 77A, 101A, 123A, 127B, 127E, 127K, UNIT 2: 151A, 177A, 189A, 217A, 241A, 245B, 245E UNIT 3: 273A, 301A, 313A, 335A, 359A, 363A, 363B UNIT 4: 387A, 413A, 425A, 449A, 475A, 479B, 479E UNIT 5: 503A, 529A, 541A, 567A, 591A, 595B, 595E UNIT 6: 621A, 645A, 657A, 683A, 709A, 713B, 713E</p> <p>CCSLH: 7.2.B</p>

Common Core State Standards • GRADE 6

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 and 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.

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 marked with an asterisk (*). These Language Progressive Skills for Grades 3-5 are shown in a chart following the Language standards.

Language Standards

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>UNIT 1: 39, 39I-39J, 65, 65I-65J, 77, 77I-77J, 101, 101I-101J, 123, 123I-123J, 127E UNIT 2: 151, 151I-151J, 177, 177I-177J, 189, 189I-189J, 217, 217I-217J, 241I-241J, 241, 245E UNIT 3: 273, 273I-273J, 301, 301I-301J, 313, 313I-313J, 335, 335I-335J, 359, 359I-359J, 363E UNIT 4: 387, 387I-387J, 413, 413I-413J, 425, 425I-425J, 449, 449I-449J, 475, 475I-475J, 479E UNIT 5: 503, 503I-503J, 529, 529I-529J, 541, 541I-541J, 567, 567I-567J, 591, 591I-591J UNIT 6: 621, 621I-621J, 645, 645I-645J, 657, 657I-657J, 683, 683I-683J, 709, 709I-709J, 713E</p> <p>See also Grammar and Writing Handbook</p> <p>CCSLH: 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F, 8.1.G, 8.1.H</p>
<p>a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p>UNIT 4: 425I-425J, 475J, 479E UNIT 6: 709I-709J</p> <p>CCSLH: 8.1.D</p>
<p>b Use intensive pronouns (e.g., myself, ourselves).</p>	<p>CCSLH: 8.1.D</p>
<p>c Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p>UNIT 4: 387I-387J, 475I-475J</p> <p>CCSLH: 8.1.D</p>
<p>d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>UNIT 4: 387I-387J</p> <p>CCSLH: 8.1.D</p>

Common Core State Standards • Grade 6	Page References
<p>e Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p>UNIT 1: 39A, 65A, 77A, 101A, 123A, 127B, 127E, 127K–127L UNIT 2: 151A, 177A, 189A, 217A, 241A, 245B, 245E, 245K–245L UNIT 3: 301A, 313A, 335A, 359A, 363B, 363B, 363K–363L UNIT 4: 273A, 387A, 413A, 425A, 449A, 475A, 479B, 479E, 479K–479L UNIT 5: 503A, 529A, 541A, 567A, 591A, 595B, 595E, 595K–595L UNIT 6: 621A, 645A, 657A, 683A, 709A, 713B, 713E, 713K–713L</p> <p>CCSLH: 8.1.D</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>UNIT 1: 39G–39H, 39I–39J, 64–65, 65A–65B, 65G–65H, 65J, 77G–77H, 77I–77J, 101G–101H, 101I–101J, 123G–123H, 123I–123J UNIT 2: 150–151, 151A–151B, 151F, 151G–151H, 151I, 151J, 177G–177H, 177J, 189G–189H, 217G–217H, 217I–217J, 241G–241H, 241I–241J, 245F UNIT 3: 273G–273H, 301G, 301H, 301J, 313G–313H, 335, 335G–335H, 335J, 359G–359H, 359J, 363E UNIT 4: 387G–387H, 413G–413H, 425G–425H, 425J, 449, 449G–449H, 449J, 475G–475H, 479D, 479E UNIT 5: 503G–503H, 503J, 529G–529H, 529J, 541G–541H, 567G–567H, 591G–591H, 595E UNIT 6: 621G–621H, 645G–645H, 657G–657H, 683G–683H, 683J, 709G–709H, 709J</p> <p>See also Grammar and Writing Handbook</p> <p>CCSLH: 8.1.I, 8.1.J, 8.1.K</p>
<p>a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p>UNIT 2: 177J UNIT 3: 359J UNIT 4: 449, 449J UNIT 6: 683J</p> <p>CCSLH: 8.1.J</p>
<p>b Spell correctly.</p>	<p>UNIT 1: 39G–39H, 65G–65H, 77G–77H, 101G–101H, 123G–123H UNIT 2: 151G–151H, 177G–177H, 189G–189H, 217G–217H, 241G–241H UNIT 3: 273G–273H, 301G–301H, 313G–313H, 335G–335H, 359G–359H UNIT 4: 387G–387H, 413G–413H, 425G–425H, 449G–449H, 475G–475H UNIT 5: 503G–503H, 529G–529H, 541G–541H, 567G–567H, 591G–591H UNIT 6: 621G–621H, 645G–645H, 657G–657H, 683G–683H, 709G–709H</p> <p>CCSLH: 8.1.I, 8.1.J</p>

Common Core State Standards • Grade 6	Page References
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>UNIT 1: 39, 39I-39J, 65, 65I-65J, 77, 77I-77J, 101, 101I-101J, 123, 123I-123J, 127E UNIT 2: 151, 151I-151J, 177, 177I-177J, 189, 189I-189J, 217, 217I-217J, 241I-241J, 241, 245E UNIT 3: 273, 273I-273J, 301, 301I-301J, 313, 313I-313J, 335, 335I-335J, 359, 359I-359J, 363E UNIT 4: 387, 387I-387J, 413, 413I-413J, 425, 425I-425J, 449, 449I-449J, 475, 475I-475J, 479E UNIT 5: 503, 503I-503J, 529, 529I-529J, 541, 541I-541J, 567, 567I-567J, 591, 591I-591J UNIT 6: 621, 621I-621J, 645, 645I-645J, 657, 657I-657J, 683, 683I-683J, 709, 709I-709J, 713E</p> <p>CCSLH: 8.2.A, 8.2.B, 8.2.C, 8.2.D</p>
<p>a Vary sentence patterns for meaning, reader/ listener interest, and style.</p>	<p>UNIT 1: 39, 65, 77, 101, 123, 127D UNIT 2: 151, 177, 189, 217, 234, 241, 245D UNIT 3: 273, 301, 313, 335, 348, 359, 363D UNIT 4: 387, 413, 425, 438, 449, 475, 479D UNIT 5: 503, 529, 541, 567, 591 UNIT 6: 621, 645, 657, 683, 709, 713D</p> <p>CCSLH: 8.2.C</p>
<p>b Maintain consistency in style and tone.</p>	<p>UNIT 1: 39, 65, 77, 89, 101, 115, 123, 127D UNIT 2: 151, 177, 189, 217, 234, 241, 245D UNIT 3: 262, 273, 301, 313, 335, 348, 359, 363D UNIT 4: 387, 413, 425, 449, 463, 475, 479D UNIT 5: 488, 503, 529, 541, 567, 580, 591 UNIT 6: 621, 645, 657, 683, 709, 713D</p> <p>CCSLH: 8.2.D</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	<p>UNIT 1: 17, 18–19, 31, 39D, 39F, 39O, 39P, 39R, 42–43, 68–69, 80–81, 101D, 104–105, T6 UNIT 2: 130–131, 154–155, 180–181, 189D, 189O, 189R, 192–193, 220–221 UNIT 3: 248–249, 276–277, 304–305, 316–317, 338–339, T7 UNIT 4: 366–367, 373, 383, 387D, 387O, 387R, 390–391, 416–417, 428–429, 452–453, T5 UNIT 5: 482–483, 506–507, 532–533, 544–545, 570–571, 577, T10 UNIT 6: 598–599, 624–625, 642, 648–649, 660–661, 686–687, 693, 705, 709D, 709O, 709R</p> <p>CCSLH: 8.3.A, 8.3.B, 8.3.C, 8.3.D</p>
<p>a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>UNIT 1: 18, 39C, 39P, 42, 65C, 68, 77C, 80, 81, 101C, 101D, 104, 123C, 130, T6 UNIT 2: 151C, 154, 177C, 180, 181, 189C, 189D, 189O, 189R, 192, 217C, 220, 241C UNIT 3: 248, 273C, 276, 301C, 304, 313C, 316, 335C, 338, 359C, T7 UNIT 4: 366, 367, 373, 383, 387C, 387D, 387O, 387R, 390, 413C, 416, 425C, 428, 449C, 452, 475C, T5 UNIT 5: 482, 503C, 506, 529C, 532, 541C, 544, 567C, 570, 571, 577, 591C, T10 UNIT 6: 598, 621C, 624, 642, 645C, 648, 657C, 660, 683C, 686, 705, 709C</p> <p>CCSLH: 8.3.B</p>

Common Core State Standards • Grade 6	Page References
<p>b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>	<p>UNIT 5: 507, 513, 529D, 529E, 529G–529H, 5290, 529R, 533, 541D, 541E, 541G–541H, 5410 UNIT 6: 599, 610, 621D, 621E, 621F, 621G–621H, 6210, 621R, 631E, 649, 657, 657D, 657E, 657G– 657H, 6570, 657R, 657G–657H621G–621H, 661, 669, 683D, 6830, 683R</p> <p>CCSLH: 8.3.C</p>
<p>c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>UNIT 1: 19, 31, 39D, 39F, 390, 39R, 123F UNIT 2: 134, 155, 162, 177D, 1770, 177R, 189, 189F, 193, 217D, 2170, 217R, 221, 225, 241D, 241F, 2410, 241R, 245C , 259C UNIT 3: 277, 283, 301D, 3010, 301R, 363I–363J, 363R UNIT 4: 387F, 417, 425D, 425F, 4250, 425R, 449F, 453, 475D, 475F, 4750, 475R UNIT 5: 537B, 541A, 541F, 541R, 545, 549, 5670, 567R, T11 UNIT 6: 621F, 625, 628, 645D, 645F, 6450, 645R, 687, 693, 709D, 7090, 709R</p> <p>CCSLH: 8.3.D</p>
<p>d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>UNIT 1: 19, 31, 39D, 39F, 390, 39R, 123F UNIT 2: 134, 155, 162, 177D, 1770, 177R, 189, 189F, 193, 217D, 2170, 217R, 221, 225, 241D, 241F, 2410, 241R, 245C , 259C UNIT 3: 277, 283, 301D, 3010, 301R, 363I–363J, 363R UNIT 4: 387F, 417, 425D, 425F, 4250, 425R, 449F, 453, 475D, 475F, 4750, 475R UNIT 5: 537B, 541A, 541F, 541R, 545, 549, 5670, 567R, T11 UNIT 6: 621F, 625, 628, 645D, 645F, 6450, 645R, 687, 693, 709D, 7090, 709R</p> <p>CCSLH: 8.3.A, 8.3.C</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>UNIT 1: 26, 28, 100, 101H, 105, 110, 113, 118, 120–121, 123C–123D, 1230, 123P, 123R, 123T, T8 UNIT 2: 139, 144, 238–239, 241P, 241R, 241T UNIT 3: 301H, 303, 332–333, 339, 352, 359C–359D, 359F, 3590, 359R, T9 UNIT 4: 426I, 429, 446–447, 449C–449D, 449F, 4490, 449R, T8 UNIT 5: 526–527, 529P, 529R, 529T, 583, 588–589, 591P, 591R, 591T UNIT 6: 604, 606, 623, 638, 680–681, 683P, 683R, 683T, 698</p> <p>CCSLH: 8.3.E, 8.3.F</p>
<p>a Interpret figures of speech (e.g., personification) in context.</p>	<p>UNIT 1: 26 UNIT 2: 139, 141, 144, 193, 199, 210, 217D, 2170, 217R 238–239, 241P, 241R, 241T UNIT 4: 446 UNIT 5: 526–527, 529P, 529R, 529T, 589 UNIT 6: 680–681, 683P, 683R, 683T, 702</p> <p>CCSLH: 8.3.E</p>

Common Core State Standards • Grade 6	Page References
<p>b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>UNIT 1: 43, 47, 65D, 105, 110, 113, 123D, 1230, 123R, T5, T8 UNIT 2: 131, 140,151D, T5 UNIT 3: 249, 253, 273C, 2730, 273R, 317, 339, 352, 359D, 359F, 3590, 359R, T5, T8, T9 UNIT 4: 391, 396, 413D, 4130, 413R, 429, 449D, 4490, 449R, T6, T8 UNIT 5: 483, 503D, 5030, 507, 513, 529D, 5290, 533, 541D, 5410 , T6, T7, T8 UNIT 6: 621D, 649, 661, 669, 683D, T6, T8, T9</p> <p>CCSLH: 8.3.F</p>
<p>c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p>UNIT 2: 134 UNIT 6: 625, 645D, 645F, 6450, 645R</p> <p>CCSLH: 8.3.F</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>UNIT 1: 18–19, 25, 26, 39C–39F, 390–39T, 42–43, 49, 53, 65C–65F, 650–65T, 68–69, 77C–77F, 770–77T, 80–81, 92, 101C–101F, 1010–101T, 104–105, 115, 116, 123C– 123F, 1230–123T UNIT 2: 130–131, 134, 151C–151F, 1510–151T, 154–155, 177C–177F, 1770–177P, 177R–177T, 180–181, 189C–189F, 1890–189T, 192–193, 206, 217C–217F, 2170–217T, 220–221, 224, 231, 241C–241F, 2410–241T UNIT 3: 248–249, 260, 263, 273C–273F, 2730–273T, 276–277, 288, 289, 301C–301F, 3010–301T, 304–305, 313C–313F, 3130–313T, 316–317, 325, 335C–335F, 3350–335T, 338–339, 342, 359C–359F UNIT 4: 366–367, 372, 387C–387F, 3870–387R, 387T, 390–391, 400, 403, 413C–413F, 4130–413T, 416–417, 425C–425F, 4250–425P, 425T, 428–429, 434, 436, 449C–449F, 4490–449T, 452–453, 460, 466, 475C–475F, 4750–475T UNIT 5: 482–483, 488, 490, 503C–503F, 5030–503T, 506–507, 512, 515, 532–533, 529C–529F, 5290–529T, 541C–541F, 5410–541T, 544–545, 558, 567C–567F, 5670–567T, 570–571, 574, 583, 591C–591F, 5910–591T UNIT 6: 598–599, 603, 608, 621C–621F, 6210–621T, 624–625, 632, 645C–645F, 6450–645T, 648–649, 657C–657F, 6570–657T, 660–661, 666, 673, 683C–683F, 6830–683T, 686–687, 709C–709F, 7090–709T</p> <p>CCSLH: 8.3.G</p>

Below are the grades 3, 4, and 5 asterisked (*) Language standards indicated by CCSS to be particularly likely to require continued attention in grade 6 as they are applied to increasingly sophisticated writing and speaking.

Common Core State Standards • Grade 6	Page References
Language Progressive Skills	
<i>Conventions of Standard English</i>	
<p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>UNIT 3: 273J UNIT 4: 387I–387J UNIT 5: 475I–475J, 595E</p> <p>CCSLH: 8.1.C, 8.1.D</p>
<p>L.3.3a. Choose words and phrases for effect.</p>	<p>UNIT 1: 39, 77, 89, 101, 123, 127A, 127B, 127C, 127D UNIT 2: 142, 151, 151A–151B, 177, 189, 217, 241, 245A, 245B, 245C, 245D UNIT 3: 272, 273, 284, 301, 313, 335, 359, 363A, 363C, 363D UNIT 4: 387, 388J, 413, 425, 449, 475, 479D UNIT 5: 503, 529, 541, 567, 568I, 591 UNIT 6: 621, 645, 657, 683, 709, 713D</p> <p>CCSLH: 8.2.A</p>
<p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>UNIT 1: 39I–39J, 123I–123J</p> <p>CCSLH: 8.1.A</p>
<p>L.4.1g. Correctly use frequently confused words (e.g., to/ too/two; there/their).</p>	<p>UNIT 4: 417, 425D, 425O, 425R, 453, 462, 475D, 475F, 475O, 475R UNIT 5: 503E, 503F, 503G–503H, 567F</p> <p>CCSLH: 8.2.A</p>
<p>L.4.3a. Choose words and phrases to convey ideas precisely.</p>	<p>UNIT 1: 39, 77, 89, 101, 123, 127A, 127B, 127C, 127D UNIT 2: 142, 151, 151A–151B, 177, 189, 217, 241, 245A, 245B, 245C, 245D UNIT 3: 272, 273, 284, 301, 313, 335, 359, 363A, 363C, 363D UNIT 4: 387, 388J, 413, 425, 449, 475, 479D UNIT 5: 503, 529, 541, 567, 568I, 591 UNIT 6: 621, 645, 657, 683, 709, 713D</p> <p>CCSLH: 8.2.A</p>
<p>L.4.3b. Choose punctuation for effect.</p>	<p>UNIT 1: 39I–39J, 65B, 65J, 77I–77J, 101B, 101I–101J, 123B, 123I–123J, 127E UNIT 2: 151B, 151J, 177J, 217I–217J, 241B, 241I–241J, 245E UNIT 3: 301J, 359J UNIT 4: 425J UNIT 5: 503B, 529B, 529J, 595E UNIT 6: 683J, 709B, 709J</p> <p>CCSLH: 8.2.B</p>

Common Core State Standards • Grade 6	Page References
<p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</p>	<p>UNIT 3: 301I–301J, 313I–313J</p> <p>CCSLH: 8.I.C</p>
<p>L.5.2a. Use punctuation to separate items in a series.</p>	<p>UNIT 2: UNIT 2: 177J</p> <p>CCSLH: 8.1.J.</p>

Reading Standards for Literacy in History | Social Studies, Grade 6

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.	UNIT 1: 16H, 127C, 127K UNIT 2: 128I, 189A-189B, 230 UNIT 3: 246H UNIT 4: 404 UNIT 6: 613, 616–619, 621Q, 621S, T11
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	UNIT 1: 16H, 127C, 127K UNIT 2: 121I, 189A-189B, 230 UNIT 3: 246H UNIT 4: 404 UNIT 6: 613, 616–619, 621Q, 621S, T11
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	UNIT 1: 96-99 UNIT 5: 498-501, 534–537

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	UNIT 4: 36, 60, 61, 62, 96, 97 UNIT 2: 222 UNIT 3: 268, 296, 297, 318 UNIT 4: 418, 472 UNIT 5: 498, 534 UNIT 6: 650
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	UNIT 3: 296, 297, 298, 324, 328 UNIT 6: 650, 652
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	UNIT 2: 236 UNIT 3: 330 UNIT 4: 367A–367B, 387O, 387P UNIT 5: 499, 586 UNIT 6: 614, 670, 678

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	UNIT 1: 37, 96, 98 UNIT 2: 230 UNIT 3: 268, 269 UNIT 4: 404 UNIT 5: 487
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Common Core State Standards • Grade 6	Page References
<p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>UNIT 2: 232 UNIT 4: 429A–429B, 449O, 449P, 449R, 449T UNIT 5: 537A UNIT 6: 606</p>
<p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>UNIT 1: 16H UNIT 2: 189B, 230 UNIT 3: 246H UNIT 6: 613, 621Q</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. By the end of grade 8, read and comprehend history social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>UNIT 1: 36-37, 60-63, 96-99 UNIT 2: 268-271, 296-299 UNIT 4: 472-473 UNIT 5: 498-501 UNIT 6: 616–619</p>

Reading Standards for Literacy in Science and Technical Subjects, Grade 6

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical sources.

UNIT 1: 69A–69B, 70–71, 105A–105B, 106, 108, 114 **UNIT 2:** 177R **UNIT 4:** 392, 395

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

UNIT 1: 69A–69B, 70, 72, 73, 105A–105B, 106, 108, 109, 111, 112, 113, 114, 116, 119 **UNIT 2:** 174, 184, 185
UNIT 3: 308, 309 **UNIT 4:** 384

3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

UNIT 1: T13, T14 **UNIT 3:** 264I **UNIT 4:** T15

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific or technical context relevant to grades 6–8 texts and topics.

UNIT 1: 68, 69, 104, 105, 113, 115 **UNIT 2:** 172, 173, 182, 184 **UNIT 3:** 268–269 **UNIT 4:** 382, 383 **UNIT 5:** T18
UNIT 6: 640, 641, 704, 705

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

UNIT 1: 69A–69B, 70, 72, 105A–105B, 106, 108, 109, 111, 112–114, 116 **UNIT 2:** 174 **UNIT 3:** 306, 307, 308 **UNIT 4:** 382, 399, 402 **UNIT 6:** 650, 652

6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

UNIT 1: 118 **UNIT 4:** 453A–453B

Integration of Knowledge and Ideas

7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

UNIT 1: 69 **UNIT 2:** 172, 173 **UNIT 4:** 382, 383 **UNIT 6:** 704, 705

Common Core State Standards • Grade 6	Page References
<p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p>UNIT 4: 391A-391B, 392-405, 407, 4130, 413P, 413R, 413T, T2</p>
<p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>UNIT 1: T13, T14 UNIT 3: 264I UNIT 4: T15</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>UNIT 1: 68-69, 70-73, 102-103, 106-118 UNIT 2: 172-175, 182-185 UNIT 3: 306-309 UNIT 4: 382-385, 392-405 UNIT 6: 640-643, 704-707</p>

Writing Standards for Literacy in History | Social Studies, Science, and Technical Subjects, Grade 6

Text Types and Purposes

<p>1. Write arguments focused on <i>discipline-specific content</i>.</p>	<p>UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313</p> <p>See also Grammar and Writing Handbook</p>
<p>a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313</p>
<p>b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>	<p>UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313</p>
<p>c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313</p>
<p>d Establish and maintain a formal style.</p>	<p>UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313</p>
<p>e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	<p>UNIT 6: 596S, 620–621B, 644–645B, 658J, 682–683B, 708–709B, 713A–713H</p> <p>See also Grammar and Writing Handbook</p>
<p>a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>UNIT 6: 596S, 620–621B, 644–645B, 658J, 682–683B, 708–709B, 713A–713H</p>

Common Core State Standards • Grade 6	Page References
<p>b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>UNIT 6: 596S, 620–621B, 644–645B, 658J, 682–683B, 708–709B, 713A–713H</p>
<p>c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H</p>
<p>d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H</p>
<p>e Establish and maintain a formal style and objective tone.</p>	<p>UNIT 6: 596S, 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H</p>
<p>f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H</p>
<p>3. (Not applicable as a separate requirement)*</p>	<p>(Not applicable as a separate requirement)*</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>UNIT 1: 16S, 38–39B, 64–65B, 122–123B, 127A–127H UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 272–273B, 300–301B, 312–313, 334–335B, 358–359B, 363A–363H UNIT 4: 479B, 479C UNIT 6: 595B, 595C, 595D, 596S, 620–621B, 622J, 644–645B, 658J, 682–683B, 708–709B, 713A–713H</p> <p>See also Grammar and Writing Handbook</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>UNIT 1: 39, 65, 77, 101, 123, 127B, 127D, 127E UNIT 2: 151, 177, 189, 217, 241, 245B, 245D, 245E UNIT 3: 273, 301, 313, 335, 359, 363B, 363D, 363E, UNIT 4: 387, 413, 425, 449, 475, 479B, 479D, 479E UNIT 5: 503, 529, 541, 541B, 567, 591, 591A, UNIT 6: 595B, 595D, 595E, 621, 645, 657, 683, 709, 713B, 713D, 713E</p>

Common Core State Standards • Grade 6	Page References
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>UNIT 1: 39B, 65B, 77B, 101B, 123B UNIT 2: 151B, 177B, 189B, 217B, 241B UNIT 3: 273B, 301B, 313B, 335B, 359B,363I–363J UNIT 4: 387B, 413B, 425B, 449B, 475B UNIT 5: 503B, 529B, 541B, 567B, 591B UNIT 6: 621B, 645B, 657B, 683B, 709B</p> <p>See also Grammar and Writing Handbook</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>UNIT 1: 16H, 16I, 16S, 37, 40J, 53, 63, 66J, 77A, 78J, 99, 102J, 113, 121, 127K, 127L, 128H, 128I, 128S UNIT 2: 137, 149, 152J, 175, 178J, 190J, 215, 218J, 239, 245K, 245L, 246H, 246I, 246S UNIT 3: 271, 274J, 299, 302J, 314J, 333, 336J, 357, 363K, 363L, 364H, 364I, 364S UNIT 4: 385, 388J, 411, 414J, 426J, 447, 450J, 473, 479K, 479L, 480H, 480I, 480S UNIT 5: 501, 504J, 527, 530J, 542J, 565, 568J, 589, 595K, 595L, 596H, 596I, 596S UNIT 6: 619, 622J, 643, 646J, 658J, 681, 684J, 707, 713K, 713L</p> <p>See also Grammar and Writing Handbook</p>
<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>UNIT 1: 16H, 16I, 63, 77A, 77B, 127I–127J, 128H, 128I UNIT 2: 189A, 189B, 189Q, 189S, 246H, 246I, 313A, 313B, UNIT 3: 364H, 364I, UNIT 4: 425A, 425B, 447, 480H, 480I UNIT 5: 541A, 541B, 596H, 596I, UNIT 6: 619, 657A, 657B</p> <p>See also Grammar and Writing Handbook</p>
<p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>UNIT 1: 16H, 16I, 16S, 37, 40J, 53, 63, 66J, 77A, 78J, 99, 102J, 113, 121, 127K, 127L, 128H, 128I, 128S UNIT 2: 131A–131B, 137, 149, 152J, 175, 178J, 190J, 215, 218J, 239, 245K, 245L, 246H, 246I, 246S UNIT 3: 271, 274J, 299, 302J, 314J, 333, 336J, 357, 363K, 363L, 364H, 364I, 364S UNIT 4: 385, 388J, 411, 414J, 426J, 447, 450J, 473, 479K, 479L, 480H, 480I, 480S UNIT 5: 501, 504J, 527, 530J, 542J, 565, 568J, 589, 595K, 595L, 596H, 596I, 596S UNIT 6: 619, 622J, 643, 646J, 658J, 681, 684J, 707, 713K, 713L</p>
Range of Writing	
<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>UNIT 1: 16H, 16I, 16S, 37, 40J, 53, 63, 66J, 77A, 78J, 99, 102J, 113, 121, 127K, 127L, 128H, 128I, 128S UNIT 2: 131A–131B, 137, 149, 152J, 175, 176–177B, 178J, 190J, 216–217B, 218J, 240–241B UNIT 3: 246I, 246J, 246S, 271, 274J, 299, 302J, 312–313, 314J, 333, 336J, 357, 363K, 363L, 364H, 364I, 364S UNIT 4: 385, 388J, 411, 414J, 426J, 447, 450J, 473, 479K, 479L, 480H, 480I, 480S UNIT 5: 501, 504J, 527, 530J, 542J, 565, 568J, 589, 595K, 595L, 596H, 596I, 596S UNIT 6: 596S, 619, 620–621B, 622J, 643, 644–645B, 646J, 658J, 681, 682–683B, 684J, 707, 708–709B, 713A–713H , 713K, 713L</p>

***Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.

In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Notes



Notes



