

Macmillan/McGraw-Hill
TREASURES ©2009
Kindergarten, Teacher's Edition

ALIGNED WITH

COMMON CORE

STATE STANDARDS FOR

English Language Arts

&

Literacy in History/Social Studies,
Science, and Technical Subjects

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.

Reading Standards for Literature

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Kindergartners:	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	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 CCSLH: 1.1.A
2. With prompting and support, retell familiar stories, including key details.	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 CCSLH: 1.1.B
3. With prompting and support, identify characters, settings, and major events in a story.	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 CCSLH: 1.1.C
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	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 CCSLH: 1.2.A

Alignment to **Common Core State Standards**

5. Recognize common types of texts (e.g., storybooks, poems).	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 CCSLH: 1.2.B
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	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 CCSLH: 1.2.C
<i>Integration of Knowledge and Ideas</i>	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	UNIT 1: S7, S27, S62, S75, 110, 186 UNIT 2: 278 UNIT 3: 522, 547 UNIT 4: 789, 848 UNIT 5: 1008, 1092, 1156 UNIT 8: 1820, 1821, 1837 UNIT 9: 1988 UNIT 10: 2210, 2218, 2219, 2220, 2221, 2247, 2296, 2362, 2370 CCSLH: 1.3.A
8. (Not applicable to literature)	(Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	UNIT 2: 275, 276, 278, 379, 426, 427, 430 UNIT 4: 858 UNIT 8: 1913 UNIT 9: 2005 CCSLH: 1.3.B
<i>Range and Level of Text Complexity</i>	
10. Actively engage in group reading activities with purpose and understanding.	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

Reading Standards for Informational Text

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Kindergartners:	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	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 CCSLH: 2.1.A
2. With prompting and support, identify the main topic and retell key details of a text.	UNIT 1: 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 CCSLH: 2.1.B
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	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 CCSLH: 2.1.C
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	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 CCSLH: 2.2.A
5. Identify the front cover, back cover, and title page of a book.	UNIT 1: 18, 32, 73, 149, 225 UNIT 2: 317, 338, 392, 468 UNIT 3: 560, 636, 712 UNIT 5: 1123, 1199 UNIT 6: 1288, 1364 UNIT 8: 1927 UNIT 9: 2019, 2095, 2171 UNIT 10: 2261, 2337, 2413 CCSLH: 2.2.B

Alignment to **Common Core State Standards**

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	UNIT 1: 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 CCSLH: 2.2.C
<i>Integration of Knowledge and Ideas</i>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	UNIT 1: 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 CCSLH: 2.3.A
8. With prompting and support, identify the reasons an author gives to support points in a text.	UNIT 2: 353 UNIT 7: T6 UNIT 8: 1734 UNIT 9: 2053 CCSLH: 2.3.B
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).	UNIT 2: 379, 403 UNIT 5: 995, 1133 UNIT 9: 2029, 2105 CCSLH: 2.3.C
<i>Range and Level of Text Complexity</i>	
10. Actively engage in group reading activities with purpose and understanding.	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

Reading Standards: Foundational Skills

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Kindergartners:	
<i>Print Concepts</i>	
1. Demonstrate understanding of the organization and basic features of print.	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 CCSLH: 3.1.A
a. Follow words from left to right, top to bottom, and page by page.	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 CCSLH: 3.1.A

Alignment to Common Core State Standards

b. Recognize that spoken words are represented in written language by specific sequences of letters.	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 CCSLH: 3.1.A
c. Understand that words are separated by spaces in print.	UNIT 1: 94, 170 UNIT 2: 264, 294, 302 UNIT 3: 506, 516, 621, 660 UNIT 4: 910, 940 UNIT 5: 1070, 1176 UNIT 6: 1332, 1386, 1426 UNIT 9: 1996 UNIT 10: 2245 CCSLH: 3.1.A
d. Recognize and name all upper- and lowercase letters of the alphabet.	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 CCSLH: 3.1.A
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
c. Blend and segment onsets and rimes of single-syllable spoken words.	UNIT 1: S68, S72, 76, 96, 104, 134, 144, 220 UNIT 4: 826, 834, 864, 902, 910, 940 UNIT 8: 1899 CCSLH: 3.2.C
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/.)	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 CCSLH: 3.2.D

Alignment to **Common Core State Standards**

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	UNIT 9: 2076, 2083, 2122, 2134, 2166 UNIT 10: 2242, 2249, 2284, 2292, 2322, 2325, 2380, 2390, 2394, 2401 CCSLH: 3.2.E
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	UNIT 1: 23, 25, 26, 37, 38, 44, 46, 47, 50, 55, 56, 60, 62, 68, 72, 76, 80, 99, 101, 102, 104, 113, 114, 120, 122, 123, 126, 130, 131, 136, 138, 144, 145, 148, 152, 153, 156, 175, 176, 177, 180, 189, 190, 196, 198, 199, 202, 207, 212, 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
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.	UNIT 1: 25, 26, 37, 38, 46, 47, 55, 56, 62, 68, 72, 76, 80, 113, 114, 122, 130, 131, 138, 144, 145, 148, 152, 153, 177, 189, 190, 198, 199, 207, 214, 220, 221, 224, 228, 232 UNIT 2: 269, 270, 281, 282, 290, 299, 306, 312, 316, 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, 636, 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 CCSLH: 3.3.A
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	UNIT 1: 101, 102, 113, 114, 122, 123, 130, 138, 144, 145, 148, 152, 153, 156, 176, 177, 189, 190, 198, 199, 207, 214, 220, 224, 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, 927, 936, 948 UNIT 5: 999, 1000, 1011, 1012, 1020, 1028, 1036, 1043, 1050, 1086, 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 CCSLH: 3.3.A
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	UNIT 1: 23, 44, 50, 60, 99, 104, 120, 126, 136, 175, 180, 196, 202, 212 UNIT 2: 267, 272, 288, 294, 304, 343, 348, 364, 370, 380, 421, 433, 441, 450, 458 UNIT 3: 511, 516, 532, 538, 548, 587, 592, 608, 614, 624, 665, 677, 686, 694, 702 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 CCSLH: 3.3.B
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	UNIT 9: 2126 UNIT 10: 2242, 2249, 2325, 2394, 2401 CCSLH: 3.3.C
Fluency	
4. Read emergent-reader texts with purpose and understanding.	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 CCSLH: 3.4.A

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective 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	TREASURES TE PAGES
Kindergartners:	
<i>Text Types and Purposes</i>	
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, 18, 27, 39, 49, 103, 128, 139, 170, 174, 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 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, 119, 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
<i>Production and Distribution of Writing</i>	
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

Alignment to **Common Core State Standards**

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	UNIT 9: 2085, 2161 UNIT 10: 2237, 2327, 2403 CCSLH: 4.2.A
<i>Research to Build Knowledge</i>	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	UNIT 1: 8, 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 CCSLH: 4.3.A
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	UNIT 1: 8, 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 CCSLH: 4.3.B
9. (Begins in grade 4)	(Begins in grade 4)
<i>Range of Writing</i>	
10. (Begins in grade 3)	(Begins in grade 3)

College and Career Readiness Anchor Standards for Speaking and Listening	
<i>Comprehension and Collaboration</i>	
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.	
<i>Presentation of Knowledge and Ideas</i>	
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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Kindergartners:	
<i>Comprehension and Collaboration</i>	
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, S14, S23, S30, S47, S54, S71, 21, 52, 59, 97, 128, 135, 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

Alignment to **Common Core State Standards**

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
<i>Presentation of Knowledge and Ideas</i>	
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
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	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 CCSLH: 5.2.B
6. Speak audibly and express thoughts, feelings, and ideas clearly.	UNIT 1: 63, 109, 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 CCSLH: 5.2.C

College and Career Readiness Anchor Standards for Language	
<i>Conventions of Standard English</i>	
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.	
<i>Knowledge of Language</i>	
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.	
<i>Vocabulary Acquisition and Use</i>	
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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Kindergartners:	
<i>Conventions in Writing and Speaking</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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 CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G
a. Print many upper- and lowercase letters.	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 CCSLH: 6.1.A
b. Use frequently occurring nouns and verbs.	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 CCSLH: 6.1.A, 6.1.E
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	UNIT 2: 368, 444 CCSLH: 6.1.C
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	UNIT 9: 1973, 1995, 2003, 2009 UNIT 10: 2227, 2237, 2245, 2251 CCSLH: 6.1.F

Alignment to Common Core State Standards

e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	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 CCSLH: 6.1.G
f. Produce and expand complete sentences in shared language activities.	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, T9 UNIT 9: 2080, 2184 UNIT 10: 2285 CCSLH: 6.1.B
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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 CCSLH: 6.1.A, 6.1.H, 6.1.I, 6.1.J
a. Capitalize the first word in a sentence and the pronoun I.	UNIT 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 CCSLH: 6.1.H
b. Recognize and name end punctuation.	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 CCSLH: 6.1.A, 6.1.I
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	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 CCSLH: 6.1.A
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	UNIT 3: 527 UNIT 4: 887 UNIT 5: 1031, 1107 UNIT 6: 1425 UNIT 7: 1517, 1593, 1638, 1669 UNIT 8: T4 CCSLH: 6.1.J
3. (Begins in grade 2)	(Begins in grade 2)

Alignment to Common Core State Standards

Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	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, 2053, 2057, 2075, 2151 UNIT 10: 2295, 2299, 2317, 2375, 2393 CCSLH: 6.2.A, 6.2.B
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	UNIT 3: 645 UNIT 5: 1055, 1103, 1179, 1207 UNIT 6: 1449 UNIT 7: 1617 UNIT 10: 2320 CCSLH: 6.2.A
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.	UNIT 3: 536, 688 UNIT 6: T10 CCSLH: 6.2.B
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	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 CCSLH: 6.2.C
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	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, 2295, 2299, 2317, 2324, 2372, 2375, 2393, 2400 CCSLH: 6.2.C

Alignment to **Common Core State Standards**

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	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 CCSLH: 6.2.C
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	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 CCSLH: 1.1
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.	UNIT 4: 841 UNIT 7: 1647, 1665 CCSLH: 6.2.C
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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 CCSLH: 6.2.D

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TREASURES ©2009
Grade 1, Teacher's Edition

ALIGNED WITH

COMMON CORE

STATE STANDARDS FOR

English Language Arts

&

Literacy in History/Social Studies,
Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading	
<i>Key Ideas and Details</i>	
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.
<i>Craft and Structure</i>	
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.
<i>Integration of Knowledge and Ideas</i>	
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.
<i>Range of Reading and Level of Text Complexity</i>	
10.	Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literature

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 1 students:	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	UNIT 2: 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

TREASURES, Grade 1, TE Alignment to: **Treasures 2009**
Common Core State Standards

<i>Craft and Structure</i>	
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: 37O, 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
6. Identify who is telling the story at various points in a text.	UNIT 1: 37A–37B, 69D, 111S, T18, T21 UNIT 2: 117S, 117T, 149S UNIT 3: 147F, T22 UNIT 5: 90/91 CCSLH: 1.2.C
<i>Integration of Knowledge and Ideas</i>	
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
<i>Range and Level of Text Complexity</i>	
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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 1 students:	
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 1: 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

TREASURES, Grade 1, TE Alignment to: Treasures 2009
Common Core State Standards

5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	UNIT 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 CCSLH: 2.2.B
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	UNIT 1: 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 CCSLH: 2.2.C
<i>Integration of Knowledge and Ideas</i>	
7. Use the illustrations and details in a text to describe its key ideas.	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 CCSLH: 2.3.A
8. Identify the reasons an author gives to support points in a text.	UNIT 1: 113F UNIT 4: 143A CCSLH: 2.3.B
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	UNIT 1: 81G, 109A UNIT 2: 29, 29A, 37E, 69E, 85G UNIT 3: 87G UNIT 4: 79G, 107A UNIT 6: 193A CCSLH: 2.3.C
<i>Range and Level of Text Complexity</i>	
10. With prompting and support, read informational texts appropriately complex for grade 1.	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

Reading Standards: Foundational Skills

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 1 students:	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	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, 135E, 139A UNIT 2: 6T, 7I, 13C, 29E, 37A, 38K, 39I, 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 CCSLH: 3.1.A
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	UNIT 1: S14, S46, S50, S54, S58, S62, 6T, 7I, 13C, 36K, 37I, 66K, 67I, 77D, 81C, 82K, 83I, 111A, 112A, 112K, 113I UNIT 2: 13C, 29E, 45C, 61E, 69A, 70K, 71I, 73C, 149A UNIT 3: 6T, 88K, 95C, 113D CCSLH: 3.1.A
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	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, 27O, 31B, 33A, 35F, 55F, 55O, 63B, 65A, 67F, 75F, 75O, 79D, 81A, 83F, 103F, 103O, 109B, 111A, 113F, 133F, 133O, 139B UNIT 5: 9A, 11F, 37F, 37O, 43B, 45A, 47F, 63F, 63O, 69B, 71A, 73F, 81F, 81O, 85D, 87A, 89F, 119F, 119O, 127B, 129A, 131F, 149F, 149O, 153B UNIT 6: 159A, 161F, 189F, 189O, 195B, 197A, 199F, 217F, 217O, 225B, 227A, 229F, 237F, 237O, 241B, 243A, 245F, 271F, 271O, 275B, 277A, 279F, 305F, 305O, 311B CCSLH: 3.2.A, 3.2.B, 3.2.C, 3.2.D

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a. Distinguish long from short vowel sounds in spoken single-syllable words.	UNIT 5: 9A, 43K CCSLH: 3.2.A
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	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, 149O, T1 UNIT 6: 217F, 271F, 275B, 279F, 311B, T1 CCSLH: 3.2.B
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	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, 119O, T1 UNIT 6: 199F, 277A, 305O CCSLH: 3.2.C
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	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, 225B, 229F, 241D, 245F, 271O, T1 CCSLH: 3.2.D
<i>Phonics and Word Recognition</i>	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	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, 85Q, 85Z, 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, 87Q, 87Z, 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,

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	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 CCSLH: 3.3.A, 3.3.B
a. Know the spelling-sound correspondences for common consonant digraphs.	UNIT 2: 71C–71D, 71E, 71F, 71K–71L, 73E–73F, 81F, 85D, 85E, 85M, 85Q, 85Z, 87K, 93E, 111F, 117B, T4 UNIT 3: 73C–73D, 73E, 73F, 73K–73L, 75E, 75F, 83D, 83F, 83G, 87D, 87E, 87M, 87Q, 87Z, 95E, T4 CCSLH: 3.3.A
b. Decode regularly spelled one-syllable words.	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 CCSLH: 3.3.A
c. Know final -e and common vowel team conventions for representing long vowel sounds.	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 CCSLH: 3.3.A

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d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	UNIT 3: 65F, 71U CCSLH: 3.3.A
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	UNIT 4: 111A UNIT 5: 81P UNIT 6: 189P, 189Q, 195N, 195W, 225N, 241P, 275N, 311N CCSLH: 3.3.A
f. Read words with inflectional endings.	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 CCSLH: 3.3.A
g. Recognize and read grade-appropriate irregularly spelled words.	UNIT 2: 71G, 73A, 81B, 85A, 85H CCSLH: 3.3.B
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	UNIT 1: 6R, 12/13, 22/23, 27H, 35K, 35P, 35S, 35T, 35W, 36I, 40/41, 46/47, 57H, 60/61, 65K, 65P, 65S, 65T, 65W, 66I, 81M, 81R, 81U, 81Y, 82I, 86/87, 92/93, 111P, 111S, 111W, 112I, 116/117, 126/127, 139P, 139S, 139W UNIT 2: 6R, 10/11, 22/23, 37K, 37P, 37S, 37T, 37W, 38I, 44/45, 48/49, 54/55, 69K, 69P, 69S, 69T, 69W, 70I, 81H, 85R, 85U, 85Y, 86I, 90/91, 96/97, 117P, 117S, 117W, 118I, 122/123, 132/133, 149P, 149S, 149W UNIT 3: 6R, 12/13, 18/19, 39P, 39S, 39W, 40I, 44/45, 54/55, 71P, 71S, 71W, 72I, 87R, 87U, 87Y, 88I, 92/93, 102/103, 119P, 119S, 119W, 120I, 124/125, 140/141, 153P, 153S, 153W 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 CCSLH: 3.4.A

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a. Read on-level text with purpose and understanding.	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 CCSLH: 3.4.A
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	UNIT 1: 27H, 35P, 35S, 35T, 35W, 57H, 65P, 65S, 65T, 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, 43M, 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 CCSLH: 3.4.A
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 CCSLH: 3.4.A

College and Career Readiness Anchor Standards for Writing	
<i>Text Types and Purposes</i>	
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.	
<i>Production and Distribution of Writing</i>	
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.	
<i>Research to Build and Present Knowledge</i>	
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.	
<i>Range of Writing</i>	
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	TREASURES TE PAGES
Grade 1 students:	
<i>Text Types and Purposes</i>	
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, 157A–157E UNIT 4: 67D, 75C, 75M, 79A–79B, 79I, 83D, 103C, 103L, 107B, 109G 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–63M, 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
<i>Production and Distribution of Writing</i>	
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, 193B, 223B, 241B, 273B, 309B, 315D CCSLH: 4.2.A

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6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	UNIT 4: 83D, 103M, 143I UNIT 5: 149M, 157I UNIT 6: 237C, 271M, 315I CCSLH: 4.2.A
<i>Research to Build Knowledge</i>	
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	UNIT 1: 6H, 6I, 33A, 63A, 143K UNIT 2: 6H, 6I, 153K UNIT 3: 6H, 6I, 117A, 151A, 157K UNIT 4: 6H, 6I, 61A, 143K UNIT 5: 8H, 8I, 41A, 67A, 125A, 157K, UNIT 6: 158H, 158I, 193A, 315K CCSLH: 4.3.A
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	UNIT 1: 6H, 6I, 33A, 63A, 77A, 77I, 109A, 143K UNIT 2: 6H, 6I, 67A, 115A, 153K UNIT 3: 6H, 6I, 37A, 83I, 117A, 151A, 157K UNIT 4: 6H, 6I, 61A, 75A, 75K, 83D, 103M, 107A, 137A, 143K UNIT 5: 8H, 8I, 41A, 67A, 125A, 151A, 157K UNIT 6: 158H, 158I, 193A, 196J, 223A, 237K, 309A, 315B, 315C, 315K CCSLH: 4.3.B
9. (Begins in grade 4)	(Begins in grade 4)
<i>Range of Writing</i>	
10. (Begins in grade 3)	(Begins in grade 3)

College and Career Readiness Anchor Standards for Speaking and Listening	
<i>Comprehension and Collaboration</i>	
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.	
<i>Presentation of Knowledge and Ideas</i>	
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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 1 students:	
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, 139F UNIT 2: 6H, 6T, 13D, 29F, 37F, 8K, 45D, 61F, 70K, 73D, 81E, 86K, 93D, 111E, 125D, 143E UNIT 3: 6H, 6T, 13D, 31E, 39F, 40K, 47D, 65E, 72K, 75D, 83E, 88K, 95D, 113E, 120K, 127D, 147F UNIT 4: 6H, 6T, 27E, 27O, 32K, 55E, 55O, 61A, 64K, 75E, 75O, 80K, 103E, 103O, 109H, 110K, 133E, 133O, 137A, 139H UNIT 5: 8T, 37E, 37O, 44K, 63E, 63O, 70K, 81E, 81O, 86K, 119E, 119O, 125A, 127H, 128K, 149E, 149O UNIT 6: 158T, 189E, 189O, 196K, 217E, 217O, 226K, 237E, 237O, 242K, 271E, 271O, 276K, 305E, 305O CCSLH: 5.1.A
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	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, 139H, 143K UNIT 5: 127H UNIT 6: 315K CCSLH: 5.1.A
c. Ask questions to clear up any confusion about the topics and texts under discussion.	UNIT 4: 127H UNIT 5: 43H, 85J, 127H 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, 27O, 55E, 55O, 63H, 75E, 75O, 103E, 103O, 133E, 133O, 139H, 143K UNIT 5: 37E, 37O, 43H, 63E, 63O, 69H, 81E, 81O, 85J, 119E, 119O, 127H, 149E, 149O, 153H, 157K UNIT 6: 189E,

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	189O, 195H, 217E, 217O, 237E, 237O, 241J, 271E, 271O, 275H, 305E, 305O, 315E, 315K CCSLH: 5.1.B
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	UNIT 1: 35F, 81H, 111F, 143E UNIT 2: 37F, 69F, 117F, 153K UNIT 3: 39F, 87H, 153F, 157K UNIT 4: 63H, 139H, 143K UNIT 5: 43H, 69H, 85J, 127H, 153H UNIT 6: 195H, 241J, 275H, 315E, 315K CCSLH: 5.1.B
<i>Presentation of Knowledge and Ideas</i>	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	UNIT 1: S20, 10/11, 13C, 35T, 35W, 57D, 65T, 65W, 67I, 69B, 81Y, 83H, 100/101, 105, 111W UNIT 2: 50/51, 54/55, 60, 78/79, 81A, 85Y, 93B, 118/119, 125D, 142, 143, 143D UNIT 3: 7I, 13C, 31D, 37B, 39A, 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 CCSLH: 5.2.A
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	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 CCSLH: 5.2.B
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	UNIT 1: 7G, 13A, 139F UNIT 2: 93B UNIT 4: 83D UNIT 5: 63J, 149E, 153D CCSLH: 5.2.C

College and Career Readiness Anchor Standards for Language	
<i>Conventions of Standard English</i>	
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.	
<i>Knowledge of Language</i>	
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.	
<i>Vocabulary Acquisition and Use</i>	
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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 1 students:	
<i>Conventions in Writing and Speaking</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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, 29H, 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, 95A, 113A, 117B, 153C, 155A, 157D, 157E, T23 UNIT 4: 9C, 27B, 27K, 29B, 31C, 31F, 35D, 55B, 55K, 55L, 55R, 63F, 67C, 75B, 75L, 79A, 79E, 79H, 79J, 83C, 103B, 103K, 107B, 109F, 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, 81L, 81O, 85A, 85G, 85H, 85I, 89C, 95A, 113B, 117B, 119B, 119C, 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 CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G, 6.1.H
a. Print all upper- and lowercase letters.	UNIT 1: 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 CCSLH: 6.1.A
b. Use common, proper, and possessive nouns.	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 CCSLH: 6.1.C

***TREASURES, Grade 1, TE Alignment to:*Treasures 2009**
Common Core State Standards

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	UNIT 1: 27F, 27G, T10 UNIT 2: 39G, 39H, 45A, 61B, 67B, 68/69, 69F, 71G, 73A, 81B, 85A, 85B, 85H UNIT 3: 41G, 71S, 89G, 95A, 113A, 117B UNIT 4: 9C, 27B, 29B, 31F, 55B, 63F, 75B, 79A, 103B, 107B, 109F CCSLH: 6.1.C
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).	UNIT 1: 143E UNIT 6: 229C, 229D, 237B, 237L, 237M, 241A, 241B, 241H, 245C, 271K, 271M, 305M, 315D CCSLH: 6.1.E
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	UNIT 3: 29H 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 CCSLH: 6.1.D
f. Use frequently occurring adjectives.	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, 81L, 85A, 85H, 89C, 119B, 119K, 119L, 119M, 125B, 127F, T21 CCSLH: 6.1.F
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	UNIT 3: 157D UNIT 4: 79J, 109H UNIT 5: 85G, 119C CCSLH: 6.1.H
h. Use determiners (e.g., articles, demonstratives).	UNIT 5: 89C, 119B, 119K, 125B, 127F CCSLH: 6.1.F
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	CCSLH: 6.1.H
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	UNIT 1: 7G, 13A, 27B, 33B, 35F, 113G, 119A, 135B, 137B, 139F UNIT 2: 13B, 35B, 93B UNIT 3: 85A, 155A UNIT 4: 35D, 55B, 55K, 55R UNIT 5: 37M, 63J, 81O, 149E, 153D UNIT 6: 217C, 279C, 279D, 305B, 305C, 305K, 305M, 309B, 311F, 313A CCSLH: 6.1.B
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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,

***TREASURES*, Grade 1, TE Alignment to: Treasures 2009**
Common Core State Standards

	45F, 61B, 61H, 67B, 71E, 73F, 81B, 81G, 85A, 87E, 87G, 93A, 93F, 111B, 111G, 115B, 117F, 119E, 119G, 125A, 125F, 143B, 143G, 147B, 149F, 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, 241H, 243C, 271G, 271Q, 277C, 305G, 305K, 305M, 305Q, 309B, 311F, 315D, 315F, T24 CCSLH: 6.1.I, 6.1.J, 6.1.K
a. Capitalize dates and names of people.	UNIT 2: 87G, 93A, 111B, 115B, 117F, 119G, 125A, 143B, 147B, 149F, 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 CCSLH: 6.1.I
b. Use end punctuation for sentences.	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 CCSLH: 6.1.J
c. Use commas in dates and to separate single words in a series.	UNIT 4: 103K UNIT 6: 237L, 241H, 315D, 315F CCSLH: 6.1.I
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	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 CCSLH: 6.1.K

Common Core State Standards

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	UNIT 1: 7E, 37E, 67E, 83E, 113E UNIT 2: 7E, 39E, 71E, 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 CCSLH: 6.1.K
3. (Begins in grade 2)	(Begins in grade 2)
Vocabulary Acquisition and Use	
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.	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, 119X, 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 CCSLH: 6.2.A, 6.2.B, 6.2.C
a. Use sentence-level context as a clue to the meaning of a word or phrase.	UNIT 4: 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 CCSLH: 6.2.B
b. Use frequently occurring affixes as a clue to the meaning of a word.	UNIT 4: 103H, 109U, T14 UNIT 5: 63H, 119H, 153U, T15 UNIT 6: 271H, 275U, T15 CCSLH: 6.2.C
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	UNIT 3: 119X UNIT 4: 103H, 109U, T14 UNIT 5: 63H, 119H, 153U, T15 UNIT 6: 217H, 271H, 275U, T15 CCSLH: 6.2.C
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	UNIT 1: 37J, 65W, 67J, 83J, 105K, 111W, 113J UNIT 2: 7J, 39J, 71J, 87J, 111J, 119J UNIT 3: 7J, 41J, 73J, 75F, 89J, 121J, 147K UNIT 4: 7E, 27N, 33E, 65E, 81E, 111E UNIT 5: 9E, 45E, 71E, 73C, 81B, 81H, 81L, 85A, 85H, 85W, 87E, 129E, 153R, 153U UNIT 6: 159E, 197E, 227E, 229B, 229E, 237N, 243E, 245E, 271J, 277E, 305T, T9 CCSLH: 6.2.D, 6.2.E

Common Core State Standards

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	UNIT 1: 65W, 111W UNIT 3: 75F UNIT 5: 73C, 81B, 81L, 85A, 85H, 153R, 153U UNIT 6: 229B, 271J, T9 CCSLH: 6.2.D
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).	UNIT 5: 153R, 153U UNIT 6: 229B, 237N CCSLH: 6.2.D
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	UNIT 1: 37J, 67J, 83J, 105K, 113J UNIT 2: 7J, 39J, 71J, 87J, 111J, 119J UNIT 3: 7J, 41J, 73J, 89J, 121J, 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 CCSLH: 6.2.D
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.	UNIT 5: 81H, 85W CCSLH: 6.2.E
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>).	UNIT 1: 6/7, 7I, 13C, 27D, 35A, 36/37, 37I, 37J, 43C, 57D, 65A, 66/67, 67I, 67J, 69C, 77D, 81C, 82/83, 83I, 83J, 89C, 105E, 111A, 112/113, 113I, 113J, 119C, 135E, 139A, 143I UNIT 2: 6/7, 7I, 7J, 13C, 29E, 37A, 38/39, 39I, 39J, 45C, 61E, 69A, 70/71, 71I, 71J, 73C, 81D, 85C, 86/87, 87I, 87J, 93C, 111D, 117A, 118/119, 119I, 119J, 125C, 143D, 149A, 153I UNIT 3: 6/7, 7I, 7J, 13C, 31D, 39A, 40/41, 41I, 41J, 47C, 65D, 71A, 72/73, 73I, 73J, 75C, 83D, 87C, 88/89, 89I, 89J, 95C, 113D, 119A, 120/121, 121I, 121J, 127C, 147E, 153A, 157I UNIT 4: 6/7, 9E, 27D, 27N, 32/33, 35E, 55D, 55N, 64/65, 67E, 75D, 75N, 80/81, 83E, 103D, 103N, 110/111, 113E, 133D, 133N, 143I UNIT 5: 8/9, 11E, 37D, 37N, 43A, 44/45, 47E, 63D, 63N, 69A, 70/71, 73E, 81D, 81N, 85C, 86/87, 89E, 119D, 119N, 128/129, 131E, 149D, 149N, 157I UNIT 6: 158/159, 161E, 189D, 189N, 196/197, 199E, 217D, 217N, 226/227, 229E, 237D, 237N, 242/243, 245E, 271D, 271N, 276/277, 279E, 305D, 305N, 315I CCSLH: 6.2.F

Macmillan/McGraw-Hill
TREASURES ©2009
Grade 2, Teacher's Edition

ALIGNED WITH
COMMON CORE
STATE STANDARDS FOR

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

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.

Reading Standards for Literature

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 2 students:	
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 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 CCSLH: 1.1.A
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	UNIT 1: S6, S10, S18, 10R, 31, 37Q, 37R, 37U, 38I, 65, 65E, 69Q, 69R, 69U, 73E, 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 CCSLH: 1.1.B
3. Describe how characters in a story respond to major events and challenges.	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 CCSLH: 1.1.C
Craft and Structure	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	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 CCSLH: 1.2.A

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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 CCSLH: 1.2.B
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	UNIT 1: 69U, 142, 149U UNIT 2: 263U UNIT 3: 331U, 331V UNIT 4: 123U, 123V UNIT 5: 217U, 217V UNIT 6: 298S, 447V CCSLH: 1.2.C
Integration of Knowledge and Ideas	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	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 CCSLH: 1.3.A
8. (Not applicable to literature)	(Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	UNIT 4: 73E UNIT 5: 257E UNIT 6: 298I, 373E CCSLH: 1.3.B
Range and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading selections in the Grade 2 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 450-790 required by the Common Core Standard for grades 2-3.

Reading Standards for Informational Text

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 2 students:	
Key Ideas and Details	
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	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

<i>Craft and Structure</i>	
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
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.	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 CCSLH: 2.2.B
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	UNIT 5: 163A–163B, 163J, 187A, 193E, 193M, 193N, 193Q, 193R, 193U, 193BB, 270/271, 289J, T7 UNIT 6: 354/355 CCSLH: 2.2.C
<i>Integration of Knowledge and Ideas</i>	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	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 CCSLH: 2.3.A

8. Describe how reasons support specific points the author makes in a text.	CCSLH: 2.3.B
9. Compare and contrast the most important points presented by two texts on the same topic.	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 CCSLH: 2.3.C
<i>Range and Level of Text Complexity</i>	
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.	Reading selections in the Grade 2 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 450-790 required by the Common Core Standard for grades 2-3.

Reading Standards: Foundational Skills

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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 2 students:	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	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 CCSLH: 3.1.A, 3.1.B
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	UNIT 1: 73G, 77F, 77G, 81O, 107G, 115H, T4, T5, T6 UNIT 2: 155A, 157G, 187Y, 187Z CCSLH: 3.1.A

b. Know spelling-sound correspondences for additional common vowel teams.	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 CCSLH: 3.1.A
c. Decode regularly spelled two-syllable words with long vowels.	UNIT 3: 297A-297B, 299F-299H, 327F, 327P, 331B, 331Q, 335F-335G, 361P, 367B, 367Q, 367Z CCSLH: 3.1.A
d. Decode words with common prefixes and suffixes.	UNIT 1: 77R UNIT 3: 327Q, 368I, 375R, 379Y, T12 UNIT 6: 407U, 447U, T15, T16 CCSLH: 3.1.A
e. Identify words with inconsistent but common spelling-sound correspondences.	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 CCSLH: 3.1.A
f. Recognize and read grade-appropriate irregularly spelled words.	UNIT 2: 213B UNIT 4: 83C, 87B, 91A, 91J, 95C, 119B, 121A, 123F CCSLH: 3.1.B
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	UNIT 1: 11D, 31A, 31I, 37V, 39D, 65A, 65I, 39U, 39V, 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 CCSLH: 3.2.A
a. Read on-level text with purpose and understanding.	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 CCSLH: 3.2.A
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	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 CCSLH: 3.2.A
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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 CCSLH: 3.2.A

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective 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	TREASURES TE PAGES
Grade 2 students:	
<i>Text Types and Purposes</i>	
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, 293/294, 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
<i>Production and Distribution of Writing</i>	
4. (Begins in grade 3)	(Begins in grade 3)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	UNIT 1: S19, 35D, 36/37, 67D, 68/69, 81C, 109B, 110/111, 147D, 148/149, 153D–153E UNIT 2: 185D, 186/187, 215B, 216/217, 225O, 229C, 261D, 262/263, 289D, 290/291, 295D–295E UNIT 3: 329D, 330/331, 365D,

	366/367, 375O, 379C, 405B, 406/407, 441D, 447B, 447D-447E UNIT 4: 39B, 40/41, 77D, 78/79, 87O, 91C, 121B, 122/123, 153D, 154/155, 159B, 159D-159E UNIT 5: 191D, 192/193, 215D, 216/217, 225O, 229C, 261D, 262/263, 291B, 292/293, 297B, 297D-297E UNIT 6: 337D, 338/339, 363B, 364/365, 373O, 377C, 405D, 406/407, 445D, 446/447, 451B, 451D-451E CCSLH: 4.2.A
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	UNIT 1: 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, 229L, 263G, 293G, 297I UNIT 6: 339G, 365G, 377K, 407G, 447G, 451I CCSLH: 4.2.A
Research to Build Knowledge	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	UNIT 1: 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 CCSLH: 4.3.A
8. Recall information from experiences or gather information from provided sources to answer a question.	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 CCSLH: 4.3.B
9. (Begins in grade 4)	(Begins in grade 4)
Range of Writing	
10. (Begins in grade 3)	(Begins in grade 3)

College and Career Readiness Anchor Standards for Speaking and Listening***Comprehension and Collaboration***

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

Presentation of Knowledge and Ideas

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

Speaking and Listening Standards

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 2 students:	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	UNIT 1: 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 CCSLH: 5.1.A
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	UNIT 1: 10H, 10S UNIT 2: 295K UNIT 3: 331H, 379L UNIT 4: 10H, 159K UNIT 5: 229L, 297K UNIT 6: 298I, 377L, 451K CCSLH: 5.1.A
b. Build on others' talk in conversations by linking their comments to the remarks of others.	UNIT 2: 295K UNIT 3: 327E UNIT 4: 159K UNIT 5: 191B UNIT 6: 377L, 451K CCSLH: 5.1.A

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	UNIT 1: 10H UNIT 4: 10H CCSLH: 5.1.A
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	UNIT 1: 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 CCSLH: 5.1.B
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	UNIT 1: 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 CCSLH: 5.1.C
Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	UNIT 1: 37G UNIT 4: 41H, 79H UNIT 5: 193H, 217H, 263H, 297E UNIT 6: 447H CCSLH: 5.2.A, 5.2.B
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	UNIT 1: 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: 229L, 297K UNIT 6: 377K, 451E, 451K CCSLH: 5.2.C
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	UNIT 1: 153E UNIT 3: 443A UNIT 5: 293A CCSLH: 5.2.D

College and Career Readiness Anchor Standards for Language***Conventions of Standard English***

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

Knowledge of Language

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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 2 students:	
Conventions in Writing and Speaking	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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 CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F
a. Use collective nouns (e.g., <i>group</i>).	UNIT 4: 13C UNIT 5: 213B, 215B, 217F CCSLH: 6.1.B
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i>).	UNIT 2: 213B CCSLH: 6.1.B
c. Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	CCSLH: 6.1.D
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i>).	UNIT 4: 83C, 87B, 91A, 91J, 95C, 119B, 121A, 123F CCSLH: 6.1.C

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	UNIT 6: 301C, 333B, 337B, 339F, 369C, 373B, 377A, 377J, 381C, 403B, 405B, 407F, 451E CCSLH: 6.1.E
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>).	UNIT 1: 13C, 31B, 31M, 35B, 37F, 41C, 65B, 67B, 69F UNIT 3: 411C, 443F UNIT 5: 297D CCSLH: 6.1.A
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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 CCSLH: 6.1.G, 6.1.H, 6.1.I
a. Capitalize holidays, product names, and geographic names.	UNIT 4: 37K, 39A, 41F UNIT 5: 225L–225M UNIT 6: 403K CCSLH: 6.1.B

b. Use commas in greetings and closings of letters.	UNIT 2: 213K, 215A UNIT 3: 375L CCSLH: 6.1.H
c. Use an apostrophe to form contractions and frequently occurring possessives.	UNIT 4: 127C, 149B, 149K, 153B, 155F UNIT 5: 267C, 289B, 289K, 291A, 293F, 297E CCSLH: 6.1.H
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	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: 399C, 301H, 333G, 341C, 343G, 361G, 367C, 369G, 373G, 379C, 381G, 403G, 409C, 411G, 441G CCSLH: 6.1.I
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	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
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	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 CCSLH: 6.2.A

a. Compare formal and informal uses of English.	UNIT 1: 153K UNIT 2: 233E UNIT 3: 327E UNIT 4: 159D UNIT 5: 213E UNIT 6: 441C CCSLH: 6.2.A
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.	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 CCSLH: 6.3.A, 6.3.B, 6.3.C, 6.3.D, 6.3.E
a. Use sentence-level context as a clue to the meaning of a word or phrase.	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 CCSLH: 6.3.B

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>).	UNIT 3: 368I, 369E, 375H, 375R, 379Y, 407Z, T12 CCSLH: 6.3.C
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).	UNIT 3: 379Y UNIT 5: 225R UNIT 6: 341E, 361H, 365U, T13 CCSLH: 6.3.C
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).	UNIT 4: 92I, 93E, 112/113, 119H, 123U, T14 UNIT 5: 193Z, 264I, 265E, 276/277, 289H, 293U, T16 CCSLH: 6.3.D
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	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 CCSLH: 6.3.E
5. Demonstrate understanding of word relationships and nuances in word meanings.	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 CCSLH: 6.3.F
a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	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 CCSLH: 6.3.F
b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).	CCSLH: 6.3.F
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>).	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 CCSLH: 6.3.F

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Grade 3, Teacher's Edition

ALIGNED WITH

COMMON CORE

STATE STANDARDS FOR

English Language Arts

&

Literacy in History/Social Studies,
Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading	
<i>Key Ideas and Details</i>	
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.
<i>Craft and Structure</i>	
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.
<i>Integration of Knowledge and Ideas</i>	
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.
<i>Range of Reading and Level of Text Complexity</i>	
10.	Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literature

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 3 students:	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	UNIT 1: 67, 148-150 UNIT 2: 155A-155B, 156, 161, 165, 167, 169, 177O, 177P, 177R, 181A-181B, 182, 188, 195, 196, 203, 211O, 211P, 211R UNIT 3: 307 UNIT 4: 58, 139 UNIT 5: 177 UNIT 6: 339 CCSLH: 1.1.A
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.	UNIT 1: 21, 23, 26, 33, 60, 67, 141, 147R UNIT 2: 156, 160, 163, 164, 171, 192, 202 UNIT 3: 299, 304, 307, 331 UNIT 4: 16, 66, 70, 72, 91, 128 UNIT 5: 177, 244, 253 UNIT 6: 293A-293B, 297, 305, 308, 311, 312, 315, 321P, 330, 336, 339, 380-381, T1 CCSLH: 1.1.B, 1.1.C
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	UNIT 1: 13A-13B, 21, 24, 25, 27, 28, 29, 33, 33B, 37O, 37P, 37R, 37T, 41A-41B, 42, 44, 45, 47, 51, 53, 54, 56, 57, 59, 61, 63, 64, 65, 67, 67B, 73O, 73P, 73R, 73T, 119A-119B, 120, 122, 123, 126, 127, 129, 130, 131, 132, 134, 135, 138, 141, 141B, 147O, 147P, 147R, T1, T3 UNIT 2: 165, 186, 192, 196, 199, 205B UNIT 3: 330, 363 UNIT 4: 16, 30, 66, 125 UNIT 5: 153A-153B, 163, 170 UNIT 6: 326, 329, 330, 335, 336 CCSLH: 1.1.D
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	UNIT 1: 22, 24, 44, 45, 48, 60, 64, 73Q, 112-113, 125, 128, 136, 140 UNIT 2: 152S, 159, 160, 161, 162, 165, 185, 194, 197, 200, 204 UNIT 3: 290, 291, 293, , 294, 297, 304, 322, 327, 329, 333, 337, 338, 339A, 360, 365, 366, 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 CCSLH: 1.2.A, 1.2.B
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	UNIT 1: 112, 124, 148 UNIT 2: 152S, 158-159, 160, 166, 168, 170, 175, 274, 275 UNIT 3: 322, 416-417, 417A UNIT 4: 29, 109, 126 UNIT 5: 153A-153B, 154,

how each successive part builds on earlier sections.	157, 158, 161, 162, 164, 166, 173, 177, 236, 245, 253B UNIT 6: 298, 400 CCSLH: 1.2.C, 1.2.D, 1.2.E
6. Distinguish their own point of view from that of the narrator or those of the characters.	UNIT 1: 10R, 113, T15 UNIT 3: 282S, 358, 393, T17 UNIT 5: 157, 158, 238 UNIT 6: 298, 331 CCSLH: 1.2.F
<i>Integration of Knowledge and Ideas</i>	
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).	UNIT 1: 26, 32, 49, 58-59, 62, 131, 133, 137, 140 UNIT 2: 184, 198 UNIT 3: 289, 326, 332, 371, 372 UNIT 4: 38, 62, 73B, 136 UNIT 5: 156, 157, 159, 168, 169 UNIT 6: 314, 338 CCSLH: 1.3.A
8. (Not applicable to literature)	(Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	UNIT 2: 169 UNIT 5: 173 CCSLH: 1.3.B
<i>Range of Reading and Level of Text Complexity</i>	
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.	Reading selections in the Grade 3 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 450-790 required by the Common Core Standard for grades 2-3.

Reading Standards for Informational Text

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 3 students:	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	UNIT 1: 82-83, UNIT 2: 223A, 227A-227B, 228, 231, 235, 241, 245, 247, 249, 255O, 255P, 255R, 255S UNIT 3: 348-349 UNIT 4: 86-87 UNIT 5: 226, 286-289 UNIT 6: 354-357, 404 CCSLH: 2.1.A
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	UNIT 1: 77A-77B, 78-81, 81A, 85O, 85P, 85R, 85T, 89A-89B, 90, 91, 92, 93, 96, 97, 101, 105, 106, 107, 108, 109, 111B, 115O, 115P, 115R, 115S, T2 UNIT 2: 219A, 235, 242, 265 UNIT 3: 310, 392, 405 UNIT 4: 42, 111, 111B, 000 UNIT 5: 179, 277, 278 UNIT 6: 373 CCSLH: 2.1.B
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	UNIT 1: 68-71, 73S UNIT 2: 215A-215B, 216-219, 223R, 223T, 244, 249B, 421K-421L 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: 178-181, 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 CCSLH: 2.1.C, 2.1.D, 2.1.E
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	UNIT 1: 34-35, 68-71, 73S, 85T, 107, 115Q, 115R, 115U, 142, 144, 145 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 CCSLH: 2.2.A, 2.2.B
5. Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.	UNIT 1: 34-35, 68-71, 80, 95, 106, 142-145, 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 CCSLH: 2.2.C
6. Distinguish their own point of view from that of the author of a text.	UNIT 1: 35 UNIT 2: 152I UNIT 5: 198 UNIT 6: 375, 383S, T18 CCSLH: 2.2.D
Integration of Knowledge and Ideas	
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).	UNIT 1: 34–35, 68–71, 73S, 95, 105, 142–145, 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: 178–181, 196, 203, 254–257, 259R, 259T UNIT 6: 369, 395 CCSLH: 2.3.A
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	UNIT 1: 215A, 244, 249B UNIT 3: 347A, 390, 402, 407, 408, T3, T4 UNIT 4: 42, 85A, 98, 107B UNIT 5: 187A–187B, 190, 193, 197, 271 UNIT 6: 315B CCSLH: 2.3.B
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	UNIT 1: 85P, 85R, 111, 113, 115P, 115R UNIT 2: 223R, 255R UNIT 3: 415, 417R UNIT 5: 181, 217R, 229R, 270, 281, 285R UNIT 6: 383R CCSLH: 2.3.C
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Reading selections in the Grade 3 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 450–790 required by the Common Core Standard for grades 2–3.

Reading Standards: Foundational Skills

There are no standards for Print Concepts (1) or Phonological Awareness (2) in Foundational Skills for Grade 3.

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 3 students:	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	UNIT 1: 10R, 37B, 37E, 37G-37H, 37M, 37Q, 38I, 73B, 73E, 73G-73H, 73M, 73P, 73Q, 74I, 85E, 85G-85H, 85M, 86I, 115B, 115E, 115G-115H, 115M, 116I, 147B, 147E, 147G-147H, 147M, 147P, 147Q M UNIT 2: 152R, 177B, 177E, 177G-177H, 177M, 177P, 177Q, 178I, 211B, 211E, 211G-211H, 211M, 211P, 211Q, 212I, 223E, 223G-223H, 223M, 224I, 255B, 255E, 255G-255H, 255M, 255P, 255Q, 256I, 277B, 277E, 277G-277H, 277M, 277P, 277Q UNIT 3: 313E, 313G-313H, 313M, 313P, 313Q, 314I, 339B, 339E, 339G-339H, 339M, 339P, 339Q, 340I, 351E, 351G-351H, 351M, 351P, 351Q, 352I, 383E, 383G-383H, 383M, 383P, 383Q, 384I, 417E, 417G-417H, 417M, 417P, 417Q UNIT 4: 10R, 45E, 45G-45H, 45M, 45P, 45Q, 46I, 77E, 77G-77H, 77M, 77P, 77Q, 78I, 89E, 89G-89H, 89M, 111E, 111G-111H, 111M, 145E, 145G-145H, 145M, 146P UNIT 5: 183E, 183G-183H, 183M, 217E, 217G-217H, 217M, 229E, 229G-229H, 229M, 230I, 245, 259E, 259G-259H, 259M, 259P, 259Q, 260I, 285E, 285G-285H, 285M, 285P, 285Q, T6 UNIT 6: 290R, 321E, 321G-321H, 321M, 321Q, 322I, 345E, 345G-345H, 345M, 345P, 345Q, 357E, 357G-357H, 357M, 383E, 383G-383H, 383M, 383O, 383P, 383Q, 384I, 403E, 403G-403H, 403M, 403P, 403Q, T7, T9 CCSLH: 3.1.A
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	UNIT 1: 26, 73F, 105 UNIT 2: 211F, 277F UNIT 3: 294 UNIT 4: 77F UNIT 6: 322I, 325, 328, 335, 345D, 345E, 345G-345H, 345M, 345O, 345P, 345Q, 358I, 361, 373, 383D, 383E, 383G-383H, 383M, 383O, 383P, 383Q, 403F, T7, T9 CCSLH: 3.1.A
b. Decode words with common Latin suffixes.	UNIT 1: 105 UNIT 4: 111F CCSLH: 3.1.A
c. Decode multisyllable words.	UNIT 1: 37E, 37M, 73E, 73M, 85E, 85M, 115E, 115M, 147E, 147M UNIT 2: 177E, 177M, 211E, 211M, 223E, 223M, 255E, 255M, 277E, 277M UNIT 3:

	313E, 313M, 339E, 339M, 351E, 351M, 383E, 383M, 417E, 417M UNIT 4: 45E, 45M, 77E, 77M, 89E, 89M, 111E, 111M, 122, 145E, 145M UNIT 5: 150Q, 153, 172, 183D, 183E, 183M, 183O, 183P, 183Q, 217E, 217M, 229E, 229M, 230I, 245, 259E, 259M, 259P, 259Q, 260I, 285E, 285M, 285P, 285Q, T6 UNIT 6: 290R, 321E, 321M, 321Q, 322I, 345E, 345M, 345P, 345Q, 346I, 357E, 357M, 357P, 357Q, 383E, 383M, 383O, 383P, 383Q, 384I, 403E, 403M, 403P, T7, T9 CCSLH: 3.1.A
d. Read grade-appropriate irregularly spelled words.	UNIT 2: 171A, 180-181, 219A, 223I-223J, 249A, 000 UNIT 3: 339B, 339E, 339G-339H, 339M, 339P, 339Q, 351E, 351G-351H, 351M-351N, 351Q UNIT 6: 321E, 321G-321H,, 321M, 321Q, 357E, 357G-357H, 357357M, 357P, 357Q CCSLH: 3.1.A
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	UNIT 1: 11, 30, 33A, 37N, 37S, 37Q, 39, 51, 67A, 73N, 73Q, 73S, 75, 81A, 85N, 87, 111A, 115N, 115Q, 115S, 117, 132, 141A, 147N, 147S UNIT 2: 152R, 153, 171A, 177L, 177N, 177Q, 179, 188, 205A, 211L, 211N, 211Q, 211S, 213, 219A, 223L, 223N, 223S, 224I, 225, 249A, 255L, 255N, 255S 256I, 257, 268, 273A, 274, 277L, 277N, 277Q, 277S, 282R, 283 UNIT 3: 307A, 313L, 313N, 313Q, 313S, 315, 335A, 339L, 339N, 339Q, 339S, 341, 347A, 351L, 351N, 353, 357S, 360, 379A, 383L, 383N, 383Q, , 383S, 385, 391, 411A, 417L, 417N, 417Q, 417S UNIT 4: 11, 23, 39A, 45L, 45N, 45Q, 47, 73A, 77L, 77N, 77Q, 79, 85A, 89L, 89N, 89Q, 91, 97, 107A, 111L, 111Q, 111S, 113, 111N, 139A, 145L, 145N, 145Q, 145S, 151, 162 UNIT 5: 177A, 183L, 183N, 183Q, 185, 205, 211A, 217L, 217N, 217Q, 219, 225A, 229L, 229N, 229Q, 231, 242, 253A, 259L, 259N, 259Q, 259S, 261, 272, 281A, 285L, 285N, 285Q, 290R, 291 UNIT 6: 312, 315A, 321L, 321N, 323, 339A, 345L, 345N, 347, 353A, 357L, 357N, 358I, 359, 368, 379A, 383, 383L, 383N, 384I, 385, 395, 399A, 403L, 403N, 403Q, 403S CCSLH: 3.2.A
a. Read on-level text with purpose and understanding.	UNIT 1: 11, 30, 33A, 37N, 37S, 37Q, 38I, 39, 51, 67A, 73N, 73Q, 73S, 75, 81A, 85N, 87, 111A, 115N, 115Q, 115S, 117, 132, 141A, 147N, 147S UNIT 2: 152R, 153, 171A, 177L, 177N, 177Q, 179, 188, 205A, 211L, 211N, 211Q, 211S, 213, 219A, 223L, 223N, 223S, 224I, 225, 249A, 255L, 255N, 255S 256I, 257, 268, 273A, 277L, 277N, 277Q, 277S, 282R, 283 UNIT 3: 307A, 313L, 313N, 313Q, 313S, 315, 335A, 339L, 339N, 339Q, 339S, 341, 347A, 351L, 351N, 353, 357S, 360, 379A, 383L, 383N, 383Q, , 383S, 385, 391, 411A, 417L, 417N, 417Q, 417S

	UNIT 4: 11, 23, 39A, 45L, 45N, 45Q, 47, 73A, 77L, 77N, 77Q, 79, 85A, 89L, 89N, 89Q, 91, 97, 107A, 111L, 111Q, 111S, 113, 111N, 139A, 145L, 145N, 145Q, 145S, 151, 162 UNIT 5: 177A, 183L, 183N, 183Q, 185, 205, 211A, 217L, 217N, 217Q, 219, 225A, 229L, 229N, 229Q, 231, 242, 253A, 259L, 259N, 259Q, 259S, 261, 272, 281A, 285L, 285N, 285Q, 290R, 291 UNIT 6: 312, 315A, 321L, 321N, 323, 339A, 345L, 345N, 347, 353A, 357L, 357N, 358I, 359, 368, 379A, 383, 383L, 383N, 384I, 385, 395, 399A, 403L, 403N, 403Q, 403S CCSLH: 3.2.A
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	UNIT 1: 33A, 37N, 37Q, 37S, 38I, 39, 67A, 73N, 73Q, 73S, 74I, 81A, 85N, 85Q, 111A, 115N, 115Q, 115S, 116I, 132, 141A, 147N, 147Q UNIT 2: 152R, 171A, 177N, 177Q, 177S, 205A, 211N, 211Q, 211S, 219A, 223N, 223Q, 223S, 224I, 236, 249A, 255N, 255Q, 255S, 256I, 268, 273A, 274-275, 277N, 277Q, 277S, 282R UNIT 3: 282R, 283, 307A, 313N, 313Q, 313S, 314I, 315, 335A, 336-337, 339N, 339Q, 339S, 340I, 347A, 351N, 351Q, 352I, 360, 379A, 383N, 383Q, 383S, 384I, 391, 411A, 417N, 417Q, 417S UNIT 4: 23, 39, 39A, 45N, 45Q, 46I, 73A, 77N, 77Q, 78I, 85A, 89N, 89Q, 90I, 97, 107A, 108-109 111N, 111Q, 111S, 112I, 139A, 145N, 145Q UNIT 5: 150R, 162, 177A, 183N, 183Q, 184I, 205, 211A, 217N, 217Q, 218I, 225A, 229Q, 230I, 242, 253A, 259N, 259Q, 259S, 260I, 272, 281A, 285N, 285Q UNIT 6: 290R, 312, 315A, 321N, 321Q, 339A, 345N, 345Q, 353A, 357N, 357Q, 358I, 368, 379A, 383N, 383Q, 383S, 384I, 395, 399A, 400-401, 403N, 403Q, 403S CCSLH: 3.2.A
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	UNIT 1: 22, 38I, 41, 48, 73C-73D, 73O, 73Q, 107, 125, 128, 144, T5 UNIT 2: 224I, 227, 232, 234, 255D, 255O, 255Q, 256I, 259, 266, 277D, 277O, 277Q, T8, T9 UNIT 3: 384I, 387, 390, 391, 400, 417D, 417O, 417Q UNIT 4: 52, 77O, 82, 90I, 93, 111D, 111O, 111Q, T8 UNIT 5: 230I, 233, 237, 242, 245, 259D, 259O, 259Q, T8 UNIT 6: 290Q, 293, 307, 321D, 321O, 321Q, 324, 369, T6 CCSLH: 3.2.A

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective 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	TREASURES TE PAGES
Grade 3 students:	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	UNIT 1: 74J UNIT 2: 152I, 152S, 176–177B, 178J, 210–211B, 224J, 254–255B, 256J, 270, 271, 272, 276–277B, 281, 281A–281H UNIT 3: 340J, 350–351B UNIT 4: 71, 102, 105 UNIT 5: 210, 215, 258–259B, 289 UNIT 6: 397 CCSLH: 4.1.A
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	UNIT 2: 152I, 152S, 176–177B, 178J, 210–211B, 224J, 254–255B, 256J, 276–277B, 281, 281A–281H UNIT 3: 340J, 350–351B UNIT 5: 210, 258–259B UNIT 6: 313, 397 CCSLH: 4.1.A
b. Provide reasons that support the opinion.	UNIT 2: 152S, 176–177B, 178J, 210–211B, 224J, 254–255B, 256J, 270, 271, 276–277B, 281, 281A–281H UNIT 3: 340J, 350–351B UNIT 4: 71, 102, 105 UNIT 5: 210, 258–259B UNIT 6: 397 CCSLH: 4.1.A
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	UNIT 2: 177B, 217A, 281A UNIT 6: 345A CCSLH: 4.1.A
d. Provide a concluding statement or section.	UNIT 2: 177B, 210–211B, 276–277A, 281A–281H UNIT 5: 258–259B CCSLH: 4.1.A
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	UNIT 1: 10–H–10I, 85A–85B, 86J, 96, 103, 116J, 134, 151G UNIT 2: 152H–152I, 152S, 175, 177J, 178J, 223A–223B, 224J, 239, 247, 253, 276–277B, 281K–281L UNIT 3: 282S, 282H–282I, 306, 311, 314J, 334, 340J, 347, 351A–351B, 352J, 378, 384J, 394, 409, 415, 421G, 421K–421L UNIT 4: 10H–10I, 10S, 43, 44–45B, 46J, 69, 75, 76–77B, 78J, 89A–89B, 90J, 100, 102, 106, 112J, 143, 144–145B, 149, 149A–149H, 149K–149L UNIT 5: 150H–150I, 150S, 167, 174, 175, 176, 182–183B, 184J, 208, 218J, 229A–229B, 230J, 239, 260J, 280, 289A–289H, 289K–289L UNIT 6: 290H–290I, 290S, 310, 320–321B, 322J, 344–345, 345A–345B, 346J, 357A–357B, 358J, 382–383B, 377, 384J, 396, 398, 402–403B, 407, 407A–407H, 407K–407L CCSLH: 4.1.B

TREASURES, Grade 3, TE Alignment to:
Common Core State Standards

Treasures 2009

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	UNIT 1: 10H-10I, 73A, 85A–85B, 103, 134 UNIT 2: 152H-152I, 175, 177, 223A, 253, 276-277B, 281K-281L UNIT 3: 311, 340J, 352J, 394, 415, 421K-421L UNIT 4: 10H-10I, 43, 44–45B, 69, 89A-89B, 229A–229B, 143, 144–145B, 149, 149A–149H, 149K-149L UNIT 5: 150H-150I, 182-183B, 184J, 208, 289A–289H, 289K-289L UNIT 6: 290H-290I, 290S, 320–321, 344–345, 345A–345B, 357A–357B, 358J, 377, 382–383B, 396, 402–403B, 407, 407A–407H, 407K-407L CCSLH: 4.1.B
b. Develop the topic with facts, definitions, and details.	UNIT 1: 10-H-10I, 73A, 85A–85B, 103, 134 UNIT 2: 152H-152I, 175, 223A-223B, 247, 253, 276-277B, 281K-281L UNIT 3: 394, 415, 421K-421L UNIT 4: 10H-10I, 44–45B, 76–77B, 89A-89B, 143, 144–145B, 149, 149A–149H, 149K-149L, 229A–229B UNIT 5: 150H-150I, 176, 182-183B, 208, 289A–289H, 289K-289L UNIT 6: 290H-290I, 344–345, 345A–345B, 357A–357B, 377, 382–383B, 402–403B, 407, 407A–407H, 407K-407L CCSLH: 4.1.B
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	UNIT 1: 85A–85B UNIT 2: 223A UNIT 3: 306, 313B, 347, 3 83B, 409 UNIT 4: 44–45B, 46J, 76, 144–145B, 149A–149H UNIT 5: 182-183B, 217A, 289A–289H UNIT 6: 299, 310, 344–345, 345A, 407A–407H CCSLH: 4.1.B
d. Provide a concluding statement or section.	UNIT 2: 152I, 276-277B, 281K-281L UNIT 5: 289A–289H UNIT 6: 344–345, 402–403B, 407A–407H CCSLH: 4.1.B
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	UNIT 1: 10S, 36–37B, 38J, 72–73B, 116J, 146–147B, 151, 151A–151H UNIT 2: 212J, 222-223, 248 UNIT 3: 282S, 312–313B, 338-339B, 352J, 382–383B, 377, 382-383B, 384J, 410, 416–417B, 421, 421A–421H UNIT 4: 10S, 72, 78J, 88-89, 110–111, 111A–111B, 137, 138 UNIT 5: 150S, 182–183, 183A–378,183B, 216–217B, 218J, 228-229, 230J, 245, 251, 258–259B, 260J UNIT 6: 314, 338, 346J, 356-357 CCSLH: 4.1.C
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	UNIT 1: 36–37B , 72–73B , 146–147B, 151A-151H UNIT 2: 222-223 UNIT 3: 338-339B, 416–417B, 421A–421H UNIT 4: 88-89, 137 UNIT 5: 216–217B, 228-229 UNIT 6: 356-357 CCSLH: 4.1.C

TREASURES, Grade 3, TE Alignment to:
Common Core State Standards

Treasures 2009

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	UNIT 1: 146–147B, 151A–151H UNIT 2: 222–223 UNIT 3: 352J, 382–383B, 416–417B, 421A–421H UNIT 4: 110–111, 111A–111B, 138 CCSLH: 4.1.C
c. Use temporal words and phrases to signal event order.	UNIT 1: 36–37B, 146–147B, 151A–151H UNIT 3: 312, 312B, 382B, 421F UNIT 5: 216–217B CCSLH: 4.1.C
d. Provide a sense of closure.	UNIT 1: 151A–151H UNIT 2: 222–223 UNIT 3: 421A–421H UNIT 5: 228–229 story UNIT 6: 356–357 CCSLH: 4.1.C
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	UNIT 1: 10–H–10I, 37, 72–73B, 84–85, 103, 115, 146–147B, 151, 151A–151E, 151F, 151G–151H, 151K–151L UNIT 2: 175, 177, 177B, 211, 222–223, 223A–223B, 255, 277, 281, 281A–281E, 281F, 281G–281H, 281K–281L 281H–281I UNIT 3: 313, 313B, 339, 350–351B, 383, 417, 421, 421A–421E, 421F, 421G–421H, 421I–421J, 421K–421L UNIT 4: 10H–10I, 45, 77, 77B, 88–89, 89A–89B, 110–111, 111A–111B, 144–145B, 149, 149A–149E, 149F, 149G–149H, 149K–149L UNIT 5: 150H–150I, 182–183B, 216–217B, 228–229, 229A–229B, 258–259B, 284–285B, 289, 289A–289E, 289F, 289G–289H, 289K–289L UNIT 6: 290H–290I, 320–321B, 344–345, 345A–345B, 357, 357A–357B, 382–383B, 402–403B, 407, 407A–407E, 407F, 407G–407H, 407K–407L 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: 10–H–10I, 37, 72–73B, 84–85, 103, 115, 146–147B, 151, 151A–151E, 151F, 151G–151H, 151K–151L UNIT 2: 175, 177, 177B, 211, 222–223, 223A–223B, 255, 277, 281, 281A–281E, 281F, 281G–281H, 281K–281L 281H–281I UNIT 3: 313, 313B, 339, 350–351B, 383, 417, 421, 421A–421E, 421F, 421G–421H, 421I–421J, 421K–421L UNIT 4: 10H–10I, 45, 77, 77B, 85B, 88–89, 89A–89B, 110–111, 111A–111B, 144–145B, 149, 149A–149E, 149F, 149G–149H, 149K–149L UNIT 5: 150H–150I, 182–183B, 216–217B, 228–229, 229A–229B, 258–259B, 284–285B, 289, 289A–289E, 289F, 289G–289H, 289K–289L UNIT 6: 290H–290I, 320–321B, 344–345, 345A–345B, 357, 357A–357B, 382–383B, 402–403B, 407, 407A–407E, 407F, 407G–407H, 407K–407L 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: 145, 151I-151J, 151L UNIT 2: 152H-152I, 281I-281J, 281K-281L UNIT 3: , 350-351B, 421I-421J UNIT 4: 149A–149H, 149I-149J, 149K-149L UNIT 5: 289I-289J UNIT 6: 377, 407I-407J CCSLH: 4.2.A
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	UNIT 1: 10-H-10I, 103, 126, 134, 136, 145, 151K-151L UNIT 2: 152H-152I, 175, 223A-223B, 239, 247, 253, 281C, 281I-281J, 281K-281L UNIT 3: 311, 350-351B, 394, 409, 415, 421A-421H, 421K-421L UNIT 4: 10H-10I, 85B, 143, 149K-149L, T11 UNIT 5: 150H-150I, 175, 181, 191, 208, 215, 229A–229B, 230J, 239, 289K-289L UNIT 6: 290H-290I, 343, 357A–357B, 382–383B, 384J, 402–403B, 407A–407H, 407K-407L CCSLH: 4.3.A
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	UNIT 1: 72–73B, 103, 116J, 134, 146–147B, 151A-151H, 151K-151L UNIT 2: 152H-152I, 175, 212J, 223A-223B, 247, 253, 281I-281J, 281K-281L UNIT 3: 350-351B, 394 UNIT 4: 10H-10I, 110–111, 111A–111B, 149A–149H UNIT 5: 210, 216–217B, 258-259B, 289A–289H CCSLH: 4.3.A
9. (Begins in grade 4.)	(Begins in grade 4.)
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	UNIT 1: 10-H-10I, 10S, 36–37B, 38J, 72–73B, 74J, 85A–85B, 86J, 96, 103, 116J, 126, 134, 136, 146–147B, 151, 151A–151H, 151K-151L UNIT 2: 152H-152I, 152S, 175, 176–177B, 177J, 178J, 210–211B, 212J, 222-223, 223A–223B, 224J, 239, 247, 248 253, 254–255B, 256J, 270, 271, 272, 276-277B, 281, 281A–281H, 281I-281J, 281K-281L UNIT 3: 282S, 282H-282I, 306, 311, 312–313B, 314J, 334, 338-339B, 340J, 347, 350-351B, 351A–351B, 352J, 377, 378, 382-383B, 384J, 394, 409, 410, 415, 416–417B, 421, 421A–421H, 421K-421L UNIT 4: 10H-10I, 10S, 43, 44–45B, 46J, 69, 71, 72, 75, 76–77B, 78J, 88-89, 89A–89B, 90J, 100, 102, 105, 106, 110–111, 111A–111B, 112J, 137, 138, 143, 144–145B, 149, 149A–149H, 149K-149L UNIT 5: 150H-150I, 150S, 167, 174, 175, 176, 182–183, 183A–183B, 184J, 191, 208, 210, 215, 216–217B, 218J, 228-229, 229A–229B, 230J, 239, 245, 251, 258–259B, 260J, 280, 284–285B, 289, 289A–289H, 289I-289J, 289K-289L UNIT 6: 290H-290I, 290S, 299, 310, 313, 314, 320–321B, 322J , 338, 344–345, 345A–345B, 346J, 356-357, 357A–357B, 358J, 377, 378, 382–383B, 384J, 396, 397, 398, 402–403B, 407, 407A–407H, 407I-407J, 407K-407L CCSLH: 4.1.A, 4.1.B, 4.1.C, 4.3.A, 4.4.A

College and Career Readiness Anchor Standards for Speaking and Listening	
<i>Comprehension and Collaboration</i>	
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.	
<i>Presentation of Knowledge and Ideas</i>	
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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 3 students:	
Comprehension and Collaboration	
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.	UNIT 1: 10H-10I, 10-11, 38-39, 74-75, 85V, 86-87, 116-117, 147B, T11-T16 UNIT 2: 152I, 152-153, 178-179, 212-213, 224-225, 256-257, T12-T17 UNIT 3: 282I, 282-283, 314-315, 340-341, 352-353, 384-385, T12-T17 UNIT 4: 10I, 10-11, 46-47, 78-79, 90-91, 112-113, T12-T17 UNIT 5: 150I, 150-151, 177B, 184-185, 218-219, 230-231, 260-261, T13-T18 UNIT 6: 290I, 290-291, 322-323, 346-347, 358-359, 384-385, T13-T18 CCSLH: 5.1.A
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	UNIT 1: 10I, 147B, 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 CCSLH: 5.1.A
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	UNIT 1: 10I, 151K-151L UNIT 2: 152I, 281K-281L UNIT 3: 282I, 421K-421L UNIT 4: 10I, 149K-149L UNIT 5: 150I, 289K-289L UNIT 6: 290I, 407E, 407K-L CCSLH: 5.1.A
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	UNIT 1: 10I, 37A, 85A, 147A, 147B UNIT 2: 177A, 152H-152I, 202, 223A UNIT 3: 339A, 417A, 421K UNIT 4: 45A, 149K UNIT 5: 289K UNIT 6: 407E, 407K CCSLH: 5.1.A
d. Explain their own ideas and understanding in light of the discussion.	UNIT 1: 10I, 10, 38, 74, 86, 116, 147B UNIT 2: 152I, 152, 178, 212, 224, 256 UNIT 3: 282I, 282, 314, 340, 352, 384 UNIT 4: 10, 46, 78, 90, 112, 149K UNIT 5: 150I, 150, 184, 218, 230, 260 UNIT 6: 290I, 290, 322, 346, 358, 384, 407K CCSLH: 5.1.A
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	UNIT 1: 37A, 73A, 85A, 87, 117 UNIT 2: 179, 223A, 255, 255A UNIT 3: 341, 347, 351A, 385, 421K UNIT 4: 89A, 91 UNIT 5: 231, 261 UNIT 6: 291, 347, 359, 385 CCSLH: 5.1.B

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	UNIT 1: 37A, 85A, 147A UNIT 2: 152H-152I, 177A, 281K UNIT 3: 313A, 351A, 421K UNIT 4: 111A, 149E, 149K UNIT 5: 289K UNIT 6: 357A, 383A CCSLH: 5.1.C
<i>Presentation of Knowledge and Ideas</i>	
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	UNIT 1: 37A, 72–73B, 85A-85B, 147A, 151E UNIT 2: 152H-152I, 177A, 210-211B, 223A, 255A, 277A, 281E, 281K-281L UNIT 3: 313A, 339A, 351A UNIT 4: 45A, 89A, 111A, 149K UNIT 5: 150I, 183A, 217A, 259A UNIT 6: 345A, 357A CCSLH: 5.2.A, 5.2.B, 5.2.C
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	UNIT 1: 151E, 151K UNIT 2: 255A, 281K-281L UNIT 3: 339B, 421K UNIT 4: 149E, 149K UNIT 5: 229A, 289E, 289K UNIT 6: 357B, 383B, 403B, 407K CCSLH: 5.2.D
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)	UNIT 1: 37J, 73B, 85J, 151E, 115J UNIT 2: 152H-152I, 205B, 256, 281A–281H, 281K-281L UNIT 3: 313T, 417R CCSLH: 5.2.A, 5.2.B, 5.2.C

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

Language Standards

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). These Language Progressive Skills are reflected in charts following the Language Standards in correlations for Grades 4-6.

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 3 students:	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	UNIT 1: 37I–37J, 73, 73A–73B, 73I–73J, 85I–85J, 110, 115B, 115I–115J, 147, 147B, 147I–147J, 151D, 151E UNIT 2: 177, 177B, 177I–177J, 211, 211B, 211I–211J, 215, 223I–223J, 254, 255, 255B, 255I–255J, 277, 277B, 277I–277J, 281E UNIT 3: 313, 313B, 313I–313J, 321I–321J, 339, 339B, 339I–339J, 351I–351J, 383, 383A–383B, 383I–383J, 417B, 417F, 417I–417J, 421E UNIT 4: 45A, 45I–45J, 77I–77J, 89I–89J, 111, 111B, 111I–111J, 115, 145B, 145D, 145I–145J, 149E, 145O, 145R, 149E, T9 UNIT 5: 183, 183B, 183I–183J, 217, 217B, 217E, 217G–217H, 217I–217J, 217M, 221, 229D, 229I–229J, 259, 259B, 259I–259J, 285I–285J, 289D, 289E, T9 UNIT 6: 321, 321I–321J, 345, 345B, 345I–345J, 353A, 357I–357J, 383, 383B, 383I–383J, 403, 403B, 403I–403J, 407E CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	UNIT 1: 110 UNIT 2: 177B, 177I–177J, 211B, 211I–211J, 215, 223I–223J, 254, 255B, 255I–255J, 281E UNIT 3: 313I–313J, 321I–321J, 339B, 339I–339J, 351I–351J, 383I–383J, 417F, 417I–417J UNIT 4: 45I–45J, 77I–77J, 89I–89J, 111I–111J, 115, 145D, 145O, 145R, T9 UNIT 5: 183I–183J, 217I–217J, 221, 229D, 229I–229J, 259I–259J, 285I–285J, T9 UNIT 6: 321, 321I–321J, 345I–345J, 357I–357J, 383, 383B, 383I–383J, 407E CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F
b. Form and use regular and irregular plural nouns.	UNIT 2: 211B, 211I–211J, 223I–223J, 281E UNIT 5: 183I–183J CCSLH: 6.1.B
c. Use abstract nouns (e.g., <i>childhood</i>).	CCSLH: 6.1.B
d. Form and use regular and irregular verbs.	UNIT 1: 110 UNIT 3: 313I–313J, 339B, 339I–339J, 351I–351J, 383I–383J UNIT 4: 45A, 45I–45J, 77I–77J, 89I–89J, 111, 111B, 111I–111J, 149E CCSLH: 6.1.C

TREASURES, Grade 3, TE Alignment to:
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e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	UNIT 3: 339, 339B, 339I–339J, 351I–351J, 383,383A–383B, 383I–383J UNIT 4: 45I–45J, 89I–89J, 111, 111B, 111I–111J UNIT 5: 217E, 217G–217H, 217M CCSLH: 6.1.C
f. Ensure subject-verb and pronoun-antecedent agreement.*	UNIT 1: 115I–115J UNIT 2: 277I–277J UNIT 3: 339B, 339J, 421E UNIT 4: 45J, 77J, 89I–89J, 111, 111B, 111I–111J, 145B UNIT 5: 183b, 183I–183J, 217, 217B, 217I–217J, 229I–229J, 259, 259B, 259I–259J, 289E CCSLH: 6.1.C, CCSLH: 6.1.D
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	UNIT 4: 115, 145D, 145O, 145R, T9 UNIT 6: 345, 345B, 345I–345J CCSLH: 6.1.E, 6.1.F
h. Use coordinating and subordinating conjunctions.	UNIT 1: 147I–147J UNIT 2: 277B, 277I–277J UNIT 3: 417I–417J UNIT 6: 345, 345B, 403I–403J, 407E CCSLH: 6.1.G
i. Produce simple, compound, and complex sentences.	UNIT 1: 37I–37J, 73, 73A–73B, 73I–73J, 85I–85J, 115B, 115I–115J, 147, 147B, 147I–147J, 151D, 151E UNIT 2: 177, 211, 211J, 255, 277, 277B, 277I–277J UNIT 3: 313, 313B, 339, 339B, 339J, 417B, 417I–417J UNIT 4: 45A, 45J, 77J, 111, 145B, 149E UNIT 5: 183, 217, 217B, 289D UNIT 6: 321, 353A, 383B, 403, 403B CCSLH: 6.1.A
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	UNIT 1: 37B, 37J, 38I, 51, 72–73, 73A–73B, 73I–73J, 85J, 115J, 147B, 147J UNIT 2: 155B, 177B, 177I–177J, 183J, 211B, 211J, 223D, 255B, 255I–255J, 277J, 281E UNIT 3: 313B, 313J, 321, 339B, 351J, 383B, 383J, 417J, 421E UNIT 4: 45B, 77J, 78I, 81, 89D, 89O, 89R, 145B, 145I–145J UNIT 5: 218I, 285I–285J, 289E, T5 UNIT 6: 320–321, 321A–321B, 321J, 322J, 339A, 353A, 383, 383J, 403J, 407E CCSLH: 6.1.H, 6.1.I, 6.1.J
a. Capitalize appropriate words in titles.	UNIT 2: 277, 277J UNIT 6: 321 CCSLH: 6.1.H
b. Use commas in addresses.	UNIT 1: 72–73, 73A–73B UNIT 3: 313, 313J, 417J UNIT 6: 320–321, 321A–321B, 403J CCSLH: 6.1.I

TREASURES, Grade 3, TE Alignment to:
Common Core State Standards

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c. Use commas and quotation marks in dialogue.	UNIT 1: 51 UNIT 3: 382-383, 383J, 421E UNIT 4: 89J UNIT 6: 382-383 CCSLH: 6.1.I
d. Form and use possessives.	UNIT 2: 255B, 255I-255J, 281E UNIT 5: 229D, 229I-229J, 285J, T9 CCSLH: 6.1.J
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>).	UNIT 4: 111B, 111G-111H, 115, 145B, 145D, 145G-145H, 145O, 145R, T7, T9 UNIT 5: 183G-183H, 217G-217H, 229G-229H UNIT 6: 322I, 345, 345B, 345G-345H, 345I-345J, 383B, 383G-383H CCSLH: 6.1.J
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	UNIT 1: 37B, 37E, 37G-37H, 73B, 77G-73H, 85G-85H, 115B, 115G-115H, 147B, 147G-147H, 151E UNIT 2: 177B, 177G-177H, 211B, 211G-211H, 223G-223H, 255B, 255G-255H, 277B, 277G-277H, 281E UNIT 3: 313B, 313G-313H, 339B, 39G-339H, 351G-351H, 383B, 383G-383H, 417B, 417G-417H, 421E UNIT 4: 45B, 45G-45H, 77B, 77G-77H, 89G-89H, 111B, 111G-111H, 145B, 145G-145H, 149E UNIT 5: 183G-183H, 184I, 187, 192, 217D, 217B, 217G-217H, 217O, 217Q, 229B, 229G-229H, 259G-259H, 285B, 285G-285H, 289E, T7 UNIT 6: 321B, 321G-321H, 345B, 345G-345H, 357B, 357G-357H, 383B, 383G-383H, 403B, 403G-403H, 407E CCSLH: 6.1.J
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	UNIT 1: 37B, 73B, 81B, 115B, 147B, 151C UNIT 2: 177B, 211B, 255B, 277B UNIT 3: 313B, 339B, 383B, 417B UNIT 4: 45B, 77B, 111B, 145B UNIT 5: 217B, 229B, 285B, 321B UNIT 6: 345B, 357B, 383B, 403B CCSLH: 6.1.J
<i>Knowledge of Language</i>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	UNIT 1: 37, 37I-37J, 73, 73I-73J, 85, 85I-85J, 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, 407F0 CCSLH: 6.2.A, 6.2.B

a. Choose words and phrases for effect.*	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 CCSLH: 6.2.A
b. Recognize and observe differences between the conventions of spoken and written standard English.	UNIT 1: 72, 73A UNIT 2: 171B, 249B, 255A, 265, 281D, 281K, 281L UNIT 3: 312, 313A UNIT 4: 10I UNIT 5: 150I, 170, 289L CCSLH: 6.2.B
Vocabulary Acquisition and Use	
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.	UNIT 1: 22, 26, 37F, 37V, 38I, 40-41, 44, 48, 73C-73D, 73F, 73N, 73O, 73Q, 73R, 73S, 74I, 77, 81B, 85C-85D, 85O, 85Q, 85R, 85S, 86I, 88-89, 97, 104, 105, 106, 107, 115D, 115N, 115O, 115Q, 116I, 118-119, 120, 125, 144, 147D, 147O, 147Q, 151C, T5, T6, T7, T8, T10 UNIT 2: 154-155, 161, 162, 181, 219, 200, 211D, 211O, 211Q, 219B, 223Q, 223R, 223S, 223T, 224I, 227, 255D, 255O, 255Q, 255R, 256I, 259, 266, 277D, 277F, 277O, 277Q, 277R, T5, T6, T7, T8, T9 UNIT 3: 290, 314I, 317, 327, 328, 333, 339D, 343, 346, 351D, 351F, 351O, 351Q, 355, 368, 383D, 383O, 383Q, , 384I, 387, 390, 391, 417D, 417O, 417Q, 421I, T5, T6, T7, T8, T9 UNIT 4: 10Q, 13, 18, 29, 38, 45D, 45F, 45O, 45Q, 46I, 49, 52, 77D, 77F, 77O, 77Q, , 90I, 93, 111D, 111F, 111O, 111Q, 111R, 115, 145D, 145E, 145R, T5, T6, T8, T9 UNIT 5: 159, 170, 172, 186-187, 206, 230I, 233, 237, 242, 245, 259D, 259O, 259Q, 259R, T6, T7, T8 UNIT 6: 290R, 293, 294, 299, 307, 321D, 321O, 321Q, 321R, 322I, 324, 325, 328, 334, 335, 345D, 345E, 345J, 345O, 345P, 345Q, 346I, 349, 357D, 357F, 357O, 357Q, 358I, 361, 373, 383D, 383O, 383Q, 384I, 387, 392, 403D, 403F, 403O, 403Q, 407I-407J, T6, T7, T8, T9, T10 CCSLH: 6.3.A, 6.3.B, 6.3.C, 6.3.D
a. Use sentence-level context as a clue to the meaning of a word or phrase.	UNIT 1: 22, 38I, 41, 44, 48, 73C-73D, 73N, 73O, 73Q, 73R, 73S, 85C-85D, 104, 106, 107, 125, 144, T5 UNIT 2: 224I, 227, 255D, 255O, 255Q, 255R, 256I, 259, 277D, 277O, 277Q, 277R UNIT 3: 333, 365, 384I, 387, 390, 391, 417D, 417O, 417Q UNIT 4: 29, 38, 77O, 90I, 93, 111D, 111O, 111Q, 111R, T8 UNIT 5: 159, 170, 186-187, 230I, 233, 237, 242, 245, 259D, 259O, 259Q, 259R, T8 UNIT 6: 290R, 293, 299, 307, 321D, 321O, 321Q, 321R, 324, 334, T6 CCSLH: 6.3.B

b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).	UNIT 1: 26, 73F, 105 UNIT 2: 161, 162, 277F UNIT 3: 290, 328, 333 UNIT 4: 77F, 115, 145D, 145E, 145R, T9 UNIT 5: 245 UNIT 6: 294, 322I, 325, 328, 334, 335, 345D, 345E, 345J, 345O, 345P, 345Q, 358I, 361, 373, 383D, 383O, 383Q, 403F, T7, T9 CCSLH: 6.3.C
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>)	UNIT 4: 111F UNIT 6: 346I, 349, 357D, 357O, 357Q, T8 CCSLH: 6.3.C
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases	UNIT 1: 37F, 41, 48, 74I, 77, 81B, 85C-85D, 85O, 85Q, 85R, 85S, 86I, 89, 97, 115D, 115N, 115O, 115Q, 116I, 119, 120, 147D, 147O, 147Q, 151C, T6, T7, T8, T10 UNIT 2: 155, 181, 219, 200, 211D, 211O, 211Q, 219B, 223Q, 223R, 223S, , 223T, 224I, 266, T6 UNIT 3: 314I, 317, 327, 339D, 343, 346, 351D, 351F, 351O, 351Q, 355, 368, 383D, 383O, 383Q, 421I, T6, T7 UNIT 4: 10Q, 13, 18, 45D, 45F, 45O, 45Q, 46I, 49, 52, 77D, 77O, 77Q, T5, T6 UNIT 5: 172, 206 UNIT 6: 357F, 384I, 387, 392, 403D, 403O, 403Q, 407I-407J, T10 CCSLH: 6.3.D
5. Demonstrate understanding of word relationships and nuances in word meanings.	UNIT 1: 12, 24, 34, 37F, 37N, 37O, 37P, 40, 44, 64, 68, 73F, 76, 85N, 85O, 88, 98, 104, 110 112-113, 115A, 115F, 115S, 118, 136, 140, 142, 147F UNIT 2: 154, 155, 162, 170, 172, 177F, 180, 206, 210, 211B, 211F, 214, 226, 233, 237, 250, 255F, 258, 259D, 259S, 277B, 277F UNIT 3: 282R, 284, 285, 291, 293, 294, 308, 313A, 313D, 313F, 313O, 313Q, 316, 336-337, 338, 339F, 339A, 339S, 342, 354, 366, , 380, 383F, 386, 417B, 417F, T5 UNIT 4: 12, 40, 45D, 45F, 5O, 45Q, 45S, 48, 52, 60, 62, 63, 64, 72, 74, 77A, 77F, 80, 92, 103, 114, 115F, 126, 138, 140, 145F, T5 UNIT 5: 152, 162, 170, 176, 178, 183F, 186, 210, 212, 217F, 220, 232, 233, 237, 254, 259D, 259F, 259S, 262, 282-283, 285F, 285S UNIT 6: 292, 304, 310, 314, 316, 321F, 324, 338, 340, 345F, 348, 360, 378, 380-381, 383F, 383S, 386, 395, 403, 400-401, 403S, 403F CCSLH: 6.3.E, 6.3.F
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	UNIT 1: 44, 64, 98, 104, 112-113, 115S, 136, 140 UNIT 2: 162, 170, 210, 233, 237, 259D, 259S UNIT 3: 291, 293, 336-337, 338, 339A, 339S, 366, 383F, 417B UNIT 4: 45D, 45O, 45Q, 45S, 52, 60, 64, 72, 103, 126, 138, T5 UNIT 5: 162, 170, 176, 183F, 210, 233, 237, 259D, 259S, 282-283, 285S UNIT 6: 304, 310, 314, 338, 378, 380-381, 383S, 400-401, 403S CCSLH: 6.3.E

***TREASURES*, Grade 3, TE Alignment to:**
Common Core State Standards

Treasures 2009

b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	UNIT 1: 12, 34, 40, 68, 76, 88, 118, 142 UNIT 2: 154, 172, 206, 180, 214, 226, 250, 258 UNIT 3: 284, 308, 316, 342, 354, 380, 386 UNIT 4: 12, 40, 48, 52, 74, 80, 92, 114, 140 UNIT 5: 152, 178, 186, 212, 220, 232, 254, 262 UNIT 6: 292, 316, 324, 340, 348, 360, 386 CCSLH: 6.3.F
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>).	UNIT 1: 24, 37N, 37O, 37P, 85N, 85O, 110 UNIT 2: 211B, 211F, 277B UNIT 3: 282R, 285, 294, 313A, 313D, 313O, 313Q, T5 UNIT 4: 63, 77A, 145F UNIT 6: 321F CCSLH: 6.3.F
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	UNIT 1: 10-11, 34, 37F, 37U, 37V, 38-39, 40-41, 41A, 58, 68, 73F, 73U, 74I, 85F, 85U, 88-87, 104, 107, 115F, 115N, 115U, 116-117, 119A, 145A, 147F, 147U, 151I, T1, T9 UNIT 2: 152-153, 154-155, 172, 176, 177B, 177F, 177U, 178-179, 206, 211F, 211U, 212-213, 215A-215B, 216, 223F, 223U, 224-225, 250, 255A, 255F, 255U, 256-257, 274, 277F, 277U, 281A, 281D, 281I UNIT 3: 282-283, 308, 313A, 313B, 313F, 313U, 314-315, 336, 339F, 339U, 340-341, 343A, 351U, 352-353, 380, 383B, 383F, 383U, 384-385, 387A, 412, 417F, 417U, 421I UNIT 4: 10-11, 13A, 40, 44, 45F, 45U, 46-47, 74, 76, 77A, 77F, 77U, 78-79, 81A, 85A, 89U, 90-91, 108, 111F, 111U, 112-113, 140, 144, 145A, 145F, 145U, 149A-149H, 149I UNIT 5: 150-151, 153A, 177B, 178, 183, 183F, 183U, 184-185, 187A-187B, 217A, 217F, 217U, 218-219, 221A, 229U, 230-231, 254, 259F, 259U, 260-261, 282, 285F, 285U, 289I UNIT 6: 290-291, 316, 321A, 321F, 321U, 322-323, 340, 341, 345A, 345F, 345U, 346-347, 357U, 358-359, 380, 383F, 383U, 384-385, 400, 402, 403F, 403U, 407I CCSLH: 6.3.G

Macmillan/McGraw-Hill
TREASURES ©2009
Grade 4, Teacher's Edition

ALIGNED WITH

COMMON CORE
STATE STANDARDS FOR

English Language Arts

&

Literacy in History/Social Studies,
Science, and Technical Subjects

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.

Reading Standards for Literature

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 4 students:	
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: 19A, 19B, 35, 37, 88, 91, 101, 107T, 111A, 111B, 116, 119, 120, 121, 123, 126, 130, 132, 137, 143T UNIT 2: 154, 155, 157, 161, 162, 163, 169, 179A, 179B, 183, 185, 186, 189, 190, 193, 195, 198, 200, 201, 207R, 207T, 251B, 254, 257, 259, 261, 262, 263, 265 UNIT 3: 279B, 284, 294, 297, 299, 303T, 341T, 355, 356, 359, 360, 362, 363, 365, 366, 367 UNIT 4: 413B, 417, 419, 424, 429, 430, 433, 434, 435, 437, 437B, 453, 455, 459, 460, 463, 463B UNIT 5: 552, 557, 557B, 570, 579, 585, 591T, 612, 615, 625, 626, 627, 627B UNIT 6: 671, 674, 678, 681, 711, 711B, 717T CCSLH: 1.1.A
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	UNIT 1: 28, 29, 37, 43R, 94, 101, 125, 129, 137, 143R UNIT 2: 159, 162, 169, 191, 195, 201, 256, 265 UNIT 3: 289, 293, 297, 357, 362, 364, 367, 373R, 373T, T15 UNIT 4: 425, 437, 452, 457, 461, 463 UNIT 5: 543A, 543B, 547, 548, 551, 552, 554, 557, 561T, 572, 576, 585, 618, 627, 627B, T18 UNIT 6: 672, 681, 688I, 691A, 691B, 697, 698, 700, 703, 705, 707, 708, 711, 711B, 717R, 717T CCSLH: 1.1.B, 1.1.C
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).	UNIT 1: 19A, 19B, 23, 24, 27, 28, 31, 34, 37, 37B, 43R, 43T, 85A, 85B, 89, 91, 92, 95, 96, 97, 98, 101, 101B, 107R, 107T, 111A, 111B, 114, 115, 117, 118, 120, 121, 123, 126, 127, 128, 129, 130, 131, 134, 136, 137, 137B, 143R, 143T UNIT 2: 156, 161, 162, 163, 164, 165, 169B, 179B, 183, 184, 185, 189, 190, 191, 192, 195, 198, 200, 201, 201B, 207R, 207T, 254, 257, 259, 261, 262, 265 UNIT 3: 284, 286, 293, 297, 300, 301, 342I, 343, 350, 353, 354, 355, 356, 358, 359, 361, 362, 364, 365, 367, 373R, 373T, T13, T15, T17 UNIT 4: 410R, 420, 427, 428, 433, 451, 452, 454, 455, 460, 463, 463B, 531 UNIT 5: 548, 551, 552, 553, 554, 555, 557, 557B, 561R, 565B, 569, 571, 573, 575, 576, 580, 581, 582, 583, 585, 591R, 591T, 604I, 607A, 607B, 610, 613, 615, 617, 619, 621, 622, 623, 624, 627, 631R, 631T, 653, 654, T13, T14, T15, T16, T17, T18 UNIT 6: 662R, 665A, 665B, 668, 677, 678, 681, 681B, 701, 702, 706, 708, 711, 755, 778, 779, 781 CCSLH: 1.1.D, 1.1.E, 1.1.F

<i>Craft and Structure</i>	
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: 18, 19, 20, 25, 26, 28, 34, 43Q, 43R, 43T, 84, 85, 86, 90, 97, 110, 111, 112, 115, 116, 118, 121, 126, 128, 132, 133, 143R, 143T UNIT 2: 152, 157, 158, 161, 175Q, 180, 184, 186, 190, 198, 207T, 245, 247Q, 247S, 250, 251, 252, 256, 258, 265B UNIT 3: 280, 282, 286, 288, 290, 291, 292, 298, 303Q, 303R, 303S, 303T, 346, 350, 352, 356, 360, 373R, 373T, 402, 403, 405Q, 405S, T13 UNIT 4: 412, 413, 414, 418, 422, 427, 428, 431, 446, 447, 448, 452, 453, 455, 456, 469Q, 484, 485, 531, 533 UNIT 5: 542, 543, 544, 546, 548, 549, 550, 554, 558, 559, 561Q, 561R, 561S, 561T, 564, 565, 566, 568, 574, 575, 578, 591Q, 591R, 591T, 606, 607, 608, 614, 617, 620, 626, 631R, 631T, 652, 653, 654, 657Q, 657S UNIT 6: 664, 665, 666, 669, 670, 673, 674, 690, 691, 692, 695, 696, 699, 702, 707, 717R, 717T, 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: 20, 22, 25, 31, 33, 45, 66, 68, 69, 69A, 69B, 69S, 71, 86, 92, 112, 119 UNIT 2: 149, 152, 158, 167, 177, 180, 186, 197, 209, 220J, 244, 249, 255, 260, 264 UNIT 3: 276R, 280, 290, 293, 296, 298, 302, 303, 303S, 304J, 328, 329, 331, 342I, 342J, 346, 348, 363, 367B, 372, 373, 373A, 373R, 373S, 375, 402, 409A, T12, T15, T17 UNIT 4: 414, 416, 437, 448, 458, 462, 471, 483, 504, 505, 507Q, 507S, 509, 530, 531, 532, 533, 535Q, 535S UNIT 5: 540S, 541, 544, 546, 547, 552, 558, 559, 562J, 563, 566, 568, 570, 572, 582, 583, 584, 591R, 591S, 592J, 624, 631T, 632I, 632J, 633, 652, 655, 657Q, 657S UNIT 6: 662R, 663, 666, 671, 680, 688I, 689, 692, 696, 701, 754, 755, 757Q, 757S, 759, 778, 780, 781, 783Q, 783S 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, 116 UNIT 2: 168, 182, 184, 194, 256, 271B UNIT 5: 546, 553, 557B, 559, 611, 613 CCSLH: 1.2.D
<i>Integration of Knowledge and Ideas</i>	
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: 115 UNIT 2: 160, 187, 194, 265B UNIT 3: 276I, 283, 321, 352, 373S, T13, T15 UNIT 4: 417, 423, 426, 431, 432 UNIT 5: 550, 583, 585B, 589, 591S, 616, T14 UNIT 6: 699, 709, 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 UNIT 2: 169, 201, 207R, 209, 265 UNIT 3: 291, 301, 303R, 341T, T15 UNIT 4: 437, 463, 530, 533, 535Q, 535S UNIT 5: 557, 561R, 572, 585, 627, 631R, 631T, 655 UNIT 6: 681, 704, 711, 717R, 717T, 778, 781 CCSLH: 1.3.B
<i>Range of Reading and Level of Text Complexity</i>	
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 <i>Treasures</i> fall within the recommended Lexile range 770-980 required by the Common Core Standard for grades 4-5.

Reading Standards for Informational Text

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 4 students:	
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	
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> .	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 CCSLH: 2.2.A, 2.2.B
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	UNIT 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 CCSLH: 2.2.C
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	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 CCSLH: 2.2.D
Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	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 <i>Treasures</i> fall within the recommended Lexile range 770-980 required by the Common Core Standard for grades 4-5.

Reading Standards: Foundational Skills

There are no standards for Print Concepts (1) or Phonological Awareness (2) in Foundational Skills for Grade 4.

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 4 students:	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	UNIT 1: 43E, 43G, 43H, 69E, 69G, 69H, 81E, 81G, 81H, 107E, 107G, 107H, 143E, 143G, 143H UNIT 2: 175E, 175G, 175H, 207E, 207G, 207H, 219E, 219G, 219H, 247E, 247G, 247H, 271E, 271G, 271H UNIT 3: 303E, 303G, 303H, 329E, 329G, 329H, 341E, 341G, 341H, 373E, 373G, 373H, 405E, 405G, 405H UNIT 4: 443E, 443G, 443H, 469E, 469G, 469H, 481E, 481G, 481H, 507E, 507G, 507H, 535E, 535G, 535H UNIT 5: 561E, 561G, 561H, 591E, 591G, 591H, 603E, 603G, 603H, 631E, 631G, 631H, 657E, 657G, 657H UNIT 6: 687E, 687G, 687H, 717E, 717G, 717H, 729E, 729G, 729H, 757E, 757G, 757H, 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: 43E, 43G, 43H, 57, 69E, 69G, 69H, 81E, 81G, 81H, 90, 107E, 107G, 107H, 128, 143E, 143G, 143H UNIT 2: 175E, 175G, 175H, 207E, 207G, 207H, 219E, 219G, 219H, 226, 247E, 247G, 247H, 251, 271D, 271E, 271G, 271H, 271Q UNIT 3: 303E, 303G, 303H, 314, 329E, 329G, 329H, 329Q, 341E, 341G, 341H, 373E, 373G, 373H, 405E, 405G, 405H, 405S UNIT 4: 418, 422, 443E, 443G, 443H, 443Q, 469E, 469G, 469H, 481E, 481G, 481H, 507E, 507G, 507H, 535E, 535G, 535H UNIT 5: 561E, 561F, 561G, 561H, 591E, 591G, 591H, 603E, 603G, 603H, 614, 631E, 631G, 631H, 657E, 657G, 657H UNIT 6: 670, 687E, 687G, 687H, 687Q, 717E, 717G, 717H, 729E, 729G, 729H, 742, 757E, 757G, 757H, 757Q, 774, 783E, 783G, 783H CCSLH: 3.1.A
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	UNIT 1: 16R, 17, 30, 37A, 43Q, 43S, 44I, 45, 65A, 69Q, 69S, 70I, 71, 77A, 81Q, 81S, 82I, 83, 101A, 107Q, 107SS, 108I, 109, 137A, 143Q, 143S UNIT 2: 148R, 149, 169A, 175Q, 175S, 175S, 176I, 177, 201A, 207Q, 207S, 208I, 209, 215A, 219Q, 219S, 220I, 221, 243A, 247Q, 247S, 248I, 249, 262, 265A, 271Q, 271S UNIT 3: 276R, 277, 297A, 303Q, 303S, 304I, 305, 323A, 329Q, 320S, 330I, 331, 337A, 341Q, 341S, 342I, 343, 364, 367A, 373Q, 373S, 374I, 375, 401A, 405Q,

	405S UNIT 4: 410R, 411, 437A, 443Q, 443S, 444I, 445, 463A, 469Q, 469S, 470I, 471, 477A, 481K, 481L, 481N, 481Q, 482I, 483, 494, 503A, 507Q, 507S, 508I, 509, 529A, 535Q, 535S UNIT 5: 540R, 541, 557A, 561Q, 561S, 562I, 563, 571, 585A, 585B, 591Q, 591S, 592I, 593, 599A, 603Q, 603S, 604I, 605, 627A, 631Q, 631S, 632I, 633, 651A, 657Q, 657S UNIT 6: 662R, 663, 681A, 687Q, 687S, 688I, 689, 711A, 717Q, 717S, 718I, 719, 725A, 729Q, 729S, 730I, 731, 751I, 753A, 757Q, 757S, 758I, 759, 768, 777A, 783Q, 783S CCSLH: 3.1.A
a. Read on-level text with purpose and understanding.	UNIT 1: 16R, 17, 37A, 43Q, 44I, 45, 65A, 69Q, 70I, 71, 77A, 81Q, 81S, 82I, 83, 101A, 107Q, 107SS, 108I, 109, 137A, 143Q UNIT 2: 148R, 149, 169A, 175Q, 175S, 175S, 176I, 177, 201A, 207Q, 207S, 208I, 209, 215A, 219Q, 220I, 221, 243A, 247Q, 248I, 249, 265A, 271Q UNIT 3: 276R, 277, 297A, 303Q, 304I, 305, 323A, 329Q, 320S, 330I, 331, 337A, 341Q, 342I, 343, 364, 367A, 373Q, 374I, 375, 401A, 405Q UNIT 4: 410R, 411, 437A, 443Q, 444I, 445, 463A, 469Q, 470I, 471, 477A, 481K, 481L, 481N, 481Q, 482I, 483, 503A, 507Q, 507S, 508I, 509, 529A, 535Q UNIT 5: 540R, 541, 557A, 561Q, 562I, 563, 571, 585A, 591Q, 592I, 593, 599A, 603Q, 604I, 605, 627A, 631Q, 632I, 633, 651A, 657Q UNIT 6: 662R, 663, 681A, 687Q, 688I, 689, 711A, 717Q, 718I, 719, 725A, 729Q, 730I, 731, 751I, 753A, 757Q, 758I, 759, 777A, 783Q CCSLH: 3.2.A
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	UNIT 1: 16R, 17, 37A, 43Q, 44I, 45, 65A, 69Q, 70I, 71, 77A, 81Q, 81S, 82I, 83, 101A, 107Q, 107SS, 108I, 109, 137A, 143Q UNIT 2: 148R, 149, 169A, 175Q, 175S, 175S, 176I, 177, 201A, 207Q, 207S, 208I, 209, 215A, 219Q, 220I, 221, 243A, 247Q, 248I, 249, 265A, 271Q UNIT 3: 276R, 277, 297A, 303Q, 304I, 305, 323A, 329Q, 320S, 330I, 331, 337A, 341Q, 342I, 343, 364, 367A, 373Q, 374I, 375, 401A, 405Q UNIT 4: 410R, 411, 437A, 443Q, 444I, 445, 463A, 469Q, 470I, 471, 477A, 481K, 481L, 481N, 481Q, 482I, 483, 503A, 507Q, 507S, 508I, 509, 529A, 535Q UNIT 5: 540R, 541, 557A, 561Q, 562I, 563, 571, 585A, 591Q, 592I, 593, 599A, 603Q, 604I, 605, 627A, 631Q, 632I, 633, 651A, 657Q UNIT 6: 662R, 663, 681A, 687Q, 688I, 689, 711A, 717Q, 718I, 719, 725A, 729Q, 730I, 731, 751I, 753A, 757Q, 758I, 759, 777A, 783Q CCSLH: 3.2.A

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

UNIT 1: 18, 26, 40, 43C, 43D, 44I, 46, 47, 55, 58, 61, 69C, 69D, 69H, 69Q, 72, 81C, 84, 107C, 107D, 107F, 107S, 108I, 110, 111, 116, 126, 133, 140, 143C, 143D, 143Q **UNIT 2:** 148R, 150, 151, 157, 172, 175C, 175D, 175Q, 178, 190, 198, 203, 207C, 207S, 210, 219C, 222, 230, 234, 247C, 247Q, 250, 268, 271C, 271H, T5, T8, T9 **UNIT 3:** 278, 286, 292, 303C, 303D, 328, 329C, 329, 332, 341C, 341S, 344, 369, 373C, 376, 382, 387, 405C, 405D, 405H, 405R, T8, T9 **UNIT 4:** 412, 428, 443C, 446, 466, 469C, 470I, 472, 473, 481C, 481D, 481Q, 484, 485, 493, 498, 507C, 507D, 507F, 508I, 510, 511, 515, 535C, 535D, 535Q, T7, T8, T9 **UNIT 5:** 542, 554, 561C, 561D, 564, 574, 588, 591C, 591D, 592I, 594, 595, 603C, 603D, 603S, 604I, 606, 607, 614, 620, 631C, 631D, 631F, 631Q, 631S, 632I, 634, 635, 643, 657C, 657D, 657Q, 657R, T9 **UNIT 6:** 662I, 664, 665, 684, 687C, 687D, 690, 691, 695, 699, 707, 717C, 717D, 717F, 717Q, 720, 725, 729C, 729D, 729R, 729S, 732, 748, 757C, 760, 761, 783C, 783D, T7

CCSLH: 3.2.A

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective 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	TREASURES TE PAGES
Grade 4 students:	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	UNIT 2: 148S, 174, 175, 175A, 175B, 206, 207, 207A, 207B, 220J, 246, 247, 247A, 247B, 248J, 270, 271, 271A, 275A, 275B, 275C, 275D, 275E UNIT 3: 330J, 340, 341 UNIT 4: 470J, 482J, 507, 507B, T17 UNIT 5: 584 UNIT 6: 696 CCSLH: 4.1.A
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.	UNIT 2: 174, 175, 207, 207A, 246, 247, 247A, 247B, 271, 275A, 275B, 275C, 275D UNIT 3: 330J, 341 UNIT 4: 507, 507B CCSLH: 4.1.A
b. Provide reasons that are supported by facts and details.	UNIT 2: 148S, 174, 175, 176J, 207, 207A, 246, 247, 247A, 247B, 275A, 275B, 275C, 275D UNIT 3: 341 UNIT 4: 482J, 507 CCSLH: 4.1.A
c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	UNIT 2: 206, 207, 207A, 275A, 275C, 275D CCSLH: 4.1.A
d. Provide a concluding statement or section related to the opinion presented.	UNIT 2: 247B, 275C, 275D UNIT 3: 330J UNIT 4: 507, 507B See also Grammar and Writing Handbook: 31 CCSLH: 4.1.A
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	UNIT 1: 70J, 81A, 81B, 82J, 105, 108J, 141 UNIT 2: 148I, 148S, 173, 208J, 219A, 219B, 248J, 269, 271F, 275K UNIT 3: 276S, 303T, 304J, 319, 330J, 342J, 374J, 409K UNIT 4: 410S, 442, 443, 443A, 443B, 444J, 467, 468, 469, 469A, 469B, 470J, 481A, 418B, 482J, 507, 507S, 508J, 534, 535, 535A, 535B, 535S, 539A, 539B, 539C, 539D, 539E, 539K UNIT 5: 553, 592J, 603A, 603B, 631A, 632J, 652J, 655, 661K, T18 UNIT 6: 662S, 669, 685, 686, 687, 687A, 687B, 688J, 715, 716, 717, 717A, 717B, 717S, 729A, 729B, 757, 757A, 757B, 758J, 783, 783A, 783B, 787A, 787B 787C, 787D, 787E CCSLH: 4.1.B

TREASURES, Grade 4, TE Alignment to:
Common Core State Standards

Treasures 2009

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.	UNIT 1: 81A, 81B, 105, 108J, 141 UNIT 2: 148I, 148S, 173, 219B, 275K UNIT 3: 330J, 409K UNIT 4: 410S, 442, 443, 443A, 443B, 443S, 467, 469, 469A, 469B, 508J, 535, 539B, 539C, 539D, 539K UNIT 5: 603A, 631A, 655, 661K UNIT 6: 603A, 669, 687, 715, 717B, 757, 783, 783A, 783B, 787A, 787C, 787D See also Grammar and Writing Handbook: 74-75 CCSLH: 4.1.B
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	UNIT 1: 81B UNIT 2: 219B, 275K UNIT 4: 443B, 470J, 507S, 535, 535S, 539C, 539D, 539K UNIT 6: 687, 717, 717A, 717B, 717S, 757, 757A, 757B, 787A, 787C, 787D CCSLH: 4.1.B
c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	UNIT 4: 443B, 468, 469, 469A, 469B, 539C, 539D UNIT 6: 787A, 787C, 787D, 787E CCSLH: 4.1.B
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	UNIT 1: 69F, 105, 108J UNIT 2: 271F UNIT 3: 374J UNIT 4: 443, 443S, 444J, 469, 507S, 535, 535S, 539C, 539D UNIT 6: 687, 717, 783, 787C CCSLH: 4.1.B
e. Provide a concluding statement or section related to the information or explanation presented.	UNIT 4: 410S, 442, 443, 469 UNIT 6: 687, 687A, 687B, 783, 783A, 783B, 787C, 787D, 787E CCSLH: 4.1.B
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	UNIT 1: 16S, 42, 43, 43A, 43B 107, 107A, 107B, 108J, 142, 143, 147A, 147B, 147C, 147D, 147E UNIT 2: 184, 208J, 218, 219 UNIT 3: 291, 302, 303, 303A, 303S, 366, 372, 373, 373A, 373B, 373S, 404, 405, 405A, 405B, 409, 409A, 409B, 409C, 409D, 409E UNIT 4: 436, 470J, 480, 481, 507F, 507N UNIT 5: 583 UNIT 6: 657S, 783S CCSLH: 4.1.C
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	UNIT 1: 16S, 147B UNIT 3: 291, 303, 303A, 303B, 373, 405, 409B, 409C, 409D UNIT 4: 481 CCSLH: 4.1.C

**TREASURES, Grade 4, TE Alignment to:
Common Core State Standards**

Treasures 2009

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	UNIT 1: 42, 108J, 143, 147A, 147B, 147C, 147E UNIT 2: 184 UNIT 3: 291, 303, 303A, 303B, 372, 373, 373A, 373B, 405B, 409A, 409B, 409C, 409D UNIT 6: 657S CCSLH: 4.1.C
c. Use a variety of transitional words and phrases to manage the sequence of events.	UNIT 1: 42, 107B, 147A, 147B, 147C, 147E UNIT 3: 302, 303, 303A, 409C See also Grammar and Writing Handbook: 11, 18, 128 CCSLH: 4.1.C
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	UNIT 1: 43, 106, 107, 107B, 108J, 143, 147A, 147B, 147C, 147E UNIT 2: 184, 219, UNIT 3: 291, 303, 303A, 303B, 303S, 373, 373B, 373S, 405, 405B, 409A, 409C, 409D UNIT 6: 657S, 783S CCSLH: 4.1.C
e. Provide a conclusion that follows from the narrated experiences or events	UNIT 1: 147B, 147C UNIT 2: 208J, 219 UNIT 3: 373, 409A, 409B, 409C, 409D UNIT 4: 481 CCSLH: 4.1.C
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	UNIT 1: 16S, 43, 43A 43B, 70J, 81, 81A, 81B, 82J, 105, 107, 107A, 107B, 108J, 141, 143, 147A, 147B, 147C, 147D, 147E UNIT 2: 148I, 148S, 173, 175, 175A, 175B, 184, 206, 207, 207A, 207B, 208J, 219, 219A, 219B, 220J, 247, 247A, 247B, 248J, 269, 271, 271A, 271B, 275A, 275B, 275C, 275D, 275E, 275K UNIT 3: 276S, 291, 303, 303A, 303B, 304J, 319, 330J, 341, 342J, 366, 373, 373A, 373B, 374J, 405, 405A, 405B, 409, 409B, 409C, 409D, 409E UNIT 4: 410S, 436, 443, 443A, 443B, 444J, 467, 470J, 481, 481A, 481B, 482J, 507, 507B, 507F, 507N, 508J, 534, 535, 535A, 535B, 539A, 539B, 539C, 539D, 539E, 539K T17 UNIT 5: 553, 584, 592J, 603A, 603B, 632J, 652J, 655, 661K UNIT 6: 662S, 685, 686, 687, 687A, 687B, 688J, 696, 716, 717, 717A, 717B, 729A, 729B, 757, 757A, 757B, 758J, 783, 783A, 783B, 787A, 787B 787C, 787D, 787E 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, 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, 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, 717, 717A, 717B, 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, 43B, 44J, 69A, 70J, 81A, 107, 107B, 141, 147E, 147I, 147J, T12 UNIT 2: 148H, 148I, 148S, 173, 175A, 175B, 193, 207B, 208J, 219A, 219B, 228, 247B, 248J, 269, 271B, 275E, 275I, 275J, 275K, T13 UNIT 3: 276H, 276S, 301, 303B, 304J, 319, 329A, 341A, 342J, 373B, 409E, 409I, 409J, 409K UNIT 4: 410H, 410I, 410S, 441, 443, 443B, 444J, 469B, 470J, 481A, 482J, 507B, 535B, 539E, 539I, 539J, 539K UNIT 5: 540S, 561B, 591B, 631B, 632J 657B, 661I, 661J UNIT 6: 662H, 685, 687B, 688J, 715, 717B, 730J, 757B, 781, 783A, 787E, 787I, 787K 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	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	UNIT 1: 16H, 16I, 16S, 41, 44J, 52, 61, 70J, 81A, 81B, 82J, 93, 105, 108J, 141, 147K UNIT 2: 148H, 148I, 148S, 165, 173, 176J, 205, 208J, 219A, 219B, 220J, 228, 232, 248J, 269, 275K, T13 UNIT 3: 276H, 276I, 276S, 287, 303T, 304J, 319, 330J, 342J, 374J, 409K, T17 UNIT 4: 410H, 410S, 441, 444J, 467, 470J, 481A, 481B, 482J, 508J, 533, 539I, 539J, 539K UNIT 5: 540H, 540I, 540S, 553, 589, 592J, 603A, 603B, 604J, 629, 632J, 652J, 655, T18 UNIT 6: 662H, 662I, 662S, 685, 688J, 696, 715, 718J, 729A, 729B, 730J, 758J, 781, 787A, 787B, 787C, 787K CCSLH: 4.3.A
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.	UNIT 1: 16H, 16I, 16S, 41, 44J, 52, 61, 70J, 81A, 81B, 82J, 93, 105, 108J, 141, 147K, T12 UNIT 2: 148H, 148I, 165, 173, 176J, 193, 205, 219A, 219B, 228, 232, 248J, 269 UNIT 3: 276H, 276I, 276S, 303T, 304J, 319, 330J, 342J, 374J, 409K, T17 UNIT 4: 410H, 410S, 441, 444J, 467, 470J, 481A, 481B, 482J, 508J, 533, 539I, 539J UNIT 5: 540H, 540I, 540S, 553, 603A, 603B, 632J, 655 UNIT 6: 662H, 662I, 662S, 685, 688J, 696, 715, 718J, 729A, 729B, 758J, 730J, 781, 787A, 787B, 787C CCSLH: 4.3.A

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	UNIT 1: 16H, 16I, 16S, 16, 37, 41, 43T, 44J, 52, 61, 65, 69T, 70J, 81A, 81B, 81T, 82J, 93, 100, 101, 105, 107T, 108J, 137, 141, 143T, 147K UNIT 2: 148H, 148I, 148S, 165, 167, 169, 173, 176J, 199, 201, 205, 208J, 215, 219A, 219B, 220J, 228, 232, 243, 248J, 263, 265, 269, 271T, 275K, T13 UNIT 3: 276H, 276I, 276S, 287, 297, 301, 303T, 304J, 319, 323, 330J, 342J, 373T, 374J, 367, 401, 409K, T17 UNIT 4: 410H, 410S, 435, 437, 441, 444J, 463, 467, 470J, 481A, 481B, 482J, 503, 508J, 527, 529, 533, 539I, 539J, 539K UNIT 5: 540H, 540I, 540S, 553, 557, 583, 585, 589, 592J, 599, 603A, 603B, 604J, 625, 627, 629, 632J, 652J, 651, 655, T18 UNIT 6: 662H, 662I, 662S, 681, 685, 688J, 696, 711, 715, 718J, 725, 729A, 729B, 730J, 753, 758J, 775, 777, 781, 787A, 787B, 787C, 787K CCSLH: 4.3.B
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].”).	UNIT 1: 37, 43T, 100, 101, 107T, 137, 143T UNIT 2: 167, 169, 199, 201, 263, 265, 271T UNIT 3: 297, 301, 365, 367, 373T UNIT 4: 435, 437, 463, 533 UNIT 5: 557, 583, 585, 591T, 625, 627, 631T UNIT 6: 681, 711 CCSLH: 4.3.B
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”).	UNIT 1: 41, 52, 61, 65, 69T, 81, 81A, 81B, 93 UNIT 2: 148I, 215, 219A, 219B, 228, 241, 243, 269 UNIT 3: 297, 319, 323, 367, 401 UNIT 4: 470J, 477, 481B, 503, 527, 529 UNIT 5: 599, 603T, 651 UNIT 6: 696, 725, 753, 775, 777 CCSLH: 4.3.B
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	UNIT 1: 16S, 17, 35, 36, 37, 43, 43A 43B, 43F, 43T, 45, 63, 64, 69, 69A, 69B, 69F, 69S, 69T, 70J, 71, 77, 81, 81A, 81B, 81F, 81S, 81T, 82J, 83, 99, 100, 101, 105, 107, 107A, 107B, 107F, 107T, 108J, 109, 135, 136, 137, 141, 143, 143F, 143S, 143T, 147A, 147B, 147C, 147D, 147E, T12, T14, T16 UNIT 2: 148I, 148S, 149, 167, 168, 169, 173, 175, 175A, 175B, 175F, 177, 176J, 184, 199, 200, 201, 206, 207, 207A, 207B, 207F, 207S, 208J, 209, 215, 219, 219A, 219B, 219F, 219S, 220J, 221, 241, 242, 243, 247, 247A, 247B, 247F, 248J, 249, 263, 264, 265, 269, 271, 271A, 271B, 271F, 2271S, 71T, 275A, 275B, 275C, 275D, 275E, 275K, T13, T15, T17 UNIT 3: 276S, 277, 291, 296, 296, 297, 303, 303A, 303B, 303F, 303S, 303T, 304J, 305, 319, 321, 322, 323, 329, 329A, 329B, 329F, 330J, 331, 337, 341, 341A, 341B, 341F, 342J, 343, 365, 366, 367, 373, 373A, 373B, 373F, 373S, 374J, 375, 399, 400, 401, 405, 405A, 405B, 405F, 409, 409B, 409C, 409D, 409E, T13, T15, T17 UNIT 4: 410S,

	411, 435, 436, 437, 443, 443A, 443B, 443F, 443S, 444J, 445, 461, 462, 463, 467, 469, 468A, 469B, 469F, 469S, 470J, 471, 477, 481, 481A, 481B, 481F, 481S, 482J, 483, 501, 502, 503, 507, 507A, 507B, 507F, 507N, 507S, 508J, 509, 527, 528, 529, 534, 535, 535A, 535B, 535F, 535S, 539A, 539B, 539C, 539D, 539E, 539K, T13, T15, T17 UNIT 5: 540S, 541, 553, 555, 556, 567, 561, 561A, 561B, 561F, 561S, 562J, 563, 583, 584, 585, 591, 591A, 591B, 591F, 591S, 591T, 592J, 593, 599, 603A, 603B, 603F, 604J, 605, 625, 626, 627, 631, 631A, 631B, 631F, 631S, 632J, 633, 649, 650, 651, 652J, 655, 657, 657A, 657B, 657F, 657S, 661A, 661B, 661C, 661D, 661E, 661K, T14, T16, T18 UNIT 6: 662S, 663, 679, 680, 681, 685, 686, 687, 687A, 687B, 687F, 687S, 688J, 689, 696, 709, 710, 711, 716, 717, 717A, 717B, 717F, 717S, 718J, 719, 725, 729, 729A, 729B, 729F, 729S, 730J, 731, 751, 752, 753, 757, 757A, 757B, 757F, 757S, 758J, 759, 775, 776, 777, 783, 783A, 783B, 783F, 783S, 787A, 787B, 787C, 787D, 787E, T14, T16, T18 CCSLH: 4.1.A, 4.1.B, 4.1.C, 4.3.A, 4.4.A
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College and Career Readiness Anchor Standards for Speaking and Listening	
<i>Comprehension and Collaboration</i>	
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.	
<i>Presentation of Knowledge and Ideas</i>	
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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 4 students:	
Comprehension and Collaboration	
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.	UNIT 1: 16H, 16I, 16, 17, 21, 35, 37, 37B, 38, 43C, 43I, 43R, 43T, 43V, 44, 45, 49, 50, 53, 62, 64, 65B, 69, 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, 143R, 143T, 147A, 147B, 147D, 147E, T2, T4, T5, T8, 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, 207H, 207Q, 207R, 207T, 208, 209, 213, 219C, 219E, 219Q, 219R, 219T, 220, 221, 225, 243, 243A, 247E, 247H, 247R, 247S, 247T, 248, 249, 253, 265, 265B, 269, 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, 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, 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, 443S, 443T, 444, 445, 449, 463, 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, 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, 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, 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, 783, 783H, 783Q, 783R, 783S, 783T, 787A, 787D, 787E, T13, T14, T15, T16, T17, T18 CCSLH: 5.1.A

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	UNIT 1: 16, 17, 37, 37B, 44, 45, 65, 65B, 70, 71, 77, 77A, 82, 83, 101, 101B, 108, 109, 137, 137B, 147B, 147D, 147E, T12, T14, T16 UNIT 2: 148, 149, 169, 169B, 176, 177, 201, 201B, 208, 209, 215, 215A, 220, 221, 243, 243B, 248, 249, 265, 275B, 275D, 275E, T12, T13, T14, T15, T16, T17 UNIT 3: 276, 277, 297, 297B, 304, 305, 323, 323B, 330, 331, 337, 337A, 342, 343, 367, 367B, 374, 375, 401, 401B, 409B, 409D, 409E, T12, T13, T14, T15, T16, T17 UNIT 4: 410, 411, 437, 437B, 444, 445, 463, 463B, 470, 471, 477, 477A, 482, 483, 503, 503B, 508, 509, 529, 529B, 530B, 530D, 530E, T12, T13, T14, T15, T16, T17 UNIT 5: 540, 541, 557, 557B, 562, 563, 585, 585B, 592, 593, 599, 604, 605, 627, 627B, 632, 633, 651, 651B, 661B, 661D, 662E, T13, T14, T15, T16, T17, T18 UNIT 6: 662, 663, 681, 681B, 688, 689, 711, 711B, 718, 719, 725, 725A, 730, 731, 753, 753B, 758, 759, 777, 777B, 787B, 787D, 787E, T13, T14, T15, T16, T17, T18 CCSLH: 5.1.A
b. Follow agreed-upon rules for discussions and carry out assigned roles.	UNIT 1: 41, 81A, 105, 141, 147K UNIT 2: 148I, 173, 205, 269, 275K UNIT 3: 276I, 289, 327, 398, 401B UNIT 4: 410I, 441, 481A, 492 UNIT 5: 540I, 553, 622, 647, 655, T14, T18 UNIT 6: 662I, 715, 781 See also Teacher’s Resource Book: 253 CCSLH: 5.1.A
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	UNIT 1: 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 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, 247E, 247H, 247R, 247S, 247T, 248, 249, 253, 265, 265B, 269, 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, 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, 783, 783H, 783Q, 783R, 783S, 783T, 787A, 787D, 787E, 787K, T13, T14, T15, T16, T17, T18 CCSLH: 5.1.A
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	UNIT 1: 16, 17, 37, 37B, 44, 45, 65, 65B, 70, 71, 77, 77A, 82, 83, 101, 101B, 108, 109, 137, 137B, 147B, 147D, 147E, T12, T14, T16 UNIT 2: 148, 149, 169, 169B, 176, 177, 201, 201B, 208, 209, 215, 215A, 220, 221, 243, 243B, 248, 249, 265, 275B, 275D, 275E, T12, T13, T14, T15, T16, T17 UNIT 3: 276, 277, 297, 297B, 304, 305, 323, 323B, 330, 331, 337, 337A, 342, 343, 367, 367B, 374, 375, 401, 401B, 409B, 409D, 409E, T12, T13, T14, T15, T16, T17 UNIT 4: 410, 411, 437, 437B, 444, 445, 463, 463B, 470, 471, 477, 477A, 482, 483, 503, 503B, 508, 509, 529, 529B, 530B, 530D, 530E, T12, T13, T14, T15, T16, T17 UNIT 5: 540, 541, 557, 557B, 562, 563, 585, 585B, 592, 593, 599, 604, 605, 627, 627B, 632, 633, 651, 651B, 661B, 661D, 662E, T13, T14, T15, T16, T17, T18 UNIT 6: 662, 663, 681, 681B, 688, 689, 711, 711B, 718, 719, 725, 725A, 730, 731, 753, 753B, 758, 759, 777, 777B, 787B, 787D, 787E, T13, T14, T15, T16, T17, T18 CCSLH: 5.1.A
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	UNIT 1: 43A, 45, 71, 81B, 83, 105 UNIT 2: 148I, 149, 162, 173, 177, 200, 207A, 209, 211B, 219B, 221, 249, 269 UNIT 3: 277, 284, 305, 331, 371, 375 UNIT 4: 411, 439, 469A, 471, 483, 509, 539E UNIT 5: 541, 591A, 605, 633 UNIT 6: 663, 683, 685, 689, 719, 731, 759 CCSLH: 5.1.B

3. Identify the reasons and evidence a speaker provides to support particular points.	UNIT 2: 175A, 207A, 247A, 271A, 275E UNIT 3: 329A UNIT 4: 443A, 507A UNIT 5: 561A, 591A, 631A, 657A CCSLH: 5.1.B
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	UNIT 1: 41, 43A, 52, 61, 69A, 81A, 105, 107A, 141, 143A, 147E, 147K, 147L, T12 UNIT 2: 148I, 165, 173, 175A, 184, 193, 205, 207A, 219A, 247A, 269, 271A, 275K UNIT 3: 303A, 319, 327, 329A, 341A, 371, 373A, 405A, 409E, 409K UNIT 4: 410I, 441, 443A, 469A, 470J, 481A, 507A, 535A, 539E, 539K UNIT 5: 561A, 589, 591A, 603A, 631A, 655, 657A, 661E, T14, T18 UNIT 6: 715, 717A, 729A, 757A, 781, 783A, 787E, 787K, T14 CCSLH: 5.2.A, 5.2.B, 5.2.C
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	UNIT 1: 41, 43A, 52, 69A, 105, 141, 147E, 147K UNIT 2: 148I, 165, 173, 205, 207A, 219A, 269, 275K UNIT 3: 303A, 327, 329A, 341A, 409K UNIT 4: 410I, 441, 469A, 539E, 539K UNIT 5: 591A, 631A UNIT 6: 715, 781, 783A, 787E, 787K CCSLH: 5.2.A, 5.2.B, 5.2.C
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)	UNIT 1: 16H, 16I, 16, 17, 21, 35, 37, 37B, 41, 43A, 43C, 43I, 43R, 43T, 43V, 44, 45, 49, 50, 52, 53, 61, 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, 105, 107A, 107R, 107T, 108, 109, 113, 141, 143A, 143R, 143T, 147A, 147B, 147D, 147E, 147K, T2, T4, T5, T8, T11, T12, T13, T14, T15, 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, 184, 193, 201, 205, 207A, 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, 275K, T12, T13, T14, T15, T16, T17 UNIT 3: 276H, 276I, 276, 277, 281, 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, 341C, 341E, 341Q, 341R, 341S, 341T, 342, 343, 347, 350, 367, 371, 373A, 373H, 373Q, 373R, 373T, 374, 375, 379, 401, 402, 405A, 405H, 405Q, 405R, 405S, 405T, 409A, 409B, 409D, 409E, 409K, T12, T13, T14, T15, T16 UNIT 4: 410H, 410I, 410, 411, 415, 433, 437,

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437B, 441, 443A, 443H, 443Q, 443R, 443S, 443T, 444, 445, 449, 463, 469A, 469E, 469H, 469Q, 469S, 469R, 469T, 470J, 470, 471, 475, 477A, 481D, 481F, 481H, 481Q, 481R, 481S, 481T, 482, 483, 487, 503 503B, 507A, 507H, 507Q, 507R, 507S, 507T, 508, 509, 513, 535A, 535B, 535F, 535F, 535H, 535Q, 535R, 535T, 539A, 539B, 539D, 539E, 539K, 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, 591A, 591R, 591S, 591T, 592, 593, 597, 603A, 603E, 603H, 603Q, 603R, 603T, 604, 605, 607, 607B, 609, 631, 631A, 631E, 631H, 631Q, 631R, 631S, 631T, 637, 632, 633, 647, 651, 651B, 655, 657A, 657H, 657Q, 657R, 657S, 657T, 661A, 661B, 661D, 661E, T13, T14, T15, T16, T17, T18 **UNIT 6:** 662H, 662I, 662, 663, 667, 680, 681, 681B, 685, 687H, 687Q, 687R, 687S, 687T, 688, 689, 693, 699, 711, 711B, 715, 717A, 717H, 717Q, 717R, 717S, 717T, 718, 719, 723, 729A, 729C, 729H, 729Q, 729R, 729S, 729T, 730, 731, 735, 744, 753, 763, 757A, 757C, 757E, 757Q, 757R, 757S, 757T, 758, 777, 777B, 783, 783A, 783H, 783Q, 783R, 783S, 783T, 787A , 787D, 787E, T13, T14, T15, T16, T17, T18

CCSLH: 5.2.D

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

Language Standards

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). These Language Progressive Skills for grade 3 are shown in a chart following the Language Standards.

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 4 students:	
<i>Conventions of Standard English</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	UNIT 1: 43, 43B, 43I, 43J, 62, 69, 69B, 69I, 69J, 81, 81B, 81I, 81J, 107, 107B, 107I, 107J, 143, 143B, 143I, 143J, 147E UNIT 2: 175, 175B, 175I, 175J, 207, 207B, 207I, 207J, 219, 219B, 219I, 219J, 247, 247B, 247I, 247J, 271, 271B, 271I, 271J, 275E, 275K UNIT 3: 303, 303B, 303I, 303J, 329, 329B, 329I, 329J, 341, 341B, 341I, 341J, 373, 373B, 373I, 373J, 405, 405B, 405I, 405J, 409E UNIT 4: 410I, 443, 443B, 443I, 443J, 469, 469B, 469I, 469J, 481, 481B, 481I, 481J, 507, 507B, 507I, 507J, 535, 535B, 535I, 535J, 539E 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 UNIT 6: 662I, 687, 687B, 687I, 687J, 717, 717B, 717I, 717J, 729, 729B, 729I, 729J, 757, 757B, 757I, 757J, 783, 783B, 783I, 783J, 787E, 787K CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G
a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	UNIT 6: 687B, 687I, 687J See also Grammar and Writing Handbook: 153 CCSLH: 6.1.D, 6.1.F
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	UNIT 3: 303B, 303I, 303J, 329I, 329J, 341I, 341J, 373J CCSLH: 6.1.C
c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	CCSLH: 6.1.C
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	CCSLH: 6.1.E
e. Form and use prepositional phrases.	UNIT 6: 757B, 757I, 757J, 783B, 783I, 783J CCSLH: 6.1.G

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f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	UNIT 1: 36, 43, 43B, 43I, 43J, 69B, 69I, 69J, 81I, 81J, 107, 107B, 107I, 107J, 143, 143B, 143I, 143J, 147E, T12 UNIT 2: 271, 271A, 271B UNIT 3: 329B, 409D UNIT 4: 469Q, 528 UNIT 6: 783, 783B, 783I, 783J CCSLH: 6.1.A
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	UNIT 1: 69F, 147E UNIT 3: 342I, 345, 352, 373D, 373F, 409E UNIT 4: 481J, 482I, 485, 498, 507D, 507J, 535B, 535I, 535J, 539C, 539E UNIT 5: 631F UNIT 6: 688I, 717B CCSLH: 6.1.J
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	UNIT 1: 16R, 43B, 43H, 43I, 43J, 69B, 69H, 69J, 70I, 81, 81B, 81H, 81J, 82I, 107, 107B, 107H, 107I, 107J, 108I, 143, 143B, 143H, 143I, 143J, 147E UNIT 2: 148R, 174, 175, 175B, 175H, 175I, 175J, 176I, 207, 207B, 207H, 207J, 219, 219B, 219H, 220I, 247, 247B, 247H, 247I, 247J, 271, 271B, 271H, 271J, 275E UNIT 3: 303, 303B, 303H, 303J, 304I, 329, 329B, 329H, 330I, 341, 341B, 341H, 341J, 342I, 345, 373, 373B, 373H, 405, 405B, 405H, 409E UNIT 4: 443, 443B, 443H, 443J, 469, 469B, 469H, 481, 481B, 481H, 482I, 507, 507B, 507H, 507J, 535, 535B, 535H, 535J, 539E UNIT 5: 540H, 561, 561B, 561H, 561I, 561J, 591, 591B, 591H, 603, 603B, 603H, 631, 631B, 631H, 657B, 657H, 661E UNIT 6: 687, 687B, 687H, 717, 717B, 717H, 729, 729D, 729B, 729H, 757, 757B, 757H, 783, 783B, 783H, 783J, 787E CCSLH: 6.1.H, 6.1.I, 6.1.J
a. Use correct capitalization.	UNIT 1: 43I, 43J, 147E UNIT 2: 175, 175B, 175I, 175J, 247, 247B, 247J, 271J, 275E UNIT 3: 303J, 373B, 409E UNIT 4: 443J, 507B, 539E UNIT 5: 561, 561I, 561J UNIT 6: 757B, 783, 783J, 787E CCSLH: 6.1.H
b. Use commas and quotation marks to mark direct speech and quotations from a text.	UNIT 2: 219B UNIT 3: 276S, 302, 303, 303B, 303J, 373B UNIT 6: 717S, 756, 757, 757B, 757J CCSLH: 6.1.I
c. Use a comma before a coordinating conjunction in a compound sentence.	UNIT 1: 81I, 81J, 143B, 143I, 143J UNIT 6: 783J CCSLH: 6.1.I

d. Spell grade-appropriate words correctly, consulting references as needed.	UNIT 1: vi, 16R, 38, 43B, 43E, 43G, 43H, 43S, 69B, 69E, 69G, 69H, 70I, 81, 81B, 81E, 81G, 81H, 81S, 82I, 85, 102, 107, 107B, 107E, 107F, 107G, 107H, 108I, 143, 143B, 143E, 143G, 143H, 147C, 147E UNIT 2: 148R, 170, 175, 175B, 175G, 175H, 176I, 202, 207, 207B, 207G, 207H, 211, 219, 219B, 219G, 219H, 219S, 220I, 247, 247B, 247G, 247H, 247S, 248I, 266, 271, 271B, 271E, 271G, 271H, 275E UNIT 3: 303, 303B, 303E, 303G, 303H, 304I, 324, 329, 329B, 329E, 329G, 329H, 330I, 333, 341, 341B, 341E, 341G, 341H, 342I, 368, 373, 373B, 373E, 373G, 373H, 405, 405B, 405G, 405H, 405I, 409E UNIT 4: 443, 443B, 443E, 443G, 443H, 443S, 464, 469, 469B, 469E, 469G, 469H, 481, 481B, 481E, 481G, 481H, 482I, 507, 507B, 507E, 507G, 507H, 535, 535B, 535E, 535G, 535H, 539E UNIT 5: 561B, 561G, 561H, 591, 591B, 591E, 591G, 591H, 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, 7783G, 783H, 787E CCSLH: 6.1.J
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	UNIT 1: 16H 16I, 43, 43B, 43I, 43J, 43Q, 62, 69, 69B, 69I, 69J, 81, 81B, 81I, 81J, 106, 107, 107B, 107I, 107J, 143, 143A, 143B, 143I, 143J, 147D, 147E, 147K UNIT 2: 148H, 148I, 175, 175B, 175I, 175J, 201A, 207, 207B, 207I, 207J, 207Q, 207S, 219, 219B, 219I, 219J, 242, 247, 247B, 247I, 247J, 262, 270, 271, 271A, 271B, 271F, 271I, 271J, 275B, 275C, 275D, 275E, 275K UNIT 3: 276H, 276I, 302, 303, 303B, 303I, 303J, 312, 323A, 328, 329, 329A, 329B, 329I, 329J, 341, 341B, 341I, 341J, 373, 373B, 373I, 373J, 389, 400, 405, 405B, 405I, 405J, 409C, 409D, 409E, 409K UNIT 4: 410H, 410I, 437A, 443, 443B, 443F, 443I, 443J, 469, 469B, 469I, 469J, 481, 481B, 481I, 481J, 494, 507, 507B, 507I, 507J, 529A, 535, 535A, 535B, 535F, 535I, 535J, 539D, 539E, 539K UNIT 5: 540H, 540I, 550, 561, 561B, 561I, 561J, 590, 591, 591A, 591B, 591I, 591J, 603, 603B, 603I, 603J, 617, 626, 631, 631B, 631F, 631I, 631J, 632J, 657, 657A, 657B, 657I, 657J, 661D, 661E, 661K UNIT 6: 662H, 662I, 680, 687, 687B, 687I, 687J, 688J, 711A, 717, 717B, 717I, 717J, 729, 729B, 729I, 729J, 757, 757B, 757F, 757I, 757J, 783, 783B, 783I, 783J, 7787D, 87E, 787K CCSLH: 6.2.A, 6.2.B, 6.2.C
a. Choose words and phrases to convey ideas precisely.*	UNIT 1: 69F, 107, 107B, 143, 143B, 147D UNIT 2: 175, 207B, 207F, 247, 247F, 247S, 270, 271, 271A, 271F, 275B, 275C, 275D UNIT 3: 303B, 373B, 373F,

	409C, 409D UNIT 4: 443, 443F, 535, 535A, 535B, 535F, 539D UNIT 5: 561, 590, 591, 591A, 591B, 626, 631, 632J, 661D UNIT 6: 687, 687B, 688J, 717, 783, 787D CCSLH: 6.2.A
b. Choose punctuation for effect.*	UNIT 1: 43, 43B, 43I, 43J, 143B UNIT 3: 409D UNIT 6: 687F, 783J See also Grammar and Writing Handbook: 164 CCSLH: 6.2.B
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	UNIT 1: 16H, 16I, 16, 17, 21, 35, 37, 37B, 41, 43A, 43C, 43I, 43R, 43T, 43V, 44, 45, 49, 50, 52, 53, 61, 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, 105, 106, 107A, 107R, 107T, 108, 109, 113, 141, 143, 143A, 143R, 143T, 147A, 147B, 147D, 147E, 147K, T2, T4, T5, T8, T11, T12, T13, T14, T15, 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, 184, 193, 201, 205, 207A, 207H, 207Q, 207R, 207T, 208, 209, 213, 219A, 219C, 219E, 219Q, 219R, 219T, 220, 221, 225, 242, 243, 243A, 247A, 247E, 247H, 247R, 247S, 247T, 248, 249, 253, 265, 265B, 269, 270, 271, 271A, 271E, 271H, 271Q, 271R, 271S, 271T, 275A, 275B, 275D, 275K, T12, T13, T14, T15, T16, T17 UNIT 3: 276H, 276I, 276, 277, 281, 297, 302, 303A, 303F, 303H, 303Q, 303R, 303T, 304, 305, 309, 312, 319, 323, 323B, 323D, 323E, 327, 328, 329, 329A, 329Q, 329R, 329T, 330, 331, 335, 337, 341A, 341C, 341E, 341Q, 341R, 341S, 341T, 342, 343, 347, 350, 367, 371, 373A, 373H, 373Q, 373R, 373T, 374, 375, 379, 389, 400, 401, 402, 405A, 405H, 405Q, 405R, 405S, 405T, 409A, 409B, 409D, 409E, 409K, 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, 470J, 470, 471, 475, 477A, 481D, 481F, 481H, 481Q, 481R, 481S, 481T, 482, 483, 487, 503 503B, 507A, 507H, 507Q, 507R, 507S, 507T, 508, 509, 513, 535A, 535B, 535F, 535F, 535H, 535Q, 535R, 535T, 539A, 539B, 539D, 539E, 539K, T12, T13, T14, T15, T16, T17 UNIT 5: 540H, 540I, 540, 541, 545, 550, 557, 561, 561A, 561E, 561H, 561Q, 561R, 561S, 561T, 562, 563, 567, 585, 589, 591, 591H, 591Q, 591A, 591R, 591S, 591T, 592, 593, 597, 603A, 603E, 603H, 603Q, 603R, 603T, 604, 605, 607, 607B, 609, 617, 631, 631A, 631E, 631H, 631Q, 631R, 631S, 631T, 637, 632, 633, 647, 651, 651B, 655, 656, 657A, 657H, 657Q, 657R, 657S, 657T, 661A, 661B, 661D, 661E, T13, T14, T15, T16, T17,

	T18 UNIT 6: 662H, 662I, 662, 663, 667, 680, 681, 681B, 685, 687H, 687Q, 687R, 687S, 687T, 688, 689, 693, 699, 711, 711B, 715, 717A, 717H, 717Q, 717R, 717S, 717T, 718, 719, 723, 729A, 729C, 729H, 729Q, 729R, 729S, 729T, 730, 731, 735, 744, 753, 763, 757A, 757C, 757E, 757F, 757Q, 757R, 757S, 757T, 758, 777, 777B, 783, 783A, 783H, 783Q, 783R, 783S, 783T, 787A, 787D, 787E, T13, T14, T15, T16, T17, T18 CCSLH: 6.2.C
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	UNIT 1: 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, 69A, 69B, 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, 90, 97, 102, 104, 107C, 107D, 107F, 108I, 109, 110, 111, 112, 115, 116, 118, 121, 126, 128, 132, 133, 138, 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, 184, 185, 190, 198, 202, 203, 207C, 207D, 207F, 207Q, 207R, 207S, 207T, 208I, 209, 210, 211, 211B, 212, 214, 219C, 219D, 219F, 219Q, 219R, 219S, 219T, 220I, 221, 222, 223, 224, 226, 229, 230, 232, 234, 237, 238, 240, 242, 245, 247C, 247D, 247F, 247Q, 247R, 247S, 247T, 248I, 249, 250, 251, 252, 256, 258, 265B, 266, 268, 270, 271, 271A, 271C, 271D, 271F, 271Q, 271R, 271S, 271T, 275I, T5, T6, T7, T8, T9 UNIT 3: 276R, 277, 278, 279, 280, 282, 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, 329, 329C, 329D, 329F, 329Q, 329R, 329S, 329T, 330I, 331, 332, 333, 341C, 341D, 341F, 341Q, 341R, 341S, 341T, 342I, 343, 344, 345, 346, 350, 352, 354, 356, 360, 368, 369, 373B, 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, 422, 427, 428, 431, 438, 440, 443C, 443D, 443F, 443Q, 443R, 443S, 443T, 440I, 440, 441, 442, 443, 446, 447, 448, 452, 453, 455, 456, 464, 466, 469C, 469D, 469F, 469Q, 469R, 469S, 469T, 470I, 471, 472, 473, 474, 481C, 481D, 481F, 481Q, 481R, 481S, 481T, 482I, 483, 484, 485, 486, 489, 490, 491, 493, 495, 504, 507C, 507D, 507F, 507Q, 507R, 507S, 507T, 508I, 509, 510, 511, 512, 515, 518, 530, 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, 657C, 657D, 657F, 657Q, 657R, 657S, 657T, 661I, T6, T7, T8, T9, T10 UNIT 6: 662R, 663, 664, 665, 666, 669, 670, 673, 674, 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, 755, 757C, 757D, 757F, 757Q, 757R, 757S, 757T, 758I, 759, 760, 761, 762, 765, 766, 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, 69Q, 72, 81C, 84, 107C, 107D, 107F, 107S, 108I, 110, 111, 116, 126, 133, 140, 143C, 143D, 143Q UNIT 2: 148R, 150, 151, 157, 172, 175C, 175D, 175Q, 178, 190, 198, 203, 207C, 207S, 211, 219C, 222, 230, 234, 247C, 247Q, 250, 268, 271C, 271H, T5, T8, T9 UNIT 3: 278, 286, 292, 303C, 303D, 328, 329C, 329, 332, 341C, 341S, 344, 369, 373C, 376, 382, 387, 405C, 405D, 405H, 405R, T8, T9 UNIT 4: 412, 428, 443C, 446, 466, 469C, 470I, 472, 473, 481C, 481D, 481Q, 484, 485, 493, 498, 507C, 507D, 507F, 508I, 510, 511, 515, 535C, 535D, 535Q, T7, T8, T9 UNIT 5: 542, 554, 561C, 561D, 564, 574, 588, 591C, 591D, 592I, 594, 595, 603C, 603D, 603S, 604I, 606, 607, 614, 620, 631C, 631D, 631F, 631Q, 631S, 632I, 634, 635, 643, 657C, 657D, 657Q, 657R, T9 UNIT 6: 662I, 664, 665, 684, 687C, 687D, 690, 691, 695, 699, 707, 717C, 717D, 717F, 717Q, 720, 725, 729C, 729D, 729R, 729S, 732, 748, 757C, 760, 761, 783C, 783D, T7 CCSLH: 6.3.B
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).	UNIT 1: 102, 107F UNIT 2: 184, 271F UNIT 6: 721, 725, 729D, 729F, 729Q, 758I, 761, 765, 774, 783D, 783Q, T8, T10 CCSLH: 6.3.C

Common Core State Standards

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.	UNIT 1: 16R, 19, 25, 26, 28, 34, 43B, 43D, 43F, 43Q, 44I, 47, 50, 69B, 69F, 69Q, 77A, 77B, 81F, 81Q, 81S, 82I, 85, 97, 107B, 107D, 143F, 143S, 147C, T4, T7, T9 UNIT 2: 175F, 175Q, 176I, 179, 184, 198, 207B, 207D, 207Q, 208I, 219S, 220I, 223, 229, 247D, 247Q, 248I, 275I, T6, T8 UNIT 3: 279, 286, 291, 303C, 303D, 303F, 303Q, 329D, 329F, 329Q, 341S, 342I, 345, 352, 373B, 373D, 373F, 373Q, 374I, 377, 382, 405D, 405Q, T5, T8, T9 UNIT 4: 443D, 443S, 465, 469F, 469Q, 481D, 482I, 485, 498, 507D, 507Q, 509, 535F, 535S, T8 UNIT 5: 543, 549, 554, 561D, 561F, 561Q, 561S, 565, 568, 591C, 591D, 591F, 591Q, 599A, 603C, 603F, 603Q, 631F, 633, 657F, 657H, 657S, 661C, T7 UNIT 6: 662R, 687C, 687F, 717B, 717E, 717S, 718I, 729F, 729S, 757E, 774, 783E, 783S CCSLH: 6.3.D
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	UNIT 1: 43C, 43F, 46, 50, 53, 66, 67, 69F, 69Q, 69S, 72, 81F, 74, 107B, 107F, 110, 115, 143F UNIT 2: 150, 175F, 178, 207F, 207H, 219F, 219H, 219Q, 222, 223, 229, 230, 232, 237, 238, 242, 244, 245, 247D, 247F, 247Q, 247S, 250, 251, 271F, T8 UNIT 3: 276R, 278, 279, 286, 288, 291, 303D, 303F, 303Q, 313, 319, 329F, 332, 341F, 342I, 345, 352, 356, 373D, 373F, 373Q, 373T, 380, 384, 388, 402, 403, 405F, 405Q, 405S, 409C, 409D, T5 UNIT 4: 411, 457, 443F, 457, 469F, 471, 481F, 482I, 485, 491, 496, 498, 504, 507D, 507F, 507H, 507Q, 509, 518, 519, 533, 534, 535A, 535B, 535F, T8 UNIT 5: 550, 558, 561F, 561Q, 561S, 565, 568, 573, 591C, 591D, 591F, 591H, 591Q, 595, 598, 603D, 603F, 614, 617, 631F, 631Q, 633, 639, 652, 653, 654, 655, 657F, 657Q, 657S, 661D, 661E, T7 UNIT 6: 663, 669, 687F, 688I, 717B, 717F, 729F, 731, 748, 752, 755, 757F, 757H, 759, 770, 783F CCSLH: 6.3.E, 6.3.F, 6.3.G
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	UNIT 1: 66, 67, 69Q, 69S UNIT 2: 244 UNIT 3: 313, 319, 356, 380, 388, 403, 405Q, 405S UNIT 4: 535B UNIT 5: 558, 561F, 561Q, 561S, 614, 639 UNIT 6: 752, 755, 770 CCSLH: 6.3.E
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	UNIT 1: 115 UNIT 2: 223, 229, 230, 232, 237, 242, 247D, 247F, 247Q, T8 UNIT 3: 288, 409C, 409D UNIT 4: 504 UNIT 5: 548, 561F, 652 CCSLH: 6.3.F

TREASURES, Grade 4, TE Alignment to:
Common Core State Standards

Treasures 2009

c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	UNIT 1: 18, 43D, 46, 50, 72, 84, 107B, 110 UNIT 2: 150, 175F, 178, 207F, 207H, 219F, 219Q, 222, 247F, 250, 251 UNIT 3: 276R, 278, 279, 286, 288, 291, 303D, 303F, 303Q, 332, 384, T5 UNIT 4: 411, 457, 507H, 519 UNIT 5: 565, 568, 573, 591C, 591D, 591H, 591Q, 595, 603D, 603Q, 631Q, 633, 652I, 657S, T7 UNIT 6: 664, 669, 717B, 717F, 731, 748, 757H CCSLH: 6.3.G
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation)	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, 69A, 69B, 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, 90, 97, 102, 104, 107C, 107D, 107F, 108I, 109, 110, 111, 112, 115, 116, 118, 121, 126, 128, 132, 133, 138, 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, 184, 185, 190, 198, 202, 203, 207C, 207D, 207F, 207Q, 207R, 207S, 207T, 208I, 209, 210, 211, 211B, 212, 214, 219C, 219D, 219F, 219Q, 219R, 219S, 219T, 220I, 221, 222, 223, 224, 226, 229, 230, 232, 234, 237, 238, 240, 242, 245, 247C, 247D, 247F, 247Q, 247R, 247S, 247T, 248I, 249, 250, 251, 252, 256, 258, 265B, 266, 268, 270, 271, 271A, 271C, 271D, 271F, 271Q, 271R, 271S, 271T, 275I, T5, T6, T7, T8, T9 UNIT 3: 276R, 277, 278, 279, 280, 282, 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, 329, 329C, 329D, 329F, 329Q, 329R, 329S, 329T, 330I, 331, 332, 333, 341C, 341D, 341F, 341Q, 341R, 341S, 341T, 342I, 343, 344, 345, 346, 350, 352, 354, 356, 360, 368, 369, 373B, 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, 422, 427, 428, 431, 438, 440, 443C, 443D, 443F, 443Q, 443R, 443S, 443T, 440I, 440, 441, 442, 443, 446, 447, 448, 452, 453, 455, 456, 464, 466, 469C, 469D, 469F, 469Q, 469R, 469S, 469T, 470I, 471, 472, 473, 474, 481C, 481D, 481F, 481Q, 481R, 481S, 481T, 482I, 483, 484, 485, 486, 489, 490, 491, 493, 495, 504, 507C, 507D, 507F, 507Q, 507R, 507S, 507T, 508I, 509, 510, 511, 512, 515, 518, 530, 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, 657C, 657D, 657F, 657Q, 657R, 657S, 657T, 661I, T6, T7, T8, T9, T10 **UNIT 6:** 662R, 663, 664, 665, 666, 669, 670, 673, 674, 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, 755, 757C, 757D, 757F, 757Q, 757R, 757S, 757T, 758I, 759, 760, 761, 762, 765, 766, 774, 776, 783C, 783D, 783F, 783Q, 783R, 783S, 783T, 787I, T6, T7, T8, T9, T10

CCSLH: 6.3.H

Language Progressive Skills

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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 4 students:	
<i>Conventions of Standard English</i>	
L.3.1f. Ensure subject-verb and pronoun- antecedent agreement.	UNIT 3: 329J, 373B, 373I-373J, 409E UNIT 4: 443, 443B, 443I, 443J, 539E CCSLH: 6.1.C, 6.1.D
L.3.3a. Choose words and phrases for effect.	UNIT 1: 69F, 107, 107B, 143, 143B, 147D UNIT 2: 175, 207B, 207F, 247, 247F, 271, 271A, 271F, 275B, 275C, 275D UNIT 3: 303B, 373B, 373F, 409C, 409D UNIT 4: 443, 443F, 535, 535A, 535B, 535F, 539D UNIT 5: 561, 590, 591, 591A, 591B, 626, 631, 632J, 661D UNIT 6: 687, 687B, 687F, 688J, 717, 783, 787D CCSLH: 6.2.A

Macmillan/McGraw-Hill
TREASURES ©2009
Grade 5, Teacher's Edition

ALIGNED WITH

COMMON CORE

STATE STANDARDS FOR

English Language Arts

&

Literacy in History/Social Studies,
Science, and Technical Subjects

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.

Reading Standards for Literature

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 5 students:	
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, 69, 71, 71B, 77R, 133, 143 UNIT 2: 147A, 147B, 150, 152, 156, 163, 169R, 169T, 210, 215, 221, 221B, T14 UNIT 3: 263A, 263B, 267, 271, 278, 279, 280, 281, 283, 283B, 285, 289R, 334, 339, 340, 342, 349, 359A, 359B, 362, 363, 366, 375, 376, 383, T16 UNIT 4: 399, 405, 409, 411, 413, 429, 436, 439, 441, 490, 505 UNIT 5: 551, 561, 585, 586, 588, 599, 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, 62, 77T, 109, 122, 133, 143 UNIT 2: 155, 163, 207A, 207B, 211, 212, 214, 217, 218, 221, 227R, T11, T13, T15, T16 UNIT 3: 272, 274, 277, 283, 285, 341, 346, 349, 370, 383 UNIT 4: 407, 410, 413, 413B, 419T, 430, 441, 479, 483, 491, 494, 496, 497, 498, 500, 502, 505, 509R UNIT 5: 545A, 545B, 548, 549, 553, 556, 558, 561, 565R, 565T, 592, 599, 599B, 601, 607A, 607B, 612, 614, 617, 618, 620, 624, 627, 632, 633, 633R, 633T, T2 UNIT 6: 645, 650, 656, 658, 661, 667T, 687, 691, 691B, 733, 737, 756, T12, T13, T15, T16 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, 37, 47R, 71, 115A, 115B, 122, 123, 126, 130, 139R UNIT 2: 215, 227R, 251B UNIT 3: 329A, 329B, 332, 334, 336, 340, 342, 346, 349, 380, 383B, T12, T13, T15, T16 UNIT 4: 407, 408, 409, 413B, 496 UNIT 5: 549, 554, 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, 23, 24, 25, 26, 33, 38, 47R, 47T, 50, 51, 52, 56, 59, 68, 77R, 77T, 79, 80, 81, 81A, 81B, 82, 87, 114, 115, 116, 118, 119, 120, 121, 122, 125, 139R, 139T UNIT 2: 146, 147, 148, 155, 156, 157, 159, 160, 169Q, 169R, 169T, 188, 189, 206, 207, 207A, 208, 211, 214, 216, 227R, 227T, 252, 255Q UNIT 3: 262, 263, 264, 269, 271, 272, 274, 276, 278, 328, 329, 329B, 330, 335, 336, 337, 338, 340, 341, 343, 358, 359, 360, 367, 373, 374, 376, 378, 383B, 387R, 387T UNIT 4: 393, 394, 395, 396,

	401, 404, 410, 419R, 419T, 422, 423, 428, 429, 431, 433, 438, 447C, 447D, 447F, 478, 479, 484, 485, 486, 488, 495, 499, 506, 507, 509R, 509T UNIT 5: 515, 544, 545, 546, 550, 552, 565T, 598, 606, 607, 608, 611, 612, 614, 615, 619, 632, 633A, 633B, 633R, 633T UNIT 6: 640, 641, 641B, 642, 644, 646, 648, 655, 667R, 667T, 670, 671, 672, 676, 678, 679, 685, 732, 733, 737, 754, 755, 759Q CCSLH: 1.2.A, 1.2.B
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	UNIT 1: 108, 109, 111S, 140, 141, 142 UNIT 2: 159, 205, 228I, 252, 253, 255S UNIT 3: 284, 285, 286, 287, 289Q, 289S, 290J, 312, 313, 327 UNIT 4: 393, 478, 479, 481Q, 481S, 486, 491, 493, 501, 502 UNIT 5: 515, 564, 565, 565A, 600, 601, 603Q, 603S, 632, 633B UNIT 6: 732, 733, 735S, 737 CCSLH: 1.2.C, 1.2.D, 1.2.E
6. Describe how a narrator’s or speaker’s point of view influences how events are described.	UNIT 1: 38, 41, 64, 77R, 132 UNIT 2: 150, T1 UNIT 3: 266, 276, 288, 289, 349, 359B, T12 UNIT 4: 509R UNIT 5: 545B, 610, 615, 620 UNIT 6: 690, 691, 757 CCSLH: 1.2.F
Integration of Knowledge and Ideas	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	UNIT 1: 59, 65, 66 UNIT 2: 157, 213, 244 UNIT 3: 269, 277, 335, 337, 348, 368, 376, 377, 378 UNIT 4: 392, 426, 494 UNIT 5: 548, 557, 618 UNIT 6: 638I, 651, 654, 687 CCSLH: 1.3.A
8. (Not applicable to literature)	(Not applicable to literature)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	UNIT 1: 41, 41B, 47R, 66, 68, 71, 77R, 77T, 133, 139R UNIT 2: 163, 169R, 191Q, 191S, 227R, 250 UNIT 3: 283, 349, 377, 383, 387R UNIT 4: 392H, 412, 413, 419R, 440, 491, 498, 502, 504, 505, 509R UNIT 5: 528, 561, 565R, 565T, 627 UNIT 6: 638R, 638S, 650, 658, 659, 661, 662, 663, 664, 665, 667Q, 667R, 667S, 667T, 691, 759Q CCSLH: 1.3.B
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Reading selections in the Grade 5 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 770-980 required by the Common Core Standard for grades 4-5.

Reading Standards for Informational Text

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 5 students:	
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, 100, 102, 105, 107, 111R, 111T UNIT 2: 166, 176, 177, 181, 187, 187B, 191R, 224, 231A, 231B, 235, 236, 237, 245, 251, 255R UNIT 3: 296, 302, 305, 307, 325R UNIT 4: 459R, 476, 477, T16, T17 UNIT 5: 521, 523, 526, 528, 531, 533, 534, 535, 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, 178, 180, 182, 184, 187, 191R, 191T, 195A, 195B, 198, 199, 203R, 203T, 224, 239, 251, 255T UNIT 3: 300, 307, 321A, 351 UNIT 4: 447T, 455, 469, 477 UNIT 5: 529, 535, 573, 592 UNIT 6: 638H, 698I, 705, 705A, 709T, 719, 723, 725, 731, 739A, 739B, 742, 747, 750, 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: 78J, 84, 85, 100, 107B, 111R, 112J, 135, 136, 137, T13, T14, T15, T17, T18 UNIT 2: 144S, 180, 187, 187B, 192J, 199, 204J, 224, 225, 228J UNIT 3: 260S, 290J, 303, 307, 307B, 309, 310, 311, 314J, 326J, 329B, 351, 352, 353, 355Q, 355S, 356J, 385 UNIT 4: 392R, 392S, 416, 420J, 443, 443, 445, 450J, 451B, 454, 460J, 470, 471, 473, 477 UNIT 5: 514S, 523, 526, 528, 529, 532, 542J, 559, 563, 566J, 573, 578J, 604J, 629, 631 UNIT 6: 638S, 668J, 695, 698J, 710J, 719, 721, 726, 727, 731, 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 and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	UNIT 1: 42, 72, 73, 74, 80, 81, 82, 87, 89R, 89T, 92, 93, 94, 96, 99, 101, 111R, 111T, 134, 143I UNIT 2: 164, 172, 173, 174, 179, 182, 185, 191R, 191T, 194, 195, 196, 198, 203R, 203T, 204I, 222, 230, 231, 232, 235, 237, 238, 240, 244, 250, 255R, 255T, 259I UNIT 3: 289R, 289T, 292, 293, 294, 298, 302, 303, 307B, 308, 313R, 313T, 316, 317, 318, 325R, 325T, 329B, 350, 351, 355R, 355T, 384, 391I UNIT 4: 414, 442, 447R, 447T, 450, 451, 451B, 452, 454, 459R, 459T, 462, 463,

	463A, 463B, 464, 466, 467, 468, 469, 470, 473, 474, 481R, 481T, 531I UNIT 5: 516, 517, 517B, 518, 521, 524, 527, 562, 565Q, 569A, 569B, 570, 573A, 577A, 577R, 577T, 603R, 603T, 628, 637I, T17 UNIT 6: 662, 692, 697R, 697T, 700, 701, 702, 709R, 709T, 712, 713, 713A, 713B, 714, 716, 717, 723, 728, 731B, 735R, 735T, 738, 739, 739B, 740, 741, 743, 744, 747, 748, 750, 751, 753B, 759R, 759T, 763I CCSLH: 2.2.A, 2.2.B
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	UNIT 1: 81A, 81B, 85, 85A, 89R, 89T UNIT 2: 191R UNIT 3: 307B, 355R, 355T UNIT 4: 463A, 463B, 469, 474, 481R, 481T, T13, T17 UNIT 5: 517A, 517B, 523, 526, 528, 532, 541R, 541T, 569A, 569B, 572, 577R, 577T UNIT 6: 697Q, 731B, 739A, 739B, 743, 744, 749 CCSLH: 2.2.C
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	UNIT 1: 16I, 16S, 66, 68, 89R, 107, 111R, 130, 137 UNIT 2: 144I, 183, 203A, 217, 251 UNIT 3: 260H, 260I, 270, 289T, 290J, 297, 307, 311, 313T, 325A, 335, 353, 355R, 391K UNIT 4: 392I, 402, 417, 445, 459A, 477 UNIT 5: 514I, 522, 528, 530, 569B, 595 UNIT 6: 638I, 697T, 709A, T17 CCSLH: 2.2.D
Integration of Knowledge and Ideas	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	UNIT 1: 16H, 16I, 16S, 48J, 62, 66, 68, 77Q, 85, 89A, 90J, 111R, 112J, 130, 137 UNIT 2: 144H, 144I, 144S, 170J, 183, 191T, 192J, 203A, 217, 228J, 251, 259K UNIT 3: 260H, 260I, 260S, 270, 289T, 290J, 297, 307, 311, 325A, 326J, 335, 353, 355R, 356J, 385, 391K UNIT 4: 392H, 392I, 402, 417, 445, 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, 697T, 698J, 709A, 710J CCSLH: 2.3.A
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	UNIT 2: 191T UNIT 3: 293A, 293B, 296, 297, 299, 302, 303, 304, 306, 307B, 313R, 313T, 317A, 317B, 320, 325R, 325T UNIT 4: 455A, 477B, T12, T15, T16 UNIT 5: 524, 535B, 603R, 603T, T13, T17 UNIT 6: 701A, 701B, 704, 705, 709R CCSLH: 2.3.B
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	UNIT 1: 16H, 16I, 45, 48J, 62, 66, 68, 75, 85, 89R, 107, 111R, 130, 137 UNIT 2: 144H, 144I, 170J, 183, 187, 191T, 203A, 217, 251, 255T UNIT 3: 260H, 260I,

	270, 289T, 290J, 297, 302, 307, 311, 313T, 325A, 325R, 335, 353, 355R, 391K UNIT 4: 392H, 392I, 402, 417, 445, 459A, 459R, 459T, 473, 477 UNIT 5: 514H, 514I, 528, 530, 535, 563, 569B, 577A, 590, 595, 631 UNIT 6: 638H, 638I, 695, 697R, 697T, 709A, 709R, 709T, 731, 735R, 753, 759T, T17 CCSLH: 2.3.C
<i>Range of Reading and Level of Text Complexity</i>	
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 <i>Treasures</i> fall generally 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.

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 5 students:	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	UNIT 1: 16R, 47B, 47E, 47G, 47H, 48I, 77B, 77E, 77G, 77H, 78I, 89E, 89G, 89H, 90I, 96, 111B, 111E, 111G, 111H, 112I, 139B, 139E, 139G, 139H UNIT 2: 144R, 169B, 169E, 169G, 169H, 170I, 185, 191B, 191E, 191G, 191H, 192I, 203D, 203E, 203G, 203H, 204I, 207, 216, 227B, 227D, 227E, 227F, 227G, 227H, 227Q, 228I, 255B, 255E, 255G, 255H, T7 UNIT 3: 260R, 263, 289B, 289D, 289E, 289G, 289H, 289Q, 289S, 290I, 313B, 313E, 313G, 313H, 314I, 317, 325D, 325E, 325F, 325G, 325H, 325Q, 325S, 355E, 326I, 355B, 355G, 355H, 356I, 387B, 387E, 387G, 387H, T6 UNIT 4: 392R, 419B, 419E, 419G, 419H, 420I, 447B, 447E, 447G, 447H, 448I, 451, 459D, 459E, 459F, 459G, 459H, 459Q, 460I, 481B, 481E, 481G, 481H, 482I, 509B, 509E, 509G, 509H, T7 UNIT 5: 514R, 517, 527, 541B, 541D, 541E, 541F, 541G, 541H, 541Q, 542I, 565B, 565E, 565G, 565H, 566I, 577E, 577G, 577H, 678I, 603B, 603E, 603G, 603H, 604I, 633B, 633E, 633G, 633H UNIT 6: 638R, 667B, 667E, 667G, 667H, 668I, 697B, 697E, 697G, 697H, 698I, 709E, 709G, 709H, 710I, 735B, 735E, 735G, 735H, 736I, 759B, 759E, 759G, 759H 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, 47B, 47E, 47G, 47H, 48I, 77B, 77E, 77G, 77H, 78I, 89E, 89G, 89H, 90I, 96, 111B, 111E, 111G, 111H, 112I, 139B, 139E, 139G, 139H UNIT 2: 144R, 169B, 169E, 169G, 169H, 170I, 185, 191B, 191E, 191G, 191H, 192I, 203D, 203E, 203G, 203H, 204I, 207, 216, 227B, 227D, 227E, 227F, 227G, 227H, 227Q, 228I, 255B, 255E, 255G, 255H, T7 UNIT 3: 260R, 263, 289B, 289D, 289E, 289G, 289H, 289Q, 289S, 290I, 313B, 313E, 313G, 313H, 314I, 317, 325D, 325E, 325F, 325G, 325H, 325Q, 325S, 355E, 326I, 355B, 355G, 355H, 356I, 387B, 387E, 387G, 387H, T6 UNIT 4: 392R, 419B, 419E, 419G, 419H, 420I, 447B, 447E, 447G, 447H, 448I, 451, 459D, 459E, 459F, 459G, 459H, 459Q, 460I, 481B, 481E, 481G, 481H, 482I, 509B, 509E, 509G, 509H, T7 UNIT 5: 514R, 517, 527, 541B, 541D, 541E, 541F, 541G, 541H, 541Q, 542I, 565B, 565E, 565G, 565H, 566I, 577E, 577G, 577H, 678I, 603B, 603E, 603G, 603H, 604I, 633B, 633E, 633G,

	633H UNIT 6: 638R, 667B, 667E, 667G, 667H, 668I, 697B, 697E, 697G, 697H, 698I, 709E, 709G, 709H, 710I, 735B, 735E, 735G, 735H, 736I, 759B, 759E, 759G, 759H CCSLH: 3.1.A
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	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, 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 CCSLH: 3.2.A
a. Read on-level text with purpose and understanding.	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, 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 CCSLH: 3.2.A
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	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, 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 CCSLH: 3.2.A
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	UNIT 1: 18, 19, 23, 24, 26, 47C, 47D, 47Q, 50, 56, 77C, 77H 80, 89C, 89F, 89Q, 89R, 90I, 92, 93, 101, 111C, 111D, 111F, 111Q, 111S, 114, 139C, T6, T9 UNIT 2: 146, 156, 159, 169C, 170I, 172, 173, 179, 185, 191C, 191Q, 194, 198, 203C, 203F, 203R, 206, 227C, 227H, 230, 255C, T5 UNIT 3: 262, 268, 271, 289C, 289R, 289T, 292, 313C, 313R, 316, 325C, 325R, 328, 336, 351, 355C, 355R, 358, 374, 387C, 387R UNIT 4: 394, 395, 419C, 420I, 422, 423, 429, 431, 447C, 447D, 447F, 447Q, 447R, 450, 459C, 459Q, 459R, 462, 468, 470, 481C, 481R, 481S, 484, 499, 509C, 509R, 509T, T6 UNIT 5: 516, 521, 524, 541C, 541F, 541R, 541T, 544, 550, 565C, 565E, 565Q, 565R, 568, 577C, 577R, 578I, 580, 581, 591, 603C, 603D, 603F, 603Q, 603R, 606, 633C, 633R, T9 UNIT 6: 640, 641, 644, 655, 658, 667C, 667D, 667R, 667S, 670, 685, 697C, 697D, 697Q, 697R, 698I, 700, 701, 709C, 709D, 709F, 709Q, 709R, 712, 735C, 735R, 738, 759C, 759R, T6, T7, T13, T14, T17 CCSLH: 3.2.A

College and Career Readiness Anchor Standards for Writing	
<i>Text Types and Purposes</i>	
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.	
<i>Production and Distribution of Writing</i>	
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.	
<i>Research to Build and Present Knowledge</i>	
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.	
<i>Range of Writing</i>	
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	TREASURES TE PAGES
Grade 5 students:	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	UNIT 1: 59, 77F UNIT 2: 168, 169, 169A, 169B, 204J, 226, 227, 227A, 227B, 228J, 254, 255, 255A, 255B, 259, 259A, 259B, 259C, 259D, 259E, T12, T14, T16 UNIT 3: 260I, 313F, 324, 325, 325F UNIT 5: 514I, 541A, 553, 566I, 576, 577, 577F, 592 UNIT 6: 697F, 698J, 701B, 704, 708, 709 See also Grammar and Writing Handbook: 32 CCSLH: 4.1.A
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	UNIT 2: 168, 169, 169A, 191B, 226, 227, 227A, 255A, 255B, 259A, 259B, 259C, 259D, 259E, T12 UNIT 3: 325 UNIT 5: 541A UNIT 6: 697F CCSLH: 4.1.A
b. Provide logically ordered reasons that are supported by facts and details.	UNIT 2: 226, 227, 227A, 227B, 259A, 259B, 259C, 259D, 259E, T12 UNIT 3: 325 UNIT 5: 541A UNIT 6: 697F, 704 CCSLH: 4.1.A
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	UNIT 2: 191B, 227A, 259D See also Grammar and Writing Handbook: 38 CCSLH: 4.1.A
d. Provide a concluding statement or section related to the opinion presented.	UNIT 2: 190, 191, 191A, 226, 259C, 259D UNIT 5: 541A UNIT 6: 697F CCSLH: 4.1.A
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	UNIT 1: 16S, 45, 47F, 48J, 62, 70, 78J, 89A, 89B, 89F, 90J, 107B, 111S, 129, 139S UNIT 2: 144S, 169S, 170J, 192I, 192J, 203A, 203B, 217, 259K UNIT 3: 268, 270, 311, 313Q, 314J, 321, 325A, 325B, 335, 355F, T14 UNIT 4: 392I, 392S, 400, 418, 419, 419A, 419B, 420J, 445, 446, 447, 447A, 447B, 447F, 448J, 4458, 459, 459A, 459B, 60J, 469, 476, 480, 481, 481A, 481B, 481F, 508, 509, 509A, 509B, 513A, 513B, 513C, 513D, 513E, T15, T17 UNIT 5: 514S, 533, 539, 540, 541, 541A, 541B, 542J, 566J, 569B, 573, 576, 577, 577A, 578J, 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, 751, 758, 759, 759A, 759B, 763A, 763B, 763C, 763D, 763E, 763K, T15, T17 CCSLH: 4.1.B
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	UNIT 2: 203A, 217, 259K UNIT 4: 418, 419, 419B, 445, 446, 459A, 480, 481, 508, 509, 509B, 513A, 513B, 513C, 513D UNIT 5: 540, 541, 541A, 566J, 637A, 637C, 637D, 637E UNIT 6: 695, 696, 697, 709A, 734, 735, 735A, 735F, 758, 759A, 759B, 763A, 763B, 783C, 763D, 763K CCSLH: 4.1.B
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	UNIT 2: 203A UNIT 4: 418, 419, 419A, 446, 447, 447A, 447B, 459A, 480, 481, 508, 513A, 513B, 513C, 513D, 513E UNIT 6: 666, 667, 667A, 667B, 696, 697, 735F, 763B, 763C, 763D CCSLH: 4.1.B
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	UNIT 4: 481B, 513A, 513B, 513C, 513D, 513E UNIT 5: 637A, 637C, 637D UNIT 6: 696, 697, 697A, 758, 759, 759A, 763A, 763B, 763C, 763D CCSLH: 4.1.B
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	UNIT 1: 47F, 89F UNIT 3: 355F UNIT 4: 446, 447, 447A, 447B, 447F, 480, 481, 481A, 481F, 508, 509, 509A, 513A, 513D UNIT 5: 541B, 637A, 637B, 637C, 637D UNIT 6: 666, 667, 667A, 667B, 667F, 696, 697, 697A, 697B, 735F, 758, 759, 759A, 763B, 763C, 763D See also Grammar and Writing Handbook: 110-111, 117-121, 124, 130 CCSLH: 4.1.B
e. Provide a concluding statement or section related to the information or explanation presented.	UNIT 4: 392I, 459A, 480, 513A, 513B, 513C, 513D UNIT 5: 540, 541, 541A, 637A, 637D, 637E UNIT 6: 735F, 758, 759, 759, 759A, 763C CCSLH: 4.1.B
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	UNIT 1: 16S, 46, 47, 47A, 47B, 48J, 66, 68, 75, 76, 77, 7A, 77B, 90J, 110, 111, 111A, 111B, 112J, 138, 139, 139A, 139B, 143A, 143B, 143C, 143D, 143E, T16, T18 UNIT 2: 169F, 169S, 170J, 202, 203, 203F, 227F UNIT 3: 260S, 288, 289, 289A, 289B, 290J, 326J, 354, 355, 355A, 355B, 386, 387, 387A, 387B, 387F, 391A, 391B, 391C, 391D, 391E, T12, T16 UNIT 4: 458, 459, 475, 482J, 509A, 509F, 509Q

	UNIT 5: 542J, 565A, 565B, 578J, 604J, 633F, T14, T18 UNIT 6: 638S, 668J, 669, 689, 690, 698J CCSLH: 4.1.C
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	UNIT 1: 46, 47, 47A, 47B, 76, 77, 77A, 77B, 138, 139, 139A, 143A, 143B, 143C UNIT 2: 227F UNIT 3: 288, 289, 289A, 289B, 386, 387A, 391A, 391B, 391C, 391D, 391E UNIT 6: 638S CCSLH: 4.1.C
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	UNIT 1: 110, 111, 111A, 11B, 138, 139, 139A, 143A UNIT 3: 326J, 354, 355, 355A, 387B, 387F, 391A, 391C, 391D, 391E, T12 UNIT 5: 542J, 565A, 565B, T14 UNIT 6: 638S CCSLH: 4.1.C
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	UNIT 1: 143A, 143B, 143C, 143D UNIT 3: 386, 387, 387A, 391C See Grammar and Writing Handbook: 111, 18 CCSLH: 4.1.C
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	UNIT 1: 46, 47, 110, 111, 111A, 111B, 139B, 143C, 143D UNIT 2: 169F, 169S, 203F, 227F UNIT 3: 289B, 290J, 355, 355A, 386, 387B, 387F, 391C, 391D UNIT 4: 509F UNIT 5: 565, 633F UNIT 6: 669, 689 CCSLH: 4.1.C
e. Provide a conclusion that follows from the narrated experiences or events	UNIT 3: 391A, 391C, 391D, 391E CCSLH: 4.1.C
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	UNIT 1: 16S, 45, 46, 47, 47A, 47B, 47F, 48J, 59, 62, 66, 68, 75, 76, 77, 77A, 77B, 77F, 78J, 88, 89, 89A, 89B, 89F, 90J, 107B, 110, 111, 111A, 111B, 111F, 111S, 112J, 129, 138, 139, 139A, 139B, 139S, 143A, 143B, 143C, 143D, 143E, T16, T18 UNIT 2: 144H, 144S, 168, 169, 169A, 169B, 169F, 169S, 170J, 190, 191, 191A, 191B, 191F, 191T, 192I, 192J, 202, 203, 203A, 203B, 203F, 217, 226, 227, 227A, 227B, 227F, 228J, 254, 255, 255A, 255B, 259, 259A, 259B, 259C 259D, 259E, T12, T14, T16 UNIT 3: 260I, 260S, 268, 270, 288, 289, 289A, 289B, 289F, 290J, 311, 313F, 313Q, 314J, 321, 324, 325, 325A, 325B, 325F, 326J, 335, 354, 355, 355A, 355B, 386, 387, 387A, 387B, 387F, 391A, 391B, 391C, 391D, 391E, T14, T16 UNIT 4: 392I, 392S, 400, 418, 419, 419A, 419B, 419F, 420J, 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, 509Q, 513A, 513B, 513C, 513D, 513E UNIT 5: 514I, 514S, 533, 539, 540, 541, 541A, 541B, 541F, 542J, 553, 565A, 565B, 565F, 566I, 566J, 569B, 573, 576, 577, 577A, 577F, 578J, 592, 604J, 633F, 637A, 637B, 637C, 637D, 637E, T18 UNIT 6: 638H, 638S, 666, 667, 667A, 667B, 667F, 668J, 688J, 690, 695, 696, 697, 697A, 697B, 697F, 698I, 698J, 701B, 704, 708, 709 709A, 709B, 710J, 734, 735, 735A, 735B, 735F, 736J, 744, 751, 758, 759, 759A, 759B, 759F, 763A, 763B, 763C, 763D, 763E, T13 CCSLH: 4.2.A
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.	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, 226, 203A, 203B, 227, 227A, 227B, 254, 255, 255A, 255B, 259A, 259B, 259C, 259D, 259E UNIT 3: 288, 289, 289A, 289B, 312, 313, 313A, 313B, 324, 325, 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 CCSLH: 4.2.A
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	UNIT 1: 16H, 16I, 16S, 48I, 77Q, 89A, 137, 139Q, 143E, 143I, 143K UNIT 2: 144H, 144I, 167, 192I, 203A, 203S, 228J, 259E, 259I, 259K UNIT 3: 260I, 260S, 297, 313A, 314J, 325A, 326I, 356J, 391E, 391I, 391K UNIT 4: 392I, 392S, 402, 417, 448I, 459A, 473, 489, 498, 509A, 513B, 513C, 513E, T15 UNIT 5: 514H, 514I, 514S, 562, 565Q, 566J, 569B, 578J, 623, 631, 633A, 633F, 637E, 637I, 637K UNIT 6: 638H, 638I, 638S, 709A, 735A, 759A, 763C, 763E, 763I, 763K See also Grammar and Writing Handbook: 25, 105 CCSLH: 4.2.A
Research to Build and Present Knowledge	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	UNIT 1: 16H, 16I, 16S, 48J, 62, 66, 68, 77Q, 85, 89A, 89B, 90J, 112J, 122, 127, 130, 137, 143K 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: 402, 417, 445, 459A, 473, 513A, 513B, 513C, 513D, 513E, 513K UNIT 5: 514S, 525, 542J, 558, 559, 566J, 577A, 578J, 590, 595, 604J, 623, 631, 637K UNIT 6: 638H, 638I, 638S, 651, 668J, 695, 698J, 709A, 710J, 744, 763K CCSLH: 4.3.A
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	UNIT 1: 16H, 16I, 16S, 45, 48I, 62, 66, 68, 77Q, 78J, 85, 89A, 89B, 90J, 112J, 122, 127, 130, 137, 139Q, 143K, T14, T16, T18 UNIT 2: 144H, 144I, 144S, 167, 170J, 182, 183, 183R, 192I, 192J, 203A, 203B, 203Q, 203S, 204J, 217, 225, 228J, 259K, T12, T14, T16 UNIT 3: 260H, 260I, 260S, 268, 270, 290J, 297, 311, 313Q, 313S, 314J, 325A, 325B, 326I, 326J, 335, 353, 356J, 377, 379, 385, 391K, T12, T14 UNIT 4: 392H, 392I, 400, 402, 417, 420J, 431, 445, 448I, 459A, 459B, 460I, 460J, 472, 473, 489, 498, 513A, 513B, 513C, 513D, 513E, 513K, 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, T14, T16, T18 UNIT 6: 638H, 638I, 638S, 650, 651, 665, 668I, 695, 698I, 698J, 709A, 709B, 710I, 710J, 736I, 736J, 744, 763E, 763K, T13, T15, T17 CCSLH: 4.3.A
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	UNIT 1: 41, 69, 51, 133, T14, T16, T18 UNIT 2: 163, 187, 219, 221, 251, T12, T14, T16 UNIT 3: 283, 307, 321, 349, 353, 383, T12, T14, T16 UNIT 4: 413, 417, 439, 441, 455, 477, 503, 505, 507 UNIT 5: 533, 535, 539, 559, 561, 573, 597, 599, 625, 627 UNIT 6: 659, 661, 665, 689, 691, 729, 731, 751, 753 CCSLH: 4.3.B
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]”).	UNIT 1: 41, 69, 51, 133 UNIT 2: 163, 219, 221 UNIT 3: 283, 284, 321, 349, 383, T12, T16 UNIT 4: 413, 439, 441, 503, 505, 507 UNIT 5: 559, 561, 597, 599, 625, 626, 627 UNIT 6: 659, 661, 665, 689, 691 CCSLH: 4.3.B
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]”).	UNIT 1: 105, 106, 107, 107B, 111T UNIT 2: 187, 249, 251 UNIT 3: 187, 251, 305, 307, 353 UNIT 4: 417, 455, 477 UNIT 5: 533, 535, 539, 573 UNIT 6: 729, 731, 751, 753 CCSLH: 4.3.B

Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	UNIT 1: 16S, 17, 39, 40, 41, 47, 47A, 47B, 47F, 47S, 48J, 49, 69, 70, 71, 77, 77A, 77B, 77F, 77S, 78J, 88, 89, 89A, 89B, 89F, 89H, 90J, 91, 105, 106, 107, 111, 111A, 111B, 111F, 111Q, 111S, 112J, 113, 129, 131, 132, 133, 139, 139A, 139B, 139F, 143A, 143B, 143C, 143D, 143E, 143K, T14, T16, T18 UNIT 2: 144S, 145, 161, 162, 163, 169, 169A, 169B, 169F, 169S, 170J, 185, 186, 187, 191, 191A, 191B, 191F, 191S, 192J, 193, 199, 202, 203, 203A, 203B, 203F, 203S, 204J, 205, 219, 220, 221, 225, 227, 227A, 227B, 227F, 227S, 228J, 229, 249, 250, 251, 253, 255, 255A, 255B, 255F, 255S, 259, 259A, 259B, 259C, 259D, 259E, T12, T14, T16 UNIT 3: 260R, 260S, 261, 282, 283, 284, 287, 289, 289A, 289B, 289F, 289S, 290J, 291, 305, 306, 307, 313A, 313B, 313F, 313S, 314J, 315, 321, 324, 325, 325A, 325B, 325F, 326J, 327, 341, 347, 348, 349, 355, 355A, 355B, 355F, 356J, 357, 381, 382, 383, 387, 387A, 387B, 387F, 387S, 391, 391A, 391B, 391C, 391D, 391E, T12, T14, T16 UNIT 4: 392S, 393, 411, 412, 413, 417, 419, 419A, 419B, 419F, 420J, 421, 439, 440, 441, 447, 447A, 447B, 447F, 447S, 448J, 449, 455, 458, 459, 459A, 459B, 459F, 460J, 461, 475, 476, 477, 479, 481, 481A, 481B, 481F, 481S, 482J, 483, 503, 504, 505, 509, 509A, 509B, 509F, 509S, 513, 513A, 513B, 513C, 513D, 513E, T13, T15, T17 UNIT 5: 514S, 515, 533, 534, 535, 539, 541, 541A, 541B, 541F, 541S, 542J, 543, 559, 560, 561, 563, 565, 565A, 565B, 565F, 565S, 566J, 567, 577, 577A, 577B, 577F, 577S, 578J, 579, 597, 598, 599, 601, 603, 603A, 603B, 603F, 603S, 604J, 605, 625, 626, 627, 631, 633, 633A, 633B, 633F, 633S, 637, 637A, 637B, 637C, 637D, 637E, T14, T16, T18 UNIT 6: 638S, 639, 659, 660, 661, 665, 667, 667A, 667B, 667F, 667S, 668J, 669, 689, 690, 691, 695, 697, 697A, 697B, 697F, 697S, 698J, 699, 708, 709, 709A, 709B, 709F, 709S, 710J, 711, 729, 730, 731, 735, 735, 735B, 735F, 735S, 736J, 737, 751, 752, 753, 757, 759, 759A, 759B, 759F, 763, 763A, 763B, 763C, 763D, 763E, T13, T15, T17 CCSLH: 4.1.A, 4.1.B, 4.1.C, 4.3.A, 4.4.A

College and Career Readiness Anchor Standards for Speaking and Listening	
<i>Comprehension and Collaboration</i>	
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.	
<i>Presentation of Knowledge and Ideas</i>	
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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 5 students:	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	UNIT 1: 16H, 16I, 16R, 16, 17, 21, 40, 41B, 45, 47, 47G, 47Q, 47R, 47S, 47T, 48I, 48, 49, 53, 68, 70, 71B, 75, 77, 77G, 77Q, 77R, 77S, 77T, 78, 79, 83, 85A, 89F, 89H, 89Q, 89R, 89S, 89T, 90, 91, 95, 106, 109, 111, 111F, 111H, 111Q, 111R, 111S, 111T, 112I, 112, 113, 117, 130, 132, 133B, 137, 139, 139F, 139H, 139Q, 139R, 139S, 139T, 143A, 143B, 143D, 143E, 143K, T13, T14, T15, T16, T17, T18 UNIT 2: 144H, 144I, 144, 145, 147B, 149, 157, 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, 199A, 203H, 203Q, 203R, 203S, 203T, 204, 205, 209, 217, 220, 221B, 225, 227, 227H, 227Q, 227R, 227S, 228I, 228, 229, 231B, 233, 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, 290, 291, 293B, 295, 306, 307B, 308, 311, 313, 313H, 313Q, 313R, 313S, 313T, 314, 315, 319, 321A, 325, 325H, 325Q, 325R, 325S, 325T, 326, 327, 331, 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, 418T, 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
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	UNIT 1: 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: 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, 306, 307B, 311, 313R, 313T, 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, 735H, 735R, 735T, 752, 753B, 757, 759H, 759R, 759T, T13, T15, T17 CCSLH: 5.1.A
b. Follow agreed-upon rules for discussions and carry out assigned roles.	UNIT 1: 40, 45, 47R, 68, 107B, 130, 133, 143K, T14, T16, T18 UNIT 2: 144I, 225, 244, T12, T14, T16 UNIT 3: 260I, 341, 353, 379, 387R, 391E, T12, T14, T16 UNIT 4: 392H, 392I, 417, 430, 441B, 445, 459C, 459S, 491, 503, T13, T15, T17 UNIT 5: 514I, 525, 528, 530, 539, 553, 595, 631, T14, T16, T18 UNIT 6: 638I, 695, 709S, T13, T15, T17 See also StudentWorks Plus Listening and Speaking: LS1-LS3 CCSLH: 5.1.A
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	UNIT 1: 16H, 16I, 16R, 16, 17, 21, 40, 41B, 45, 47, 47G, 47Q, 47R, 47S, 47T, 48I, 48, 49, 53, 66, 70, 71B, 75, 77, 77G, 77Q, 77R, 77S, 77T, 78, 79, 83, 85A, 89H, 89Q, 89R, 89S, 89T, 90, 91, 95, 106, 109, 111, 111F, 111H, 111Q, 111R, 111S, 111T, 112I, 112, 113, 117, 132, 133B, 137, 139, 139F, 139H, 139Q, 139R, 139S, 139T, 143A, 143B, 143D, 143E, T13, T14, T15, T16, T17, T18 UNIT 2: 144H, 144I, 144, 145, 147B, 149, 157, 162, 163B, 164, 167, 169, 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, 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, 290, 291, 293B, 295, 306, 307B, 308, 311, 313, 313H, 313Q, 313R, 313S, 313T, 314, 315, 319, 321A, 325, 325A, 325H, 325Q, 325R, 325S, 325T, 326, 327, 331, 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, 418T, 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 CCSLH: 5.1.A
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	UNIT 1: 41B, 47R, 71B, 77R, 107B, 111A, 111R, 122, 139R, T14, T16, T18 UNIT 2: 144I, 163B, 169R, 187B, 211, 218, 221B, 255R, 255T, T12, T14, T16 UNIT 3: 274, 283B, 289R, 289T, 291, 307B, 313R, 313T, 349B, 353, 387R, 391K, T12, T14, T16 UNIT 4: 413B, 417, 419A, 441B, 455A, 459A, 473, 505B, T13, T15, T17 UNIT 5: 528, 561B, 565S, 577A, 579, 599B, 627B, 637L, T14, T16, T18 UNIT 6: 661B, 705A, 731B, 763K, 763L, T13, T15, T17 CCSLH: 5.1.A

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	UNIT 1: 16I, 85, 91, 113, 122 UNIT 2: 165, 167, 171, 193, 227Q, 227S, 244, 259K UNIT 3: 260I, 261, 270, 291, 302, 315, 327, 351, 353, 355S, 379, 387S UNIT 4: 392I, 419S, 421, 430, 449, 461, 474, 483, 494, 513L UNIT 5: 522, 532, 533, 543, 558, 567, 605, 618, 631, 633Q, 633S UNIT 6: 638I, 639, 667T, 669, 697A, 699, 705, 711, 737, 751 CCSLH: 5.1.B
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	UNIT 1: 122 UNIT 2: 169A, 191A, 259E, 259K UNIT 5: 513L UNIT 6: 735A CCSLH: 5.1.B
Presentation of Knowledge and Ideas	
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	UNIT 1: 16I, 45, 47R, 47T, 66, 77T, 89A, 89T, 122, 127, 129, 130 UNIT 2: 167, 169A, 183, 191A, 203A, 217, 225, 227A, 244, 248, 255A, 259E, 259K, 259L UNIT 3: 260I, 268, 270, 297, 325A, 335, 341, 353, 377, 379, 391K UNIT 4: 400, 417, 419A, 430, 431, 445, 447A, 459A, 481A, 489, 494, 498, 509A, 513E, 513K UNIT 5: 514I, 525, 530, 531, 539, 541A, 559, 577A, 595, 603A, 618, 631, 637K, 637L UNIT 6: 638I, 667A, 695, 697A, 704, 709A, 735A, 744, 747, 751, 759A, 763E, 763K, 763L, T13, T15 CCSLH: 5.2.A, 5.2.B
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	UNIT 1: 47A, 77A, 89A, 122, 129 UNIT 2: 167, 225, 259K UNIT 3: 260I, 268, 289A, 325A, 341, 353, 391K UNIT 4: 459A, 494, 513K UNIT 5: 603A, 618, 631, 637K UNIT 6: 695, 709A, 763E, 763K CCSLH: 5.2.A, 5.2.B
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	UNIT 1: 16I, 45, 47A, 47R, 47T, 66, 77A, 89A, 89T, 111A, 122, 127, 129, 130, 139A, 143E, 143K, 143L UNIT 2: 144I, 167, 169A, 183, 191A, 203A, 217, 225, 227A, 244, 248, 255A, 259E, 259K, 259L UNIT 3: 260I, 268, 270, 289A, 297, 313A, 325, 325A, 335, 341, 353, 355A, 377, 379, 387A, 391E, 391K, 391L UNIT 4: 392I, 400, 417, 419A, 430, 431, 441B, 445, 447A, 459A, 481A, 489, 494, 498, 509A, 513E, 513K, 513L UNIT 5: 514I, 525, 530, 531, 539, 541A, 559, 565A, 577A, 595, 603A, 618, 631, 637E, 637K, 637L UNIT 6: 638I, 667A, 695, 697A, 704, 709A, 735A, 744, 747, 751, 759A, 763E, 763K, 763L, T13, T15, T17 CCSLH: 5.2.C

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

Language Standards

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). These Language Progressive Skills for grades 3-4 are shown in a chart following the Language Standards.

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 5 students:	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	UNIT 1: 47B, 47I, 47J, 77B, 77I, 77J, 89I, 89J, 111B, 111I, 111J, 130, 139B, 139I, 139J, 143E, T14 UNIT 2: 169B, 169I, 169J, 191, 191I, 191J, 203I, 203J, 218, 227B, 227I, 227J, 255B, 255I, 255J, 259E, 259L, T12, T16 UNIT 3: 289B, 289I, 289J, 313B, 313I, 313J, 325I, 325J, 355B, 355I, 355J, 387B, 387I, 387J, 391E, 391L, T12, T14, T16 UNIT 4: 419B, 419I, 419J, 441B, 447B, 447I, 447J, 459I, 459J, 481B, 481I, 481J, 509B, 509I, 509J, 513E, T15, T17 UNIT 5: 539, 541B, 541I, 541J, 565B, 565I, 565J, 577I, 577J, 603B, 603I, 603J, 633B, 633I, 633J, 637E, 637L, T16, T18 UNIT 6: 667B, 667I, 667J, 697B, 697I, 697J, 709I, 709J, 735B, 735I, 735J, 759B, 759I, 759J, 763E, T13, T15, T17 CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	UNIT 1: 89I, 89J, 111B, 111I, 111J UNIT 3: 354 UNIT 4: 509F UNIT 6: 696, 735B, 735I, 735J, 759I, 759J, 763E See also Grammar and Writing Handbook: 154 CCSLH: 6.1.G
b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	UNIT 2: 259E UNIT 3: 325I, 325J, 391E CCSLH: 6.1.C
c. Use verb tense to convey various times, sequences, states, and conditions.	UNIT 3: 289B, 289I, 289J, 312, 313A, 313B, 313I, 313J, 325I, 325J, 355I, 355J, 387J, 391E UNIT 4: 440 UNIT 5: 524 UNIT 6: 644 CCSLH: 6.1.C
d. Recognize and correct inappropriate shifts in verb tense.*	UNIT 2: 259E UNIT 3: 325J, 387J, 391E UNIT 5: 637L UNIT 6: 763E CCSLH: 6.1.C
e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	CCSLH: 6.1.G

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	UNIT 1: 47B, 47G, 47H, 47I, 47J, 77B, 77G, 77H, 77J, 89G, 89H, 89J, 111B, 111G, 111H, 111I, 111J, 139B, 139G, 139H, 143E, T14 UNIT 2: 169B, 169G, 169H, 169I, 169J, 191, 191G, 191H, 191K, 203G, 203H, 227B, 227G, 227H, 255B, 255G, 255H, 255J, 259E, T12 UNIT 3: 289B, 289G, 289H, 313B, 313G, 313H, 313J, 325G, 325H, 325J, 355B, 355G, 355H, 355J, 387B, 387G, 387H, 391E, T12 UNIT 4: 419B, 419G, 419H, 447B, 447G, 447H, 459G, 459H, 459J, 481B, 481G, 481H, 481J, 509B, 509G, 509H, 509J, 513E UNIT 5: 541B, 541G, 541H, 541J, 565B, 565G, 565H, 565J, 577G, 577H, 577J, 603B, 603G, 603H, 633B, 633G, 633H, 637E, T16 UNIT 6: 667B, 667G, 667H, 697B, 697G, 697H, 709G, 709H, 735B, 735G, 735H, 735J, 759B, 759G, 759H, 759J, 763E CCSLH: 6.1.H, 6.1.I, 6.1.J, 6.1.K
a. Use punctuation to separate items in a series.*	UNIT 1: 77B, 77J UNIT 6: 759B CCSLH: 6.1.I
b. Use a comma to separate an introductory element from the rest of the sentence.	UNIT 1: 77J, 143E UNIT 3: 354, 355J, 391E UNIT 5: 541B, 564 UNIT 6: 735J, 759J CCSLH: 6.1.I
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>).	See Grammar and Writing Handbook: 167, 272 CCSLH: 6.1.I
d. Use underlining, quotation marks, or italics to indicate titles of works.	UNIT 2: 255B, 255J CCSLH: 6.1.J
e. Spell grade-appropriate words correctly, consulting references as needed.	UNIT 1: 47B, 47G, 47H, 77B, 77G, 77H, 89G, 89H, 111B, 111G, 111H, 139B, 139G, 139H, 143E UNIT 2: 169B, 169G, 169H, 191, 191G, 191H, 203G, 203H, 227B, 227G, 227H, 255B, 255G, 255H, 259E UNIT 3: 289B, 289G, 289H, 313B, 313G, 313H, 325G, 325H, 355B, 355G, 355H, 387B, 387G, 387H, 391E UNIT 4: 419B, 419G, 419H, 447B, 447G, 447H, 459G, 459H, 481B, 481G, 481H, 509B, 509G, 509H, 513E, T17 UNIT 5: 541B, 541G, 541H, 565B, 565G, 565H, 577G, 577H, 603B, 603G, 603H, 633B, 633G, 633H, 637E UNIT 6: 667B, 667G, 667H, 697B, 697G, 697H, 709G, 709H, 735B, 735G, 735H, 759B, 759G, 759H, 763E CCSLH: 6.1.K

Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	UNIT 1: 47B, 47I, 47J, 57, 60, 70, 77B, 77I, 77J, 89I, 89J, 111B, 111I, 111J, 130, 139B, 139I, 139J, 143E, T14 UNIT 2: 153, 162, 169B, 169I, 169J, 191, 191I, 191J, 203I, 203J, 218, 220, 227B, 227I, 227J, 255B, 255I, 255J, 259E, 259K, 259L, T12, T16 UNIT 3: 289B, 289I, 289J, 293, 306, 313B, 313I, 313J, 325I, 325J, 355B, 355I, 355J, 387B, 387I, 387J, 391E, 391K 391L, T12, T14, T16 UNIT 4: 404, 419B, 419I, 419J, 438, 441B, 446, 447, 447A, 447B, 447I, 447J, 459I, 459J, 481B, 481I, 481J, 509B, 509I, 509J, 513E, 513K, T15, T17 UNIT 5: 539, 541B, 541I, 541J, 565B, 565I, 565J, 577I, 577J, 590, 603B, 603I, 603J, 633B, 633I, 633J, 637E, 637K, 637L, T16, T18 UNIT 6: 667B, 667I, 667J, 697B, 697I, 697J, 709I, 709J, 735B, 735I, 735J, 759B, 759I, 759J, 763E, T13, T15, T17 CCSLH: 6.2.A, 6.2.B, 6.2.C, 6.2.D
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	UNIT 1: 47, 47B, 77, 77I, 77J, 89I, 89J, 111, 111B, 111I, 111J, 139B, 139I, 139J UNIT 2: 191, 191B, 255, 255A, 255B, 259D UNIT 3: 289B, 391D UNIT 4: 419, 481B, 509, 513D UNIT 5: 541, 637D UNIT 6: 667, 759, 759B, 763D CCSLH: 6.2.C
b. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.	UNIT 1: 57, 60, 70 UNIT 2: 153, 162, 220 UNIT 3: 293, 306 UNIT 4: 405 UNIT 5: 590 CCSLH: 6.2.D
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	UNIT 1: 16R, 17, 18, 19, 20, 23, 24, 25, 26, 33, 42, 47C, 47D, 47F, 47Q, 47R, 47S, 48I, 50, 51, 52, 56, 59, 68, 72, 73, 74, 77C, 77D, 77F, 77Q, 77R, 77S, 79, 80, 81, 81A, 81B, 82, 87, 89C, 89D, 89F, 89Q, 89R, 89S, 90I, 92, 93, 94, 96, 111C, 111D, 111F, 111Q, 111R, 111S, 111T, 112I, 114, 115, 115B, 116, 118, 119, 120, 121, 122, 125, 134, 139C, 139D, 139F, 139Q, 139R, 139S, 139T, 143I, T6, T7, T8, T9, T10 UNIT 2: 144R, 146, 147, 148, 159, 160, 164, 169C, 169D, 169F, 169Q, 169R, 169S, 169T, 170I, 172, 173, 174, 178, 179, 182, 185, 191C, 191D, 191F, 191Q, 191R, 191S, 191T, 192I, 194, 195, 196, 198, 203C, 203D, 203F, 203Q, 203R, 203S, 203T, 204I, 206, 207, 207A, 208, 211, 214, 216, 222, 227C, 227D, 227F, 227Q, 227R, 227S, 228I, 230, 231, 232, 237, 238, 240, 255C, 255D, 255F, 255Q, 255R, 255S, 255T, 259I, T4, T5, T6, T7, T8 UNIT 3: 260R, 262, 263, 264, 271, 272, 276, 278, 289C, 289D, 289F, 289Q, 289R, 289S, 289T, 290I, 292, 293, 294, 298, 302, 303, 307B, 308, 313C, 313D, 313F, 313Q, 313R, 313S, 314I, 316, 317, 318, 325C, 325D, 325F,

	325Q, 325R, 325S, 325T, 326I, 328, 329, 335, 336, 338, 340, 343, 350, 351, 353, 355C, 355D, 355F, 355Q, 355R, 355S, 355T, 356I, 358, 359, 360, 367, 373, 374, 376, 378, 384, 387C, 387D, 387F, 387Q, 387R, 387S, 387T, 391I, T4, T5, T6, T7, T8 UNIT 4: 392R, 394, 395, 396, 401, 404, 410, 414, 419C, 419D, 419F, 419Q, 419R, 419S, 419T, 42I, 422, 423, 428, 429, 431, 433, 440, 442, 447B, 447Q, 447R, 447S, 447T, 450, 451, 451B, 452, 454, 459C, 459D, 459F, 459Q, 459R, 459S, 459T, 462, 463, 463A, 463B, 464, 466, 467, 468, 470, 473, 474, 481C, 481D, 481F, 481Q, 481R, 481S, 481T, 482I, 484, 485, 486, 488, 495, 499, 506, 507, 509C, 509D, 509F, 509Q, 509R, 509S, 509T, 513I, T5, T6, T7, T8, T9 UNIT 5: 514R, 516, 517, 517B, 518, 520, 521, 524, 527, 536, 541C, 541D, 541F, 541Q, 541R, 541S, 541T, 542I, 542, 543, 544, 545, 546, 550, 552, 562, 565C, 565D, 565F, 565Q, 565R, 565S, 565T, 566I, 568, 569, 569A, 569B, 570, 573, 573A, 576, 577C, 577D, 577F, 577Q, 577R, 577S, 577T, 578I, 580, 581, 582, 603B, 603C, 603F, 603F, 603Q, 603R, 603S, 603T, 604I, 606, 607, 608, 611, 612, 614, 615, 619, 628, 633A, 633B, 633C, 633D, 633F, 633Q, 633R, 633S, 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, 667S, 667T, 668I, 670, 671, 672, 676, 678, 679, 685, 692, 697C, 697D, 697F, 697Q, 697R, 697S, 697T, 698I, 700, 701, 702, 703, 709C, 709D, 709F, 709Q, 709R, 709S, 709T, 710I, 712, 713, 713A, 713B, 714, 716, 717, 723, 728, 731B, 732, 733, 735C, 735D, 735F, 735Q, 735R, 735S, 735T, 736I, 738, 739, 739B, 740, 741, 743, 744, 747, 748, 750, 751, 753B, 754, 755, 759C, 759D, 759F, 759Q, 759R, 759S, 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, 23, 24, 26, 47C, 47D, 47Q, 50, 56, 77C, 77H 80, 89C, 89F, 89Q, 89R, 90I, 92, 93, 101, 111C, 111D, 111F, 111Q, 111S, 114, 139C, T6, T9 UNIT 2: 146, 156, 159, 169C, 170I, 172, 173, 179, 185, 191C, 191Q, 194, 198, 203C, 203F, 203R, 206, 227C, 227H, 230, 255C, T5 UNIT 3: 262, 268, 271, 289C, 289R, 289T, 292, 313C, 313R, 316, 325C, 325R, 328, 336, 351, 355C, 355R, 358, 374, 387C, 387R UNIT 4: 394, 395, 419C, 420I, 422, 423, 429, 431, 447C, 447D, 447F, 447Q, 447R, 450, 459C, 459Q, 459R, 462, 468, 470, 481C, 481R, 481S, 484, 499, 509C, 509R, 509T, T6 UNIT 5: 516, 521, 524, 541C, 541F, 541R, 541T, 544, 550, 565C, 565E, 565Q, 565R, 568, 577C, 577R, 578I, 580, 581, 591, 603C, 603D, 603F, 603Q, 603R, 606, 633C, 633R, T9 UNIT 6: 640, 641, 644, 655, 658, 667C, 667D, 667R, 667S, 670, 685, 697C, 697D, 697Q, 697R, 698I, 700, 701, 709C, 709D, 709F, 709Q, 709R, 712, 735C, 735R, 738, 759C, 759R, T6, T7, T13, T14, T17 CCSLH: 6.3.B

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).	UNIT 1: 96 UNIT 3: 269, 274, 293B, 325D UNIT 5: 629 UNIT 6: 638R, 667B, 667E, 667G, 667H, 697C, 697E, 697G, 697H, 709H CCSLH: 6.3.C
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.	UNIT 1: 47D, 47E, 47F, 47Q, 56, 77D, 81, 89D, 89F, 89H, 89Q, 112I, 115, 118, 139D, 139F, 139Q UNIT 2: 144R, 147, 156, 169B, 169D, 169E, 169F, 169H, 169Q, 191D, 191F, 203F, 203H, 227E, 227F, 229, 255F UNIT 3: 263, 269, 289B, 290I, 293, 302, 313B, 313D, 313Q, 313S, 325C, 325F, 325H, 329, 355B, 355D, 355F, 357, 387B, 387C, 387F UNIT 4: 419F, 431, 438, 447F, 447S, 449, 459D, 459E, 461, 463, 468, 473, 481D, 481F, 481H, 481J, 481Q UNIT 5: 524, 541D, 542I, 543, 545, 552, 565D, 565F, 565Q, 569, 573B, 577A, 577D, 577H, 577Q, 577S, 603F, 607, 633C, 633D, 633E, 633F, 633H UNIT 6: 638R, 641, 667D, 667E, 667H, 668I, 671, 697D, 697E, 697H, 697Q, 701, 709D, 709E, 709F, 713, 735D, 735E, 735F, 739, 759D, 759E, 759F CCSLH: 6.3.D
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	UNIT 1: 16R, 18, 19, 38, 47C, 47D, 47F, 47Q, 50, 63, 78I, 79, 80, 81, 89C, 89D, 89F, 89Q, 89T, 97, 99, 111C, 112I, 113, 115, 118, 120, 121, 125, 139D, 139F, 139Q, 143B, T6, T8 UNIT 2: 144R, 147, 155, 156, 169C, 169D, 169F, 169Q, 170I, 179, 188, 189, 191Q, 191S, 198, 203F, 203H, 203R, 224, 238, 240, 244, 249, 250, 252, 255C, 255D, 255F, 255Q, T8 UNIT 3: 278, 312, 326I, 327, 329, 336, 338, 340, 343, 355D, 355F, 355Q, 355S, 356I, 359, 367, 374, 377, 387C, 387D, 387F, 387Q, 387S 391C, 391D, T7, T8 UNIT 4: 392R, 393, 395, 401, 404, 410, 419C, 419D, 419F, 419Q, 433, 439, 447S, 459C, 459F, 478, 479, 481, 481Q, 481S, 485, 488, 506, 509B, 509D, 509I, 509J, 509Q, 509S, T9, T13 UNIT 5: 515, 520, 521, 526, 527, 541H, 542I, 565B, 565E, 565G, 565H, 566I, 569, 573B, 577A, 577C, 577D, 577F, 577H, 577Q, 598, 603H, 611, 614, 615, 617, 625, 632, 633, 633A, 633B, 637C, 637D, 637L, T8 UNIT 6: 638R, 641, 644, 667C, 667D, 667F, 667Q, 697F, 709D, 716, 732, 733, 735Q, 735S, 754, 755, 759Q, 759S, T5 CCSLH: 6.3.E, 6.3.F, 6.3.G
a. Interpret figurative language, including similes and metaphors, in context.	UNIT 1: 38, 79, 118, 121, 143B UNIT 2: 155, 188, 189, 191Q, 191S, 198, 224, 238, 240, 249, 250, 252 UNIT 3: 312, 327, 329, 336, 338, 340, 343, 367, 377, 391C, 391D UNIT 4: 393, 404, 410, 439, 459F, 478, 479, 481, 481Q, 481S, 506, 509Q, 509S UNIT 5: 515, 520, 521, 527, 598, 611, 614, 615, 617, 625, 632, 633, 633A, 633B, 637C, 637D, 637L UNIT 6: 638I, 716, 732, 733, 735Q, 735S, 754, 755, 759Q, 759S CCSLH: 6.3.E

b. Recognize and explain the meaning of common idioms, adages, and proverbs.	UNIT 2: 144R, 147, 156, 169D, 169F, 169Q UNIT 5: 577T, 637C UNIT 6: 677 CCSLH: 6.3.F
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	UNIT 1: 16R, 18, 19, 47C, 47D, 47F, 47Q, 50, 63, 78I, 80, 81, 89C, 89D, 89F, 89Q, 89T, 97, 99, 111C, 112I, 113, 115, 120, 125, 139D, 139F, 139Q, T6, T8 UNIT 2: 169C, 169Q, 170I, 179, 191Q, 203F, 203H, 203R, 228I, 231, 244, 255C, 255D, 255F, 255Q, T8 UNIT 3: 278, 326I, 355D, 355F, 355Q, 355S, 356I, 359, 374, 387C, 387D, 387F, 387Q, 387S, T7, T8 UNIT 4: 392R, 395, 401, 419C, 419D, 419F, 419Q, 433, 447S, 459C, 485, 488, 509B, 509D, 509I, 509J, 509Q, T9, T13 UNIT 5: 526, 541H, 542I, 565B, 565E, 565G, 565H, 566I, 569, 573B, 577A, 577C, 577D, 577F, 577H, 577Q, 603H, T8 UNIT 6: 638R, 641, 644, 667C, 667D, 667F, 667Q, 697F, 709D, T5 CCSLH: 6.3.G
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	UNIT 1: 16R, 17, 18, 19, 20, 23, 24, 25, 26, 33, 42, 47C, 47D, 47F, 47Q, 47R, 47S, 48I, 50, 51, 52, 56, 59, 68, 72, 73, 74, 77C, 77D, 77F, 77Q, 77R, 77S, 79, 87, 89C, 89D, 89F, 89Q, 89R, 89S, 90I, 92, 93, 94, 96, 111C, 111D, 111F, 111Q, 111R, 111S, 111T, 112I, 114, 115, 115B, 116, 118, 119, 120, 121, 122, 125, 134, 139C, 139D, 139F, 139Q, 139R, 139S, 139T, 143I, T6, T7, T8, T9, T10 UNIT 2: 144R, 146, 147, 148, 159, 160, 164, 169C, 169D, 169F, 169Q, 169R, 169S, 169T, 170I, 172, 173, 174, 178, 179, 182, 185, 191C, 191D, 191F, 191Q, 191R, 191S, 191T, 192I, 194, 195, 196, 198, 203C, 203D, 203F, 203Q, 203R, 203S, 203T, 204I, 206, 207, 207A, 208, 211, 214, 216, 222, 227C, 227D, 227F, 227Q, 227R, 227S, 228I, 230, 231, 232, 237, 238, 240, 255C, 255D, 255F, 255Q, 255R, 255S, 255T, 259I, T4, T5, T6, T7, T8 UNIT 3: 260R, 262, 263, 264, 271, 272, 276, 278, 289C, 289D, 289F, 289Q, 289R, 289S, 289T, 290I, 292, 293, 294, 298, 302, 303, 307B, 308, 313C, 313D, 313F, 313Q, 313R, 313S, 314I, 316, 317, 318, 325C, 325D, 325F, 325Q, 325R, 325S, 325T, 326I, 328, 329, 335, 336, 338, 340, 343, 350, 351, 353, 355C, 355D, 355F, 355Q, 355R, 355S, 355T, 356I, 358, 359, 360, 367, 373, 374, 376, 378, 383B, 384, 387C, 387D, 387F, 387Q, 387R, 387S, 387T, 391I, T4, T5, T6, T7, T8 UNIT 4: 392R, 394, 395, 396, 401, 404, 410, 414, 419C, 419D, 419F, 419Q, 419R, 419S, 419T, 42I, 422, 423, 428, 429, 431, 433, 440, 442, 447B, 447Q, 447R, 447S, 447T, 450, 451, 451B, 452, 454, 459C, 459D, 459F, 459Q, 459R, 459S, 459T, 462, 463, 463A, 463B, 464, 466, 467, 468, 470, 473, 474, 481C, 481D, 481F, 481Q, 481R, 481S, 481T, 482I, 484, 485, 486, 488, 495, 499, 506, 507, 509C, 509D, 509F, 509Q, 509R, 509S, 509T, 513I, T5, T6, T7, T8, T9 UNIT 5: 514R, 516, 517, 517B, 518,

	520, 521, 524, 527, 536, 541C, 541D, 541F, 541Q, 541R, 541S, 541T, 542I, 542, 543, 544, 545, 546, 550, 552, 562, 565C, 565D, 565F, 565Q, 565R, 565S, 565T, 566I, 568, 569, 569A, 569B, 570, 573, 573A, 576, 577C 577D, 577F, 577Q, 577R, 577S, 577T, 578I, 580, 581, 582, 603B, 603C, 603F, 603F, 603Q, 603R, 603S, 603T, 604I, 606, 607, 608, 611, 612, 614, 615, 619, 628, 633A, 633B, 633C, 633D, 633F, 633Q, 633R, 633S, 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, 667S, 667T, 668I, 670, 671, 672, 676, 678, 679, 685, 692, 697C, 697D, 697F, 697Q, 697R, 697S, 697T, 698I, 700, 701, 702, 703, 709C, 709D, 709F, 709Q, 709R, 709S, 709T, 710I, 712, 713, 713A, 713B, 714, 716, 717, 723, 728, 731B, 732, 733, 735C, 735D, 735F, 735Q, 735R, 735S, 735T, 736I, 738, 739, 739B, 740, 741, 743, 744, 747, 748, 750, 751, 753B, 754, 755, 759C, 759D, 759F, 759Q, 759R, 759S, 759T, 763I, T5, T6, T7, T8, T9 CCSLH: 6.3.H
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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.

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 5 students:	
Conventions of Standard English	
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	UNIT 3: 289I, 289J, 391E UNIT 4: 419B, 419I, 419J, 459I, 459J, T15 CCSLH: 6.1.C, 6.1.D
L.3.3a. Choose words and phrases for effect.	UNIT 1: 111, 111A, 111B, 118, 139, 139B, 143D UNIT 2: 169B, 213, 238, 259C, 259D UNIT 3: 289B, 290J, 313, 313A, 313B, 338, 355B, 377, 391C, 391D UNIT 4: 447, 447A, 447B, 481, 481A, 509, 509A, 509B, 513D UNIT 5: 534, 541, 565, 565A, 565B, 611, 633, 633A, 633B, 637D UNIT 6: 667, 667B, 689, 697B, 735B, 735Q, 735S, 759, 759S, 763D CCSLH: 6.2.A
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	UNIT 1: 47B, 47I, 47J, 89I, 89J, 139B, 139I, 139J UNIT 4: 513D UNIT 5: 637D CCSLH: 6.1.A
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).	UNIT 2: 227J UNIT 4: 509B, 509I, 509J UNIT 2: 227J UNIT 4: 509J UNIT 5: 565B, 565E, 565I, 565J, 577H UNIT 6: 638R, 641, 667D, 667F, 667Q CCSLH: 6.1.K
L.4.3a. Choose words and phrases to convey ideas precisely.	UNIT 1: 111, 111A, 111B, 118, 139, 139B, 143D UNIT 2: 169B, 213, 238, 259C, 259D UNIT 3: 289B, 290J, 313, 313A, 313B, 338, 355B, 377, 391C, 391D UNIT 4: 447, 447A, 447B, 481, 481A, 509, 509A, 509B, 513D UNIT 5: 534, 541, 565, 565A, 565B, 611, 633, 633A, 633B, 637D UNIT 6: 667, 667B, 689, 697B, 735B, 735S, 759, 763D CCSLH: 6.2.A
L.4.3b. Choose punctuation for effect.	UNIT 1: 47I, 47J, 77Q, 77S UNIT 3: 313J, 354 UNIT 4: 509F See also Grammar and Writing Handbook: 19, 22-23, 50, 138 CCSLH: 6.2.B

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Grade 6, Teacher's Edition

ALIGNED WITH

COMMON CORE

STATE STANDARDS FOR

English Language Arts

&

Literacy in History/Social Studies,
Science, and Technical Subjects

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.

Reading Standards for Literature

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 6 students:	
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, 43, 54, 81A–81B, 82–87, 92, 101O UNIT 2: 131A–131B, 132–138, 141–145, 147, 149, 151O, 151P, 151R, 151T, 155A–155B, 156–165, 168–169, 171, 177O, 177P, 200, 204, 211B UNIT 3: 254, 260, 267B, 345 UNIT 4: 421A, 461, 464 UNIT 5: 520, 552, 554 UNIT 6: 692, 695 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, 95 UNIT 2: 140, 147, 162, 168, 171, 193A–193B, 194, 196, 202, 206, 211, 217O UNIT 3: 267, 295 UNIT 4: 350, 355, 355B, 461, 471 UNIT 5: 516, 525, 537, 555, 561, 589 UNIT 6: 639, 687A–687B, 688–701, 703, 709O, 709P, 709R, 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, 39O, 39P, 39R, 39T, 43A–43B, 44–57, 59, 65O, 65P, 65R, 65T, 95B, T1 UNIT 2: 142, 171B, 211 UNIT 3: 249A–249B, 250–265, 267, 273O, 273P, 273R, 273T, T1 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, 81, 120–121, 123Q, 123S, T6 UNIT 2: 134, 139, 144, 189D, 189O, 189Q, 201, 238–239, 241Q, 241S UNIT 3: T7 UNIT 4: 358, 359A 387D, 446, T5 UNIT 5: 526–527, 529Q, 529S 588–589, 591D, T10 UNIT 6: 625, 638, 645Q, 680–681 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, 35, 35B, 39O, 39P, 39R, 39T, 43A–43B, 44–57, 59, 59B, 65O, 65P, 65R, 65T, 95B UNIT 2: 134, 142, 162, 168, 171B, 211 UNIT 3: 249A–249B, 250–265, 267, 273O, 273P, 273R, 273T UNIT 4: 491, 518 UNIT 5: 589 UNIT 6: 687A–687B, 688–701, 703, 709O, 709P, 709R, 709T CCSLH: 1.2.C, 1.2.D, 1.2.E

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

Reading Standards for Informational Text

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 6 students:	
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, 77O, 77P, 105A–105B, 106–117, 123O, 123P UNIT 2: 177R, 177T, 229, 231 UNIT 3: 321, 324, 328 UNIT 4: 376, 395, 417A–417B, 418–421, 425O, 425P, 429A–429B, 430, 432, 436, 439, 449O, 449P UNIT 5: 488 UNIT 6: 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, 70–73, 77O, 77P, 77R, 77T, 105A–105B, 106–117, 119, 119B, 123O, 123P, 123R, 123T, T2 UNIT 2: 174, 185, 185A, 221A–221B, 222, 225, 231, 235, 237, 241O UNIT 3: 308, 309A, 317A–317B, 318–329, 331, 335O, 335P, 335R, 335T, T4 UNIT 4: 373, 381, 381B, 407, 421, 445, T5 UNIT 5: 492, 497, 571A–571B, 572–585, 587, 591O, 591P, 591R, 591T UNIT 6: 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 1: 69, 77D, 101D, 118 UNIT 2: 181 UNIT 3: 305, 313D UNIT 4: 367, 373, 383, 387O, 387Q, 406 UNIT 5: 571, 577, 591Q, 582, 583, 591Q, 591S UNIT 6: 642, 645D, 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 3: 305A–305B, 306–309, 313O, 313P, 313R, 313T, T12 CCSLH: 2.2.C
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	UNIT 1: 118 UNIT 2: 236 UNIT 3: 330 UNIT 4: 367A–367B, 368–379, 380, 381, 387O, 387P, 387R, 387T, 406, 442, 444, 445B, 470, 471B, T1 UNIT 5: 484–495, 496, 497, 497B, 499, 503O, 503P, 503R, 503T, 586, T1 UNIT 6: 614, 670, 678 CCSLH: 2.2.D

<i>Integration of Knowledge and Ideas</i>	
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.	UNIT 1: 16I UNIT 2: 230 UNIT 4: 404 UNIT 5: 487, 563 CCSLH: 2.3.A
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.	UNIT 3: 331B UNIT 4: 364I, 370 UNIT 5: 480I, 533A-533B CCSLH: 2.3.B
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).	UNIT 4: 373, 404, 442 UNIT 5: 574 CCSLH: 2.3.C
<i>Range and Level of Text Complexity</i>	
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.	Reading selections in the Grade 6 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 955-1155 required by the Common Core Standard for grades 6-8.

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	TREASURES TE PAGES
Grade 6 students:	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313 See also Grammar and Writing Handbook CCSLH: 5.1.A
a. Introduce claim(s) and organize the reasons and evidence clearly.	UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313 CCSLH: 5.1.A
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	UNIT 2: 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313 CCSLH: 5.1.A
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313 CCSLH: 5.1.A
d. Establish and maintain a formal style.	UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313 CCSLH: 5.1.A
e. Provide a concluding statement or section that follows from the argument presented.	UNIT 2: 176–177B, 216–217B, 240–241B, 245A–245H UNIT 3: 312–313 See also Grammar and Writing Handbook: 30–46 CCSLH: 5.1.A
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis.	UNIT 6: 596S, 620–621B, 622J, 644–645B, 658J, 682–683B, 708–709B, 713A–713H See also Grammar and Writing Handbook CCSLH: 5.1.B

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison / contrast, and cause / effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	UNIT 6: 596S, 620–621B, 622J, 644–645B, 658J, 682–683B, 708–709B, 713A–713H CCSLH: 5.1.B
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	UNIT 6: 596S, 620–621B, 622J, 644–645B, 658J, 682–683B, 708–709B, 713A–713H CCSLH: 5.1.B
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H CCSLH: 5.1.B
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H CCSLH: 5.1.B
e. Establish and maintain a formal style.	UNIT 6: 596S, 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H CCSLH: 5.1.B
f. Provide a concluding statement or section that follows from the information or explanation presented.	UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H CCSLH: 5.1.B
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	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 See also Grammar and Writing Handbook CCSLH: 5.1.C
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.	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 CCSLH: 5.1.C
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	UNIT 1: 16S, 38–39B, 127A–127H UNIT 2: 190J UNIT 3: 272–273B, 300–301B, 334–335B, 358–359B, 363A–363H CCSLH: 5.1.C
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	UNIT 1: 122–123B, 127A–127H UNIT 3: 272–273B, 300–301B, 334–335B, 363A–363H CCSLH: 5.1.C

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	UNIT 1: 38–39B, 64–65B, 122–123B, 127A–127H UNIT 3: 272–273B, 300–301B, 334–335B, 358–359B, 363A–363H CCSLH: 5.1.C
e. Provide a conclusion that follows from the narrated experiences or events.	UNIT 1: 38–39B, 127A–127H UNIT 3: 334–335B, 363A–363H CCSLH: 5.1.C
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	UNIT 1: 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 See also Grammar and Writing Handbook CCSLH: 5.2.A
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3. See Language Standards and Language Progressive Skills below.)	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 CCSLH: 5.2.A
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	UNIT 1: 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 See also Grammar and Writing Handbook CCSLH: 5.2.A
<i>Research to Build Knowledge</i>	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	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 See also Grammar and Writing Handbook CCSLH: 5.3.A
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	UNIT 1: 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 See also Grammar and Writing Handbook CCSLH: 5.3.A
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	UNIT 1: 23, 43, 54, 81A–81B, 82–87, 92, 101O UNIT 2: 131A–131B, 132–138, 141–145, 147, 149, 151O, 151P, 151R, 151T, 155A–155B, 156–165, 168–169, 171, 177O, 177P, 200, 204, 211B UNIT 3: 254, 260, 267B, 345 UNIT 4: 421A, 461, 464 UNIT 5: 520, 552, 554 UNIT 6: 692, 695 CCSLH: 5.3.B
a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	UNIT 2: 162 UNIT 3: 336J UNIT 6: 691 CCSLH: 5.3.B
b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	UNIT 3: 331B UNIT 4: 364I, 370 UNIT 5: 480I, 533A–533B CCSLH: 5.3.B
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	UNIT 1: 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 CCSLH: 5.1.A, 5.1.B, 5.1.C, 5.3.A, 5.4.A

College and Career Readiness Anchor Standards for Speaking and Listening	
<i>Comprehension and Collaboration</i>	
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.	
<i>Presentation of Knowledge and Ideas</i>	
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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 6 students:	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	UNIT 1: 34, 39P, 39R, 39T, 58, 65P, 65R, 65T, 77P, 77R, 77T, 94, 101P, 101R, 101T, 118, 123P, 123R, 123T, 127B UNIT 2: 146, 151P, 151R, 151T, 170, 177P, 177R, 177T, 189P, 189R, 189T, 210, 217P, 217R, 217T, 236, 241P, 241R, 241T, 245B, 245E UNIT 3: 266, 273P, 273R, 273T, 294, 301P, 301R, 301T, 313P, 313R, 313T, 330, 335P, 335R, 335T, 354, 359P, 359R, 359T UNIT 4: 380, 387P, 387R, 387T, 406, 413P, 413R, 413T, 425P, 425R, 425T, 444, 449P, 449R, 449T, 470, 475P, 475R, 475T, 479D UNIT 5: 496, 503P, 503R, 503T, 524, 529P, 529R, 529T, 541P, 5431R, 541T, 560, 567P, 567R, 567T, 586, 591P, 591R, 591T, 595E UNIT 6: 614, 621P, 621R, 621T, 638, 645P, 645R, 645T, 657P, 657R, 657T, 678, 683P, 683R, 683T, 702, 709P, 709R, 709T, 713B See also Grammar and Writing Handbook CCSLH: 7.1.A
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	UNIT 1: 23, 35, 50, 56 UNIT 2: 151P, 167, 211B, 245B UNIT 3: 263, 331B, 350 UNIT 5: 480I, 554, 564, 587B UNIT 6: 609 CCSLH: 7.1.A
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	UNIT 1: 127B UNIT 2: 245B, 245E UNIT 3: 246I UNIT 4: 479D UNIT 5: 480I, 595E UNIT 6: 596I, 713B CCSLH: 7.1.A
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	UNIT 1: 34, 39P, 39R, 39T, 58, 65P, 65R, 65T, 77P, 77R, 77T, 94, 101P, 101R, 101T, 118, 123P, 123R, 123T UNIT 2: 146, 151P, 151R, 151T, 170, 177P, 177R, 177T, 189P, 189R, 189T, 210, 217P, 217R, 217T, 236, 241P, 241R, 241T UNIT 3: 266, 273P, 273R, 273T, 294, 301P, 301R, 301T, 313P, 313R, 313T, 330, 335P, 335R, 335T, 354, 359P, 359R, 359T UNIT 4: 380, 387P, 387R, 387T, 406, 413P, 413R, 413T, 425P, 425R, 425T, 444, 449P, 449R, 449T, 470, 475P, 475R, 475T, 480I UNIT 6: 596I, 614, 621P, 621R, 621T, 638, 645P, 645R, 645T, 657P, 657R, 657T, 678, 683P, 683R, 683T, 702, 709P, 709R, 709T CCSLH: 7.1.A

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	UNIT 2: 128I, 184, 217A UNIT 3: 313A UNIT 6: 621A, 713E CCSLH: 7.1.A
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	UNIT 1: 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 CCSLH: 7.1.B
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H CCSLH: 7.1.C
Presentation of Knowledge and Ideas	
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	UNIT 2: 150–151B, 176–177B, 216–217B, 240–241B, 245A–245H CCSLH: 7.2.A
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	UNIT 1: 127K–127L UNIT 2: 245K–245L UNIT 3: 246H–246I, 353K–363L UNIT 4: 479K–479L UNIT 5: 480H–480I, 595K–595L UNIT 6: 713K–713L CCSLH: 7.2.A
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	UNIT 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 CCSLH: 7.2.B

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

Language Standards

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). These Language Progressive Skills for Grades 3-5 are shown in a chart following the Language standards.

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 6 students:	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	UNIT 1: 39B, 39I-39J, 65B, 65I-65J, 77B, 77I-77J, 101B, 101I-101J, 123B, 123I-123J, 127E UNIT 2: 151B, 151I-151J, 177B, 177I-177J, 189B, 189I-189J, 217B, 217I-217J, 241B, 241I-241J, 245E UNIT 3: 273B, 273I-273J, 301B, 301I-301J, 313B, 313I-313J, 335B, 335I-335J, 359B, 359I-359J, 363E UNIT 4: 387B, 387I-387J, 413B, 413I-413J, 425B, 425I-425J, 449B, 449I-449J, 475B, 475I-475J, 479E UNIT 5: 503B, 503I-503J, 529B, 529I-529J, 541B, 541I-541J, 567B, 567I-567J, 591B, 591I-591J, 595E UNIT 6: 621B, 621I-621J, 645B, 645I-645J, 657B, 657I-657J, 683B, 683I-687J, 709B, 709I-709J, 713E See also Grammar and Writing Handbook 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
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	UNIT 4: 413B, 413I-413J, 425I-425J, 475J, 479E CCSLH: 8.1.D
b. Use intensive pronouns (e.g., myself, ourselves).	CCSLH: 8.1.D
c. Recognize and correct inappropriate shifts in pronoun number and person.	UNIT 4: 387I-387J, 475B, 475I-475J CCSLH: 8.1.D
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	UNIT 4: 387I-387J CCSLH: 8.1.D
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.	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 CCSLH: 8.1.H

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	UNIT 1: 39B, 39G–39H, 39I–39J, 64–65, 65B, 65G–65H, 65J, 77G–77H, 77I–77J, 101B, 101G–101H, 101I–101J, 123B, 123G–123H, 123I–123J, 127E UNIT 2: 151B, 151, 151F, 151G–151H, 151I, 151J, 177B, 177G–177H, 177J, 189G–189H, 217B, 217G–217H, 217I–217J, 241B, 241G–241H, 241I–241J, 245E UNIT 3: 273B, 273G–273H, 301B, 301G–301H, 301J, 313G–313H, 335B, 335G–335H, 359B, 359G–359H, 359J UNIT 4: 387B, 387G–387H, 413B, 413G–413H, 425G–425H, 425J, 449B, 449G–449H, 475B, 475G–475H, 479E UNIT 5: 503B, 503G–503H, 503J, 529B, 529G–529H, 529J, 541G–541H, 567B, 567G–567H, 591B, 591G–591H, 595E UNIT 6: 621B, 621G–621H, 645B, 645G–645H, 657G–657H, 683B, 683G–683H, 683J, 709B, 709G–709H, 709J See also Grammar and Writing Handbook CCSLH: 8.1.I, 8.1.J, 8.1.K
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	UNIT 1: 101B, 123B, 127E UNIT 2: 177J UNIT 3: 359J UNIT 5: 503B UNIT 6: 683J CCSLH: 8.1.J
b. Spell correctly.	UNIT 1: 39B, 39G–39H, 65B, 65G–65H, 77G–77H, 101B, 101G–101H, 123B, 123G–123H UNIT 2: 151B, 151G–151H, 177B, 177G–177H, 189G–189H, 217B, 217G–217H, 241B, 241G–241H UNIT 3: 273B, 273G–273H, 301B, 301G–301H, 313G–313H, 335B, 335G–335H, 359B, 359G–359H UNIT 4: 387B, 387G–387H, 413B, 413G–413H, 425G–425H, 449B, 449G–449H, 475B, 475G–475H UNIT 5: 503B, 503G–503H, 529B, 529G–529H, 541G–541H, 567B, 567G–567H, 591B, 591G–591H UNIT 6: 621B, 621G–621H, 645B, 645G–645H, 657G–657H, 683B, 683G–683H, 709B, 709G–709H CCSLH: 8.1.I, 8.1.J
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	UNIT 1: 39B, 39G–39H, 39I–39J, 64–65, 65B, 65G–65H, 65J, 77G–77H, 77I–77J, 101B, 101G–101H, 101I–101J, 123B, 123G–123H, 123I–123J, 127E UNIT 2: 151B, 151, 151F, 151G–151H, 151I, 151J, 177B, 177G–177H, 177J, 189G–189H, 217B, 217G–217H, 217I–217J, 241B, 241G–241H, 241I–241J, 245E UNIT 3: 273B, 273G–273H, 301B, 301G–301H, 301J, 313G–313H, 335B, 335G–335H, 359B, 359G–359H, 359J UNIT 4: 387B, 387G–387H, 413B, 413G–413H, 425G–425H, 425J, 449B, 449G–449H, 475B, 475G–475H, 479E UNIT 5: 503B, 503G–503H, 503J, 529B, 529G–529H, 529J, 541G–541H, 567B, 567G–567H, 591B,

	591G–591H, 595E UNIT 6: 621B, 621G–621H, 645B, 645G–645H, 657G–657H, 683B, 683G–683H, 683J, 709B, 709G–709H, 709J CCSLH: 8.2.A, 8.2.B, 8.2.C, 8.2.D
a. Vary sentence patterns for meaning, reader/ listener interest, and style.	UNIT 1: 127A-127E UNIT 2: 240, 241A UNIT 3: 273B, 363D UNIT 4: 449B, 479D UNIT 5: 595D UNIT 6: 645B, 713D CCSLH: 8.2.C
b. Maintain consistency in style and tone.	UNIT 1: 127A-127E UNIT 2: 240, 241A UNIT 3: 272, 273A , 273B, 358, 359A, 363D UNIT 4: 449B, 479D UNIT 5: 595D UNIT 6: 645B, 713D CCSLH: 8.2.D
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	UNIT 1: 16-17, 18-19, 23, 31, 39D, 39F, 39O, 39Q, 39R, 40-41, 66-67, 72, 78-79, 102-103, 108 UNIT 2: 128-129, 152-153, 178-179, 190-191, 218-219, 233 UNIT 3: 246-247, 274- 275, 302-303, 308, 314-315, 324, 363-337, 353 UNIT 4: 364-365, 388-389, 414-415, 426-427, 434, 450-451 UNIT 5: 480-481, 504-505, 520, 530-531, 542-543, 555, 568-569, 582 UNIT 6: 596-597, 608, 622-623, 634, 646-647, 658-659, 687, 684-685, 693, 709D, 709O, 709Q CCSLH: 8.3.A, 8.3.B, 8.3.C, 8.3.D
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.	UNIT 1: 18, 39C, 42, 65C, 68, 69, 77D, 77C, 80, 81, 101C, 101D, 104, 123C, T6 UNIT 2: 130, 151C, 154, 177C, 180, 181, 189C, 189D, 189O, 189Q, 192, 217C, 220, 241C UNIT 3: 248, 273C, 276, 301C, 304, 305, 313C, 313D, 316, 335C, 338, 359C, T7 UNIT 4: 366, 367, 373, 383, 387C, 387D, 387O, 387Q, 390, 413C, 416, 425C, 428, 449C, 452, 475C, T5 UNIT 5: 482, 503C, 506, 529C, 532, 541C, 544, 567C, 570, 571, 577, 591C, 591D, 591Q, 598, T10 UNIT 6: 621C, 624, 642, 645C, 648, 657C, 660, 683C, 686, 705, 709C CCSLH: 8.3.B
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>).	UNIT 5: 507, 513, 529B, 529D, 529E, 529G-529H, 529M, 529O, 529Q, 530I, 533, 541D, 541E, 541G–541H, 541O, 541Q UNIT 6: 596R, 599, 610, 621B, 621D, 621F, 621E, 621G–621H, 621M, 621O, 621Q, 631E, 631G-631H, 631M, 649, 657D, 657E, 657G–657H, 657M, 657O, 657Q 657G–657H, 621B, 621G–621H, 661, 669, 683D, 683O, 683Q CCSLH: 8.3.C

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.	UNIT 1: 19, 31, 39D, 39F, 39O, 39Q, 123F UNIT 2: 134, 151F, 155, 162, 177D, 177O, 177Q, 189, 189F, 193, 217D, 217O, 217Q, 221, 225, 241D, 241F, 241O, 241Q, 241R, 245C UNIT 3: 273F, 277, 283, 301D, 301O, 301Q, 363C, 363I–363J, 363Q, 387F UNIT 4: 417, 425D, 425F, 425O, 425Q, 449F, 453, 475D, 475F, 475O, 475Q UNIT 5: 537B, 541A, 541F, 541R, 541Q, 541S, 545, 549, 567D, 567O, 567Q, T11 UNIT 6: 621F, 625, 628, 645D, 645F, 645O, 645Q, 687, 693, 709D, 709O, 709Q CCSLH: 8.3.D
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).	UNIT 1: 19, 31, 39D, 39F, 39O, 39Q, 123F UNIT 2: 134, 151F, 155, 162, 177D, 177O, 177Q, 189, 189F, 193, 217D, 217O, 217Q, 221, 225, 241D, 241F, 241O, 241Q, 241R, 245C UNIT 3: 273F, 277, 283, 301D, 301O, 301Q, 363C, 363I–363J, 363Q, 387F UNIT 4: 417, 425D, 425F, 425O, 425Q, 449F, 453, 475D, 475F, 475O, 475Q UNIT 5: 537B, 541A, 541F, 541R, 541Q, 541S, 545, 549, 567D, 567O, 567Q, T11 UNIT 6: 621F, 625, 628, 645D, 645F, 645O, 645Q, 687, 693, 709D, 709O, 709Q CCSLH: 8.3.A, 8.3.C
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	UNIT 1: 26, 28, 118, 120–121, 123Q, 123S UNIT 2: 139, 144, 238–239, 241Q, 241S UNIT 4: 446 UNIT 5: 526–527, 529Q, 529S, 555, 566, 567A, 583, 588–589, 591Q, 591S UNIT 6: 606, 638, 680–681, 683Q, 683S, 698, 702 CCSLH: 8.3.E, 8.3.F
a. Interpret figures of speech (e.g., personification) in context.	UNIT 2: 139 UNIT 5: 526–527, 529Q, 529S UNIT 6: 680–681, 683Q, 683S, 702 CCSLH: 8.3.E
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	UNIT 1: 105, 110, 113, 123D, 123O, 123Q, T8 UNIT 3: 339, 352, 359D, 359F, 359O, 359Q, T9 UNIT 4: 429, 449D, 449F, 449O, 449Q, T8 CCSLH: 8.3.F
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).	UNIT 2: 134, 150, 151A UNIT 6: 625, 645D, 645F, 645Q CCSLH: 8.3.F
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	UNIT 1: 18, 39C, 39D, 39V, 42, 65C, 65D, 65V, 68, 77C, 77D, 77V, 80, 101C, 101D, 101V, 104, 123C, 123D, 123V UNIT 2: 130, 151C, 151D, 151V, 154 UNIT 3: 177C, 177D, 177V, 180, 189C, 189D, 189V, 192, 217C, 217D, 217V, 220, 241C, 241D, 241V, 248, 273C, 273D, 273V, 276, 301C, 301D, 301V, 304,

	313C, 313D, 313V, 316, 335C, 335D, 335V, 338, 359C, 359D, 359V UNIT 4: 366, 387C, 387D, 387V, 390, 413C, 413D, 413V, 416, 425C, 425D, 425V, 428, 449C, 449D, 449V, 452, 475C, 475D, 475V UNIT 5: 482, 503C, 503D, 503V, 506, 529C, 529D, 529V, 532, 541C, 541D, 541V, 544, 567C, 567D, 567V, 570, 591C, 591D, 591V UNIT 6: 598, 621C, 621D, 621V, 624, 645C, 645D, 645V, 648, 657C, 657D, 657V, 660, 683C, 683D, 683V, 686, 709C, 709D, 709V CCSLH: 8.3.G
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Language Progressive Skills

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	TREASURES TE PAGES
Grade 6 students:	
<i>Conventions of Standard English</i>	
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	UNIT 3: 273B, 273J UNIT 4: 387I–387J, 475I–475J CCSLH: 8.1.C, 8.1.D
L.3.3a. Choose words and phrases for effect.	UNIT 1: 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, 479D UNIT 5: 503B, 567B, 595D UNIT 6: 620–621B, 622J, 644–645B, 672, 682–683B, 708–709B, 713A–713H CCSLH: 8.2.A
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	UNIT 1: 39B, 39I–39J, 65B, 123B, 123I–123J CCSLH: 8.1.A
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).	UNIT 4: 417, 425D, 425O, 425Q, 453, 462, 475D, 475F, 475O, 475Q UNIT 5: 480R, 503E, 503F, 503G–503H, 503M, 567F UNIT 6: 621B CCSLH: 8.2.A
L.4.3a. Choose words and phrases to convey ideas precisely.	UNIT 1: 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, 479D UNIT 5: 503B, 567B, 595D UNIT 6: 620–621B, 622J, 644–645B, 672, 682–683B, 708–709B, 713A–713H CCSLH: 8.2.A
L.4.3b. Choose punctuation for effect.	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 CCSLH: 8.2.B

L.5.1d. Recognize and correct inappropriate shifts in verb tense.	UNIT 3: 301B, 301I–301J, 313I–313J UNIT 4: 387B CCSLH: 8.I.C
L.5.2a. Use punctuation to separate items in a series.	UNIT 2: 177J CCSLH: 8.1.J

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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 6 students:	
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, 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, 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 1: 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
8. Distinguish among fact, opinion, and reasoned judgment in a text.	UNIT 2: 232 UNIT 4: 429A–429B, 449O, 449P, 449R, 449T UNIT 5: 537A UNIT 6: 606
9. Analyze the relationship between a primary and secondary source on the same topic.	UNIT 1: 16H UNIT 2: 189B, 230 UNIT 3: 246H UNIT 6: 613, 621Q
Range of Reading and Level of Text Complexity	
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.	UNIT 1: 36-37, 60-63, 96-99 UNIT 3: 268-271, 296-299 UNIT 4: 472-473 UNIT 5: 498-501 UNIT 6: 616–619

Reading Standards for Literacy in Science and Technical Subjects, Gr.6

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 6 students:	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of science and technical sources.	UNIT 1: 69A–69B, 70–71, 77O, 77P, 105A–105B, 106, 108,114, 123O, 123P UNIT 2: 177R, 177T 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 4: 246I, 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, 268 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 3: 330 UNIT 4: 406, 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
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	UNIT 4: 391A-391B, 392–405, 407, 413O, 413P, 413R, 413T, T2
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.	UNIT 3: 246I
Range of Reading and Level of Text Complexity	
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	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

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

COMMON CORE STATE STANDARDS	TREASURES TE PAGES
Grade 6 students:	
Text Types and Purposes	
1. Write arguments focused on <i>discipline-specific content</i> .	UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313 See also Grammar and Writing Handbook
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.	UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313
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.	UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313
d. Establish and maintain a formal style.	UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313
e. Provide a concluding statement or section that follows from and supports the argument presented.	UNIT 2: 176–177B, 216–217B, 240–241B UNIT 3: 312–313
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	UNIT 6: 596S, 620–621B, 644–645B, 658J, 682–683B, 708–709B, 713A–713H See also Grammar and Writing Handbook
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.	UNIT 6: 596S, 620–621B, 644–645B, 658J, 682–683B, 708–709B, 713A–713H
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	UNIT 6: 596S, 620–621B, 644–645B, 658J, 682–683B, 708–709B, 713A–713H
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H

e. Establish and maintain a formal style and objective tone.	UNIT 6: 596S, 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	UNIT 6: 620–621B, 644–645B, 682–683B, 708–709B, 713A–713H
3. (See note; not applicable as a separate requirement)*	(See note; not applicable as a separate requirement)*
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.	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 See also Grammar and Writing Handbook
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.	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
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	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 See also Grammar and Writing Handbook
Research to Build and Present Knowledge	
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.	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 See also Grammar and Writing Handbook
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of	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,

each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	447, 480H, 480I UNIT 5: 541A, 541B, 596H, 596I UNIT 6: 619, 657A, 657B See also Grammar and Writing Handbook
9. Draw evidence from informational texts to support analysis reflection, and research.	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
Range of Writing	
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.	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

- **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.