



Literacy and Intervention

COMMON CORE STATE STANDARDS

Primary Phonics[®]

Systematic, Phonics-Based Early Reading Program



Grade 1



COMMON CORE STATE STANDARDS for English Language Arts	Primary Phonics®
Grade 1	
<i>TG2-Teacher Guide Level 2; CW2 – Comprehension Workbook Level 2; WB2 – Workbook Level 2; MWB2 – MORE Workbook Level 2; IG2- Intervention Guide Level 2; TG3-Teacher Guide Level 3; CW31 – Comprehension Workbook Level 3; WB3 – Workbook Level 3; MWB3 – MORE Workbook Level 3; IG3- Intervention Guide Level 3;TG4-Teacher Guide Level 4; CW4 – Comprehension Workbook Level 1; WB4 – Workbook Level 4; IG4- Intervention Guide Level 4 ;IGBM- Intervention Guide Blackline Masters</i>	
<p>College and Career Readiness Anchor Standards for Reading</p> <p>The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
Key Ideas and Details	
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>

<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<p><i>Craft and Structure</i></p>	
<p>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.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<p>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.</p>	
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><i>Integration of Knowledge and Ideas</i></p>	

<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>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.</p>	<p style="background-color: #cccccc;"></p>
<p>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.</p>	<p style="background-color: #cccccc;"></p>
<p>Range and Level of Text Complexity</p>	<p style="background-color: #cccccc;"></p>

<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
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Reading Standards for Literature Grade 1

<p>Key Ideas and Details</p>	
<p>1. Ask and answer questions about key details in a text.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>

<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>Craft and Structure</p>	
<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<p>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.</p>	
<p>6. Identify who is telling the story at various points in a text.</p>	
<p>Integration of Knowledge and Ideas</p>	

7. Use illustrations and details in a story to describe its characters, setting, or events.	
8. (Not applicable to literature)	
9. Compare and contrast the adventures and experiences of characters in stories.	TG4: 54
Range and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138</p> <p>CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p> <p>Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i></p> <p>Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i></p> <p>TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197</p> <p>CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p> <p>Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i></p> <p>TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53</p> <p>CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p> <p>Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i></p> <p>IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p> <p>IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119</p> <p>IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
Reading Standards for Informational Text Grade 1	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	
2. Identify the main topic and retell key details of a text.	
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
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.	

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	
8. Identify the reasons an author gives to support points in a text.	
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
Range and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	
Reading Standards: Foundational Skills (K–5)	
These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
c. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TG3: 153, 182, 188, 195
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 97, 99, 102, 103, 105, 117, 119, 122, 128, 129, 135, 137 WB2: <i>Workbook 2</i> and <i>MORE Workbook 2</i> provide extensive practice, review, and reinforcement of vowels. WB3: <i>Workbook 3</i> and <i>MORE Workbook 3</i> provide extensive practice, review, and reinforcement of vowels. WB4: <i>Workbook 4</i> provides extensive practice, review, and reinforcement of vowels.

<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 TG3: 144, 149, 152, 156, 163, 169, 171 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 IGBM: 21A-C, 22A-C, 23A-C, 24A-C, 25A-C, 26A-C, 29A-C, 31A-C, 32A-C, 34A-C, 35A-C</p>
<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 99, 102, 103, 111, 119, 128, 131, 134, 135, 137 TG3: 142, 144, 156, 17, 159, 161, 163, 164, 167, 169, 171, 173, 174, 175, 178, 179, 184, 185, 191, 194, 197 TG4: 3, 4, 8, 10, 20, 25, 29, 31, 34, 36, 42, 44, 47, 52</p>
<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 99, 102, 103, 111, 119, 128, 131, 134, 135, 137 TG3: 142, 144, 156, 17, 159, 161, 163, 164, 167, 169, 171, 173, 174, 175, 178, 179, 184, 185, 191, 194, 197 TG4: 3, 4, 8, 10, 20, 25, 29, 31, 34, 36, 42, 44, 47, 52</p>
<p>Phonics and Word Recognition</p>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>TG3: 190, 191 TG4: 1, 7, 9, 15, 17, 23, 25 ICG4: 121, 125, 133, 137 IGBM: 29A-C, 31A-C, 32A-C, 34A-C, 35A-C</p>

<p>b. Decode regularly spelled one-syllable words.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 97, 99 WB2: 1-36 MWB2: 2-36 IGBM: 11A-C, 12A-C, 13A-C, 14A-C</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>TG3: 180, 182, 190, 195 TG4: 18, 19, 31, 36, 39, 40 IGBM: 27A-C</p>
<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>TG3: 180, 182, 190, 195 TG4: 18, 19, 31, 36, 39, 40 IGBM: 27A-C</p>
<p>f. Read words with inflectional endings.</p>	<p>TG4: 10, 13, 14, 36, 40 ICG4: 129, 130, 136</p>
<p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53</p>

Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>

<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts.	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection.	<p>TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141</p> <p>TG3: 143, 145, 147, 151, 157, 158, 164, 166, 170, 171, 175, 176, 180, 181, 182, 185, 186, 188, 191, 192</p> <p>TG4: 2, 4, 5, 8, 9, 11, 14, 15, 18, 19, 21, 24 25 30, 32, 34, 37, 40, 41, 42, 45, 46 48, 51, 52, 53</p> <p>IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
3. Write narratives to develop real or imagined experiences or events using effective technique.	TG3: 153
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.	<p>TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141</p> <p>TG3: 143, 145, 147, 151, 153, 157, 158, 164, 166, 170, 171, 175, 176, 180, 181, 182, 185, 186, 188, 191, 192</p> <p>TG4: 2, 4, 5, 8, 9, 11, 14, 15, 18, 19, 21, 24 25 30, 32, 34, 37, 40, 41, 42, 45, 46 48, 51, 52, 53</p> <p>IG2: Dictation Exercises: 44, 46, 51, 55, 59, 63, 68, 71, 76, 79</p> <p>IG3: Dictation Exercises: 84, 87, 92, 95, 99, 103, 108, 111, 116, 120, 128, 132</p> <p>IG4: Dictation Exercises: 124, 127, 140, 143, 147, 151, 156, 160</p> <p>IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
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 Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	TG4: 22
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	TG4: 22
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG4: 22
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.	<p>TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141</p> <p>TG3: 143, 145, 147, 151, 153, 157, 158, 164, 166, 170, 171, 175, 176, 180, 181, 182, 185, 186, 188, 191, 192</p> <p>TG4: 2, 4, 5, 8, 9, 11, 14, 15, 18, 19, 21, 24 25 30, 32, 34, 37, 40, 41, 42, 45, 46 48, 51, 52, 53</p> <p>IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79</p> <p>IG3: <i>Dictation Exercises:</i> 84, 87, 92, 95, 99, 103, 108, 111, 116, 120, 128, 132</p> <p>IG4: <i>Dictation Exercises:</i> 124, 127, 140, 143, 147, 151, 156, 160</p> <p>IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
Writing Standards for Grade 1	
Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	

<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141 TG3: 143, 145, 147, 151, 157, 158, 164, 166, 170, 171, 175, 176, 180, 181, 182, 185, 186, 188, 191, 192 TG4: 2, 4, 5, 8, 9, 11, 14, 15, 18, 19, 21, 24 25 30, 32, 34, 37, 40, 41, 42, 45, 46 48, 51, 52, 53 IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>TG3: 153</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>4. (Begins in grade 3)</p>	
<p>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.</p>	
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	
<p><i>Research to Build Knowledge</i></p>	
<p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>TG4: 22</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
<p>9. (Begins in grade 4)</p>	
<p><i>Range of Writing</i></p>	
<p>10. (Begins in grade 3)</p>	
<p>College and Career Readiness Anchor Standards for Speaking and Listening The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p><i>Comprehension and Collaboration</i></p>	

<p>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.</p>	<p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Fluency Exercises:</i> 3, 9, 19, 25, 41, 46; <i>Automaticity Exercises:</i> 2, 7, 13, 17, 24, 29, 34, 39, 44, 50; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TG2: 76, 84, 99, 106, 111, 125, 138</p> <p>TG3: 153, 172, 183</p> <p>TG4: 12, 16, 27, 33, 38, 43</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>Presentation of Knowledge and Ideas</p>	
<p>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.</p>	<p>TG2: 76, 84, 99, 106, 111, 125, 138</p> <p>TG3: 153, 172, 183</p> <p>TG4: 12, 16, 27, 33, 38, 43</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>TG2: 76, 99, 106, 111</p> <p>TG3: 172</p> <p>TG4: 12, 16 33, 43</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Fluency Exercises:</i> 3, 9, 19, 25, 41, 46; <i>Automaticity Exercises:</i> 2, 7, 13, 17, 24, 29, 34, 39, 44, 50; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>Speaking and Listening Grade 1</p>	
<p>Comprehension and Collaboration</p>	
<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	

<p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Fluency Exercises:</i> 3, 9, 19, 25, 41, 46; <i>Automaticity Exercises:</i> 2, 7, 13, 17, 24, 29, 34, 39, 44, 50; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>TG2: <i>Reading in Context:</i> 75, 84, 90, 98, 110, 118, 124, 130, 138 ; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Reading in Context:</i> 147, 153, 160, 166, 172, 176, 182, 188, 192, 197; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Reading in Context:</i> 5, 11, 15, 21, 26, 32, 37, 42, 48, 53; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>TG2: <i>Reading in Context:</i> 7, 14, 22, 37, 43, 49, 55, 61, 68; <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Reading in Context:</i> 147, 153, 160, 166, 172, 176, 182, 188, 192, 197; <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Reading in Context:</i> 5, 11, 15, 21, 26, 32, 37, 42, 48, 53; <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>TG2: <i>Reading in Context:</i> 7, 14, 22, 37, 43, 49, 55, 61, 68; <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Reading in Context:</i> 147, 153, 160, 166, 172, 176, 182, 188, 192, 197; <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Reading in Context:</i> 5, 11, 15, 21, 26, 32, 37, 42, 48, 53; <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138</p> <p>TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197</p> <p>TG4: 12, 16 27, 33, 38, 43</p>
<p>Presentation of Knowledge and Ideas</p>	

<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 12, 16 27, 33, 38, 43 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>TG2: 76, 84, 99, 106, 111, 125, 138 TG3: 147, 153, 157, 164, 172, 175, 181, 192, 197 TG4: 12, 16, 25, 33, 38, 43, 45</p>
<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138 TG3: <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198 TG4: <i>Fluency Exercises:</i> 3, 9, 19, 25, 41, 46; <i>Automaticity Exercises:</i> 2, 7, 13, 17, 24, 29, 34, 39, 44, 50; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p><i>Conventions in Writing and Speaking</i></p>	

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Writing: TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141 TG3: 143, 145, 147, 151, 153, 157, 158, 164, 166, 170, 171, 175, 176, 180, 181, 182, 185, 186, 188, 191, 192 TG4: 2, 4, 5, 8, 9, 11, 14, 15, 18, 19, 21, 24, 25, 30, 32, 34, 37, 40, 41, 42, 45, 46, 48, 51, 52, 53 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IG3: <i>Dictation Exercises:</i> 84, 87, 92, 95, 99, 103, 108, 111, 116, 120, 128, 132 IG4: <i>Dictation Exercises:</i> 124, 127, 140, 143, 147, 151, 156, 160 IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C Speaking: TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138 TG3: <i>Fluency Exercises:</i> 145M, 154M, 158M, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198 TG4: <i>Fluency Exercises:</i> 3, 9, 19, 25, 41, 46; <i>Automaticity Exercises:</i> 2, 7, 13, 17, 24, 29, 34, 39, 44, 50; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>TG3: 153, 158, 170, 182, 188, 195</p>
<p>Knowledge of Language</p>	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p>Vocabulary Acquisition and Use</p>	
<p>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.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 186, 187, 190, 192, 194, 196, 197 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	

<p>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.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53</p>
<p>Language Standards Grade 1</p>	
<p>Conventions of Standard English</p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>a. Print all upper- and lowercase letters.</p>	<p>WB2: <i>Workbook 2</i> and <i>MORE Workbook 2</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants. WB3: <i>Workbook 3</i> and <i>MORE Workbook 3</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants. WB4: <i>Workbook 4</i> provides extensive practice, review, and reinforcement of writing the five major vowels and many consonants. IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IG3: <i>Dictation Exercises:</i> 84, 87, 92, 95, 99, 103, 108, 111, 116, 120, 128, 132 IG4: <i>Dictation Exercises:</i> 124, 127, 140, 143, 147, 151, 156, 160 IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
<p>b. Use common, proper, and possessive nouns.</p>	
<p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>	
<p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p>	
<p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>	
<p>f. Use frequently occurring adjectives.</p>	
<p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	
<p>h. Use determiners (e.g., articles, demonstratives).</p>	
<p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	

<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>TG2: 75, 87, 90, 96, 98, 103, 109, 115, 129 TG3: 143, 151, 176, 185, 191, 196 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IG3: <i>Dictation Exercises:</i> 84, 87, 92, 95, 99, 103, 108, 111, 116, 120, 128, 132 IG4: <i>Dictation Exercises:</i> 124, 127, 140, 143, 147, 151, 156, 160 IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Capitalize dates and names of people.</p>	
<p>b. Use end punctuation for sentences.</p>	<p>TG3: 153, 158, 170, 182, 188, 195</p>
<p>a. Use commas in dates and to separate single words in a series.</p>	
<p>b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>WB2: 2-3, 4-5, 18, 22, 35, 36, 46, 52, 60 MWB2: 12-13, 20-21, 28-29, 31, 34-35, 36, 46-47, 52-53, 55, 58-59, 72-73, 77 WB3: 80 MWB3: 1-48</p>
<p>c. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
<p>Knowledge of Language</p>	
<p>3. (Begins in grade 2)</p>	
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 1 reading and content</i>.</p>	
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53</p>
<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	
<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TG2: 81, 136
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).	
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	
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.	
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 Nibblet because she nibbles too much because she likes that</i>).	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137</p> <p>TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197</p> <p>TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53</p>