



Literacy and Intervention

COMMON CORE STATE STANDARDS

Primary Phonics[®]

Systematic, Phonics-Based Early Reading Program



Grade K



COMMON CORE STATE STANDARDS for English Language Arts	Primary Phonics®
Grade K	
<p><i>TGK – Teacher Guide Kindergarten; WBK – Workbook Kindergarten; TG1- Teacher Guide Level 1; CW1 – Comprehension Workbook Level 1; WB1 – Workbook Level 1; TG2-Teacher Guide Level 2; CW2 – Comprehension Workbook Level 2; WB2 – Workbook Level 2; MWB2 – MORE Workbook Level 2; IG1-Intervention Guide 1; IG2-Intervention Guide 2</i></p>	
<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>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 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 IG1: 3, 4, 11, 15, 19, 27, 31, 35, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 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 IG1: 3, 5, 11, 15, 19, 23, 28, 32, 36, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 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 IG1: 3, 5, 11, 15, 19, 23, 28, 32, 36, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>

<p>Craft and Structure</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>TG1: 7, 9, 14, 16, 22, 30, 32, 39, 46, 49, 52, 55, 64, 70 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 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</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>Integration of Knowledge and Ideas</p>	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> 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> IG1: 3, 4, 11, 15, 19, 27, 31, 35, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</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>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>	

Range and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> 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> IG1: 3, 4, 1, 15, 19, 27, 31, 35, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>
Reading Standards for Literature Kindergarten	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 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 IG1: 3, 5, 11, 15, 19, 23, 28, 32, 36, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>
2. With prompting and support, retell familiar stories, including key details.	<p>TG1: 22, 30, 37, 44, 56, 58 TG2: 76, 111, 125, 138</p>
3. With prompting and support, identify characters, settings, and major events in a story.	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 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 IG1: 3, 5, 11, 15, 19, 23, 28, 32, 36, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>

Craft and Structure	
4. Ask and answer questions about unknown words in a text.	TG1: 7, 9, 14, 16, 22, 30, 32, 39, 46, 49, 52, 55, 64, 70 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 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
5. Recognize common types of texts (e.g., storybooks, poems).	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54 WBK: 2-3, 6-7, 10-11, 14-15, 18-19, 22-23, 26-27, 30-31, 34-35, 38-39, 42-43, 46-47, 50-51, 54-55, 58-59, 62-63, 66-67, 70-71
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Range and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> 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> IG1: 3, 4, 1, 15, 19, 27, 31, 35, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79

Reading Standards for Informational Kindergarten	
<i>Key Ideas and Details</i>	
1. With prompting and support, ask and answer questions about key details in a text.	
2. With prompting and support, identify the main topic and retell key details of a text.	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<i>Craft and Structure</i>	
4. With prompting and support, ask and answer questions about unknown words in a text.	
5. Identify the front cover, back cover, and title page of a book.	
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
<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).	
8. With prompting and support, identify the reasons an author gives to support points in a text.	
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).	
<i>Range and Level of Text Complexity</i>	
10. Actively engage in group reading activities with purpose and understanding.	

Reading Standards: Foundational Skills Kindergarten

<p>Print Concepts</p>	
<p>1. Demonstrate understanding of the organization and basic features of print.</p>	
<p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> 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></p>
<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> 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></p>

<p>c. Understand that words are separated by spaces in print.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> 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></p>
<p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65 WB1: <i>Workbook 1</i> and <i>MORE Workbook 1</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants. 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.</p>
<p>Phonological Awareness</p>	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p>a. Recognize and produce rhyming words.</p>	<p>TG1: 13, 19, 31, 34, 41, 42, 50, 51, 54, 57, 63, 65 TG2: 77, 85, 92, 108, 115, 123, 125 IG1: 4</p>
<p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p style="background-color: #cccccc;"></p>
<p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>TG1: 7, 14, 17, 25, 30, 33, 37, 43, 49, 56, 61, 68 TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 IG1: 2, 6, 10, 13, 14, 17, 18, 22, 27, 30, 34, 37, 38 IG2: 42, 46, 50, 54, 62, 66, 70, 74, 78</p>
<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>TG1: 3, 4, 6, 8, 10, 11, 12, 13, 15, 16, 18, 21, 23, 26, 31, 36, 38, 39, 45, 57, 48, 51, 59, 60 TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 99, 102, 103, 111, 119, 128, 131, 134, 135, 137 IG1: 1, 5, 6, 9, 10, 14, 16, 17, 21, 25, 30, 37 IG2: 41, 45, 49, 53, 57, 61, 65, 69, 73, 77</p>
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>TG1: 13, 19, 34, 41, 57, 63, 65, 69 TG2: 77, 85, 92, 108, 109, 115, 125 IG1: 10, 14, 18, 21, 25, 31, 35</p>

Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	<p>TGK: 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 47, 50, 53</p> <p>WBK: 1, 5, 8, 9, 12,13, 16, 17, 20, 21, 24, 25, 28, 29, 32,33, 36,37, 40, 41, 44, 45, 48, 49, 52, 53, 56, 57, 60, 61, 64, 65, 68, 72</p> <p>TG1: 8, 10, 12, 13, 15, 18, 21, 23, 26, 27, 29, 31, 34, 36</p> <p>TG2: 81, 108</p> <p>IG1: 31, 33, 35</p>
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<p>TG1: 3, 6, 8, 10, 12, 13, 16, 18, 21, 23, 26, 27, 29, 31, 38, 39, 41, 43, 45, 47, 48, 51, 53, 54, 57, 59, 60, 63, 65, 67, 69</p> <p>WB1: <i>Workbook 1</i> and <i>MORE Workbook 1</i> provide extensive practice, review, and reinforcement of the five major vowels.</p> <p>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</p> <p>WB2: <i>Workbook 2</i> and <i>MORE Workbook 2</i> provide extensive practice, review, and reinforcement of the five major vowels.</p> <p>IG1: 1, 2, 4, 5, 6, 8, 9, 13, 14, 17, 18, 21, 22, 25, 29, 33, 37</p> <p>IG2: 41, 45, 49, 53, 57, 61, 65, 69, 73, 77</p> <p>IGBM: 1A-C, 2A-C, 3A-C, 4A-C, 5A-C, 6A-C, 7A-C, 8A-C, 9A-C, 10A-C, 11A-C, 12A-C, 13A-C, 14A-C</p>
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	<p>TG1: 3, 5, 6, 8, 16, 24, 32, 45, 57, 63, 69</p> <p>Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i></p> <p>Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i></p> <p>TG2: 92, 112, 120, 140</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>IG1: 2, 6, 10, 14 18, 22, 26, 30, 34, 38</p> <p>IG2: 42, 46, 54, 58, 62, 66, 70, 74, 78</p>
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<p>TG1: 13, 19, 34, 41, 51, 54, 57, 63, 65</p> <p>TG2: 77, 85, 92, 108, 115, 123, 125</p> <p>IG1: 4</p>

Fluency	
4. Read emergent-reader texts with purpose and understanding.	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> 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> IG1: 3, 4, 11, 15, 19, 27, 31, 35, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>
<p>College and Career Readiness Anchor Standards for Writing</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>	
<p><i>Text Types and Purposes</i></p>	
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>TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35,36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70 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 IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>
3. Write narratives to develop real or imagined experiences or events using effective technique.	
<p><i>Production and Distribution of Writing</i></p>	

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54 WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65 TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35, 36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70 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 IG1: <i>Dictation Exercises:</i> 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p>Research to Build Knowledge</p>	
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>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.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Range of Writing</p>	

<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54 WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65 TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35, 36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70 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 IG1: <i>Dictation Exercises:</i> 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>
<p>Writing Standards for Kindergarten</p>	
<p>Text Types and Purposes</p>	
<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>	
<p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>TG1: 48, 62, 66, 67, 70 TG2: 82, 123, 130, 135, 138, 141 IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>TG2: 99, 103, 106, 110</p>
<p>Production and Distribution of Writing</p>	
<p>4. (Begins in grade 3)</p>	
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54 WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65 IG1: <i>Dictation Exercises:</i> 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Research to Build Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins in grade 4)	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54</p> <p>WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65</p> <p>TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35, 36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70</p> <p>TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35, 36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70</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</p> <p>IG1: Dictation Exercises: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40</p> <p>IG2: Dictation Exercises: 44, 46, 51, 55, 59, 63, 68, 71, 76, 79</p> <p>IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>
<p>College and Career Readiness Anchor Standards for Speaking and Listening</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>	

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.	<p>TG1: <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</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>
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>TG1: 37, 62, 68</p> <p>TG2: 76, 84, 99, 106, 111, 125, 138</p>
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.	<p>TG1: 22, 37, 56, 62, 68</p> <p>TG2: 76, 84, 99, 106, 111, 125, 138</p>
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<p>TG1: 37, 62, 68</p> <p>TG2: 76, 99, 106, 111</p>
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<p>TG1: <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</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>

Speaking and Listening Standards K–5	
<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	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<p>TGK: 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 47, 50, 53</p> <p>WBK: 1, 5, 8, 9, 12,13, 16, 17, 20, 21, 24, 25, 28, 29, 32,33, 36,37, 40, 41, 44, 45, 48, 49, 52, 53, 56, 57, 60, 61, 64, 65, 68, 72</p> <p>TG1: <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</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>
b. Continue a conversation through multiple exchanges.	<p>TG1: <i>Reading in Context:</i> 7, 14, 22, 37, 43, 49, 55, 61, 68; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</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>
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<p>TG1: <i>Reading in Context:</i> 7, 14, 22, 37, 43, 49, 55, 61, 68; <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</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>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>TGK: 1, 2, 4, 5, 7, 10, 11, 13, 14, 16, 17, 19, 20, 22, 23, 25, 26, 28, 29, 31, 32, 34, 35, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 54</p> <p>WBK: 1, 2-3, 5, 6-7, 8, 9, 10-11, 12, 13, 14-15, 16, 17, 18-19, 20, 21, 22-23, 24, 25, 26-27, 28, 29, 30-31, 32, 33, 34-35, 36,37, 38-39, 40, 41, 42-43, 44, 45, 46-47, 48, 49, 50-51, 52, 53, 54-55, 56, 57, 58-59, 60, 61, 2-63, 64, 65, 66-67, 68, 70-71, 72</p> <p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68</p> <p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68</p> <p>CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p> <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>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>TG1: 37, 62, 68</p> <p>TG2: 76, 84, 99, 106, 111, 125, 138</p>
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>TG1: <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</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>College and Career Readiness Anchor Standards for Language</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>	
<p>Conventions in Writing and Speaking</p>	

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Writing: TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54 WBK: 2-3, 6-7, 10-11, 14-15, 18-19, 22-23, 26-27, 30-31, 34-35, 38-39, 42-43, 46-47, 50-51, 54-55, 58-59, 62-63, 66-67, 70-71 TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35,36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70 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 IG1: <i>Dictation Exercises:</i> 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 Speaking: TG1: <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68 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>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>TG1: 3, 5, 8, 10, 12, 14, 16, 18, 20, 23, 26, 27, 29, 32, 34, 36, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69 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>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>TG1: 3, 5, 8, 10, 12, 14, 16, 18, 20, 23, 26, 27, 29, 32, 34, 36, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69</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</p>
<p>Language Standards K–5</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 many upper- and lowercase letters.</p>	<p>WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65</p> <p>WB1: <i>Workbook 1</i> and <i>MORE Workbook 1</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants.</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.</p>
<p>b. Use frequently occurring nouns and verbs.</p>	
<p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	
<p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	
<p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	
<p>f. Produce and expand complete sentences in shared language activities.</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Capitalize the first word in a sentence and the pronoun I.</p>	
<p>b. Recognize and name end punctuation.</p>	
<p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65</p> <p>WB1: <i>Workbook 1</i> and <i>MORE Workbook 1</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants.</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.</p>
<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>WB2: 2-3, 4-5, 18, 22, 35, 36, 46, 52, 60</p> <p>MWB2: 12-13, 20-21, 28-29, 31, 34-35, 36, 46-47, 52-53, 55, 58-59, 72-73, 77</p>

Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>kindergarten reading and content</i> .	
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>).	
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TG2: 81, 136
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)	
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.	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	TG1: 3, 5, 8, 10, 12, 14, 16, 18, 20, 23, 26, 27, 29, 32, 34, 36, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69 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