



 School Specialty  
*Literacy and Intervention*

# Sitton Spelling and Word Skills<sup>®</sup>

Correlated to Common Core State Standards



## Common Core State Standards

### Correlated to the Common Core State Standards for English Language Arts, Grades 1-8.

The following pages contain references from the *Sitton Spelling and Word Skills*® Sourcebook for Teachers that align to the Common Core State Standards for English Language Arts in grades 1-8. Sitton Spelling and Word Skills is a supplemental instructional program that helps students develop foundation skills in spelling, language and writing. As a targeted instructional program, *Sitton Spelling and Word Skills* supports some strands of the English Language Arts standards for Common Core, specifically Literature, Foundational Skills, Writing, Speaking and Listening, and Language. (Note: Grades 7 and 8 cover Writing, Speaking and Listening, and Language.)

This correlation is intended to illustrate the program's approach to the CCSS standards addressed by the program. For the purposes of this correlation, the following abbreviations apply:

CCSS = Common Core State Standards; N/A = Not Applicable.

## Sitton Spelling and Word Skills: Correlated to CCSS for English Language Arts in Grade 1

For the purposes of this correlation, the following abbreviations apply:  
 CCSS = Common Core State Standards; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Key Ideas and Details</b>		
<b>RL.1.1</b>	Ask and answer questions about key details in a text.	Unit 1: p. 5; Unit 2: p. 11; Unit 3: p. 14; Unit 4: p. 25; Unit 5: p. 33; Unit 7: p. 46; Unit 8: p. 54; Unit 9: p. 58; Unit 10: p. 68; Unit 12: p. 80; Unit 14: p. 97; Unit 16: p. 111; Unit 17: p. 118; Unit 19: p. 133
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Unit 7: p. 46; Unit 8: p. 54; Unit 10: p. 68; Unit 17: p. 118; Unit 19: p. 133
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.	Unit 1: p. 5; Unit 8: p. 54; Unit 10: p. 68; Unit 12: p. 80; Unit 16: p. 111; Unit 17: p. 118; Unit 19: p. 133
<b>Craft and Structure</b>		
<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Unit 4: p. 25; Unit 7: p. 42; Unit 13: p. 90; Unit 14: p. 97; Unit 19: p. 133
<b>RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	N/A
<b>RL.1.6</b>	Identify who is telling the story at various points in a text.	N/A
<b>Integration of Knowledge and Ideas</b>		
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.	Unit 1: p. 5; Unit 2: p. 11; Unit 8: p. 54; Unit 12: p. 80; Unit 16: p. 111; Unit 17: p. 118; Unit 19: p. 133
<b>RL.1.8</b>	(Not applicable to literature)	N/A

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	Unit 1: p. 5; Unit 4: p. 25; Unit 16: p. 111; Unit 17: p. 118; Unit 19: p. 133
<b>Range of Reading and Level of Text Complexity</b>		
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Opportunities in "Build Reading & Writing Connections" in all "Build Skills & Word Experiences" units; Unit 1: p. 3; Unit 2: p. 9; Unit 7: p. 42; Unit 8: pp. 50-51; Unit 11: pp. 74-75, 77; Unit 13: pp. 87-88; Unit 19: pp. 128-129

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Print Concepts</b>		
RF.1.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	Opportunities in all units. "Stretch It," "Fix It," & "Finish It" in all "Build Skills & Word Experiences" units; "Sentence Dictation" in all "Assess Words & Skills" units; writing sentences and/or guided writing—Unit 1: pp. 4-5; Unit 2: pp. 8-10; Unit 3: p. 16; Unit 4: pp. 22-24; Unit 5: pp. 29-31; Unit 6: p. 36; Unit 7: pp. 42, 44-45; Unit 8: pp. 52-54
<b>Phonological Awareness</b>		
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken</li> </ul>	Opportunities in all units. long/short vowel sounds—Unit 4: pp. 22, 26; Unit 8: pp. 50-51, 53; Unit 10: pp. 65-67; Unit 11: p. 72; Unit 16: pp. 108-109; Unit 17: pp. 115, 117; Unit 20: p. 139; blending phonemes—Unit 1: pp. 3-4; Unit 4: pp. 22, 24; Unit 5: pp. 28-33; Unit 7: p. 43; Unit 8: p. 52; Unit 10: p. 66; Unit 11: pp. 72-73; Unit 13: p. 86; Unit 16: p. 107; Unit 19: pp. 130-131, Unit 20: pp. 137-138;

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>isolate sounds in words—Unit 1: pp. 2-4; Unit 5: pp. 28-33; Unit 7: p. 43; Unit 8: p. 52; Unit 10: p. 66; Unit 11: pp. 72-73; Unit 13: p. 86; Unit 16: pp. 107-108; Unit 19: pp. 130-131; Unit 20: pp. 137-138</p>
<b>Phonics and Word Recognition</b>		
<b>RF1.3</b>	<p>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>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllable in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Opportunities in all units.</p> <p>The "Cloze Story Word Test" and "Sentence Dictation Test" in all "Assess Words &amp; Skills" units provide application opportunities for regularly and irregularly spelled words.</p> <p>consonant digraphs—Unit 1: pp. 2; Unit 9: p. 58; Unit 10: p. 65; Unit 19: pp. 132, 134; Unit 20: pp. 137-140, 142; final -e and other long vowel spelling patterns—Unit 4: p. 26; Unit 5: p. 31; Unit 6: p. 36; Unit 8: pp. 50-51, 53-54; Unit 14: p. 94; Unit 16: pp. 108-109; Unit 17: pp. 115, 117, 119; words with inflectional endings—Unit 1: pp. 3-4; Unit 4: p. 23; Unit 5: p. 29; Unit 7: p. 45; Unit 10: pp. 67, 69; Unit 11: pp. 76, 78; Unit 14: p. 95; Unit 18: p. 122; Unit 19: p. 132; grade-appropriate irregularly spelled words—Unit 1: pp. 2-3; Unit 2: pp. 8-10; Unit 4: pp. 22-24; Unit 5: pp. 28-33; Unit 8: p. 52; Unit 11: p. 74; Unit 13: pp. 87, 89; Unit 14: p. 96; Unit 17: pp. 114-115; Unit 19: pp. 128-130</p>
<b>Fluency</b>		
<b>RF.1.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p>	<p>N/A</p>

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	<ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<b>Text Types and Purposes</b>	
<b>W.1.1</b>	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: p. 5 (using p. 62); Unit 9: pp. 58, 60; Unit 11: p. 77; Unit 12: pp. 80, 82; Unit 13: p. 90; Unit 14: pp. 96-97; Unit 16: p. 111; Unit 17: p. 118; Unit 18: p. 124; Unit 19: p. 133
<b>W.1.2</b>	Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Unit 10: p. 68; Unit 13: p. 90; Unit 16: pp. 108, 109, 111; Unit 17: p. 118; Unit 19: pp. 128, 133; Unit 21: p. 146
<b>W.1.3</b>	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: p. 5 (using p. 62); Unit 8: p. 54; Unit 9: p. 58; Unit 13: p. 90; Unit 14: p. 97; Unit 16: p. 109; Unit 17: p. 118; Unit 18: p. 122; Unit 19: p. 133
	<b>Production and Distribution of Writing</b>	
<b>W.1.4</b>	(Begins in grade 3)	N/A
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from	Unit 1: pp. 4-5; Unit 3: pp. 14, 16; Unit 5: p. 33; Unit 7: p. 44; Unit 9: p. 58; Unit 10: p. 68; Unit

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	peers, and add details to strengthen writing as needed.	12: pp. 80, 82; Unit 13: p. 90; Unit 14: p. 97; Unit 16: p. 111; Unit 17: p. 118; Unit 18: p. 124; Unit 21: p. 144
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Class book projects provide opportunities to produce and publish writing.
<b>Research to Build and Present Knowledge</b>		
<b>W.1.7</b>	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).	Class book projects provide opportunities for shared writing projects. Unit 7: p. 46; Unit 10: pp. 67-68; Unit 14: pp. 96-97; Unit 15: p. 100; Unit 16: p. 111, Unit 18: p. 122; Unit 19: p. 133
<b>W.1.8</b>	With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.	Unit 1: p. 5; Unit 3: p. 14; Unit 5: p. 33; Unit 6: pp. 36, 38; Unit 7: p. 46; Unit 8: p. 54; Unit 11: p. 77; Unit 12: pp. 80, 82; Unit 16: p. 111; Unit 18: pp. 118, 122; Unit 19: p. 133
<b>W.1.9</b>	(Begins in grade 4)	N/A
<b>Range of Writing</b>		
<b>W.1.10</b>	(Begins in grade 3)	N/A

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Comprehension and Collaboration</b>		
<b>SL.1.1</b>	Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts</li> </ul>	Unit 3: p. 14; Unit 6: p. 36; Unit 9: p. 58; Unit 10: p. 68; Unit 12: pp. 80, 82; Unit 13: p. 90; Unit 14: pp. 96-97; Unit 15: p. 100; Unit 16: pp. 109, 111; Unit 17: p. 118; Unit 18: pp. 122, 124; Unit 19: p. 133; Unit 21: p. 144

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Unit 1: p. 5; Unit 3: p. 14; Unit 4: p. 25; Unit 5: p. 33; Unit 6: p. 36; Unit 7: p. 46; Unit 8: p. 54; Unit 10: p. 68; Unit 16: p. 111; Unit 17: p. 118; Unit 19: p. 133; Unit 20: p. 141
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	N/A
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Unit 1: p. 5; Unit 7: p. 46; Unit 8: p. 54; Unit 13: p. 90; Unit 16: p. 111; Unit 17: p. 118; Unit 19: p. 133; Unit 20: p. 141
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Unit 2: p. 9; Unit 3: pp. 14, 16; Unit 5: p. 33; Unit 6: p. 36; Unit 7: p. 46; Unit 8: p. 54; Unit 9: p. 58; Unit 12: p. 80; Unit 13: p. 86; Unit 19: p. 133; Unit 21: p. 144
<b>SL.1.6</b>	Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	Unit 1: pp. 4-5; Unit 2: pp. 8-9; Unit 3: pp. 14, 16; Unit 4: pp. 23-24; Unit 5: pp. 29-30, 33; Unit 9: pp. 58, 60; Unit 11: p. 77; Unit 13: p. 90; Unit 26: p. 111; Unit 18: p. 124; Unit 19: p. 133; Unit 21: p. 144



CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Conventions of Standard English</b>		
<b>L.1.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.)</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol>	<p>Opportunities in all units.</p> <p>subject-verb agreement/tense—Unit 4: p. 23; Unit 7: p. 45; Unit 11: p. 76; Unit 14: pp. 94, 97; Unit 20: pp. 136-137; nouns/pronouns—Unit 2: pp. 9-10; Unit 4: p. 23; Unit 5: p. 29; Unit 7: p. 44; Unit 11: pp. 74-76; Unit 12: p. 80; Unit 13: p. 89; Unit 14: p. 94; Unit 15: p. 100; Unit 17: p. 118; adjectives—Unit 5: pp. 31-32; Unit 7: p. 44; Unit 14: p. 97; Unit 15: pp. 100, 104; Unit 18: p. 122; Unit 19: p. 133; Unit 20: p. 141; determiners—Unit 1: p. 2; Unit 2: pp. 8-10; Unit 4: p. 24; prepositions—Unit 8: p. 52; sentence expansion—"Stretch It" in all "Build Skills &amp; Word Experiences" units; Unit 2: pp. 8-10; Unit 3: pp. 14, 16; Unit 4: pp. 23-24; Unit 11: pp. 74, 77; Unit 18: p. 124</p>
<b>L.1.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Opportunities all units for students to write sentences; "Fix It" in all "Build Skills &amp; Word Experiences" units provides editing practice;</p>

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p>"Stretch It" &amp; "Finish It" in all "Build Skills &amp; Word Experiences" units provide sentence expansion &amp; writing prompt opportunities.</p> <p>Unit 1: p. 2-5; Unit 2: pp. 9-10; Unit 3: pp. 14, 15; Unit 5: pp. 29-30; Unit 9: 58; 16; Unit 12: p. 80; Unit 13: p. 89; Unit 14: p. 94; Unit 15: p. 100; Unit 17: p. 118; Unit 20: p. 136</p>
<b>Knowledge of Language</b>		
<b>L.1.3</b>	(Begins in grade 2)	N/A
<b>Vocabulary Acquisition and Use</b>		
<b>L.1.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>	<p>Opportunities in all units.</p> <p>Unit 1: pp. 3-5; Unit 2: pp. 9-10; Unit 4: p. 23; Unit 5: pp. 28-29; Unit 7: p. 45; Unit 10: pp. 67, 69; Unit 11: pp. 76, 78; Unit 14: p. 95; Unit 16: pp. 109, 111; Unit 17: pp. 118-119; Unit 18: p. 122; Unit 19: p. 122; Unit 21: p. 144</p>
<b>L.1.5</b>	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> </ul>	<p>Opportunities in most units.</p> <p>sorting words: "Sort It" in all "Build Skills &amp; Word Experiences" units; real-life connections—Unit 1: p. 5; Unit 9: p. 60; Unit 10: pp. 64, 67; Unit 11: p. 76; Unit 13: p. 90; Unit 14: p. 97; Unit 21: pp. 144, 146; words with similar meanings—Unit 16:</p>

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	<ul style="list-style-type: none"> <li>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>	p. 110; Unit 17: p. 114; Unit 18: p. 122
<b>L.1.6</b>	Use words and phrases acquired through conversation, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Unit 1: p. 5; Unit 2: pp. 8-9; Unit 5: p. 33; Unit 9: p. 62; Unit 10: p. 64; Unit 11: p. 77; Unit 14: p. 96; Unit 16: pp. 109, 112

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Range of Text Types for K-5</b>		
<b>Literature:</b> Stories	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Unit 1: p. 5; Unit 4: p. 25; Unit 5: p. 33; Unit 7: p. 46; Unit 8: p. 54; Unit 9: p. 58; Unit 10: p. 68; Unit 11: p. 77; Unit 13: p. 90; Unit 14: p. 97; Unit 16: p. 111; Unit 19: p. 133; Unit 20: p. 141
<b>Literature:</b> Drama	Includes staged dialogue and brief familiar scenes	N/A
<b>Literature:</b> Poetry	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Unit 1: p. 3; Unit 2: p. 9; Unit 7: p. 47; Unit 8: pp. 50-51; Unit 11: pp. 74-75, 77; Unit 13: pp. 87-88;

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		Unit 17: p. 114; Unit 19: pp. 128-129
<b>Informational Text:</b> Literary Nonfiction	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics	Unit 1: p. 3; Unit 2: pp. 9-11; Unit 7: pp. 42, 45-46; Unit 8: pp. 50-51, 56 (Teaching Posters); Unit 10: pp. 64 (Spell Check), 70 (10-box chart); Unit 11: pp. 74-75; Unit 13: pp. 87-88; Unit 17: p. 114; Unit 19: pp. 128-129

## Sitton Spelling and Word Skills: Correlated to CCSS for English Language Arts in Grade 2

For the purposes of this correlation, the following abbreviations apply:  
 CCSS = Common Core State Standards; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Key Ideas and Details</b>		
<b>RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Unit 1, p. 8; Unit 4, p. 32; Unit 5, p. 49; Unit 6, p. 54; Unit 7, p. 68; Unit 8, pp. 77, 79; Unit 9, p. 89; Unit 10, p. 98; Unit 12, pp. 112, 113; Unit 14, pp. 133, 137; Unit 17, p. 162; Unit 19, p. 187; Unit 22, p. 213; Unit 23, p. 227; Unit 25, p. 245
<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Unit 2, p. 17; Unit 4, p. 37; Unit 18, p. 177; Unit 21, p. 204
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.	Unit 4, pp. 32, 37; Unit 5, p. 49; Unit 6, p. 54; Unit 7, p. 68; Unit 8, pp. 77, 79; Unit 9, p. 89; Unit 10, p. 98; Unit 14, pp. 133, 137; Unit 17, p. 162; Unit 23, p. 227; Unit 25, p. 245
<b>Craft and Structure</b>		
<b>RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Unit 19, p. 184; Unit 24, p. 233; Unit 26, p. 254
<b>RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Unit 4, p. 32; Unit 5, p. 49; Unit 6, p. 54; Unit 7, p. 68; Unit 8, pp. 77, 79; Unit 9, p. 89; Unit 10, p. 98; Unit 12, pp. 112, 113; Unit 14, pp. 133, 137; Unit 17, p. 162; Unit 19, p. 187; Unit 22, p. 213; Unit 23, p. 227; Unit 25, p. 245
<b>RL.2.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different	N/A

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	voice for each character when reading dialogue aloud.	
<b>Integration of Knowledge and Ideas</b>		
<b>RL.2.7</b>	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, p. 8; Unit 4, p. 32; Unit 5, p. 49; Unit 7, p. 68; Unit 8, pp. 77, 79; Unit 9, p. 89; Unit 10, p. 98; Unit 14, p. 133, 137; Unit 17, p. 162; Unit 20, p. 198; Unit 21, p. 209; Unit 22, p. 213; Unit 23, p. 227; Unit 25, p. 245
<b>RL.2.8</b>	(Not applicable to literature)	N/A
<b>RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Unit 14, p. 133, 137; Unit 21, p. 209; Unit 22, p. 213
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.2.10</b>	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.	N/A

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Phonics and Word Recognition</b>		
<b>RF.2.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Opportunities in all units. Unit 1, pp. 2-3; Unit 2, pp. 12-16; Unit 3, pp. 22-25; Unit 4, pp. 32-35; Unit 5, pp. 42-45; Unit 6, pp. 52-55, 58; Unit 7, pp. 62-66; Unit 8, pp. 72-76; Unit 9, pp. 82-86; Unit 10, pp. 92-94; Unit 11, pp. 102-106; Unit 12, pp. 112-116, 118; Unit 13, pp. 122-125; Unit 14, pp. 132-136; Unit 15, pp. 142-145; Unit 16, pp. 152-155; Unit 17, pp. 162-165, 168; Unit 18, pp. 172-175, 178; Unit 19, pp. 182-184; Unit 20, pp. 192-195; Unit 21, pp. 202-204; Unit 22, pp. 212-214; Unit 23, pp. 222-225; Unit 24, pp. 232-235; Unit 25, pp. 242-245; Unit 26, pp. 252-255; Unit 27, pp. 262-265</p>
<b>Fluency</b>		
<b>RF.2.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	N/A

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Text Types and Purposes</b>		
<b>W.2.1</b>	Write opinion pieces in which they introduce the topic or name the 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 1, pp. 7-9; Unit 2, p. 17; Unit 3, p. 27; Unit 4, pp. 32, 37; Unit 5, p. 47; Unit 6, p. 57; Unit 7, p. 64; Unit 8, p. 77; Unit 10, p. 93; Unit 12, p. 112; Unit 13, p. 129; Unit 14, p. 137; Unit 15, p. 149; Unit 16, p. 159; Unit 18, pp. 177, 179; Unit 21, p. 207; Unit 26, p. 253; Unit 27, 269
<b>W.2.2</b>	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 2, p. 19; Unit 5, p. 48; Unit 7, pp. 65, 68; Unit 8, pp. 73, 79; Unit 9, p. 87; Unit 11, pp. 103, 107, 109; Unit 12, p. 114; Unit 13, pp. 122, 123; Unit 14, p. 137; Unit 15, pp. 144, 147; Unit 17, pp. 162, 169; Unit 18, p. 179; Unit 19, p. 189; Unit 20, p. 197; Unit 21, p. 208; Unit 22, p. 213, 218; Unit 23, p. 223, 229; Unit 24, p. 234, 239; Unit 25, p. 244; Unit 26, p. 254, 255, 259; Unit 27, pp. 263, 264, 267
<b>W.2.3</b>	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, pp. 8-9; Unit 2, pp. 17, 19; Unit 4, pp. 33, 38; Unit 8, pp. 77, 79; Unit 9, p. 89; Unit 10, pp. 97, 98; Unit 12, p. 113; Unit 13, p. 122, 123; Unit 14, p. 133; Unit 17, pp. 162, 163, 164, 167; Unit 19, p. 187; Unit 21, p. 204; Unit 22, p. 219; Unit 23, p. 227; Unit 24, p. 237; Unit 25, p. 245; Unit 26, p. 257
<b>Production and Distribution of Writing</b>		
<b>W.2.4</b>	(Begins in grade 3)	N/A
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Unit 5, pp. 48, 49; Unit 8, p. 79; Unit 11, pp. 103, 107, 109; Unit 20, p. 193; Unit 26, p. 259
<b>W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Opportunities in most units to produce, publish, and expand class books; Unit 1, p. 4; Unit 2, p. 12; Unit 3, p. 22; Unit 4, p. 33; Unit 5, p. 48; Unit



CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
		8, pp. 75, 79; Unit 9, p. 83; Unit 10, p. 98; Unit 11, pp. 103, 109; Unit 14, p.135; Unit 18, pp. 175, 178, 179; Unit 19, p. 183; Unit 20, p. 193; Unit 21, p. 202; Unit 24, p. 234, 239; Unit 26, p. 259; Unit 27, p. 267
	<b>Research to Build and Present Knowledge</b>	
<b>W.2.7</b>	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).	Opportunities in most units to create and expand class books; Unit 1, pp. 2, 4; Unit 2, pp. 12, 14; Unit 4, p. 33; Unit 8, p. 79; Unit 9, p. 83; Unit 11, pp. 103, 109; Unit 14, p. 135; Unit 15, p. 147; Unit 17, p. 163; Unit 18, pp. 175, 178; Unit 20, p. 193; Unit 21, p. 202; Unit 22, p. 217; Unit 24, p. 234, 239; Unit 25, p. 243; Unit 26, p. 259
<b>W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.	Unit 1, pp. 8-9; Unit 2, pp. 17, 19; Unit 4, p. 34; Unit 5, p. 48; Unit 6, p. 57; Unit 8, p. 73; Unit 9, pp. 84-85, 87, 89; Unit 10, pp. 96, 99; Unit 11, pp. 103, 107, 109; Unit 13, pp. 122, 123, 125, 129; Unit 14, p. 139; Unit 17, pp. 162, 167, 169; Unit 18, p. 177, 178, 179; Unit 20, p. 193; Unit 22, p. 218, 219; Unit 23, pp. 227, 229; Unit 24, p. 234, 239; Unit 25, p. 247; Unit 26, pp. 257, 259; Unit 27, p. 267
<b>W.2.9</b>	(Begins in grade 4)	N/A
	<b>Range of Writing</b>	
<b>W.2.10</b>	(Begins in grade 3)	N/A

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Comprehension and Collaboration</b>		
<b>SL.2.1</b>	Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Unit 1, pp. 2-4, 7, Unit 2, pp. 17, 19; Unit 3, pp. 23, 24; Unit 4, pp. 32-34; Unit 5, pp. 47-49; Unit 6, pp. 57-58; Unit 7, pp. 62, 63; Unit 8, pp. 72, 77, 79; Unit 9, pp. 83, 84, 89; Unit 10, pp. 92-94; Unit 11, pp. 103, 104, 107, 109; Unit 12, p. 114; Unit 13, p. 122; Unit 14, pp. 132, 133, 137, 139; Unit 15, pp. 143, 144, 147; Unit 17, pp. 163, 165, 169; Unit 18, pp. 177, 178, 179; Unit 19, pp. 182, 184; Unit 20, pp. 192, 193, 197; Unit 21, pp. 202, 207; Unit 22, p. 213, 214, 217; Unit 24, pp. 234, 239; Unit 25, p. 243, 247; Unit 26, p. 255; Unit 27, p. 265
<b>SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Unit 2, p. 17; Unit 5, p. 48; Unit 6, p. 54; Unit 8, p. 79; Unit 9, pp. 84-85, 87, 89; Unit 10, pp. 98-99; Unit 11, pp. 102, 103, 107, 109; Unit 12, pp. 112-113; Unit 13, p. 122; Unit 14, pp. 133, 137; Unit 15, p. 143; Unit 17, p. 162; Unit 18, pp. 178, 179; Unit 20, p. 197; Unit 21, p. 204, 207; Unit 22, p. 213; Unit 23, pp. 227, 229; Unit 24, p. 234
<b>SL.2.3</b>	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, pp. 3, 7, 9; Unit 2, pp. 12, 14; Unit 3, p. 24; Unit 5, pp. 48-49; Unit 8, p. 72, 74; Unit 11, p. 103; Unit 13, p. 122; Unit 15, p. 143; Unit 18, pp. 175, 179; Unit 20, pp. 192, 193; Unit 23, p. 227; Unit 24, p. 234
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Unit 1, pp. 7-9; Unit 2, p. 17; Unit 4, pp. 33, 37; Unit 5, p. 49; Unit 6, p. 57; Unit 8, p. 79; Unit 9, p. 89; Unit 10, p. 98; Unit 11, pp. 103, 109; Unit 12, pp. 112, 113; Unit 13, pp. 122, 129; Unit 14, pp. 137, 139; Unit 15, pp. 144, 149; Unit 17, pp.

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
		163, 164; Unit 18, p. 177; Unit 21, pp. 204, 209; Unit 22, p. 219; Unit 24, p. 237; Unit 26, p. 257, 259
<b>SL.2.5</b>	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, pp. 2-4, 7; Unit 2, pp. 12, 14, 15, 17; Unit 4, p. 37; Unit 5, p. 47; Unit 6, p. 57; Unit 7, p. 64; Unit 8, pp. 72, 77, 79; Unit 9, p. 83; Unit 10, p. 94; Unit 12, p. 113; Unit 13, p. 122; Unit 15, p. 144; Unit 20, p. 195; Unit 21, p. 204; Unit 25, p. 243; Unit 26, pp. 252, 254; Unit 27, p. 264
<b>SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grade 2 Language standards 1 and 3 on page 26 and 27 for specific expectations.)	Opportunities in all units. Unit 1, pp. 2-5, 7-9; Unit 2, pp. 12, 14, 17-19; Unit 4, pp. 37-39; Unit 5, pp. 42, 47-49; Unit 6, pp. 52,57; Unit 7, pp. 62-63, 65, 67-69; Unit 8, pp. 74, 77, 79; Unit 9, pp. 84-85, 87, 89; Unit 10, pp. 92-94, 96-98; Unit 11, pp. 102, 103, 109; Unit 12, pp. 112-114; Unit 13, pp. 122-125; Unit 14, pp. 133-135, 137, 139; Unit 15, pp. 142, 144, 147, 149; Unit 16, pp. 154, 157, 159; Unit 17, pp. 162, 163, 164, 167, 169; Unit 18, pp. 177, 179; Unit 19, pp. 183, 187, 189; Unit 20, pp. 192-195, 197; Unit 21, pp. 202, 204, 207, 208; Unit 22, p. 213, 218, 219; Unit 23, pp. 223, 227-229; Unit 24, pp. 232, 234, 237, 239; Unit 25, pp. 244, 245; Unit 26, pp. 252-255, 257, 259; Unit 27, pp. 263-264, 267-269

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Conventions of Standard English</b>		
<b>L.2.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., group).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>c. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)</li> </ul>	<p>Opportunities in all units. "Stretch It," "Fix It" and "Finish It" activities and Sentence Dictation in every unit. Unit 4, pp. 32, 33, 38; Unit 6, p. 58; Unit 8, p. 78; Unit 9, p. 83; Unit 10, pp. 92-94, 98; Unit 11, pp. 102-105, 107-109; Unit 12, pp. 112-114; Unit 13, pp. 122-125; Unit 14, pp. 133-135, 137, 139; Unit 15, pp. 142, 144, 147, 149; Unit 16, pp. 153, 154, 157, 159; Unit 17, pp. 162, 163, 164, 167, 169; Unit 18, pp. 177, 179; Unit 19, pp. 183, 184, 186, 187, 189; Unit 20, pp. 192-195, 197; Unit 21, pp. 202, 204, 207, 208; Unit 22, p. 213, 218, 219; Unit 23, pp. 223, 227-229; Unit 24, pp. 232, 234, 237, 239; Unit 25, pp. 244, 245; Unit 26, pp. 252-255, 257, 259; Unit 27, pp. 263-264, 267-269</p>
<b>L.2.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<p>Opportunities in all units. "Stretch It," "Fix It" and "Finish It" activities and Sentence Dictation in every unit; Unit 1, pp. 3-4; Unit 4, pp. 33-34, 38; Unit 5, pp. 42-44, 47; Unit 7, pp. 62-65, 67-68; Unit 8, p. 73; Unit 9, p. 82, 83; Unit 10, pp. 92-94, 98; Unit 11, pp. 102-105, 107-109; Unit 12, pp. 112-114; Unit 13, pp. 122-125; Unit 14, pp. 133-135, 137, 139; Unit 15, pp. 142, 144, 147, 149; Unit 16, pp. 153, 154, 157, 159; Unit 17, pp. 162, 163, 164, 167, 169; Unit 18, pp. 175, 177, 178, 179; Unit 19, pp. 183, 184, 186, 187, 189; Unit 20, pp. 192-195, 197; Unit 21, pp. 202, 204, 207, 208; Unit 22, p. 213, 218, 219; Unit</p>

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
		23, pp. 223, 227-229; Unit 24, pp. 232, 234, 237, 239; Unit 25, pp. 244, 245; Unit 26, pp. 252-255, 257, 259; Unit 27, pp. 263-264, 267-269
<b>Knowledge of Language</b>		
<b>L.2.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	Opportunities in all units.
<b>Vocabulary Acquisition and Use</b>		
<b>L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Opportunities in all units. Unit 1, p. 3; Unit 2, pp. 12, 18; Unit 3, pp. 22, 24, 28, 29; Unit 4, p. 36; Unit 5, pp. 43, 44; Unit 6, pp. 54, 55; Unit 7, p. 63; Unit 8, p. 73; Unit 9, pp. 83-85, 88; Unit 10, pp. 92, 94; Unit 12, pp. 113, 114; Unit 13, p. 122; Unit 15, pp. 142-144, 148-149; Unit 16, p. 153; Unit 17, pp. 162-164; Unit 18, pp. 174, 175; Unit 19, p. 183, 185; Unit 20, pp. 193-195; Unit 21, pp. 203-205; Unit 22, pp. 213, 214; Unit 23, pp. 224, 225; Unit 25, pp. 242, 244, 245; Unit 26, pp. 252-255; Unit 27, pp. 263-265
<b>L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and	Unit 1, pp. 7-8; Unit 3, pp. 24, 28; Unit 6, pp. 52, 55, 58; Unit 10, p. 93, 98; Unit 12, p. 113; Unit 13, p. 122; Unit 15, pp. 143, 148; Unit 25, p.

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	their use (e.g., describe foods that are spicy or juicy). b. Distinguish shade of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	242, 243
<b>L.2.6</b>	Use words and phrases acquired through conversation, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Opportunities in every unit. Unit 1, pp. 7-8; Unit 3, p. 24; Unit 5, p. 43; Unit 7, p. 62; Unit 8, p. 74; Unit 10, p. 93, 98; Unit 12, pp. 113-114; Unit 13, p. 122; Unit 15, pp. 143, 148; Unit 16, p. 154; Unit 17, p. 164; Unit 21, pp. 203-204, Unit 22, p. 213; Unit 23, p. 223; Unit 24, p. 234; Unit 25, p. 245; Unit 26, p. 254; Unit 27, p. 263

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<b>Range of Text Types for K-5</b>	
<b>Literature:</b> Stories	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Unit 1, p. 8; Unit 2, p. 17; Unit 4, pp. 32, 37; Unit 5, p. 49; Unit 6, p. 54; Unit 7, p. 68; Unit 8, pp. 77, 79; Unit 9, p. 89; Unit 10, p. 98; Unit 12, p. 113; Unit 17, p. 162; Unit 19, p. 187; Unit 20, p. 198; Unit 21, pp. 204, 209; Unit 22, p. 213; Unit 23, p. 227; Unit 24, p. 234; Unit 35, p. 245
<b>Literature:</b> Drama	Includes staged dialogue and brief familiar scenes	N/A
<b>Literature:</b> Poetry	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Unit 1, pp. 4-5, 8; Unit 2, pp. 12-13; Unit 6, p. 52; Unit 7, p. 63; Unit 10, pp. 94, 97, 99; Unit 13, p. 123; Unit 16, p. 155; Unit 19, p. 183; Unit 21, p. 202; Unit 24, p. 233; Unit 26, p. 254
<b>Informational</b>	Includes biographies and autobiographies; books	Unit 1, p. 5; Unit 2, pp. 12-14, 19; Unit 3, p. 23;

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Text:</b> Literary Nonfiction	about history, social studies, science, and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics	Unit 5, pp. 43-44; Unit 6, p. 52; Unit 7, p. 63; Unit 8, p. 73; Unit 9, p. 82; Unit 10, p. 95; Unit 13, p. 123; Unit 15, p. 143, 149; Unit 18, p. 179; Unit 22, pp. 217, 218; Unit 23, p. 229; Unit 27, pp. 263, 267

## Sitton Spelling and Word Skills: Correlated to CCSS for English Language Arts in Grade 3

For the purposes of this correlation, the following abbreviations apply:  
 CCSS = Common Core State Standards; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Key Ideas and Details</b>		
<b>RL.3.1</b>	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Unit 1, pp. 3, 7; Unit 4, pp. 32, 37; Unit 5, p. 47; Unit 7, p. 62; Unit 13, pp. 122, 124; Unit 16, p. 153; Unit 18, p. 177; Unit 19, p. 183; Unit 20, pp. 193, 197; Unit 25, p. 243; Unit 26, p. 252; Unit 27, p. 268; Unit 28, p. 277; Unit 29, p. 283
<b>RL.3.2</b>	Recount stories, including fables and folktales from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Unit 1, pp. 3, 7; Unit 13, p. 122; Unit 26, p. 252; Unit 29, p. 283
<b>RL.3.3</b>	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, p. 3; Unit 4, p. 37; Unit 5, p. 47; Unit 7, p. 62; Unit 13, pp. 122, 124; Unit 18, p. 177; Unit 20, p. 197; Unit 25, p. 243; Unit 26, p. 252; Unit 29, p. 283
<b>Craft and Structure</b>		
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Unit 1, p. 3; Unit 4, p. 37; Unit 5, p. 47; Unit 7, p. 62; Unit 13, pp. 122, 124; Unit 18, p. 177; Unit 20, p. 197; Unit 25, p. 243; Unit 26, p. 252; Unit 27, p. 268; Unit 28, p. 277; Unit 29, p. 283
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	N/A
<b>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.	Unit 4, p. 37; Unit 7, p. 62; Unit 13, p. 122; Unit 18, p. 177; Unit 26, p. 252; Unit 29, p. 283



CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Integration of Knowledge and Ideas</b>		
<b>RL.3.7</b>	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, p. 3; Unit 4, p. 37; Unit 5, p. 47; Unit 7, p. 62; Unit 13, pp. 122, 124; Unit 16, p. 153; Unit 18, p. 177; Unit 19, p. 183; Unit 20, p. 197; Unit 25, p. 243; Unit 26, p. 252; Unit 29, p. 283
<b>RL.3.8</b>	(Not applicable to literature)	N/A
<b>RL.3.9</b>	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).	N/A
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.3.10</b>	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.	N/A

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Phonics and Word Recognition</b>		
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	Opportunities in every unit. Unit 2, pp. 12-13; Unit 3, pp. 22, 24; Unit 4, pp. 32-35; Unit 5, pp. 42-45; Unit 6, pp. 52-54; Unit 7, pp. 63-65; Unit 9, pp. 82-83; Unit 10, p.p. 94-95; Unit 12, pp. 112-115; Unit 13, p. 122; Unit 14, pp. 134-136; Unit 15, pp. 143, 145-146; Unit 17, pp. 164-165; Unit 18, pp. 174-175; Unit 21, pp. 203-204; Unit 22, pp. 212, 214; Unit 24, pp. 233-234; Unit 26, pp. 252-255; Unit 28, pp. 273-274, Unit 30, pp. 292-293

	<b>Fluency</b>	
<b>RF.3.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	N/A

<b>CCSS REFERENCE</b>	<b>WRITING</b>	<b>SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS</b>
	<b>Text Types and Purposes</b>	
<b>W.3.1</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	Unit 3, p. 29; Unit 5, p. 42; Unit 7, p. 62; Unit 10, p. 99; Unit 11, p. 104, 109; Unit 12, p. 119; Unit 16, p. 157; Unit 17, p. 169; Unit 18, pp. 177, 179; Unit 20, p. 197; Unit 22, p. 219; Unit 24, p. 237; Unit 25, pp. 243, 247, 249; Unit 26, p. 252; Unit 30, p. 297; Unit 33, p. 328
<b>W.3.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	Unit 2, p. 17; Unit 3, p. 27; Unit 4, p. 32; Unit 5, p. 43; Unit 6, pp. 57-58; Unit 7, pp. 63, 67; Unit 8, pp. 78-79; Unit 9, pp. 82, 88; Unit 10, p. 92; Unit 11, p. 109; Unit 12, p. 112; Unit 13, pp. 122, 125; Unit 15, p. 147; Unit 16, p. 152; Unit 18, pp.

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>173, 177; Unit 20, p. 194; Unit 21, p. 208; Unit 22, p. 213; Unit 23, pp. 227, 229; Unit 24, p. 237; Unit 26, p. 258; Unit 27, p. 263; Unit 29, p. 284, 288; Unit 30, pp. 294, 298, 299; Unit 32, p. 318</p>
<b>W.3.3</b>	<p>Write narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>Unit 1, p. 3; Unit 4, p. 33; Unit 7, p. 69; Unit 9, pp. 82, 89; Unit 10, pp. 93-95, 99; Unit 11, pp. 103, 107; Unit 12, p. 117; Unit 13, pp. 124, 127, 129; Unit 16, pp. 152, 159; Unit 17, p. 169; Unit 20, p. 199; Unit 22, p. 218; Unit 23, p. 224; Unit 24, p. 239; Unit 26, p. 258; Unit 27, p. 267; Unit 29, pp. 283, 285, 287, 289; Unit 33, p. 329</p>
<b>Production and Distribution of Writing</b>		
<b>W.3.4</b>	<p>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.)</p>	<p>Creating and expanding class books in many units provides opportunities for producing and publishing student writing. Unit 2, p. 17; Unit 3, p. 17; Unit 4, p. 32; Unit 5, pp. 42-43; Unit 7, pp. 63, 67; Unit 8, pp. 72-73, 78-79; Unit 9, pp. 82, 87-88; Unit 10, pp. 94-95; Unit 11, pp. 103, 109; Unit 12, pp. 117-119; Unit 13, pp. 124, 125, 127, 129; Unit 15, pp. 142, 147, 149; Unit 16, pp. 152-153, 158; Unit 17, p. 169; Unit 18, pp. 173, 177, 179; Unit 20, p. 194, 197, 199; Unit 21, pp.</p>

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
		203-204, 208-209; Unit 22, p. 213; Unit 23, pp. 222, 223, 227, 229; Unit 24, pp. 237, 239; Unit 25, pp. 243, 247, 249; Unit 26, pp. 252, 258; Unit 27, p. 263; Unit 29, p. 282; Unit 30, pp. 294, 298, 299
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)	N/A
<b>W.3.6</b>	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.	Creating and expanding class books in many units provides opportunities for producing and publishing student writing. Unit 2, p. 17; Unit 3, p. 27; Unit 4, p. 32; Unit 5, p. 44; Unit 6, p. 58; Unit 7, pp. 63, 67; Unit 8, pp. 78-79; Unit 9, p. 88; Unit 11, p. 109; Unit 12, p. 118; Unit 16, p. 158; Unit 20, p. 194; Unit 21, pp. 203, 208; Unit 22, p. 213; Unit 26, p. 258; Unit 27, p. 263; Unit 30, pp. 294, 298, 299
<b>Research to Build and Present Knowledge</b>		
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.	Unit 2, p. 17; Unit 3, p. 27; Unit 4, p. 32; Unit 5, p. 44; Unit 6, p. 58; Unit 7, pp. 63, 67; Unit 8, pp. 78-79; Unit 9, p. 88; Unit 11, p. 109; Unit 12, p. 118; Unit 16, p. 158; Unit 20, p. 194; Unit 21, pp. 203, 208; Unit 22, p. 213; Unit 26, p. 258; Unit 27, p. 263; Unit 28, p. 279; Unit 29, p. 288; Unit 30, pp. 294, 298, 299
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into	Unit 1, p. 3; Unit 2, p. 17; Unit 3, p. 27; Unit 4, p. 32; Unit 5, p. 44; Unit 6, p. 58; Unit 7, pp. 63, 67; Unit 8, pp. 78-79; Unit 9, p. 88; Unit 11, p. 109;

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	provided categories.	Unit 16, p. 158; Unit 20, p. 194; Unit 21, pp. 203, 208; Unit 22, p. 213; Unit 23, p. 227; Unit 26, p. 258; Unit 27, p. 263; Unit 29, p. 288; Unit 30, pp. 294, 298, 299
<b>W.3.9</b>	(Begins in grade 4)	N/A
<b>Range of Writing</b>		
<b>W.3.10</b>	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.	Opportunities in every unit. Unit 1, p. 3; Unit 2, p. 17; Unit 3, p. 27; Unit 4, pp. 32-33; Unit 5, pp. 42-43; Unit 6, pp. 57-59; Unit 7, pp. 62-63, 67, 69; Unit 8, pp. 72-73, 77-79; Unit 9, pp. 82, 84, 87-89; Unit 10, pp. 92-95, 97, 99; Unit 11, pp. 102, 104, 107-109; Unit 12, pp. 112-113, 117-119; Unit 13, pp. 124, 125, 127, 129; Unit 15, pp. 142, 147, 149; Unit 16, pp. 152-153, 157-159; Unit 17, pp. 168-169; Unit 18, p. 173, 177, 179; Unit 20, pp. 193-194, 197, 199; Unit 21, pp. 203, 208, 209; Unit 22, p. 213; Unit 23, p. 224, 227, 228; Unit 25, pp. 247, 249; Unit 26, p. 252, 258; Unit 27, pp. 263, 267; Unit 29, pp. 282-285, 287-289; Unit 30, pp. 294, 298, 299

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Comprehension and Collaboration</b>		
<b>SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Unit 1, pp. 3-4; Unit 2, pp. 12-13; Unit 3, p. 27; Unit 4, p. 34; Unit 5, p. 45; Unit 6, p. 52; Unit 7, pp. 62-63; Unit 8, pp. 73, 77-78; Unit 9, pp. 82, 88-89; Unit 10, pp. 94-95; Unit 11, pp. 104, 108-109; Unit 12, p. 112; Unit 13, pp. 122, 128; Unit

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>16, pp. 152, 158; Unit 17, p. 162; Unit 18, pp. 173-174; Unit 20, pp. 192, 197; Unit 21, pp. 204, 205, 209; Unit 22, p. 213; Unit 25, pp. 243, 244; Unit 26, p. 257; Unit 27, p. 263; Unit 30, pp. 293-294</p>
<b>SL.3.2</b>	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Unit 1, pp. 3, 7; Unit 4, pp. 32, 37; Unit 5, p. 47; Unit 7, p. 62; Unit 13, pp. 122, 124; Unit 16, p. 153; Unit 18, p. 177; Unit 19, p. 183; Unit 20, pp. 193, 197; Unit 25, p. 243; Unit 26, p. 252; Unit 27, p. 268; Unit 28, p. 277; Unit 29, p. 283</p>
<b>SL.3.3</b>	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Unit 4, p. 34; Unit 7, p. 62; Unit 9, p. 87; Unit 10, pp. 94-95; Unit 11, pp. 108-109; Unit 13, p. 122; Unit 15, p. 147; Unit 18, p. 174; Unit 20, p. 194</p>
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.3.4</b>	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Unit 2, p. 17; Unit 3, p. 27; Unit 4, p. 32; Unit 6, p. 58; Unit 7, pp. 63, 67 69; Unit 9, p. 88; Unit 12, pp. 113-114; Unit 13, p. 127; Unit 15, p. 147; Unit 16, pp. 153, 158; Unit 20, p. 194; Unit 21, p. 203; Unit 22, p. 213; Unit 26, p. 258; Unit 27, p. 263; Unit 29, p. 288; Unit 30, pp. 298-299</p>
<b>SL.3.5</b>	<p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when</p>	<p>N/A</p>

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	appropriate to emphasize or enhance certain facts or details.	
<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	Opportunities in every unit. Unit 2, p. 17; Unit 3, p. 27; Unit 4, p. 32; Unit 6, p. 58; Unit 7, pp. 62-63, 67, 69; Unit 8, p. 73; Unit 9, p. 88-89; Unit 10, pp. 92-93, 97; Unit 11, pp. 102-103; Unit 12, p. 114; Unit 13, pp. 125, 127; Unit 15, pp. 147, 149; Unit 16, p. 158; Unit 18, pp. 177, 179; Unit 20, p. 194; Unit 21, p. 203; Unit 22, p. 213; Unit 23, p. 227; Unit 26, p. 258; Unit 27, p. 263; Unit 29, p. 287; Unit 30, p. 297

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<b>Conventions of Standard English</b>	
<b>L.3.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., childhood).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative</li> </ul>	Opportunities in every unit, including "Stretch It," "Fix It" and "Finish It". Unit 1, p. 3; Unit 2, p. 17, Unit 3, p. 27; Unit 4, p. 32; Unit 6, pp. 53-54; 57-59; Unit 7, pp. 62-63, 67, 69; Unit 8, p. 72; Unit 9, pp. 82-83; Unit 12, pp. 112-114; Unit 13, pp. 122, 124, 125, 127, 129; Unit 14, pp. 134-135; Unit 15, pp. 143, 145, 148; Unit 16, pp. 152-153, 158; Unit 17, p. 169; Unit 18, pp. 172-175; Unit 19, p. 182; Unit 20, pp. 197, 199; Unit 21, pp. 203, 208, 209; Unit 26, pp. 253-254; Unit 28, pp. 275-276; Unit 30, pp. 293-294

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	
<b>L.3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Opportunities in every unit, including "Fix It," "Cloze Story Word Test" and "Sentence Dictation." Unit 1, pp. 2-4; Unit 2, pp. 12-13, 17; Unit 3, p. 27; Unit 4, pp. 32-33; Unit 5, pp. 42-45; Unit 6; pp. 52, 55; Unit 7, pp. 62-63, 67, 69; Unit 8, p. 73; Unit 9, pp. 82-84; Unit 10, pp. 92-93; Unit 11, p. 104; Unit 12, pp. 112-114; Unit 13, pp. 122-124; Unit 14, pp. 132-135; Unit 15, pp. 142, 147, 149; Unit 16, p. 153; Unit 16, pp. 152-153, 157-159; Unit 17, pp. 162-165, 169; Unit 18, pp. 173-174, 177, 179; Unit 19, pp. 182-184; Unit 20, pp. 192, 193, 195; Unit 21, pp. 202-205; Unit 22, pp. 212-215; Unit 24, pp. 232-234; Unit 25, p. 242; Unit 26, pp. 253-254; Unit 27, pp. 263, 268; Unit 28, p. 279; Unit 30, p. 294; Unit 31, pp. 303-304; Unit 32, p. 313
<b>Knowledge of Language</b>		
<b>L.3.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the convention of spoken and written standard English.	Unit 2, p. 17, Unit 3, p. 27; Unit 4, p. 32; Unit 6, p. 58; Unit 7, pp. 63, 67; Unit 9, p. 89; Unit 10, p. 93; Unit 12, pp. 112, 119; Unit 13, pp. 124, 127; Unit 15, p. 147; Unit 17, p. 169; Unit 18, p. 173; Unit 19, p. 188; Unit 21, p. 203; Unit 22, p. 213



CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Vocabulary Acquisition and Use</b>		
<b>L.3.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Unit 2, p. 18; Unit 7, pp. 64-65; Unit 8, p. 72; Unit 9, pp. 82-84; Unit 10, p. 94; Unit 11, pp. 102, 104-105, 108; Unit 12, p. 114; Unit 13, p. 125; Unit 14, pp. 134-135; Unit 16, p. 152; Unit 17, pp. 164-165, 168; Unit 18, pp. 174-175; Unit 21, pp. 202, 203; Unit 22, p. 214; Unit 24, pp. 233-234; Unit 28, p. 278; Unit 31, pp. 302, 308</p>
<b>L.3.5</b>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>Unit 1, pp. 3, 7, 8; Unit 2, p. 13; Unit 4, p. 33; Unit 5, p. 43; Unit 8, p. 73; Unit 9, p. 89; Unit 11, p. 102; Unit 13, pp. 125, 128; Unit 14, p. 132; Unit 16, p. 152; Unit 18, p. 173; Unit 19, p. 187, 189; Unit 20, pp. 193, 199; Unit 23, p. 222, 228; Unit 27, pp. 262-263; Unit 29, p. 284; Unit 31, p. 309</p>
<b>L.3.6</b>	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-</p>	<p>Opportunities in every unit.</p>

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Range of Text Types for K-5</b>		
<b>Literature:</b> Stories	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Unit 1, pp. 3, 7; Unit 4, pp. 32, 37; Unit 5, p. 47; Unit 7, p. 62; Unit 13, pp. 122, 124; Unit 16, p. 153; Unit 18, p. 177; Unit 19, p. 183; Unit 20, pp. 193, 197; Unit 25, p. 243; Unit 26, p. 252; Unit 27, p. 268; Unit 28, p. 277; Unit 29, p. 283
<b>Literature:</b> Drama	Includes staged dialogue and brief familiar scenes	N/A
<b>Literature:</b> Poetry	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Unit 21, p. 207; Unit 23, p. 223; Unit 28, p. 274
<b>Informational Text:</b> Literary Nonfiction	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics	Unit 1, p. 3; Unit 2, pp. 12, 17; Unit 3, pp. 22, 27; Unit 4, p. 32; Unit 5, pp. 43, 44; Unit 6, pp. 52, 54, 55, 58; Unit 7, p. 64, 67; Unit 8, pp. 74, 78-79; Unit 9, pp. 85, 88; Unit 11, p. 109; Unit 14, p. 133; Unit 20, p. 194; Unit 21, p. 202-205, 208; Unit 22, p. 213; Unit 23, p. 223; Unit 27, p. 263; Unit 29, p. 288; Unit 30, p. 294

## Sitton Spelling and Word Skills: Correlated to CCSS for English Language Arts in Grade 4

For the purposes of this correlation, the following abbreviations apply:  
 CCSS = Common Core State Standards; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Key Ideas and Details</b>		
<b>RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1, p. 3; Unit 10, p. 94; Unit 14, p. 137; Unit 16, p. 153; Unit 17, p. 163; Unit 18, p. 177; Unit 19, p. 183; Unit 23, p. 223; Unit 26, p. 253; Unit 29, p. 284; Unit 31, p. 302; Unit 32, p. 317; Unit 33, p. 323
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Unit 1, p. 3; Unit 10, p. 94; Unit 14, p. 137; Unit 17, p. 163; Unit 18, p. 177; Unit 19, p. 183; Unit 23, p. 223; Unit 26, p. 253; Unit 29, p. 284; Unit 30, p. 293; Unit 31, p. 302; Unit 32, p. 317; Unit 33, p. 323
<b>RL.4.3</b>	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, p. 3; Unit 14, p. 137; Unit 17, p. 163; Unit 19, p. 183; Unit 23, p. 223; Unit 26, p. 253; Unit 29, p. 284; Unit 32, p. 317; Unit 33, p. 323
<b>Craft and Structure</b>		
<b>RL.4.4</b>	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, p. 3; Unit 10, p. 94; Unit 14, p. 137; Unit 17, p. 163; Unit 19, p. 183; Unit 23, p. 223; Unit 26, p. 253; Unit 29, p. 284; Unit 30, p. 293; Unit 32, p. 317; Unit 33, p. 323
<b>RL.4.5</b>	Explain major difference 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,	N/A

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	dialogue, stage directions) when writing or speaking about a text.	
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	N/A
<b>Integration of Knowledge and Ideas</b>		
<b>RL.4.7</b>	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.	N/A
<b>RL.4.8</b>	(Not applicable to literature)	N/A
<b>RL.4.9</b>	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 7, p. 64; Unit 14, p. 137; Unit 16, p. 153; Unit 18, p. 177; Unit 26, p. 253; Unit 31, p. 302;
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.4.10</b>	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.	N/A

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Phonics and Word Recognition</b>		
<b>RF.4.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Opportunities in every unit. Unit 1, pp. 2-4, 6; Unit 2, pp. 12-15; Unit 3, pp. 22, 26; Unit 4, pp. 32-34; Unit 5, pp. 42-44, 46; Unit 6, pp. 52-53, 56; Unit 7, pp. 62-64; Unit 8, p. 76; Unit 10, pp. 92-94; Unit 11, pp. 103-104, 106; Unit 12, pp. 113-114; Unit 13, pp. 123-124, 126; Unit 14, pp. 132-136; Unit 15, pp. 142-143, 146; Unit 16, pp. 152-154; Unit 17, pp. 162, 166; Unit 18, pp. 172, 176; Unit 20, p. 194; Unit 21, pp. 202-206; Unit 22, p. 216; Unit 23, pp. 222-224, 226; Unit 24, p. 236; Unit 25, pp. 242, 245, 246; Unit 26, pp. 252-253; Unit 27, p. 266; Unit 29, pp. 285-286; Unit 31, pp. 304, 306; Unit 33, p. 326</p>
<b>Fluency</b>		
<b>RF.4.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	N/A

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Text Types and Purposes</b>		
<b>W.4.1</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Unit 3, p. 25; Unit 7, p. 69; Unit 11, p. 109; Unit 13, p. 129; Unit 15, p. 147; Unit 18, p. 177; Unit 20, p. 199; Unit 27, p. 269; Unit 28, p. 284; Unit 30, pp. 297, 299; Unit 31, p. 309; Unit 33, p. 329</p>
<b>W.4.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Unit 1, pp. 7, 9; Unit 2, p. 19; Unit 5, p. 48; Unit 6, p. 53; Unit 7, p. 64; Unit 11, p. 107; Unit 12, p. 113; Unit 14, p. 137; Unit 17, p. 169; Unit 23, p. 223; Unit 24, p. 232; Unit 26, p. 253; Unit 30, p. 292; Unit 32, pp. 318, 319</p>
<b>W.4.3</b>	<p>Write narrative to develop real or imagined experiences or events using effective technique,</p>	<p>Unit 1, p. 3; Unit 2, pp. 12, 14; Unit 3, pp. 25, 29; Unit 4, p. 33; Unit 5, p. 42; Unit 9, p. 89; Unit 10,</p>

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>p. 93; Unit 11, p. 103; Unit 14, p. 139; Unit 16, p. 153; Unit 17, p. 169; Unit 18, p. 173; Unit 21, p. 209; Unit 23, p. 229; Unit 25, pp. 247, 249; Unit 27, p. 263; Unit 31, p. 302; Unit 33, p. 323</p>
<b>Production and Distribution of Writing</b>		
<b>W.4.4</b>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Creating and expanding class books in many units provides opportunities for producing and publishing student writing. Unit 1, p. 7, 9; Unit 2, p. 19; Unit 5, p. 48; Unit 7, p. 64; Unit 12, p. 113; Unit 16, p. 153; Unit 17, p. 169; Unit 24, p. 232; Unit 27, p. 267; Unit 31, p. 302; Unit 32, p. 318; Unit 33, p. 323</p>
<b>W.4.5</b>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)</p>	<p>Unit 7, p. 64; Unit 8, p. 73; Unit 11, pp. 107, 109; Unit 15, p. 144; Unit 16, p. 157; Unit 17, p. 164; Unit 20, p. 199; Unit 23, pp. 225, 229; Unit 24, p. 239; Unit 27, p. 264; Unit 28, p. 272; Unit 28, pp. 274-275; Unit 33, p. 325</p>
<b>W.4.6</b>	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and</p>	<p>Creating and expanding class books in many units provides opportunities for producing and publishing student writing. Unit 1, p. 7, 9; Unit 2,</p>

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	p. 19; Unit 5, p. 48; Unit 7, p. 64; Unit 12, p. 113; Unit 16, p. 153; Unit 17, p. 169; Unit 27, p. 267; Unit 31, p. 302; Unit 32, p. 318; Unit 33, p. 323
<b>Research to Build and Present Knowledge</b>		
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Unit 2, p. 19; Unit 4, p. 37; Unit 5, p. 48; Unit 7, p. 64; Unit 12, p. 113; Unit 13, p. 127; Unit 23, pp. 222, 227; Unit 27, pp. 263, 267; Unit 32, pp. 305, 318
<b>W.4.8</b>	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, pp. 7, 9; Unit 2, pp. 17, 19; Unit 4, p. 37; Unit 5, p. 48; Unit 7, p. 64; Unit 9, p. 87; Unit 12, p. 113; Unit 13, p. 127; Unit 17, p. 169; Unit 27, p. 267; Unit 32, p. 318
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].") b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	Unit 2, p. 19; Unit 7, p. 64; Unit 12, p. 113; Unit 14, p. 137; Unit 17, p. 169; Unit 18, p. 177; Unit 21, p. 209; Unit 24, p. 232; Unit 25, p. 249; Unit 28, p. 284; Unit 32, p. 318
<b>Range of Writing</b>		
<b>W.4.10</b>	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, pp. 3-4, 7, 9; Unit 2, pp. 12-14, 19; Unit 3, pp. 25, 29; Unit 4, p. 33; Unit 5, pp. 42, 48; Unit 6, p. 53; Unit 7, p. 64; Unit 8, p. 74; Unit 10, pp. 93-94, 98; Unit 11, pp. 103, 107, 109; Unit 12, p. 113; Unit 13, pp. 122, 127, 129; Unit 14, p. 137, 139; Unit 15, pp. 147, 149; Unit 16, pp. 153, 157; Unit 17, p. 169; Unit 18, pp. 172, 173,



CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
		177; Unit 19, pp. 185, 189; Unit 20, p. 199; Unit 21, p. 203; Unit 23, p. 229; Unit 25, pp. 247, 249; Unit 27, pp. 263, 269; Unit 29, p. 284; Unit 30, p. 292; Unit 31, p. 302; Unit 32, pp. 318-319

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Comprehension and Collaboration</b>		
<b>SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Unit 2, p. 15; Unit 3, p. 23; Unit 4, pp. 32, 37; Unit 7, pp. 64-65; Unit 9, pp. 82-83; Unit 10, p. 98; Unit 12, pp. 112, 113; Unit 17, pp. 163, 169; Unit 18, p. 174; Unit 20, pp. 192, 199; Unit 23, pp. 222, 229; Unit 24, p. 239; Unit 26, p. 252; Unit 28, p. 272; Unit 30, p. 294; Unit 31, p. 304; Unit 32, p. 318
<b>SL.4.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Unit 8, p. 73; Unit 14, p. 138; Unit 16, p. 153; Unit 22, p. 212; Unit 26, p. 253; Unit 26, p. 259

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	N/A
<b>Presentation of Knowledge and Ideas</b>		
SL.4.4	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, p. 7, 9; Unit 2, pp. 17, 19; Unit 7, p. 64; Unit 9, p. 87; Unit 12, p. 113; Unit 16, p. 153; Unit 26, p. 253; Unit 27, p. 263; Unit 27, p. 267; Unit 31, p. 302; Unit 32, p. 318
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Unit 2, p. 19; Unit 7, p. 64; Unit 12, p. 113; Unit 27, p. 267; Unit 32, p. 318
SL.4.6	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 and 3 on page 28 and 29 for specific expectations.)	N/A

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Conventions of Standard English</b>		
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was	Opportunities in every unit. Unit 1, p. 5; Unit 2, p. 14; Unit 3, pp. 23, 24, 28; Unit 4, p. 38; Unit 5, pp. 42, 44; Unit 6, pp. 54, 58; Unit 7, p. 68; Unit 9, pp. 83, 88; Unit 10, pp. 93, 95, 96, 98; Unit 12, p. 114; Unit 13, pp. 122-123; Unit 14, pp. 134, 138; Unit 15, pp. 143-144; Unit 15, p. 144; Unit 16, pp. 154, 155; Unit 17, p. 164; Unit 18, p.

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>174; Unit 19, p. 184; Unit 20, pp. 192-193; Unit 24, p. 234; Unit 25, p. 243; Unit 26, p. 258; Unit 27, p. 264; Unit 28, p. 274; Unit 29, pp. 283-284; Unit 30, p. 295;</p>
<b>L.4.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Opportunities in every unit, including "Fix It" and the Cloze Story and Sentence Dictation tests. Unit 3, p. 24, 28; Unit 11, pp. 103, 105; Unit 13, p. 122; Unit 14, p. 138; Unit 26, p. 252; Unit 32, p. 318;</p>
<b>Knowledge of Language</b>		
<b>L.4.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and</p>	<p>Unit 1, p. 5; Unit 2, p. 14; Unit 7, p. 65; Unit 8, p. 74; Unit 13, pp. 124-125; Unit 14, p. 134; Unit 20, pp. 194-195; Unit 23, p. 225; Unit 24, p. 234; Unit 26, p. 254; Unit 27, p. 264; Unit 28, p. 274;</p>

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	situations where informal discourse is appropriate (e.g., small-group discussion).	
<b>Vocabulary Acquisition and Use</b>		
<b>L.4.4</b>	<p>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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Unit 1, p 8; Unit 2, p. 12; Unit 5, p. 42; Unit 7, pp. 64, 65, 68; Unit 10, pp. 94, 95; Unit 14, p. 133; Unit 15, p. 148; Unit 17, p. 168; Unit 23, p. 224; Unit 24, pp. 232-233, 235-236, 238; Unit 25, p. 243; Unit 26, pp. 252, 258; Unit 27, p. 262; Unit 30, pp. 292-293; Unit 31, pp. 302-305; Unit 32, p. 313;</p>
<b>L.4.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Unit 1, pp. 3, 4, 8; Unit 2, p. 13, 14; Unit 5, p. 48; Unit 6, pp. 54-55, 56, 58; Unit 7, p. 64; Unit 8, p. 74; Unit 8, p. 78; Unit 9, p. 81; Unit 10, pp. 92-93; Unit 11, p. 102; Unit 12, pp. 111, 118; Unit 15, p. 149; Unit 18, pp. 172, 175; Unit 20, p. 198; Unit 21, p. 203; Unit 21, p. 208; Unit 24, p. 238; Unit 25, pp. 243, 244; Unit 27, p. 265; Unit 29, pp. 282, 288; Unit 30, p. 298; Unit 32, pp. 312, 314; Unit 33, p. 323;</p>
<b>L.4.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed,</p>	<p>Opportunities in every unit. Unit 1, p. 5; Unit 2, p. 14; Unit 6, pp. 54-55; Unit 13, pp. 124-125; Unit 14, p. 134; Unit 27, p. 264; Unit 32, pp. 314, 315;</p>

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Range of Text Types for K-5</b>		
<b>Literature:</b> Stories	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Unit 1, p. 3; Unit 14, p. 137; Unit 16, p. 153; Unit 17, p. 163; Unit 18, p. 177; Unit 19, p. 183; Unit 23, p. 223; Unit 26, p. 253; Unit 27, p. 263; Unit 29, p. 284; Unit 31, p. 302; Unit 32, p. 317; Unit 33, p. 323
<b>Literature:</b> Drama	Includes staged dialogue and brief familiar scenes	N/A
<b>Literature:</b> Poetry	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Unit 7, p. 63; Unit 10, p. 94; Unit 19, pp. 183, 184; Unit 22, p. 213; Unit 30, p. 293;
<b>Informational Text:</b> Literary Nonfiction	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics	Unit 1, p. 3; Unit 2, pp. 12, 19; Unit 3, pp. 22, 24; Unit 4, p. 33; Unit 5, pp. 43, 48; Unit 7, pp. 62, 64; Unit 9, pp. 83, 87; Unit 10, p. 93; Unit 12, p. 113; Unit 13, p. 127; Unit 17, p. 169; Unit 19, p. 189; Unit 23, pp. 222, 225, 227; Unit 27, p. 267; Unit 31, pp. 303-305; Unit 33, p. 324

## Sitton Spelling and Word Skills: Correlated to CCSS for English Language Arts in Grade 5

For the purposes of this correlation, the following abbreviations apply:  
 CCSS = Common Core State Standards; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<b>Key Ideas and Details</b>	
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 4, p. 32; Unit 7, p. 57; Unit 12, p. 101; Unit 13, p. 115; Unit 15, p. 131; Unit 19, p. 163; Unit 29, p. 254; Unit 31, p. 277; Unit 33, p. 290; Unit 35, p. 313
<b>RL.5.2</b>	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 4, p. 32; Unit 7, p. 57; Unit 12, p. 101; Unit 13, p. 115; Unit 15, p. 131; Unit 19, p. 163; Unit 29, p. 254; Unit 31, p. 277; Unit 33, p. 290; Unit 35, p. 313
<b>RL.5.3</b>	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 7, p. 57; Unit 12, p. 101; Unit 13, p. 115; Unit 19, p. 163; Unit 29, p. 254; Unit 31, p. 277; Unit 33, p. 290; Unit 35, p. 313
	<b>Craft and Structure</b>	
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Unit 4, p. 32; Unit 7, p. 57; Unit 12, p. 101; Unit 13, p. 115; Unit 15, p. 131; Unit 19, p. 163; Unit 29, p. 254; Unit 31, p. 277; Unit 33, p. 290; Unit 35, p. 313
<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Unit 7, p. 57; Unit 12, p. 101; Unit 13, p. 115; Unit 19, p. 163; Unit 29, p. 254; Unit 31, p. 277; Unit 33, p. 290; Unit 35, p. 313
<b>RL.5.6</b>	Describe how a narrator's or speaker's point of view influences how events are described.	Unit 7, p. 57; Unit 12, p. 101; Unit 13, p. 115; Unit 19, p. 163; Unit 29, p. 254; Unit 31, p. 277; Unit 33, p. 290; Unit 35, p. 313

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Integration of Knowledge and Ideas</b>		
<b>RL.5.7</b>	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 7, p. 57; Unit 12, p. 101; Unit 13, p. 115; Unit 15, p. 131; Unit 19, p. 163; Unit 29, p. 254; Unit 31, p. 277; Unit 33, p. 290; Unit 35, p. 313
<b>RL.5.8</b>	(Not applicable to literature)	
<b>RL.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Unit 35, p. 313
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.5.10</b>	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.	N/A

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Phonics and Word Recognition</b>		
<b>RF.5.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. 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.	Opportunities in all units. Unit 1, pp. 2-4; Unit 2, pp. 11-13; Unit 3, pp. 20-22; Unit 4, pp. 29-31; Unit 5, pp. 38-40; Unit 6, pp. 47-49; Unit 7, pp. 56-58; Unit 8, pp. 65-67; Unit 9, pp. 74-76; Unit 10, pp. 83-85; Unit 12, pp. 101-103; Unit 14, pp. 119-121; Unit 15, pp. 128-130; Unit 16, pp. 137-139; Unit 17, pp. 146-148; Unit 18, pp. 155-157; Unit 19, pp. 154-156; Unit 20, pp. 173-175; Unit 22, pp. 191-193; Unit 24, p. 209; Unit 25, pp. 218-220; Unit 26, pp. 227, 229; Unit 27, pp. 236, 238; Unit 28, p. 245; Unit 31, pp. 272-274; Unit

		32, p. 281; Unit 33, p. 290
	<b>Fluency</b>	
<b>RF.5.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	N/A

<b>CCSS REFERENCE</b>	<b>WRITING</b>	<b>SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS</b>
	<b>Text Types and Purposes</b>	
<b>W.5.1</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and</p>	<p>Unit 1, pp. 6, 7; Unit 2, p. 15; Unit 4, pp. 29, 32, 33; Unit 5, p. 41; Unit 6, p. 52; Unit 7, p. 59; Unit 10, p. 87; Unit 11, p. 95; Unit 12, p. 106; Unit 15, pp. 129, 133; Unit 16, p. 140; Unit 17, p. 149; Unit 20, p. 177; Unit 20, p. 178; Unit 23, p. 205; Unit 26, p. 232; Unit 28, p. 249; Unit 29, p. 259; Unit 30, p. 267</p>



CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>phrases and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	
<b>W.5.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Unit 1, p. 5; Unit 4, p. 34; Unit 5, p. 43; Unit 6, p. 48; Unit 9, p. 77; Unit 9, p. 79; Unit 10, p. 88; Unit 14, p. 122; Unit 15, p. 129; Unit 18, p. 158; Unit 20, p. 178; Unit 21, pp. 182, 185, 187; Unit 23, p. 203; Unit 23, pp. 203, 205; Unit 24, p. 212; Unit 27, p. 239; Unit 28, p. 248; Unit 29, p. 259; Unit 31, p. 277; Unit 33, p. 295</p>
<b>W.5.3</b>	<p>Write narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>Unit 2, p. 16; Unit 3, p. 25; Unit 4, p. 34; Unit 6, p. 52; Unit 7, p. 57; Unit 8, p. 68; Unit 9, p. 79; Unit 13, p. 115; Unit 14, p. 124; Unit 15, p. 131; Unit 18, p. 155; Unit 24, p. 214; Unit 25, p. 223; Unit 26, p. 230; Unit 28, pp. 245, 250; Unit 29, p. 255; Unit 30, p. 268; Unit 35, p. 313</p>

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	
<b>Production and Distribution of Writing</b>		
<b>W.5.4</b>	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, p. 5; Unit 9, pp. 75, 79; Unit 13, pp. 110, 113; Unit 14, p. 122; Unit 23, p. 205; Unit 24, p. 210; Unit 28, p. 248; Unit 35, p. 313
<b>W.5.5</b>	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 5 on pages 28 and 29.)	Unit 1, p. 3; Unit 9, p. 75; Unit 13, pp. 110, 111, 113; Unit 14, p. 122; Unit 23, p. 201; Unit 24, p. 210; Unit 28, p. 250; Unit 31, p. 273; Unit 35, p. 313
<b>W.5.6</b>	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, p. 5; Unit 9, p. 75; Unit 13, p. 110; Unit 14, p. 122; Unit 28, p. 248; Unit 35, p. 313
<b>Research to Build and Present Knowledge</b>		
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Unit 1, p. 5; Unit 4, p. 34; Unit 6, pp. 51, 53; Unit 14, pp. 122, 124; Unit 15, p. 129; Unit 18, p. 158; Unit 20, p. 178; Unit 21, pp. 182, 185; Unit 28, p. 248; Unit 30, p. 263; Unit 33, p. 295; Unit 35, p. 311

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>W.5.8</b>	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, p. 5; Unit 2, pp. 15-16; Unit 4, p. 34; Unit 6, pp. 51, 52; Unit 9, p. 79; Unit 11, p. 95; Unit 12, p. 105; Unit 14, pp. 122, 124; Unit 15, p. 129; Unit 18, p. 155; Unit 18, p. 158; Unit 20, p. 178; Unit 21, pp. 182, 185; Unit 28, p. 248; Unit 30, p. 263; Unit 33, p. 295; Unit 35, p. 311
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Unit 2, p. 16; Unit 4, p. 34; Unit 9, p. 79; Unit 11, p. 95; Unit 14, pp. 122, 124; Unit 15, p. 129; Unit 18, p. 155; Unit 20, p. 178; Unit 28, p. 248; Unit 32, p. 286; Unit 35, p. 313
<b>Range of Writing</b>		
<b>W.5.10</b>	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, pp. 5-7; Unit 2, p. 16; Unit 4, p. 34; Unit 7, p. 57, 59; Unit 8, p. 68; Unit 9, pp. 77, 79; Unit 10, p. 87; Unit 11, p. 95; Unit 12, pp. 105, 106; Unit 13, p. 115; Unit 14, pp. 122, 124; Unit 15, pp. 129, 133; Unit 16, p. 140; Unit 17, p. 149; Unit 18, pp. 155, 158; Unit 20, pp. 177, 178; Unit 21, pp. 182, 185; Unit 23, pp. 203, 205; Unit 24, p. 214; Unit 25, pp. 219, 223; Unit 26, pp. 230, 231; Unit 27, p. 239; Unit 28, pp. 245, 248, 249, 250; Unit 29, p. 259; Unit 30, pp. 267, 268; Unit 33, p. 293; Unit 35, pp. 311, 313

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Comprehension and Collaboration</b>		
<b>SL.5.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Unit 1, pp. 2, 7; Unit 3, p. 20; Unit 5, pp. 38, 39, 43; Unit 6, p. 47; Unit 10, p. 84; Unit 11, p. 92; Unit 14, p. 122; Unit 16, p. 137; Unit 18, p. 158; Unit 22, pp. 192, 194, 196; Unit 23, pp. 200, 203; Unit 24, p. 212; Unit 30, p. 263; Unit 31, p. 272; Unit 33, pp. 291, 293; Unit 35, pp. 309, 313
<b>SL.5.2</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	N/A
<b>SL.5.3</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	N/A
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.5.4</b>	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, p. 7; Unit 6, p. 52; Unit 7, p. 61; Unit 9, p. 79; Unit 10, p. 84; Unit 14, p. 122; Unit 23, p. 203; Unit 28, p. 248; Unit 35, pp. 311, 313
<b>SL.5.5</b>	Include multimedia components (e.g., graphics,	Unit 1, p. 7; Unit 6, p. 52; Unit 7, p. 61; Unit 10,

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	sound) and visual displays in presentations when appropriate to enhance the development of main ideas of themes.	p. 84; Unit 28, p. 248; Unit 35, p. 313
<b>SL.5.6</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 2 and 3 on pages 28 and 29 for specific expectations.)	N/A

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Conventions of Standard English</b>		
<b>L.5.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	Opportunities in every unit. Unit 2, p. 12; Unit 3, p. 21; Unit 4, p. 30; Unit 12, p. 102; Unit 13, p. 111; Unit 14, p. 120; Unit 16, p. 138; Unit 20, p. 174; Unit 21, pp. 183, 184; Unit 23, p. 201; Unit 26, p. 228; Unit 27, p. 237; Unit 30, p. 264; Unit 34, pp. 299, 300; Unit 35, p. 309
<b>L.5.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p>	Opportunities in every unit, including "Fix It", Take-Home tasks and the Cloze Story, Proofreading, and Sentence Dictation tests. Unit 1, p. 3; Unit 6, p. 48; Unit 7, p. 57; Unit 11, pp.

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>92, 93, 94; Unit 16, p. 137; Unit 21, p. 183; Unit 24, p. 210; Unit 25, p. 219; Unit 28, p. 246; Unit 29, p. 255; Unit 32, p. 282; Unit 34, p. 299</p>
<b>Knowledge of Language</b>		
<b>L.5.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Unit 1, pp. 2-3; Unit 2, p. 12; Unit 3, p. 21; Unit 4, p. 30; Unit 6, p. 48; Unit 7, p. 57; Unit 11, p. 92; Unit 12, p. 102; Unit 13, p. 111; Unit 16, p. 138; Unit 21, p. 183; Unit 22, p. 192; Unit 23, p. 201; Unit 24, p. 210; Unit 25, p. 219; Unit 26, p. 228; Unit 27, p. 237; Unit 29, p. 255; Unit 30, p. 264; Unit 32, p. 282; Unit 34, p. 300; Unit 35, p. 309</p>
<b>Vocabulary Acquisition and Use</b>		
<b>L.5.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries,</p>	<p>Unit 1, pp. 3, 7; Unit 2, pp. 11, 16; Unit 4, p. 29; Unit 5, pp. 38, 40, 43; Unit 7, p. 56; Unit 8, p. 65; Unit 9, p. 75; Unit 10, pp. 83, 84; Unit 12, p. 106; Unit 16, p. 142; Unit 18, p. 155; Unit 20, p. 173; Unit 21, p. 182; Unit 22, p. 191; Unit 24, p. 214; Unit 28, p. 246; Unit 29, p. 255</p>

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
<b>L.5.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Unit 1, p. 2; Unit 2, pp. 10, 13, 16; Unit 3, p. 20; Unit 5, p. 40; Unit 7, p. 56; Unit 8, p. 65; Unit 9, pp. 73, 75; Unit 10, pp. 82-83; Unit 11, p. 91; Unit 12, p. 102; Unit 13, pp. 110, 115; Unit 14, pp. 121, 124; Unit 16, p. 137; Unit 17, p. 146; Unit 18, pp. 154, 156, 160; Unit 19, pp. 163, 164, 165, 175; Unit 22, pp. 190, 191, 196; Unit 23, pp. 200, 201, 202, 203, 205; Unit 24, pp. 208, 209, 214; Unit 25, p. 223; Unit 26, pp. 226, 229; Unit 27, pp. 238, 241; Unit 28, pp. 245, 250; Unit 30, pp. 264, 265; Unit 31, p. 277; Unit 32, p. 286; Unit 33, p. 291; Unit 34, p. 301; Unit 35, pp. 308, 309</p>
<b>L.5.6</b>	<p>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., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Opportunities in every unit. Unit 1, p. 3; Unit 2, p. 12; Unit 3, p. 21; Unit 5, p. 40; Unit 8, p. 67; Unit 10, p. 85; Unit 12, p. 102; Unit 13, p. 112; Unit 14, pp. 120, 121, 124; Unit 15, p. 129; Unit 17, pp. 146, 148; Unit 18, p. 155; Unit 19, pp. 163, 165; Unit 20, p. 173; Unit 21, p. 182; Unit 22, pp. 191, 192, 196; Unit 23, pp. 200, 202; Unit 24, p. 209; Unit 26, pp. 229, 232; Unit 27, p. 238; Unit 29, p. 255; Unit 30, pp. 264, 265; Unit 34, p. 301; Unit 35, p. 309</p>

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Range of Text Types for K-5</b>		
<b>Literature:</b> Stories	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Unit 7, p. 57; Unit 12, p. 101; Unit 13, p. 115; Unit 19, p. 163; Unit 29, p. 254; Unit 31, p. 277; Unit 33, p. 290; Unit 35, p. 313
<b>Literature:</b> Drama	Includes staged dialogue and brief familiar scenes	N/A
<b>Literature:</b> Poetry	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Unit 4, pp. 30, 32; Unit 7, p. 56; Unit 15, p. 131
<b>Informational Text:</b> Literary Nonfiction	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics	Unit 1, pp. 2-3, 5; Unit 2, p. 11; Unit 5, p. 38; Unit 6, p. 51; Unit 9, p. 77; Unit 11, p. 92; Unit 13, p. 110; Unit 25, p. 222



## Sitton Spelling and Word Skills: Correlated to CCSS for English Language Arts in Grade 6

For the purposes of this correlation, the following abbreviations apply:  
 CCSS = Common Core State Standards; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Key Ideas and Details</b>		
<b>RL.6.1</b>	Cite textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.	Unit 13, p. 115; Unit 23, pp. 200, 205; Unit 24, p. 209; Unit 29, p. 254; Unit 34, p. 299
<b>RL.6.2</b>	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 13, p. 115; Unit 23, pp. 200, 205; Unit 24, p. 209; Unit 29, p. 254; Unit 34, p. 299
<b>RL.6.3</b>	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 to resolution.	Unit 13, p. 115; Unit 23, pp. 200, 205; Unit 24, p. 209; Unit 29, p. 254; Unit 34, p. 299
<b>Craft and Structure</b>		
<b>RL.6.4</b>	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 13, p. 115; Unit 23, pp. 200, 205; Unit 24, p. 209; Unit 29, p. 254; Unit 34, p. 299
<b>RL.6.5</b>	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 13, p. 115; Unit 23, pp. 200, 205; Unit 24, p. 209; Unit 29, p. 254; Unit 34, p. 299
<b>RL.6.6</b>	Explain how an author develops the point of view of the narrator or speaker in a text.	Unit 13, p. 115; Unit 23, pp. 200, 205; Unit 24, p. 209; Unit 29, p. 254; Unit 34, p. 299

CCSS REFERENCE	READING: LITERATURE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<b>Text Types and Purposes</b>	
<b>RL.6.7</b>	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.	N/A
<b>RL.6.8</b>	Not applicable to literature	N/A
<b>RL.6.9</b>	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.	N/A
	<b>Range and Complexity</b>	
<b>RL.6.10</b>	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.	N/A

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<b>Text Types and Purposes</b>	
<b>W.6.1</b>	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Unit 1, p. 3; Unit 2, pp. 14, 15; Unit 5, p. 39; Unit 6, p. 52; Unit 10, pp. 84, 86, 88; Unit 12, pp. 104, 106; Unit 13, p. 114; Unit 14, p. 124; Unit 27, p. 239; Unit 31, p. 277

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	
<b>W.6.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Unit 2, pp. 11, 16; Unit 4, pp. 30, 32; Unit 8, p. 65; Unit 10, p. 83; Unit 12, pp. 105, 106; Unit 13, p. 115; Unit 17, p. 151; Unit 20, pp. 177, 178; Unit 21, p. 187; Unit 23, pp. 201, 203; Unit 25, p. 218; Unit 27, p. 239; Unit 31, p. 273; Unit 33, p. 294; Unit 35, p. 311</p>
<b>W.6.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a</p>	<p>Unit 1, p. 7; Unit 2, p. 16; Unit 3, p. 25; Unit 4, p. 34; Unit 5, pp. 41, 43; Unit 7, p. 59; Unit 8, p. 70; Unit 9, pp. 74, 75, 77, 78, 79; Unit 10, p. 88; Unit 13, p. 115; Unit 18, p. 160; Unit 19, pp. 167, 169; Unit 21, pp. 183, 186, 187; Unit 22, p. 196;</p>

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	Unit 26, p. 232; Unit 27, p. 241; Unit 29, p. 259
<b>Production and Distribution of Writing</b>		
<b>W.6.4</b>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	Unit 1, pp. 3, 7; Unit 2, p. 11; Unit 2, pp. 14, 15, 16; Unit 4, p. 32; Unit 5, pp. 39, 41; Unit 9, p. 75, 79; Unit 10, pp. 83, 84, 88; Unit 13, p. 115; Unit 18, p. 160; Unit 19, p. 167; Unit 21, p. 183; Unit 23, pp. 201, 203; Unit 25, p. 218; Unit 27, p. 239; Unit 28, p. 248; Unit 29, pp. 258, 259; Unit 30, p. 267; Unit 31, p. 273; Unit 31, p. 277; Unit 35, p. 311
<b>W.6.5</b>	<p>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 up to and including grade 6 on page 52.)</p>	Unit 2, p. 11; Unit 5, p. 41; Unit 25, p. 218; Unit 34, p. 300; Unit 35, p. 309
<b>W.6.6</b>	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and</p>	Unit 2, pp. 11, 16; Unit 4, p. 32; Unit 5, p. 39; Unit 10, pp. 83, 88; Unit 13, p. 115; Unit 16, p.

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	142; Unit 23, p. 201; Unit 23, p. 203; Unit 25, p. 218; Unit 35, p. 311
<b>Research to Build and Present Knowledge</b>		
<b>W.6.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Unit 2, p. 16; Unit 4, p. 32; Unit 10, pp. 83, 86, 88; Unit 13, p. 115; Unit 14, pp. 122, 124; Unit 16, p. 142; Unit 17, p. 151; Unit 21, pp. 182, 185, 187; Unit 23, p. 203; Unit 25, p. 218; Unit 35, p. 311
<b>W.6.8</b>	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 2, p. 16; Unit 4, p. 32; Unit 10, pp. 83, 86; Unit 13, p. 115; Unit 17, p. 151; Unit 21, pp. 182, 187; Unit 23, p. 203; Unit 25, p. 218; Unit 35, p. 311
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”). 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 2, p. 16; Unit 4, p. 32; Unit 10, pp. 83, 86; Unit 13, p. 115; Unit 23, p. 203; Unit 24, p. 209; Unit 25, p. 218
<b>Range of Writing</b>		
<b>W.6.10</b>	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	Unit 1, pp. 3, 7; Unit 2, pp. 11, 14, 15, 16; Unit 3, p. 25; Unit 4, p. 32; Unit 5, pp. 39, 41, 43; Unit 7, p. 59; Unit 8, p. 70; Unit 9, pp. 74, 75, 77, 78,

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	of discipline-specific tasks, purposes, and audiences.	79; Unit 10, pp. 83, 84, 86, 88; Unit 12, pp. 104, 106; Unit 13, pp. 114, 115; Unit 17, p. 151; Unit 18, p. 160; Unit 19, pp. 167, 169; Unit 20, pp. 177, 178; Unit 21, p. 183; Unit 21, pp. 183, 186, 187; Unit 23, p. 203; Unit 25, p. 218; Unit 26, p. 232; Unit 27, pp. 239, 241; Unit 29, p. 259; Unit 30, p. 267; Unit 31, p. 273; Unit 31, p. 277; Unit 35, p. 311

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Comprehension and Collaboration</b>		
<b>SL.6.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	Unit 2, p. 11; Unit 2, p. 16; Unit 3, pp. 20, 21; Unit 4, pp. 29, 32; Unit 7, pp. 56, 59; Unit 8, pp. 65, 66, 68; Unit 9, p. 77; Unit 10, pp. 84, 86; Unit 12, p. 101; Unit 13, pp. 101, 113, 115; Unit 15, p. 129; Unit 17, p. 151; Unit 20, p. 178; Unit 21, p. 182; Unit 23, p. 205; Unit 25, p. 218; Unit 26, pp. 228, 232; Unit 27, p. 239; Unit 29, p. 254; Unit 32, p. 281

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
<b>SL.6.2</b>	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.	N/A
<b>SL.6.3</b>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	N/A
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.6.4</b>	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, p. 16; Unit 4, p. 32; Unit 10, pp. 83, 86, 88; Unit 14, p. 124; Unit 17, p. 151; Unit 21, pp. 182, 187; Unit 23, p. 203; Unit 25, p. 218; Unit 31, p. 273; Unit 35, p. 311
<b>SL.6.5</b>	Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.	Unit 2, p. 16; Unit 4, p. 32; Unit 10, p. 83; Unit 23, p. 203; Unit 25, p. 218
<b>SL.6.6</b>	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.)	N/A

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Conventions of Standard English</b>		
<b>L.6.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns. (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>Opportunities in every unit. Unit 2, pp. 11, 12; Unit 3, pp. 20, 21, 25; Unit 4, pp. 33, 34; Unit 5, pp. 39, 41, 43; Unit 7, p. 59; Unit 8, pp. 68, 69; Unit 9, pp. 77, 78, 79; Unit 10, pp. 86, 87; Unit 11, p. 93; Unit 12, pp. 102, 104, 105; Unit 14, p. 124; Unit 15, p. 133; Unit 16, p. 137; Unit 18, p. 160; Unit 19, pp. 168, 169; Unit 20, p. 174; Unit 21, pp. 185, 186, 187; Unit 22, pp. 194, 196; Unit 23, pp. 203, 205; Unit 26, p. 232; Unit 27, pp. 239, 241; Unit 28, p. 248; Unit 29, p. 255; Unit 31, p. 277; Unit 33, p. 291; Unit 34, p. 300; Unit 35, p. 309</p>
<b>L.6.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p>Opportunities in every unit, including "Fix It", Take-Home tasks and the Cloze Story, Proofreading, and Sentence Dictation tests. Unit 2, pp. 11, 16; Unit 4, pp. 33, 34; Unit 5, pp. 39, 41, 43; Unit 7, p. 59; Unit 8, pp. 66, 69, 70; Unit 9, pp. 77, 78, 79; Unit 10, pp. 86, 87; Unit 11, p. 93; Unit 12, pp. 102, 104, 105; Unit 13, p. 110; Unit 14, pp. 120, 124; Unit 15, p. 133; Unit 16, pp. 137, 139; Unit 18, p. 160; Unit 19, pp. 168, 169; Unit 20, p. 175; Unit 21, pp. 183, 185, 186, 187; Unit 22, pp. 194, 196; Unit 23, pp. 203, 205; Unit 24, pp. 210, 211; Unit 26, p. 232; Unit 27, pp. 239, 241; Unit 28, pp. 246, 248; Unit 31, p. 277; Unit 33, p. 291</p>



CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Knowledge of Language</b>		
<b>L.6.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p>Opportunities in every unit. Unit 2, p. 12; Unit 3, pp. 21, 25; Unit 4, pp. 33, 34; Unit 5, pp. 41, 43; Unit 6, p. 49; Unit 7, pp. 59, 60; Unit 8, p. 68; Unit 9, pp. 77, 78, 79; Unit 10, pp. 86, 87; Unit 11, p. 93; Unit 12, pp. 102, 104, 105; Unit 13, p. 111; Unit 14, p. 124; Unit 15, p. 133; Unit 18, p. 160; Unit 19, pp. 168, 169; Unit 20, p. 174; Unit 21, pp. 185, 186, 187; Unit 22, pp. 194, 196; Unit 23, pp. 203, 205; Unit 25, p. 219; Unit 26, p. 232; Unit 27, pp. 239, 241; Unit 28, p. 248; Unit 29, p. 255; Unit 31, p. 277; Unit 34, p. 300; Unit 35, p. 309</p>
<b>Vocabulary and Acquisition Use</b>		
<b>L.6.4</b>	<p>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.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the</p>	<p>Unit 1, pp. 2, 7; Unit 2, pp. 11, 12; Unit 3, pp. 20, 21, 24, 25; Unit 4, p. 31; Unit 5, p. 43; Unit 6, p. 49; Unit 9, p. 77; Unit 10, p. 88; Unit 11, p. 92; Unit 12, p. 105; Unit 13, p. 111; Unit 14, pp. 119, 124; Unit 18, p. 156; Unit 19, p. 169; Unit 20, p. 177; Unit 21, p. 182; Unit 22, pp. 192, 196; Unit 23, pp. 200, 205; Unit 25, p. 218; Unit 26, p. 232; Unit 28, p. 245; Unit 31, p. 277; Unit 34, pp. 299, 304</p>

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	inferred meaning in context or in a dictionary).	
<b>L.6.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 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, pp. 11, 13; Unit 3, p. 23; Unit 4, pp. 28, 31; Unit 6, pp. 47, 49; Unit 7, p. 60; Unit 8, pp. 68, 70; Unit 9, pp. 75, 76, 77; Unit 10, p. 87; Unit 11, pp. 92, 94; Unit 13, p. 111; Unit 18, pp. 154, 155, 159; Unit 19, pp. 165, 166, 169; Unit 20, pp. 174, 177; Unit 21, p. 182; Unit 23, p. 205; Unit 25, p. 219; Unit 26, pp. 227, 228; Unit 27, p. 237; Unit 29, p. 258; Unit 30, p. 268; Unit 31, p. 277; Unit 33, p. 290; Unit 35, p. 309
<b>L.6.6</b>	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.	Opportunities in every unit. Unit 1, pp. 2, 4, 7; Unit 2, pp. 12, 13; Unit 3, pp. 20, 21, 25; Unit 6, p. 49; Unit 9, pp. 76, 77; Unit 11, p. 92; Unit 12, p. 105; Unit 13, p. 111; Unit 18, pp. 157, 159; Unit 19, p. 166; Unit 21, p. 182; Unit 22, p. 192; Unit 23, p. 205; Unit 25, pp. 219, 220; Unit 28, p. 245; Unit 31, p. 274

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Range of Text Types for 6-12</b>		
<b>Literature:</b> Stories	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Unit 13, p. 115; Unit 23, pp. 200, 205; Unit 24, p. 209; Unit 29, p. 254; Unit 34, p. 299
<b>Literature:</b>	Includes one-act and multi-act plays, both in	N/A

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
Drama	written form and on film	
<b>Literature:</b> Poetry	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Unit 24, p. 209; Unit 33, p. 293
<b>Informational Text:</b> Literary Nonfiction	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience	Unit 2, p. 11

## Sitton Spelling and Word Skills: Correlated to CCSS for English Language Arts in Grade 7

For the purposes of this correlation, the following abbreviations apply:  
 CCSS = Common Core State Standards; N/A = Not Applicable.

(NOTE: GRADES 7 AND 8 CCSS CORRELATIONS COVER WRITING, SPEAKING AND LISTENING, AND LANGUAGE.)

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<b>Text Types and Purposes</b>	
<b>W.7.1</b>	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Unit 1, p. 6; Unit 3, p. 23; Unit 9, pp. 75, 77; Unit 12, p. 105; Unit 13, p. 114; Unit 16, p. 141; Unit 17, p. 150; Unit 20, p. 177; Unit 22, pp. 195, 196; Unit 24, p. 210; Unit 24, p. 213
<b>W.7.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,	Unit 1, p. 7; Unit 3, p. 20; Unit 4, p. 31; Unit 5, p. 43; Unit 7, p. 59; Unit 8, pp. 68-69; Unit 10, p. 86; Unit 11, p. 96; Unit 15, p. 132; Unit 16, p. 140; Unit 17, p. 149; Unit 20, p. 176; Unit 23, p. 203; Unit 24, p. 212; Unit 25, p. 222; Unit 33, p. 294

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<b>W.7.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant</p>	<p>Unit 4, p. 33; Unit 6, pp. 48, 52; Unit 8, p. 70; Unit 10, p. 88; Unit 11, p. 93; Unit 12, p. 106; Unit 14, p. 123; Unit 17, p. 151; Unit 19, pp. 167, 169; Unit 20, p. 178; Unit 21, pp. 186-187; Unit 25, p. 223; Unit 30, p. 268; Unit 35, p. 313</p>

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<b>Production and Distribution of Writing</b>		
<b>W.7.4</b>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Unit 1, p. 7; Unit 4, pp. 31, 33; Unit 6, pp. 48, 52; Unit 7, pp. 59, 61; Unit 8, pp. 68-70; Unit 9, pp. 75, 77; Unit 10, pp. 86, 88; Unit 11, p. 96; Unit 13, p. 114; Unit 14, p. 123; Unit 15, p. 132; Unit 16, pp. 138, 140, 141; Unit 17, pp. 149-151; Unit 20, pp. 176-178; Unit 21, pp. 183, 186, 187; Unit 22, p. 195; Unit 23, pp. 200, 203-205; Unit 24, pp. 210, 212, 213; Unit 25, pp. 222, 223; Unit 26, p. 231; Unit 28, p. 245; Unit 28, p. 249; Unit 30, p. 267; Unit 31, p. 275; Unit 33, p. 294; Unit 35, p. 313</p>
<b>W.7.5</b>	<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>	<p>Unit 22, p. 192; Unit 23, p. 200; Unit 28, p. 245</p>
<b>W.7.6</b>	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Unit 4, p. 33; Unit 7, p. 61; Unit 9, p. 77; Unit 10, p. 86; Unit 15, p. 129; Unit 16, p. 140; Unit 26, pp. 228, 231; Unit 29, p. 258; Unit 33, p. 294</p>

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Research to Build and Present Knowledge</b>		
<b>W.7.7</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Unit 3, p. 21; Unit 4, p. 33; Unit 5, pp. 41, 42; Unit 7, p. 61; Unit 9, pp. 75, 77; Unit 10, p. 86; Unit 15, p. 129; Unit 16, p. 140; Unit 17, p. 149; Unit 18, p. 156; Unit 21, p. 183; Unit 22, p. 192; Unit 24, p. 210; Unit 26, pp. 228, 231; Unit 27, p. 237; Unit 28, p. 249; Unit 29, p. 258; Unit 30, p. 267; Unit 31, p. 275; Unit 33, p. 294
<b>W.7.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Unit 4, p. 33; Unit 7, p. 61; Unit 9, p. 77; Unit 10, p. 86; Unit 15, p. 129; Unit 16, p. 140; Unit 27, p. 237; Unit 28, p. 249; Unit 29, p. 258; Unit 30, p. 267
<b>W.7.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	Unit 4, p. 33; Unit 9, p. 75; Unit 10, p. 86; Unit 16, p. 140; Unit 17, p. 150; Unit 26, p. 231; Unit 29, p. 258; Unit 30, p. 267; Unit 33, p. 294
<b>W.7.10</b>	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.	Opportunities in every unit. Unit 1, pp. 6, 7; Unit 3, pp. 20, 21; Unit 4, pp. 31, 33; Unit 5, pp. 41-43; Unit 6, pp. 48, 52; Unit 7, p. 59; Unit 8, pp. 68-70; Unit 9, pp. 75, 77; Unit 10, pp. 86, 88; Unit 11, p. 93; Unit 11, p. 96; Unit 13, p. 114;

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
		Unit 14, p. 123; Unit 15, p. 132; Unit 16, pp. 138, 140, 141; Unit 17, pp. 149-151; Unit 19, p. 167; Unit 20, pp. 176-178; Unit 21, pp. 183, 186, 187; Unit 22, p. 195; Unit 23, pp. 203-205; Unit 24, pp. 210, 212, 213; Unit 25, pp. 222, 223; Unit 28, p. 245; Unit 29, p. 258; Unit 30, p. 267; Unit 31, p. 275; Unit 33, p. 294; Unit 35, p. 313

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<b>Comprehension and Collaboration</b>	
<b>SL.7.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by</p>	Unit 3, p. 20; Unit 4, p. 29; Unit 6, pp. 47, 48; Unit 7, pp. 56, 59; Unit 8, pp. 66, 68; Unit 9, pp. 75, 77; Unit 10, pp. 83, 86; Unit 11, p. 92; Unit 12, p. 102; Unit 15, pp. 128-129; Unit 16, p. 138; Unit 17, p. 149; Unit 18, p. 155; Unit 19, p. 167; Unit 21, pp. 183, 187; Unit 24, pp. 209, 212; Unit 28, p. 245; Unit 31, p. 275; Unit 34, p. 300



CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	others and, when warranted, modify their own views.	
<b>SL.7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	N/A
<b>SL.7.3</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	N/A
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.7.4</b>	Present claims and finds, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Unit 9, pp. 75, 77; Unit 10, p. 86; Unit 15, p. 129; Unit 16, pp. 138, 140; Unit 17, p. 149; Unit 21, p. 183; Unit 28, p. 249; Unit 29, p. 258
<b>SL.7.5</b>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Unit 16, p. 138; Unit 17, p. 149; Unit 21, p. 183; Unit 29, p. 258
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	N/A

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Conventions of Standard English</b>		
<b>L.7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing	Opportunities in every unit. Unit 1, pp. 3, 4-7; Unit 2, p. 15; Unit 3, pp. 23-24; Unit 4, pp. 33-

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>34; Unit 5, pp. 42-43; Unit 6, p. 52; Unit 7, p. 57; Unit 8, pp. 68-70; Unit 9, pp. 75, 77-78; Unit 10, p. 88; Unit 11, pp. 93, 95-97; Unit 12, pp. 104-106; Unit 13, pp. 113-114; Unit 14, pp. 123-124; Unit 16, pp. 140-141; Unit 17, pp. 147, 150-151; Unit 19, pp. 167, 169; Unit 20, pp. 176-178; Unit 21, pp. 185-187; Unit 21, pp. 203-205; Unit 24, pp. 212-214; Unit 25, pp. 221-223; Unit 27, p. 218; Unit 30, p. 268; Unit 31, p. 275; Unit 32, p. 281; Unit 33, p. 294; Unit 35, pp. 309, 311-312</p>
<b>L.7.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly.</p>	<p>Opportunities in every unit, including "Fix It", Take-Home tasks and the Cloze Story, Proofreading, and Sentence Dictation tests. Unit 1, pp. 4-7; Unit 2, p. 15; Unit 3, pp. 23-24; Unit 4, pp. 33-34; Unit 5, pp. 42-43; Unit 6, p. 52; Unit 7, pp. 57-59; Unit 8, pp. 68-70; Unit 9, pp. 75, 77-78; Unit 10, p. 88; Unit 11, pp. 93, 95-97; Unit 12, pp. 104-106; Unit 13, pp. 113-114; Unit 14, pp. 123-124; Unit 15, p. 129; Unit 16, pp. 140-141; Unit 17, pp. 146, 150-151; Unit 18, p. 156; Unit 19, pp. 167, 169; Unit 20, pp. 175-178; Unit 21, pp. 183, 185-187; Unit 21, pp. 203-205; Unit 24, pp. 212-214; Unit 25, pp. 221-223; Unit 27, p. 218; Unit 28, p. 245; Unit 30, p. 268; Unit 31, p. 275; Unit 32, p. 281; Unit 33, p. 294; Unit 35, pp. 311-312</p>
<b>Knowledge of Language</b>		
<b>L.7.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating</p>	<p>Opportunities in every unit. Unit 1, pp. 3, 4-7; Unit 2, p. 15; Unit 3, p. 20; Unit 3, pp. 23-24; Unit 4, pp. 33-34; Unit 6, pp. 47-48, 52; Unit 7, p. 57; Unit 8, pp. 66-70; Unit 9, pp. 75, 77-78;</p>

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	wordiness and redundancy.	Unit 10, pp. 83, 88; Unit 11, pp. 92-93, 95-97; Unit 12, pp. 104-106; Unit 13, pp. 113-114; Unit 14, pp. 123-124; Unit 16, pp. 138, 140-141; Unit 17, pp. 147, 150-151; Unit 19, pp. 165, 167, 169; Unit 20, pp. 176-178; Unit 21, pp. 185-187; Unit 22, p. 192; Unit 23, p. 201; Unit 24, pp. 210, 212-214; Unit 25, pp. 221-223; Unit 27, p. 218; Unit 29, p. 255; Unit 30, pp. 264, 268; Unit 31, p. 275; Unit 32, p. 281; Unit 33, p. 294; Unit 35, pp. 311-312
<b>Vocabulary and Acquisition Use</b>		
<b>L.7.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	Unit 1, p. 3; Unit 2, p. 12; Unit 3, p. 20; Unit 4, p. 30; Unit 8, p. 66; Unit 9, pp. 75; Unit 10, pp. 102-103; Unit 13, p. 111; Unit 15, p. 129; Unit 16, p. 138; Unit 18, pp. 155-156; Unit 20, pp. 173-174; Unit 21, pp. 183-184; Unit 27, p. 236; Unit 29, p. 254; Unit 30, p. 264; Unit 31, p. 272; Unit 33, p. 291

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>L.7.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>Opportunities in every unit, including "Replace It" activities. Unit 4, p. 31; Unit 6, p. 48; Unit 10, pp. 83-84; Unit 12, pp. 101-102; Unit 13, p. 111; Unit 21, pp. 183-184; Unit 23, p. 201; Unit 25, p. 218; Unit 29, p. 254; Unit 33, p. 292</p>
<b>L.7.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Opportunities in every unit. Unit 1, p. 3; Unit 2, p. 12; Unit 4, p. 30; Unit 5, p. 39; Unit 6, p. 48; Unit 7, p. 57; Unit 8, p. 66; Unit 9, p. 75; Unit 10, p. 84; Unit 12, p. 102; Unit 15, p. 129; Unit 18, pp. 155-156; Unit 20, pp. 173-174; Unit 21, pp. 183-184; Unit 23, p. 201; Unit 29, p. 256; Unit 30, p. 264; Unit 31, p. 274;</p>

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Range of Text Types for 6-12</b>		
<b>Literature:</b> Stories	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Unit 6, p. 52; Unit 8, p. 69; Unit 9, p. 78
<b>Literature:</b> Drama	Includes one-act and multi-act plays, both in written form and on film	N/A

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Literature:</b> Poetry	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Unit 15, p. 132; Unit 26, p. 228
<b>Informational Text:</b> Literary Nonfiction	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience	Unit 4, p. 33; Unit 7, p. 60; Unit 14, p. 123; Unit 17, p. 150; Unit 24, p. 213; Unit 25, p. 222; Unit 26, p. 231; Unit 27, p. 237; Unit 30, p. 267

## Sitton Spelling and Word Skills: Correlated to CCSS for English Language Arts in Grade 8

For the purposes of this correlation, the following abbreviations apply:  
 CCSS = Common Core State Standards; N/A = Not Applicable.

(NOTE: GRADES 7 AND 8 CCSS CORRELATIONS COVER WRITING, SPEAKING AND LISTENING, AND LANGUAGE.)

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<b>Text Types and Purposes</b>	
<b>W.8.1</b>	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Unit 2, p. 15; Unit 3, p. 24; Unit 5, p. 42; Unit 6, p. 51; Unit 7, p. 59; Unit 10, p. 87; Unit 13, p. 114; Unit 16, p. 141; Unit 17, p. 149; Unit 29, p. 257
<b>W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g.,	Unit 1, p. 6; Unit 4, p. 33; Unit 5, p. 39; Unit 6, p. 51; Unit 8, p. 69; Unit 10, p. 87; Unit 11, p. 86; Unit 18, p. 159; Unit 19, p. 168; Unit 20, p. 177; Unit 21, p. 186; Unit 24, p. 212; Unit 34, pp. 299, 302

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<b>W.8.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to</p>	<p>Unit 1, pp. 5, 7; Unit 2, p. 16; Unit 3, p. 25; Unit 6, p. 50; Unit 7, p. 61; Unit 8, pp. 68, 70; Unit 9, p. 79; Unit 12, pp. 105-106; Unit 15, p. 131; Unit 19, p. 169; Unit 22, p. 196; Unit 23, p. 205; Unit 27, p. 241; Unit 28, p. 248; Unit 31, p. 277; Unit 35, p. 313</p>

CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
<b>Production and Distribution of Writing</b>		
<b>W.8.4</b>	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, pp. 5-7; Unit 2, pp. 12, 16; Unit 3, pp. 24-25; Unit 4, p. 33; Unit 5, pp. 39, 42; Unit 6, pp. 50-51; Unit 7, pp. 59, 61; Unit 8, pp. 68-70; Unit 9, p. 79; Unit 10, pp. 85, 87; Unit 12, p. 105; Unit 13, p. 114; Unit 15, p. 131; Unit 16, p. 141; Unit 17, p. 149; Unit 19, pp. 168, 169; Unit 21, p. 186; Unit 22, p. 196; Unit 24, pp. 212-214; Unit 28, pp. 248, 249; Unit 29, p. 257; Unit 31, p. 277; Unit 35, p. 313
<b>W.8.5</b>	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)	N/A
<b>W.8.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Unit 2, p. 15; Unit 4, pp. 32-33; Unit 5, p. 39; Unit 6, p. 51; Unit 8, p. 69; Unit 10, p. 87; Unit 16, p. 141; Unit 17, p. 150; Unit 20, p. 177; Unit 21, p. 186; Unit 26, p. 231; Unit 34, p. 303
<b>Research to Build and Present Knowledge</b>		
<b>W.8.7</b>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions for further research and investigation.	Unit 1, p. 3; Unit 2, pp. 12, 15; Unit 3, p. 24; Unit 4, pp. 32-33; Unit 5, p. 39; Unit 6, p. 51; Unit 8, p. 69; Unit 10, p. 87; Unit 11, p. 96; Unit 16, p. 141; Unit 17, p. 150; Unit 19, p. 165; Unit 20, p. 177; Unit 21, p. 186; Unit 24, p. 212; Unit 26, p.



CCSS REFERENCE	WRITING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
		231; Unit 27, p. 237; Unit 28, p. 249; Unit 30, p. 263; Unit 34, p. 303
<b>W.8.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Unit 1, p. 3; Unit 2, pp. 12, 15; Unit 3, p. 24; Unit 4, pp. 32-33; Unit 5, p. 39; Unit 8, p. 69; Unit 10, p. 87; Unit 11, p. 96; Unit 16, p. 141; Unit 17, p. 150; Unit 19, p. 165; Unit 20, p. 177; Unit 21, p. 186; Unit 24, p. 212; Unit 26, p. 231; Unit 27, p. 237; Unit 28, p. 249; Unit 31, p. 277
<b>W.8.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	Unit 1, p. 6; Unit 6, p. 51; Unit 8, p. 69; Unit 10, p. 87; Unit 11, p. 96; Unit 12, p. 105; Unit 13, p. 114; Unit 16, p. 141; Unit 17, p. 150; Unit 20, p. 177; Unit 24, p. 213; Unit 26, p. 231
<b>W.8.10</b>	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, p. 5-7; Unit 2, pp. 12, 16; Unit 3, pp. 24-25; Unit 4, p. 33; Unit 5, pp. 39, 42; Unit 6, pp. 50-51; Unit 7, pp. 59, 61; Unit 8, pp. 68-70; Unit 9, p. 79; Unit 10, p. 85; Unit 11, p. 86; Unit 12, p. 105; Unit 13, p. 114; Unit 15, p. 131; Unit 16, p. 141; Unit 17, p. 149; Unit 19, pp. 168, 169; Unit 22, p. 196; Unit 24, pp. 212-214; Unit 28, pp. 248, 249; Unit 29, p. 257; Unit 31, p. 277

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Comprehension and Collaboration</b>		
<b>SL.8.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>Unit 1, pp. 2-3, 5; Unit 2, p. 14; Unit 3, p. 20; Unit 5, p. 38; Unit 12, p. 101; Unit 14, pp. 113, 122; Unit 15, p. 128; Unit 16, p. 137; Unit 17, p. 149; Unit 18, p. 158; Unit 20, p. 177; Unit 23, p. 200; Unit 24, p. 209; Unit 26, pp. 227, 230; Unit 27, p. 237; Unit 31, p. 272; Unit 33, p. 291</p>
<b>SL.8.2</b>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	N/A
<b>SL.8.3</b>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is</p>	N/A

CCSS REFERENCE	SPEAKING AND LISTENING	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	introduced.	
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.8.4</b>	Present claims and finds, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Unit 4, p. 33; Unit 5, p. 39; Unit 8, p. 69; Unit 11, p. 96; Unit 20, p. 177; Unit 24, p. 212
<b>SL.8.5</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Unit 4, p. 33; Unit 8, p. 69; Unit 20, p. 177; Unit 24, p. 212
<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	N/A

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Conventions of Standard English</b>		
<b>L.8.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Opportunities in every unit. Unit 1, pp. 5-7; Unit 2, pp. 12, 14-16; Unit 3, pp. 23-25; Unit 5, p. 42; Unit 6, pp. 50-51; Unit 7, p. 59, 61; Unit 10, p. 87; Unit 12, pp. 105, 106; Unit 13, pp. 113, 114; Unit 15, p. 131; Unit 16, p. 141; Unit 19, p. 169; Unit 21, pp. 186-187; Unit 22, p. 196; Unit 23, p. 205; Unit 24, pp. 212-214; Unit 27, p. 241; Unit 28, p. 248; Unit 30, p. 267; Unit 34, p. 303

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	d. Recognize and correct inappropriate shifts in verb voice and mood.	
<b>L.8.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission</p> <p>c. Spell correctly.</p>	<p>Opportunities in every unit, including "Fix It", Take-Home tasks and the Cloze Story, Proofreading, and Sentence Dictation tests. Unit 1, pp. 5-7; Unit 2, pp. 12, 14-16; Unit 3, pp. 23-25; Unit 5, p. 42; Unit 6, pp. 50-51; Unit 7, p. 59, 61; Unit 10, p. 87; Unit 12, pp. 102, 105, 106; Unit 13, pp. 110, 113, 114; Unit 15, pp. 129, 131; Unit 16, p. 141; Unit 19, p. 169; Unit 21, pp. 186-187; Unit 22, p. 196; Unit 23, p. 205; Unit 24, pp. 212-214; Unit 27, p. 237; Unit 28, p. 248; Unit 30, p. 267; Unit 32, p. 282; Unit 34, p. 303</p>
<b>Knowledge of Language</b>		
<b>L.8.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>Opportunities in every unit. Unit 1, pp. 5-7; Unit 2, pp. 12, 14-16; Unit 3, pp. 23-25; Unit 5, p. 42; Unit 9, pp. 75-76; Unit 10, pp. 84, 87; Unit 12, pp. 105, 106; Unit 13, pp. 113, 114; Unit 15, p. 131; Unit 16, p. 141; Unit 17, p. 147; Unit 19, p. 169; Unit 21, pp. 183, 184, 186, 187; Unit 22, p. 196; Unit 23, p. 205; Unit 24, pp. 212-214; Unit 27, p. 241; Unit 28, pp. 246, 248; Unit 30, p. 267</p>
<b>Vocabulary and Acquisition Use</b>		
<b>L.8.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Unit 1, p. 3; Unit 4, p. 30; Unit 6, p. 47; Unit 7, p. 57; Unit 8, p. 65; Unit 9, pp. 74-75; Unit 13, p. 111; Unit 14, p. 120; Unit 16, p. 139; Unit 19, p. 165; Unit 20, p. 174; Unit 21, p. 182; Unit 22, p. 192; Unit 26, pp. 227, 228; Unit 30, pp. 263-265; Unit 34, p. 300</p>

CCSS REFERENCE	LANGUAGE	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
	<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<b>L.8.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	<p>Opportunities in every unit, including "Replace It" activities. Unit 1, pp. 2-3; Unit 3, p. 22; Unit 10, p. 85; Unit 22, p. 192; Unit 23, p. 201; Unit 29, p. 255; Unit 30, pp. 263-265; Unit 31, p. 273</p>
<b>L.8.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Opportunities in every unit. Unit 1, p. 3; Unit 3, p. 22; Unit 4, pp. 30-31; Unit 7, p. 57; Unit 8, p. 67; Unit 9, pp. 74-75; Unit 12, p. 103; Unit 13, p. 111; Unit 15, p. 130; Unit 16, p. 138; Unit 17, p. 148; Unit 18, p. 157; Unit 19, p. 165; Unit 20, p. 174; Unit 21, p. 182; Unit 22, p. 193; Unit 23, p. 202; Unit 26, pp. 227-229; Unit 30, pp. 263-265; Unit 32, p. 281</p>

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	SITTON SPELLING AND WORD SKILLS SOURCEBOOK FOR TEACHERS
<b>Range of Text Types for 6-12</b>		
<b>Literature:</b> Stories	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Unit 7, p. 60; Unit 13, p. 114; Unit 22, p. 195
<b>Literature:</b> Drama	Includes one-act and multi-act plays, both in written form and on film	N/A
<b>Literature:</b> Poetry	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Unit 33, p. 294
<b>Informational Text:</b> Literary Nonfiction	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience	Unit 1, p. 6; Unit 4, p. 33; Unit 6, p. 51; Unit 7, p. 60; Unit 11, p. 96; Unit 12, p. 105; Unit 13, p. 114; Unit 17, p. 150; Unit 18, p. 159; Unit 21, p. 186; Unit 24, p. 213; Unit 28, p. 249