



Literacy and Intervention

WORDLY WISE

3000[®] THIRD EDITION

Correlated to Common Core State Standards



Wordly Wise 3000[®]
 correlated to
Common Core State Standards Initiative
English Language Arts
Grade 1

SE – Student Edition; TE – Teacher’s Edition; PC – Picture Cards; CC – Concept Cards

College and Career Readiness Anchor Standards for Reading

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

*Please note that for grade 1, the “reading” is a Read-Aloud by the teacher, and that “writing” is drawing and possibly labeling. See grade specific standards that follow for a more in-depth description of students’ activities.

Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113 TE: 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	TE: <i>Check Comprehension:</i> 4, 11, 18, 26, 34, 41, 48, 56, 63, 70, 77, 84, 98, 105
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	TE: <i>Read Aloud and Read Aloud Questions</i> can be used to meet standard, e.g., 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104

<i>Craft and Structure</i>	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	SE: 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112 TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 6, 7, 13, 20, 21, 29, 36, 37, 43, 44, 50, 51, 58, 59, 65, 66, 72, 73, 79, 80, 86, 87, 93, 94, 100, 101, 107, 108; <i>Review and Assess:</i> 14, 21, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108; <i>Formal Assessment:</i> 7, 14, 21, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108 PC: 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120, 121-130, 131-140 CC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
6. Assess how point of view or purpose shapes the content and style of a text.	
<i>Integration of Knowledge and Ideas</i>	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113 TE: 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104 PC: 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120, 121-130, 131-140 CC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<i>Range of Reading and Level of Text Complexity</i>	

10. Read and comprehend complex literary and informational texts independently and proficiently.	SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113 TE: 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104
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<p>Reading Standards for Literature K–5</p> <p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
<p>Key Ideas and Details</p>	
<p>1. Ask and answer questions about key details in a text.</p>	<p>SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113</p> <p>TE: <i>Read Aloud and Read Aloud Questions</i> can be used to meet standard, e.g., 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104</p>
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>SE: 4, 10, 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114</p> <p>TE: 5, 12, 19, 28, 35, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106</p>
<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113</p> <p>TE: <i>Read Aloud and Read Aloud Questions</i> can be used to meet standard, e.g., 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104</p>

Craft and Structure	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<p>SE: 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112</p> <p>TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 6, 7, 13, 20, 21, 29, 36, 37, 43, 44, 50, 51, 58, 59, 65, 66, 72, 73, 79, 80, 86, 87, 93, 94, 100, 101, 107, 108; <i>Review and Assess:</i> 14, 21, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108; <i>Formal Assessment:</i> 7, 14, 21, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108</p> <p>PC: 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120, 121-130, 131-140</p> <p>CC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<i>Wordly Wise 3000</i> uses fiction stories for all 1 st Grade level readings. However, within the stories are elements of informational text in which characters learn about National Parks and holidays.
6. Identify who is telling the story at various points in a text.	
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting or events.	<p>SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113</p> <p>TE: <i>Read Aloud:</i> 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107</p>
8. (Not applicable to literature)	
9. Compare and contrast the adventure and experiences of characters in stories.	<p>SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113</p> <p>TE: <i>Read Aloud and Read Aloud Questions</i> can be used to meet standard, e.g., 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104</p>

Range of Reading and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113 TE: 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104
Reading Standards for Informational Text K-5	
Key Ideas and Details	
1. Ask and answer questions key details in a text.	<i>Wordly Wise 3000</i> uses fiction stories for all 1 st Grade level readings. However, within the stories are elements of informational text in which characters learn about National Parks and holidays.
2. Identify the main topic and retell key details of a text.	
3. Describe the connection between two individuals, events, or pieces of information in a text.	
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electric menus, icons) to locate key facts or information in a text.	
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	
8. Identify the reasons an author gives to support points in a text.	
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	

Reading Standards: Foundational Skills (K–5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TE: <i>Read Aloud and Read Aloud Questions</i> can be used to meet standard, e.g., 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	<i>Wordly Wise 3000</i> focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.	
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
d. Segment spoken single-syllable words into their complete sequence of spelling-sound correspondences for additional common vowel teams individual sounds (phonemes).	

Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words	
a. Know the spelling-sound correspondences for common consonant digraphs.	
b. Decode regularly spelled one-syllable.	
c. Know final –e and common vowel team conventions for representing long vowel sounds.	
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	
f. Read words with inflectional endings.	
g. Recognize and read grade-appropriate irregularly spelled words.	<p>SE: <i>Story Words:</i> 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112</p> <p>TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Review and Respond:</i> 6, 12, 20, 28, 36, 44, 52, 60, 68, 76, 84, 92, 100, 108, 116; <i>What Do You Know?:</i> 14, 22, 30, 38, 46, 54, 62, 70, 78, 86, 94, 102, 110, 118</p>

Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<p><i>Read Alouds</i> can be used to meet standard, e.g.,</p> <p>SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113</p> <p>TE: 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104</p>
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><i>Read Alouds</i> can be used to meet standard, e.g.,</p> <p>SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113</p> <p>TE: 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104</p>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><i>Read Alouds</i> can be used to meet standard, e.g.,</p> <p>SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113</p> <p>TE: 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104</p>

College and Career Readiness Anchor Standards for Writing

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

<i>Text Types and Purposes</i>	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	

Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

Writing Standards K-5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, and provide some sense of closure.

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

SE: *Journal Entries:* 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95, 103, 111, 119

TE: *Journal Entries:* 14, 22, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108

3. Write narratives in which they recount a two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

4. (Begins in grade 3)

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., read a number of “how to” books on a given topic and use them to write a sequence of instructions).	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins in grade 4)	
Range of Writing	
10. (Begins in grade 3)	

College and Career Readiness Anchor Standards for Speaking and Listening

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

Comprehension and Collaboration	
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Class discussions are utilized during <i>Introduce Words</i>, <i>Retell the Story</i>, <i>Review and Respond</i>, <i>Extend and Challenge</i>, and <i>Formal Assessment</i> activities, e.g., TE: <i>Introduce Words</i>: 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Retell the Story</i>: 5, 12, 19, 28, 34, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106; <i>Review and Respond</i>: 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge</i>: 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Formal Assessment</i>: 7, 14, 15, 21, 23, 30, 31, 37, 39, 44, 46, 52, 54, 59, 62, 66, 70, 73. 77, 80, 85, 87, 92, 94, 101, 108</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113 TE: Oral teacher reading of passages: 2-3, 9-10, 16-18, 24-26, 32-33, 39-40, 46-48, 54-56, 61-63, 68-69, 75-76, 82-84, 89-90, 96-97, 103-104 PC: 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120, 121-130, 131-140 CC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	

Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<p>SE: <i>Retell the Story</i> activities can be used to teach standard, e.g., 4, 10, 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114</p> <p>TE: <i>Retell the Story</i> activities can be used to teach standard, e.g., 5, 12, 19, 28, 34, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106</p>
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<p>Class discussions are utilized during <i>Introduce Words, Retell the Story, Review and Respond, Extend and Challenge,</i> and <i>Formal Assessment</i> activities, e.g.,</p> <p>TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Retell the Story:</i> 5, 12, 19, 28, 34, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Formal Assessment:</i> 7, 14, 15, 21, 23, 30, 31, 37, 39, 44, 46, 52, 54, 59, 62, 66, 70, 73, 77, 80, 85, 92, 94, 101, 108</p>

Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Class discussions are utilized during <i>Introduce Words, Retell the Story, Review and Respond, Extend and Challenge,</i> and <i>Formal Assessment</i> activities, e.g., TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Retell the Story:</i> 5, 12, 19, 28, 34, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Formal Assessment:</i> 7, 14, 15, 21, 23, 30, 31, 37, 39, 44, 46, 52, 54, 59, 62, 66, 70, 73, 77, 80, 85, 92, 94, 101, 108
b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	Class discussions are utilized during <i>Introduce Words, Retell the Story, Review and Respond, Extend and Challenge,</i> and <i>Formal Assessment</i> activities, e.g., TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Retell the Story:</i> 5, 12, 19, 28, 34, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Formal Assessment:</i> 7, 14, 15, 21, 23, 30, 31, 37, 39, 44, 46, 52, 54, 59, 62, 66, 70, 73, 77, 80, 85, 92, 94, 101, 108

Comprehension and Collaboration, cont.	
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Class discussions are utilized during <i>Introduce Words, Retell the Story, Review and Respond, Extend and Challenge, and Formal Assessment</i> activities, e.g., TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Retell the Story:</i> 5, 12, 19, 28, 34, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Formal Assessment:</i> 7, 14, 15, 21, 23, 30, 31, 37, 39, 44, 46, 52, 54, 59, 62, 66, 70, 73, 77, 80, 85, 92, 94, 101, 108</p>
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113 TE: <i>Check Comprehension:</i> 4, 11, 18, 26, 34, 41, 48, 56, 63, 70, 77, 84, 98, 105</p>
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Class discussions are utilized during <i>Introduce Words, Retell the Story, Review and Respond, Extend and Challenge, and Formal Assessment</i> activities, e.g., TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Retell the Story:</i> 5, 12, 19, 28, 34, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Formal Assessment:</i> 7, 14, 15, 21, 23, 30, 31, 37, 39, 44, 46, 52, 54, 59, 62, 66, 70, 73, 77, 80, 85, 92, 94, 101, 108</p>

Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p>SE: <i>Retell the Story:</i> 4, 10, 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114</p> <p>TE: <i>Retell the Story:</i> 5, 12, 19, 28, 35, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106</p>
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<p>SE: <i>Journal Entries:</i> 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95, 103, 111, 119</p> <p>TE: <i>Journal Entries:</i> 14, 22, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108</p>
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on pages 26 for specific expectations.)	<p>Class discussions are utilized during <i>Introduce Words, Retell the Story, Review and Respond, Extend and Challenge,</i> and <i>Formal Assessment</i> activities, e.g.,</p> <p>TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Retell the Story:</i> 5, 12, 19, 28, 34, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Formal Assessment:</i> 7, 14, 15, 21, 23, 30, 31, 37, 39, 44, 46, 52, 54, 59, 62, 66, 70, 73, 77, 80, 85, 92, 94, 101, 108</p>

College and Career Readiness Anchor Standards for Language

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

<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SE: <i>Journal Entries:</i> 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95, 103, 111, 119</p> <p>TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Retell the Story:</i> 5, 12, 19, 28, 34, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Formal Assessment:</i> 7, 14, 15, 21, 23, 30, 31, 37, 39, 44, 46, 52, 54, 59, 62, 66, 70, 73, 77, 80, 85, 92, 94, 101, 108; <i>Journal Entries:</i> 14, 22, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	

Knowledge of Language	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>SE: 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89, 96-97, 104-105, 112-113 TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Retell the Story:</i> 5, 12, 19, 28, 34, 42, 50, 57, 64, 71, 78, 85, 92, 99, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Formal Assessment:</i> 7, 14, 15, 21, 23, 30, 31, 37, 39, 44, 46, 52, 54, 59, 62, 66, 70, 73, 77, 80, 85, 92, 94, 101, 108</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>SE: 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112 TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 6, 7, 13, 20, 21, 29, 36, 37, 43, 44, 50, 51, 58, 59, 65, 66, 72, 73, 79, 80, 86, 87, 93, 94, 100, 101, 107, 108; <i>Review and Assess:</i> 14, 21, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108; <i>Formal Assessment:</i> 7, 14, 21, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108 PC: 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120, 121-130, 131-140 CC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><i>Introduce Words</i> can be used to teach standard, e.g., SE: 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112 TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106</p>

Vocabulary Acquisition and Use, cont.	
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>SE: 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112 TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 6, 7, 13, 20, 21, 29, 36, 37, 43, 44, 50, 51, 58, 59, 65, 66, 72, 73, 79, 80, 86, 87, 93, 94, 100, 101, 107, 108; <i>Review and Assess:</i> 14, 21, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108; <i>Formal Assessment:</i> 7, 14, 21, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108 PC: 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120, 121-130, 131-140 CC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>

Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print all upper- and lowercase letters.	
b. Use common, proper, and possessive nouns.	
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walking home; Today I walk home; Tomorrow I will walk home</i>).	
f. Use frequently occurring adjectives.	
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	
h. Use determiners (e.g., articles, demonstratives).	
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	

Conventions of Standard English, cont.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize dates and names of people.	
b. Use end punctuation for sentences.	
c. Use commas in dates and to separate single words in a series.	
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	
b. Use frequently occurring affixes as a clue to the meaning of a word.	
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	

Vocabulary Acquisition and Use, cont.	
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	SE: 120-126 TE: 1
b. Define words by category by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106
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., <i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	SE: 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112 TE: <i>Introduce Words:</i> 1, 5, 8, 12, 15, 19, 23, 27, 31, 34, 38, 42, 45, 49, 53, 57, 60, 64, 67, 70, 74, 77, 81, 85, 88, 92, 95, 99, 102, 106; <i>Review and Respond:</i> 4, 6, 7, 11, 12, 13, 18, 20, 21, 26, 28, 29, 34, 35, 36, 41, 42, 43, 48, 50, 51, 56, 58, 63, 65, 70, 71, 72, 77, 78, 79, 84, 86, 87, 91, 93, 98, 99, 100, 105, 106, 107; <i>Extend and Challenge:</i> 6, 7, 13, 20, 21, 29, 36, 37, 43, 44, 50, 51, 58, 59, 65, 66, 72, 73, 79, 80, 86, 87, 93, 94, 100, 101, 107, 108; <i>Review and Assess:</i> 14, 21, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108; <i>Formal Assessment:</i> 7, 14, 21, 30, 37, 44, 52, 59, 66, 73, 80, 87, 94, 101, 108 PC: 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120, 121-130, 131-140 CC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14