



Literacy and Intervention

WORDLY WISE

3000[®] THIRD EDITION

Correlated to Common Core State Standards



Wordly Wise 3000® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 4

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.

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: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221 TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221 TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221 TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169

<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: 9-10, 19-20, 30-31, 41-42, 53-54, 65-66, 75-77, 86-87, 98-100, 109-111, 120-121, 131-132, 144-145, 165-16, 176-177, 187-188, 198-199, 209-210, 220-221 TE: 2-11, 104-105, 108-109, 151-152, 155-156, 159-161, 163-165, 167, 168
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: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221 TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169
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 and Level of Text Complexity</i>	
10. Read and comprehend complex literary and informational texts independently and proficiently.	SE: 8-9, 18-19, 29-30, 40-41, 52, 63-64, 74-75, 85-86, 97-98, 108-109, 119-120, 129-130, 143, 153, 164-165, 17, 186-187, 197-198, 208-209, 219-220 TE: 103, 107-108, 150, 154, 158, 162

Reading Standards for Literature K–5

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. *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.*

Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: 64-65, 109-111, 154-156, 188 TE: 4, 6, 8, 10, 159-161, 163-165, 169
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text	SE: 64-65, 109-111, 154-156, 188 TE: 4, 6, 8, 10, 159-161, 163-165, 169
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	SE: 64-65, 109-111, 154-156, 188 TE: 4, 6, 8, 10, 159-161, 163-165, 169
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	SE: 64-65, 109-111, 154-155, 187-188 TE: 4, 6, 8, 10, 159-161, 163-165, 169
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
Integration of Knowledge and Ideas	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
8. (Not applicable to literature)	

9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
Range and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE: 63-64, 108-109, 153, 186-187 TE: 158, 162
Reading Standards for Informational Text K-5	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: 8-10, 18-20, 29-31, 40-42, 52-54, 74-77, 85-87, 97-100, 119-121, 129-132, 143-145, 164-166, 175-177, 197-199, 208-21, 219-221 TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 8-10, 18-20, 29-31, 40-42, 52-54, 74-77, 85-87, 97-100, 119-121, 129-132, 143-145, 164-166, 175-177, 197-199, 208-21, 219-221 TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 8-10, 18-20, 29-31, 40-42, 52-54, 74-77, 85-87, 97-100, 119-121, 129-132, 143-145, 164-166, 175-177, 197-199, 208-21, 219-221 TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	SE: 9-10, 19-20, 30-31, 41-42, 53-54, 75-77, 86-87, 98-100, 120-121, 131-132, 144-145, 165-166, 176-177, 198-199, 209-210, 220-221 TE: 2-11, 167, 169
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Can use www.wordlywise3000.com
8. Explain how an author uses reasons and evidence to support particular points in a text.	
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Range and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE: 8, 18, 29, 40-41, 52, 74-75, 85-86, 97-98, 119-120, 129-130, 143, 164-165, 175, 197-198, 208-209, 219-220 TE: 103, 107-108, 150, 154
Reading Standards: Foundational Skills (K–5)	
<p>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.</p>	
Phonics and Word Recognition	
3. 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.	SE: 10, 28, 51, 55, 73, 88, 96, 100, 145, 152, 163, 167, 189, 207, 211, 222

Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	SE: 8-9, 18-19, 29-30, 40-41, 52, 63-64, 74-75, 85-86, 97-98, 108-109, 119-120, 129-130, 143, 153, 164-165, 17, 186-187, 197-198, 208-209, 219-220 TE: 103, 107-108, 150, 154, 158, 162
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	SE: 8-9, 18-19, 29-30, 40-41, 52, 63-64, 74-75, 85-86, 97-98, 108-109, 119-120, 129-130, 143, 153, 164-165, 17, 186-187, 197-198, 208-209, 219-220 TE: 103, 107-108, 150, 154, 158, 162
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	SE: 8-9, 18-19, 29-30, 40-41, 52, 63-64, 74-75, 85-86, 97-98, 108-109, 119-120, 129-130, 143, 153, 164-165, 17, 186-187, 197-198, 208-209, 219-220 TE: 103, 107-108, 150, 154, 158, 162
College and Career Readiness Anchor Standards for Writing	
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts	<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.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection	SE: <i>Writing Exercises</i> : 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-111, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
3. Write narratives to develop real or imagined experiences or events using effective technique	
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: <i>Writing Exercises</i> : 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-111, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Research to Build Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
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.	SE: <i>Writing Exercises</i> : 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-111, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
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. <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> 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 on topics or texts, supporting a point of view with reasons and information.	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	
b. Provide reasons that are supported by facts and details.	
c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	

d. Provide a concluding statement or section related to the opinion presented.	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
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.	
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
c. Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
e. Provide a concluding statement or section related to the information or explanation presented.	
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally..	
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
c. Use a variety of transitional words and phrases to manage the sequence of events.	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	
e. Provide a conclusion that follows from the narrated experiences or events.	

<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE: <i>Writing Exercises</i> : 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-111, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
<i>Research to Build Knowledge</i>	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	
b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	

Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE: <i>Writing Exercises</i> : 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-111, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
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	
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.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; <i>Review Puzzles</i> : 44, 89, 133-135, 178, 223
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: Oral teacher reading of passages: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Can use www.wordlywise3000.com
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; <i>Review Puzzles</i> : 44, 89, 133-135, 178, 223

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. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
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.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings:</i> 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; <i>Review Puzzles:</i> 44, 89, 133-135, 178, 223
b. Follow agreed-upon rules for discussions and carry out assigned roles.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings:</i> 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; <i>Review Puzzles:</i> 44, 89, 133-135, 178, 223
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.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings:</i> 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; <i>Review Puzzles:</i> 44, 89, 133-135, 178, 223
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings:</i> 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; <i>Review Puzzles:</i> 44, 89, 133-135, 178, 223
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: Oral teacher reading of passages: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221
3. Identify the reasons and evidence a speaker provides to support particular points.	
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
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 on pages 28 and 29 for specific expectations.)	
<p>College and Career Readiness Anchor Standards for Language</p> <p>The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p><i>Conventions in Writing and Speaking</i></p>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>SE: <i>Writing Exercises</i>: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-111, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221</p> <p>Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Applying Meanings</i>: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; <i>Review Puzzles</i>: 44, 89, 133-135, 178, 223</p>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>SE: <i>Writing Exercises</i>: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-111, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221</p>
<p><i>Knowledge of Language</i></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>Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Applying Meanings</i>: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; <i>Review Puzzles</i>: 44, 89, 133-135, 178, 223</p>
<p><i>Vocabulary Acquisition and Use</i></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>SE: 3-6, 13-16, 24-27, 35-39, 47-50, 58-61, 69-72, 80-83, 92-95, 103-106, 114-117, 124-127, 138-141, 149-151, 159-162, 170-173, 181-184, 192-195, 203-206, 215-217</p> <p>TE: 2-11</p>

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: 7, 17, 38, 43, 62, 66, 77, 84, 100, 111, 122, 128, 156, 167, 174, 185, 189, 196, 200, 218
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.	SE: <i>Word Lists</i> : 1-3, 11-13, 22-24, 33-35, 45-57, 56-67, 67-69, 78-80, 90-92, 101-102, 112-114, 122-124, 136-138, 146-148, 157-158, 168-170, 178-181, 190-192, 201-202

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. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	
c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	SE: 66
e. Form and use prepositional phrases.	
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	SE: <i>Writing Exercises</i> : 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-111, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

a. Use correct capitalization.	
b. Use commas and quotation marks to mark direct speech and quotations from a text.	
c. Use a comma before a coordinating conjunction in a compound sentence	
d. Spell grade-appropriate words correctly, consulting references as needed.	SE: <i>Writing Exercises</i> : 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely.*	SE: <i>Writing Exercises</i> : 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221 Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; <i>Review Puzzles</i> : 44, 89, 133-135, 178, 223
b. Choose punctuation for effect.*	
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	SE: <i>Word Lists</i> : 1-3, 11-13, 22-24, 33-35, 45-57, 56-67, 67-69, 78-80, 90-92, 101-102, 112-114, 122-124, 136-138, 146-148, 157-158, 168-170, 178-181, 190-192, 201-202
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	SE: 10, 28, 32, 43, 51, 55, 88, 132, 145, 16, 167, 207, 211, 222

<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>SE: <i>Word Lists</i>: 1-3, 11-13, 22-24, 33-35, 45-57, 56-67, 67-69, 78-80, 90-92, 101-102, 112-114, 122-124, 136-138, 146-148, 157-158, 168-170, 178-181, 190-192, 201-202</p>
<p>5. 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., <i>as pretty as a picture</i>) 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>SE: <i>Antonyms</i>: 17, 43, 39, 62, 77, 118, 122, 196, 200, 218; <i>Synonyms</i>: 7, 39, 62, 84, 100, 128, 174, 218</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>SE: <i>Word Lists</i>: 1-3, 11-13, 22-24, 33-35, 45-57, 56-67, 67-69, 78-80, 90-92, 101-102, 112-114, 122-124, 136-138, 146-148, 157-158, 168-170, 178-181, 190-192, 201-202</p>