



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 5

| College and Career Readiness Anchor Standards for Reading | |
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| 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: 8-11, 19-21, 30-33, 42-44, 56-59, 67-69, 78-81, 89-92, 101-104, 112-115, 123-126, 134-137, 146-148, 157-159, 168-171, 179-182, 192-195, 203-205, 214-216, 225-228 TE: 2-11, 16-5, 58-59, 151-154, 155-158, 159-162, 163-166, 170 |
| 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: 8-11, 19-21, 30-33, 42-44, 56-59, 67-69, 78-81, 89-92, 101-104, 112-115, 123-126, 134-137, 146-148, 157-159, 168-171, 179-182, 192-195, 203-205, 214-216, 225-228 TE: 2-11, 16-5, 58-59, 151-154, 155-158, 159-162, 163-166, 170 |
| 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: 8-11, 19-21, 30-33, 42-44, 56-59, 67-69, 78-81, 89-92, 101-104, 112-115, 123-126, 134-137, 146-148, 157-159, 168-171, 179-182, 192-195, 203-205, 214-216, 225-228 TE: 2-11, 16-5, 58-59, 151-154, 155-158, 159-162, 163-166, 170 |
| Craft and Structure | |
| 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: 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-216, 226-228 TE: 2-11, 16-55, 58-59, 152-154, 1560158, 160-162, 164-16, 170 |

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| 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. | |
| Integration of Knowledge and Ideas | |
| 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | SE: 8-11, 19-21, 30-33, 42-44, 56-59, 67-69, 78-81, 89-92, 101-104, 112-115, 123-126, 134-137, 146-148, 157-159, 168-171, 179-182, 192-195, 203-205, 214-216, 225-228 TE: 2-11, 16-5, 58-59, 151-154, 155-158, 159-162, 163-166, 170 |
| 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. | |
| Range and Level of Text Complexity | |
| 10. Read and comprehend complex literary and informational texts independently and proficiently. | SE: 8-9, 19-20, 30-31, 42-43, 56-67, 67-68, 78-79, 89-90, 101-102, 112-113, 123-124, 134-135, 146-147, 157-158, 168-169, 179-180, 192-193, 203-204, 214-215, 225-226 TE: 151, 155-159, 163 |
| 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. <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> | |
| Key Ideas and Details | |
| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | SE: 226-228 TE: 11, 152-154, 170 |
| 2. 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. | SE: 226-228 TE: 11, 152-154, 170 |

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| 3. 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). | SE: 227 |
| <i>Craft and Structure</i> | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | SE: 226-228 TE: 11, 152-154, 170 |
| 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | |
| 6. Describe how a narrator's or speaker's point of view influences how events are described. | |
| <i>Integration of Knowledge and Ideas</i> | |
| 7. 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). | |
| 8. (Not applicable to literature) | |
| 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | |
| <i>Range and Level of Text Complexity</i> | |
| 10. 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. | SE: 225-226 TE: 151 |
| Reading Standards for Informational Text K-5 | |
| <i>Key Ideas and Details</i> | |
| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | SE: 8-11, 19-21, 30-33, 42-44, 56-59, 67-69, 78-81, 89-92, 101-104, 112-115, 123-126, 134-137, 146-148, 157-159, 168-171, 179-182, 192-195, 203-205, 214-216 TE: 2-11, 16-5, 58-59, 155-158, 159-162, 163-166, 170 |

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| <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> | <p><i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 8-11, 19-21, 30-33, 42-44, 56-59, 67-69, 78-81, 89-92, 101-104, 112-115, 123-126, 134-137, 146-148, 157-159, 168-171, 179-182, 192-195, 203-205, 214-216 TE: 2-11, 16-5, 58-59, 155-158, 159-162, 163-166, 170</p> |
| <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> | <p><i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 8-11, 19-21, 30-33, 42-44, 56-59, 67-69, 78-81, 89-92, 101-104, 112-115, 123-126, 134-137, 146-148, 157-159, 168-171, 179-182, 192-195, 203-205, 214-216 TE: 2-11, 16-5, 58-59, 155-158, 159-162, 163-166, 170</p> |
| <p><i>Craft and Structure</i></p> | |
| <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> | <p>SE: 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-215 TE: 2-11, 156-158, 160-162, 164-166, 170</p> |
| <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> | |
| <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> | |
| <p><i>Integration of Knowledge and Ideas</i></p> | |
| <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> | <p>Can use www.wordlywise3000.com</p> |
| <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> | |
| <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> | |

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| Range and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | SE: 8-9, 19-20, 30-31, 42-43, 56-67, 67-68, 78-79, 89-90, 101-102, 112-113, 123-124, 134-135, 146-147, 157-158, 168-169, 179-180, 192-193, 203-204, 214-215 TE: 155, 159, 163 |
| 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. | |
| 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: 11, 18, 22, 29, 34, 55, 70, 81, 88, 104, 122, 137, 160, 171, 178, 183, 195, 213, 217, 228, |
| Fluency | |
| 4. Read with sufficient accuracy and fluency to support comprehension. | |
| a. Read on-level text with purpose and understanding. | SE: 8-9, 19-20, 30-31, 42-43, 56-67, 67-68, 78-79, 89-90, 101-102, 112-113, 123-124, 134-135, 146-147, 157-158, 168-169, 179-180, 192-193, 203-204, 214-215, 225-226 TE: 151, 155-159, 163 |
| b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings | SE: 8-9, 19-20, 30-31, 42-43, 56-67, 67-68, 78-79, 89-90, 101-102, 112-113, 123-124, 134-135, 146-147, 157-158, 168-169, 179-180, 192-193, 203-204, 214-215, 225-226 TE: 151, 155-159, 163 |

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| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | SE: 8-9, 19-20, 30-31, 42-43, 56-67, 67-68, 78-79, 89-90, 101-102, 112-113, 123-124, 134-135, 146-147, 157-158, 168-169, 179-180, 192-193, 203-204, 214-215, 225-226 TE: 151, 155-159, 163 |
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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.

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| 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> : 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-216, 226-228 |
| 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> : 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-216, 226-228 |
| 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.

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| 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> : 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-216, 226-228 |
| <p>Writing Standards K–5</p> <p>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.</p> | |
| 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 ideas are logically grouped to support the writer’s purpose. | |
| b. Provide logically ordered reasons that are supported by facts and details. | |
| c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</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, provide a general observation and focus, and group related information logically; 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. | |

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| c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | |
| c. Use a variety of transitional words, phrases, and clauses 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> : 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-216, 226-228 |
| 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 5 on pages 28 and 29.) | |

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| <p>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.</p> | |
| <p>Research to Build Knowledge</p> | |
| <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> | |
| <p>8. 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.</p> | |
| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | |
| <p>a. Apply <i>grade 5 Reading standards</i> 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]”).</p> | |
| <p>b. Apply <i>grade 5 Reading standards</i> 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]”).</p> | |
| <p>Range of Writing</p> | |
| <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>SE: <i>Writing Exercises</i>: 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-216, 226-228</p> |

College and Career Readiness Anchor Standards for Speaking and Listening

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

| Comprehension and Collaboration | |
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| 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, 17, 28, 40, 54, 65, 76, 87, 9, 110, 121, 132, 144, 155, 166, 177, 190, 201, 212, 223; <i>Review Puzzles</i> : 46-48, 93, 138, 184, 229 |
| 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | SE: Oral teacher reading of passages: 8-11, 19-21, 30-33, 42-44, 56-59, 67-69, 78-81, 89-92, 101-104, 112-115, 123-126, 134-137, 146-148, 157-159, 168-171, 179-182, 192-195, 203-205, 214-216, 225-228 TE: 2-11, 16-5, 58-59, 151-154, 155-158, 159-162, 163-166, 170 |
| 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. | |
| 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, 17, 28, 40, 54, 65, 76, 87, 9, 110, 121, 132, 144, 155, 166, 177, 190, 201, 212, 223; <i>Review Puzzles</i> : 46-48, 93, 138, 184, 229 |

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 5 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, 17, 28, 40, 54, 65, 76, 87, 9, 110, 121, 132, 144, 155, 166, 177, 190, 201, 212, 223; <i>Review Puzzles</i> : 46-48, 93, 138, 184, 229 |
| 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, 17, 28, 40, 54, 65, 76, 87, 9, 110, 121, 132, 144, 155, 166, 177, 190, 201, 212, 223; <i>Review Puzzles</i> : 46-48, 93, 138, 184, 229 |
| c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on 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, 17, 28, 40, 54, 65, 76, 87, 9, 110, 121, 132, 144, 155, 166, 177, 190, 201, 212, 223; <i>Review Puzzles</i> : 46-48, 93, 138, 184, 229 |
| d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 6, 17, 28, 40, 54, 65, 76, 87, 9, 110, 121, 132, 144, 155, 166, 177, 190, 201, 212, 223; <i>Review Puzzles</i> : 46-48, 93, 138, 184, 229 |
| 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | SE: Oral teacher reading of passages can be used: 8-11, 19-21, 30-33, 42-44, 56-59, 67-69, 78-81, 89-92, 101-104, 112-115, 123-126, 134-137, 146-148, 157-159, 168-171, 179-182, 192-195, 203-205, 214-216, 225-228 TE: 2-11, 16-5, 58-59, 151-154, 155-158, 159-162, 163-166, 170 |
| 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | |
| Presentation of Knowledge and Ideas | |

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| 4. 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. | |
| 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | |
| 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) | Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 6, 17, 28, 40, 54, 65, 76, 87, 9, 110, 121, 132, 144, 155, 166, 177, 190, 201, 212, 223; <i>Review Puzzles</i> : 46-48, 93, 138, 184, 229 |
| <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>: 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-216, 226-228</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, 17, 28, 40, 54, 65, 76, 87, 9, 110, 121, 132, 144, 155, 166, 177, 190, 201, 212, 223; <i>Review Puzzles</i>: 46-48, 93, 138, 184, 229</p> |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <p>SE: <i>Writing Exercises</i>: 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-216, 226-228</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, 17, 28, 40, 54, 65, 76, 87, 9, 110, 121, 132, 144, 155, 166, 177, 190, 201, 212, 223; <i>Review Puzzles</i>: 46-48, 93, 138, 184, 229</p> |
| <p><i>Vocabulary Acquisition and Use</i></p> | |

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| 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. | SE: 3-6, 14-17, 25-28, 37-40 51-54, 62-65, 73-76, 84-87, 96, 99, 107-110, 118-121, 129-132, 141-144, 152-155, 163-166, 174-177, 187-190, 198-201, 209-212, 220-223 TE: 2-11 |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | SE: <i>Synonyms</i> : 7, 41, 6, 77, 81, 92, 111, 145, 202, 224; <i>Antonyms</i> : 7, 41, 59, 92, 104, 111, 126, 167, 183, 124; <i>Nuances</i> : 45 |
| 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> : 1-2, 12-14, 23-25, 35-37, 49-51, 60-62, 72-73, 82-84, 94-96, 105-107, 116-118, 127-129, 139-140, 150-152, 161-163, 172-174, 185-186, 196-198, 207-209, 218-220 |

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.

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| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | |
| b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses. | |
| c. Use verb tense to convey various times, sequences, states, and conditions. | |
| d. Recognize and correct inappropriate shifts in verb tense.* | |
| e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>). | |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |

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| a. Use punctuation to separate items in a series.* | |
| b. Use a comma to separate an introductory element from the rest of the sentence. | |
| c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). | |
| d. Use underlining, quotation marks, or italics to indicate titles of works. | |
| e. Spell grade-appropriate words correctly, consulting references as needed. | SE: <i>Writing Exercises</i> : 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-216, 226-228 |
| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | SE: <i>Writing Exercises</i> : 9-11, 20-21, 31-33, 43-44, 57-59, 68-69, 79-81, 90-92, 102-104, 113-115, 124-126, 135-137, 147-148, 158-159, 169-171, 180-182, 193-195, 204-205, 215-216, 226-228 |
| b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems | |
| Vocabulary Acquisition and Use | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. | |
| a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | SE: <i>Word Lists</i> : 1-2, 12-14, 23-25, 35-37, 49-51, 60-62, 72-73, 82-84, 94-96, 105-107, 116-118, 127-129, 139-140, 150-152, 161-163, 172-174, 185-186, 196-198, 207-209, 218-220 |
| b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>). | SE: 11, 22, 29, 34, 45, 70, 81, 88, 104, 115, 126, 137, 156, 160, 171, 178, 183, 195, 217, 228 |
| 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. | SE: <i>Word Lists</i> : 1-2, 12-14, 23-25, 35-37, 49-51, 60-62, 72-73, 82-84, 94-96, 105-107, 116-118, 127-129, 139-140, 150-152, 161-163, 172-174, 185-186, 196-198, 207-209, 218-220 |

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| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| a. Interpret figurative language, including similes and metaphors, in context. | |
| b. Recognize and explain the meaning of common idioms, adages, and proverbs. | |
| c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | SE: <i>Synonyms</i> : 7, 41, 6, 77, 81, 92, 111, 145, 202, 224; <i>Antonyms</i> : 7, 41, 59, 92, 104, 111, 126, 167, 183, 124; <i>Homographs</i> : 4534, 45, 59, 70, 92, 100, 104, 126, 149, 160, 171, 183, 191, 195 |
| 6. 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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>). | SE: <i>Word Lists</i> : 1-2, 12-14, 23-25, 35-37, 49-51, 60-62, 72-73, 82-84, 94-96, 105-107, 116-118, 127-129, 139-140, 150-152, 161-163, 172-174, 185-186, 196-198, 207-209, 218-220 |