



Literacy and Intervention

COMMON CORE STATE STANDARDS

Primary Phonics[®]

Systematic, Phonics-Based Early Reading Program



Grades K-2



COMMON CORE STATE STANDARDS for English Language Arts	Primary Phonics®
Grade K	
<i>TGK – Teacher Guide Kindergarten; WBK – Workbook Kindergarten; TG1- Teacher Guide Level 1; CW1 – Comprehension Workbook Level 1; WB1 – Workbook Level 1; TG2-Teacher Guide Level 2; CW2 – Comprehension Workbook Level 2; WB2 – Workbook Level 2; MWB2 – MORE Workbook Level 2; IG1-Intervention Guide 1; IG2-Intervention Guide 2</i>	
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.	TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG1: 3, 4, 11, 15, 19, 27, 31, 35, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG1: 3, 5, 11, 15, 19, 23, 28, 32, 36, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG1: 3, 5, 11, 15, 19, 23, 28, 32, 36, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79

<p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>TG1: 7, 9, 14, 16, 22, 30, 32, 39, 46, 49, 52, 55, 64, 70 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Integration of Knowledge and Ideas</p>	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> IG1: 3, 4, 11, 15, 19, 27, 31, 35, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	

Range and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> IG1: 3, 4, 1, 15, 19, 27, 31, 35, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>
Reading Standards for Literature Kindergarten	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG1: 3, 5, 11, 15, 19, 23, 28, 32, 36, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>
2. With prompting and support, retell familiar stories, including key details.	<p>TG1: 22, 30, 37, 44, 56, 58 TG2: 76, 111, 125, 138</p>
3. With prompting and support, identify characters, settings, and major events in a story.	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG1: 3, 5, 11, 15, 19, 23, 28, 32, 36, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>

Craft and Structure	
4. Ask and answer questions about unknown words in a text.	TG1: 7, 9, 14, 16, 22, 30, 32, 39, 46, 49, 52, 55, 64, 70 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21
5. Recognize common types of texts (e.g., storybooks, poems).	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54 WBK: 2-3, 6-7, 10-11, 14-15, 18-19, 22-23, 26-27, 30-31, 34-35, 38-39, 42-43, 46-47, 50-51, 54-55, 58-59, 62-63, 66-67, 70-71
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Range and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> IG1: 3, 4, 1, 15, 19, 27, 31, 35, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79

Reading Standards for Informational Kindergarten	
<i>Key Ideas and Details</i>	
1. With prompting and support, ask and answer questions about key details in a text.	
2. With prompting and support, identify the main topic and retell key details of a text.	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<i>Craft and Structure</i>	
4. With prompting and support, ask and answer questions about unknown words in a text.	
5. Identify the front cover, back cover, and title page of a book.	
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
<i>Integration of Knowledge and Ideas</i>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
8. With prompting and support, identify the reasons an author gives to support points in a text.	
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
<i>Range and Level of Text Complexity</i>	
10. Actively engage in group reading activities with purpose and understanding.	

Reading Standards: Foundational Skills Kindergarten

<p>Print Concepts</p>	
<p>1. Demonstrate understanding of the organization and basic features of print.</p>	
<p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i></p>
<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i></p>

<p>c. Understand that words are separated by spaces in print.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i></p>
<p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65 WB1: <i>Workbook 1</i> and <i>MORE Workbook 1</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants. WB2: <i>Workbook 2</i> and <i>MORE Workbook 2</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants.</p>
<p>Phonological Awareness</p>	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p>a. Recognize and produce rhyming words.</p>	<p>TG1: 13, 19, 31, 34, 41, 42, 50, 51, 54, 57, 63, 65 TG2: 77, 85, 92, 108, 115, 123, 125 IG1: 4</p>
<p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p style="background-color: #cccccc;"></p>
<p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>TG1: 7, 14, 17, 25, 30, 33, 37, 43, 49, 56, 61, 68 TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 IG1: 2, 6, 10, 13, 14, 17, 18, 22, 27, 30, 34, 37, 38 IG2: 42, 46, 50, 54, 62, 66, 70, 74, 78</p>
<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>TG1: 3, 4, 6, 8, 10, 11, 12, 13, 15, 16, 18, 21, 23, 26, 31, 36, 38, 39, 45, 57, 48, 51, 59, 60 TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 99, 102, 103, 111, 119, 128, 131, 134, 135, 137 IG1: 1, 5, 6, 9, 10, 14, 16, 17, 21, 25, 30, 37 IG2: 41, 45, 49, 53, 57, 61, 65, 69, 73, 77</p>
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>TG1: 13, 19, 34, 41, 57, 63, 65, 69 TG2: 77, 85, 92, 108, 109, 115, 125 IG1: 10, 14, 18, 21, 25, 31, 35</p>

Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	<p>TGK: 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 47, 50, 53</p> <p>WBK: 1, 5, 8, 9, 12,13, 16, 17, 20, 21, 24, 25, 28, 29, 32,33, 36,37, 40, 41, 44, 45, 48, 49, 52, 53, 56, 57, 60, 61, 64, 65, 68, 72</p> <p>TG1: 8, 10, 12, 13, 15, 18, 21, 23, 26, 27, 29, 31, 34, 36</p> <p>TG2: 81, 108</p> <p>IG1: 31, 33, 35</p>
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<p>TG1: 3, 6, 8, 10, 12, 13, 16, 18, 21, 23, 26, 27, 29, 31, 38, 39, 41, 43, 45, 47, 48, 51, 53, 54, 57, 59, 60, 63, 65, 67, 69</p> <p>WB1: <i>Workbook 1</i> and <i>MORE Workbook 1</i> provide extensive practice, review, and reinforcement of the five major vowels.</p> <p>TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 97, 99, 102, 103, 105, 117, 119, 122, 128, 129, 135, 137</p> <p>WB2: <i>Workbook 2</i> and <i>MORE Workbook 2</i> provide extensive practice, review, and reinforcement of the five major vowels.</p> <p>IG1: 1, 2, 4, 5, 6, 8, 9, 13, 14, 17, 18, 21, 22, 25, 29, 33, 37</p> <p>IG2: 41, 45, 49, 53, 57, 61, 65, 69, 73, 77</p> <p>IGBM: 1A-C, 2A-C, 3A-C, 4A-C, 5A-C, 6A-C, 7A-C, 8A-C, 9A-C, 10A-C, 11A-C, 12A-C, 13A-C, 14A-C</p>
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	<p>TG1: 3, 5, 6, 8, 16, 24, 32, 45, 57, 63, 69</p> <p>Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i></p> <p>Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i></p> <p>TG2: 92, 112, 120, 140</p> <p>Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i></p> <p>Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i></p> <p>IG1: 2, 6, 10, 14 18, 22, 26, 30, 34, 38</p> <p>IG2: 42, 46, 54, 58, 62, 66, 70, 74, 78</p>
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<p>TG1: 13, 19, 34, 41, 51, 54, 57, 63, 65</p> <p>TG2: 77, 85, 92, 108, 115, 123, 125</p> <p>IG1: 4</p>

Fluency	
4. Read emergent-reader texts with purpose and understanding.	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68 CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 1 : <i>Mac and Tab, The Tin Man, Al, Tim, The Jet, Ben Bug, Ed, Meg, Ted, The Wig;</i> Storybooks 1A: <i>The Cab, Kim and Wag, The Van and the Hot Rod, Fun in the Mud, Hal and Nip Cop Cat, The Wet Pup, Gum on a Cat;</i> TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> IG1: 3, 4, 11, 15, 19, 27, 31, 35, 39 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p>
<p>College and Career Readiness Anchor Standards for Writing</p> <p>The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p><i>Text Types and Purposes</i></p>	
1. Write arguments to support claims in an analysis of substantive topics or texts.	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection.	<p>TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35,36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70 TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138,140, 141 IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>
3. Write narratives to develop real or imagined experiences or events using effective technique.	
<p><i>Production and Distribution of Writing</i></p>	

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54 WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65 TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35, 36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70 TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141 IG1: <i>Dictation Exercises:</i> 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p>Research to Build Knowledge</p>	
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Range of Writing</p>	

<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54 WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65 TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35, 36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70 TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141 IG1: <i>Dictation Exercises:</i> 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>
<p>Writing Standards for Kindergarten</p>	
<p><i>Text Types and Purposes</i></p>	
<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>	
<p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>TG1: 48, 62, 66, 67, 70 TG2: 82, 123, 130, 135, 138, 141 IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>TG2: 99, 103, 106, 110</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>4. (Begins in grade 3)</p>	
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54 WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65 IG1: <i>Dictation Exercises:</i> 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Research to Build Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins in grade 4)	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54</p> <p>WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65</p> <p>TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35, 36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70</p> <p>TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35, 36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70</p> <p>TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141</p> <p>IG1: Dictation Exercises: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40</p> <p>IG2: Dictation Exercises: 44, 46, 51, 55, 59, 63, 68, 71, 76, 79</p> <p>IGBM: 1C, 2C, 3C, 4C, 5C, 6C, 7C, 8C, 9C, 1C, 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C</p>
<p>College and Career Readiness Anchor Standards for Speaking and Listening</p> <p>The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	

Comprehension and Collaboration	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>TG1: <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</p> <p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p>
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>TG1: 37, 62, 68</p> <p>TG2: 76, 84, 99, 106, 111, 125, 138</p>
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<p>TG1: 22, 37, 56, 62, 68</p> <p>TG2: 76, 84, 99, 106, 111, 125, 138</p>
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<p>TG1: 37, 62, 68</p> <p>TG2: 76, 99, 106, 111</p>
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<p>TG1: <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</p> <p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p>

Speaking and Listening Standards K–5	
<i>Comprehension and Collaboration</i>	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<p>TGK: 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 47, 50, 53</p> <p>WBK: 1, 5, 8, 9, 12,13, 16, 17, 20, 21, 24, 25, 28, 29, 32,33, 36,37, 40, 41, 44, 45, 48, 49, 52, 53, 56, 57, 60, 61, 64, 65, 68, 72</p> <p>TG1: <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</p> <p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p>
b. Continue a conversation through multiple exchanges.	<p>TG1: <i>Reading in Context:</i> 7, 14, 22, 37, 43, 49, 55, 61, 68; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</p> <p>TG2: <i>Reading in Context:</i> 75, 84, 90, 98, 110, 118, 124, 130, 138 ; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p>
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<p>TG1: <i>Reading in Context:</i> 7, 14, 22, 37, 43, 49, 55, 61, 68; <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</p> <p>TG2: <i>Reading in Context:</i> 7, 14, 22, 37, 43, 49, 55, 61, 68; <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p>

<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>TGK: 1, 2, 4, 5, 7, 10, 11, 13, 14, 16, 17, 19, 20, 22, 23, 25, 26, 28, 29, 31, 32, 34, 35, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 54</p> <p>WBK: 1, 2-3, 5, 6-7, 8, 9, 10-11, 12, 13, 14-15, 16, 17, 18-19, 20, 21, 22-23, 24, 25, 26-27, 28, 29, 30-31, 32, 33, 34-35, 36,37, 38-39, 40, 41, 42-43, 44, 45, 46-47, 48, 49, 50-51, 52, 53, 54-55, 56, 57, 58-59, 60, 61, 2-63, 64, 65, 66-67, 68, 70-71, 72</p> <p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68</p> <p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>TG1: 7, 14, 22, 37, 43, 49, 55, 61, 68</p> <p>CW1: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p> <p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138</p> <p>CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>TG1: 37, 62, 68</p> <p>TG2: 76, 84, 99, 106, 111, 125, 138</p>
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>TG1: <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68</p> <p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p>
<p>College and Career Readiness Anchor Standards for Language</p> <p>The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p>Conventions in Writing and Speaking</p>	

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Writing: TGK: 2, 5, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 48, 51, 54 WBK: 2-3, 6-7, 10-11, 14-15, 18-19, 22-23, 26-27, 30-31, 34-35, 38-39, 42-43, 46-47, 50-51, 54-55, 58-59, 62-63, 66-67, 70-71 TG1: 5, 9, 11, 13, 14, 17, 19, 20, 21, 24, 27, 28, 30, 33, 35,36, 40, 42, 43, 46, 48, 49, 52, 54, 55, 58, 60, 61, 64, 66, 67, 70 TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138,140, 141 IG1: <i>Dictation Exercises:</i> 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 Speaking: TG1: <i>Fluency Exercises:</i> 15, 17, 22, 25, 30, 33, 37, 40, 44, 46, 50, 52, 56, 58, 62, 64, 68, 70; <i>Automaticity Exercises:</i> 3, 6, 8, 12, 16, 18, 24, 28, 32, 39, 45, 51, 57, 63, 65, 70; <i>Extend Activities:</i> 7, 15, 22, 30, 37, 50, 56, 62, 68 TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>Knowledge of Language</p>	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>TG1: 3, 5, 8, 10, 12, 14, 16, 18, 20, 23, 26, 27, 29, 32, 34, 36, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69 TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	

<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>TG1: 3, 5, 8, 10, 12, 14, 16, 18, 20, 23, 26, 27, 29, 32, 34, 36, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69</p> <p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137</p>
<p>Language Standards K–5</p>	
<p><i>Conventions of Standard English</i></p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>a. Print many upper- and lowercase letters.</p>	<p>WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65</p> <p>WB1: <i>Workbook 1</i> and <i>MORE Workbook 1</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants.</p> <p>WB2: <i>Workbook 2</i> and <i>MORE Workbook 2</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants.</p>
<p>b. Use frequently occurring nouns and verbs.</p>	
<p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	
<p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	
<p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	
<p>f. Produce and expand complete sentences in shared language activities.</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Capitalize the first word in a sentence and the pronoun I.</p>	
<p>b. Recognize and name end punctuation.</p>	
<p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>WBK: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65</p> <p>WB1: <i>Workbook 1</i> and <i>MORE Workbook 1</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants.</p> <p>WB2: <i>Workbook 2</i> and <i>MORE Workbook 2</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants.</p>
<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>WB2: 2-3, 4-5, 18, 22, 35, 36, 46, 52, 60</p> <p>MWB2: 12-13, 20-21, 28-29, 31, 34-35, 36, 46-47, 52-53, 55, 58-59, 72-73, 77</p>

Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>kindergarten reading and content</i> .	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TG2: 81, 136
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)	
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	TG1: 3, 5, 8, 10, 12, 14, 16, 18, 20, 23, 26, 27, 29, 32, 34, 36, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69 TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137

COMMON CORE STATE STANDARDS for English Language Arts	Primary Phonics®
Grade 1	
<i>TG2-Teacher Guide Level 2; CW2 – Comprehension Workbook Level 2; WB2 – Workbook Level 2; MWB2 – MORE Workbook Level 2; IG2- Intervention Guide Level 2; TG3-Teacher Guide Level 3; CW31 – Comprehension Workbook Level 3; WB3 – Workbook Level 3; MWB3 – MORE Workbook Level 3; IG3- Intervention Guide Level 3;TG4-Teacher Guide Level 4; CW4 – Comprehension Workbook Level 1; WB4 – Workbook Level 4; IG4- Intervention Guide Level 4 ;IGBM- Intervention Guide Blackline Masters</i>	
<p>College and Career Readiness Anchor Standards for Reading</p> <p>The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p>Key Ideas and Details</p>	
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>

<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<p><i>Craft and Structure</i></p>	
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><i>Integration of Knowledge and Ideas</i></p>	

<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p style="background-color: #cccccc;"></p>
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p style="background-color: #cccccc;"></p>
<p>Range and Level of Text Complexity</p>	<p style="background-color: #cccccc;"></p>

<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
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Reading Standards for Literature Grade 1

<p>Key Ideas and Details</p>	
<p>1. Ask and answer questions about key details in a text.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>

<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>Craft and Structure</p>	
<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<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.</p>	
<p>6. Identify who is telling the story at various points in a text.</p>	
<p>Integration of Knowledge and Ideas</p>	

7. Use illustrations and details in a story to describe its characters, setting, or events.	
8. (Not applicable to literature)	
9. Compare and contrast the adventures and experiences of characters in stories.	TG4: 54
Range and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138</p> <p>CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p> <p>Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i></p> <p>Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i></p> <p>TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197</p> <p>CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p> <p>Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i></p> <p>TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53</p> <p>CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p> <p>Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i></p> <p>IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79</p> <p>IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119</p> <p>IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
Reading Standards for Informational Text Grade 1	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	
2. Identify the main topic and retell key details of a text.	
3. Describe the connection between two individuals, events, ideas, 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, electronic 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.	
<i>Integration of Knowledge and Ideas</i>	
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).	
<i>Range and Level of Text Complexity</i>	
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.	
c. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TG3: 153, 182, 188, 195
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 97, 99, 102, 103, 105, 117, 119, 122, 128, 129, 135, 137 WB2: <i>Workbook 2</i> and <i>MORE Workbook 2</i> provide extensive practice, review, and reinforcement of vowels. WB3: <i>Workbook 3</i> and <i>MORE Workbook 3</i> provide extensive practice, review, and reinforcement of vowels. WB4: <i>Workbook 4</i> provides extensive practice, review, and reinforcement of vowels.

<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 TG3: 144, 149, 152, 156, 163, 169, 171 TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 IGBM: 21A-C, 22A-C, 23A-C, 24A-C, 25A-C, 26A-C, 29A-C, 31A-C, 32A-C, 34A-C, 35A-C</p>
<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 99, 102, 103, 111, 119, 128, 131, 134, 135, 137 TG3: 142, 144, 156, 17, 159, 161, 163, 164, 167, 169, 171, 173, 174, 175, 178, 179, 184, 185, 191, 194, 197 TG4: 3, 4, 8, 10, 20, 25, 29, 31, 34, 36, 42, 44, 47, 52</p>
<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 99, 102, 103, 111, 119, 128, 131, 134, 135, 137 TG3: 142, 144, 156, 17, 159, 161, 163, 164, 167, 169, 171, 173, 174, 175, 178, 179, 184, 185, 191, 194, 197 TG4: 3, 4, 8, 10, 20, 25, 29, 31, 34, 36, 42, 44, 47, 52</p>
<p>Phonics and Word Recognition</p>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>TG3: 190, 191 TG4: 1, 7, 9, 15, 17, 23, 25 ICG4: 121, 125, 133, 137 IGBM: 29A-C, 31A-C, 32A-C, 34A-C, 35A-C</p>

<p>b. Decode regularly spelled one-syllable words.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>TG2: 71, 73, 74, 77, 80, 81, 83, 88, 89, 92, 94, 95, 97, 99 WB2: 1-36 MWB2: 2-36 IGBM: 11A-C, 12A-C, 13A-C, 14A-C</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>TG3: 180, 182, 190, 195 TG4: 18, 19, 31, 36, 39, 40 IGBM: 27A-C</p>
<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>TG3: 180, 182, 190, 195 TG4: 18, 19, 31, 36, 39, 40 IGBM: 27A-C</p>
<p>f. Read words with inflectional endings.</p>	<p>TG4: 10, 13, 14, 36, 40 ICG4: 129, 130, 136</p>
<p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53</p>

Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>

<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 2: <i>Mac Gets Well, The Big Game, The Joke, The Cake, The Bee, The Goat, Sail, The Seal, Hide and Seek, The Fire;</i> Storybooks 2A: <i>Babe, the Big Hit, Make the Bed, Mole, A Ride on a Bus, The Lie, A Fine Coat, Cop Cat and the Mule, A Real Pal, Rose and Weed, The Deer</i> TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 3: <i>Slide, The Plane Trip, Spot, The Prints, The Dream, The Best Gift, Mittens, The Sea Gull, The Lost Duck, Max and the Fox</i> TG4: 5, 11, 15, 21, 26, 32, 37, 42, 48, 53 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 Storybooks 4: <i>Fish Fun, The Chicken Ranch, Ring the Bell, The Little Skunk, The White Hen, The Go-cart, The Lost Horse, The Brave Hunter, The Birdfeeder, The Hard Worker</i> IG2: 43, 46, 51, 55, 59, 63, 67, 71, 75, 79 IG3: 84, 87, 91, 95, 99, 103, 107, 111, 115, 119 IG4: 123, 127, 130, 135, 139, 143, 146, 151, 155, 159</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.

Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts.	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection.	<p>TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141</p> <p>TG3: 143, 145, 147, 151, 157, 158, 164, 166, 170, 171, 175, 176, 180, 181, 182, 185, 186, 188, 191, 192</p> <p>TG4: 2, 4, 5, 8, 9, 11, 14, 15, 18, 19, 21, 24 25 30, 32, 34, 37, 40, 41, 42, 45, 46 48, 51, 52, 53</p> <p>IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
3. Write narratives to develop real or imagined experiences or events using effective technique.	TG3: 153
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.	<p>TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141</p> <p>TG3: 143, 145, 147, 151, 153, 157, 158, 164, 166, 170, 171, 175, 176, 180, 181, 182, 185, 186, 188, 191, 192</p> <p>TG4: 2, 4, 5, 8, 9, 11, 14, 15, 18, 19, 21, 24 25 30, 32, 34, 37, 40, 41, 42, 45, 46 48, 51, 52, 53</p> <p>IG2: Dictation Exercises: 44, 46, 51, 55, 59, 63, 68, 71, 76, 79</p> <p>IG3: Dictation Exercises: 84, 87, 92, 95, 99, 103, 108, 111, 116, 120, 128, 132</p> <p>IG4: Dictation Exercises: 124, 127, 140, 143, 147, 151, 156, 160</p> <p>IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
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.	TG4: 22
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.	TG4: 22
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG4: 22
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.	<p>TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141</p> <p>TG3: 143, 145, 147, 151, 153, 157, 158, 164, 166, 170, 171, 175, 176, 180, 181, 182, 185, 186, 188, 191, 192</p> <p>TG4: 2, 4, 5, 8, 9, 11, 14, 15, 18, 19, 21, 24 25 30, 32, 34, 37, 40, 41, 42, 45, 46 48, 51, 52, 53</p> <p>IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79</p> <p>IG3: <i>Dictation Exercises:</i> 84, 87, 92, 95, 99, 103, 108, 111, 116, 120, 128, 132</p> <p>IG4: <i>Dictation Exercises:</i> 124, 127, 140, 143, 147, 151, 156, 160</p> <p>IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
Writing Standards for Grade 1	
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 a reason for the opinion, and provide some sense of closure.	

<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141 TG3: 143, 145, 147, 151, 157, 158, 164, 166, 170, 171, 175, 176, 180, 181, 182, 185, 186, 188, 191, 192 TG4: 2, 4, 5, 8, 9, 11, 14, 15, 18, 19, 21, 24 25 30, 32, 34, 37, 40, 41, 42, 45, 46 48, 51, 52, 53 IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>TG3: 153</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>4. (Begins in grade 3)</p>	
<p>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.</p>	
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	
<p><i>Research to Build Knowledge</i></p>	
<p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>TG4: 22</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
<p>9. (Begins in grade 4)</p>	
<p><i>Range of Writing</i></p>	
<p>10. (Begins in grade 3)</p>	
<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.</p>	
<p><i>Comprehension and Collaboration</i></p>	

<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>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Fluency Exercises:</i> 3, 9, 19, 25, 41, 46; <i>Automaticity Exercises:</i> 2, 7, 13, 17, 24, 29, 34, 39, 44, 50; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TG2: 76, 84, 99, 106, 111, 125, 138</p> <p>TG3: 153, 172, 183</p> <p>TG4: 12, 16, 27, 33, 38, 43</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>Presentation of Knowledge and Ideas</p>	
<p>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>	<p>TG2: 76, 84, 99, 106, 111, 125, 138</p> <p>TG3: 153, 172, 183</p> <p>TG4: 12, 16, 27, 33, 38, 43</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>TG2: 76, 99, 106, 111</p> <p>TG3: 172</p> <p>TG4: 12, 16 33, 43</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Fluency Exercises:</i> 3, 9, 19, 25, 41, 46; <i>Automaticity Exercises:</i> 2, 7, 13, 17, 24, 29, 34, 39, 44, 50; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>Speaking and Listening Grade 1</p>	
<p>Comprehension and Collaboration</p>	
<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	

<p>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).</p>	<p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Fluency Exercises:</i> 3, 9, 19, 25, 41, 46; <i>Automaticity Exercises:</i> 2, 7, 13, 17, 24, 29, 34, 39, 44, 50; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>TG2: <i>Reading in Context:</i> 75, 84, 90, 98, 110, 118, 124, 130, 138 ; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Reading in Context:</i> 147, 153, 160, 166, 172, 176, 182, 188, 192, 197; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Reading in Context:</i> 5, 11, 15, 21, 26, 32, 37, 42, 48, 53; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>TG2: <i>Reading in Context:</i> 7, 14, 22, 37, 43, 49, 55, 61, 68; <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Reading in Context:</i> 147, 153, 160, 166, 172, 176, 182, 188, 192, 197; <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Reading in Context:</i> 5, 11, 15, 21, 26, 32, 37, 42, 48, 53; <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</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>TG2: <i>Reading in Context:</i> 7, 14, 22, 37, 43, 49, 55, 61, 68; <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138</p> <p>TG3: <i>Reading in Context:</i> 147, 153, 160, 166, 172, 176, 182, 188, 192, 197; <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198</p> <p>TG4: <i>Reading in Context:</i> 5, 11, 15, 21, 26, 32, 37, 42, 48, 53; <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</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>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138</p> <p>TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197</p> <p>TG4: 12, 16 27, 33, 38, 43</p>
<p>Presentation of Knowledge and Ideas</p>	

<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>TG2: 75, 84, 90, 98, 104, 110, 118, 124, 130, 138 CW2: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG3: 147, 153, 160, 166, 172, 176, 182, 188, 192, 197 CW3: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG4: 12, 16 27, 33, 38, 43 CW4: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>TG2: 76, 84, 99, 106, 111, 125, 138 TG3: 147, 153, 157, 164, 172, 175, 181, 192, 197 TG4: 12, 16, 25, 33, 38, 43, 45</p>
<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138 TG3: <i>Fluency Exercises:</i> 145, 154, 158, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198 TG4: <i>Fluency Exercises:</i> 3, 9, 19, 25, 41, 46; <i>Automaticity Exercises:</i> 2, 7, 13, 17, 24, 29, 34, 39, 44, 50; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<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.</p>	
<p><i>Conventions in Writing and Speaking</i></p>	

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Writing: TG2: 72, 74, 75, 79, 81, 82, 87, 89, 90, 93, 95, 96, 98, 103, 104, 106, 109, 110, 113, 115, 116, 121, 123, 126, 129, 130, 132, 135, 136, 138, 140, 141 TG3: 143, 145, 147, 151, 153, 157, 158, 164, 166, 170, 171, 175, 176, 180, 181, 182, 185, 186, 188, 191, 192 TG4: 2, 4, 5, 8, 9, 11, 14, 15, 18, 19, 21, 24, 25, 30, 32, 34, 37, 40, 41, 42, 45, 46, 48, 51, 52, 53 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IG3: <i>Dictation Exercises:</i> 84, 87, 92, 95, 99, 103, 108, 111, 116, 120, 128, 132 IG4: <i>Dictation Exercises:</i> 124, 127, 140, 143, 147, 151, 156, 160 IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C Speaking: TG2: <i>Fluency Exercises:</i> 76, 79, 84, 87, 88, 91, 93, 99, 101, 105, 107, 111, 113, 118, 121, 125, 127, 131, 133, 138, 141; <i>Automaticity Exercises:</i> 73, 78, 82, 86, 93, 96, 100, 102, 106, 108, 112, 114, 120, 122, 126, 128, 132, 134, 140; <i>Extend Activities:</i> 76, 84, 91, 99, 104, 111, 118, 125, 131, 138 TG3: <i>Fluency Exercises:</i> 145M, 154M, 158M, 167, 181, 184, 196; <i>Automaticity Exercises:</i> 143, 151, 156, 164, 170, 174, 179, 186, 190, 194; <i>Extend Activities:</i> 147, 153, 160, 166, 172, 177, 183, 188, 193, 198 TG4: <i>Fluency Exercises:</i> 3, 9, 19, 25, 41, 46; <i>Automaticity Exercises:</i> 2, 7, 13, 17, 24, 29, 34, 39, 44, 50; <i>Extend Activities:</i> 6, 12, 16, 22, 26, 33, 38, 42, 48, 54</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>TG3: 153, 158, 170, 182, 188, 195</p>
<p>Knowledge of Language</p>	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 186, 187, 190, 192, 194, 196, 197 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	

<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53</p>
<p>Language Standards Grade 1</p>	
<p>Conventions of Standard English</p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>a. Print all upper- and lowercase letters.</p>	<p>WB2: <i>Workbook 2</i> and <i>MORE Workbook 2</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants. WB3: <i>Workbook 3</i> and <i>MORE Workbook 3</i> provide extensive practice, review, and reinforcement of writing the five major vowels and many consonants. WB4: <i>Workbook 4</i> provides extensive practice, review, and reinforcement of writing the five major vowels and many consonants. IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IG3: <i>Dictation Exercises:</i> 84, 87, 92, 95, 99, 103, 108, 111, 116, 120, 128, 132 IG4: <i>Dictation Exercises:</i> 124, 127, 140, 143, 147, 151, 156, 160 IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
<p>b. Use common, proper, and possessive nouns.</p>	
<p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>	
<p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p>	
<p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>	
<p>f. Use frequently occurring adjectives.</p>	
<p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	
<p>h. Use determiners (e.g., articles, demonstratives).</p>	
<p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	

<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>TG2: 75, 87, 90, 96, 98, 103, 109, 115, 129 TG3: 143, 151, 176, 185, 191, 196 IG2: <i>Dictation Exercises:</i> 44, 46, 51, 55, 59, 63, 68, 71, 76, 79 IG3: <i>Dictation Exercises:</i> 84, 87, 92, 95, 99, 103, 108, 111, 116, 120, 128, 132 IG4: <i>Dictation Exercises:</i> 124, 127, 140, 143, 147, 151, 156, 160 IGBM: 11C, 12C, 13C, 14C, 15C, 16C, 17C, 18C, 19C, 20A, 20C, 21C, 22C, 23C, 24C, 25C, 26C, 27C, 28C, 29C, 30C, 31C, 32C, 33C, 34C, 35C, 36C, 37C, 38C, 39C, 40C</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Capitalize dates and names of people.</p>	
<p>b. Use end punctuation for sentences.</p>	<p>TG3: 153, 158, 170, 182, 188, 195</p>
<p>a. Use commas in dates and to separate single words in a series.</p>	
<p>b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>WB2: 2-3, 4-5, 18, 22, 35, 36, 46, 52, 60 MWB2: 12-13, 20-21, 28-29, 31, 34-35, 36, 46-47, 52-53, 55, 58-59, 72-73, 77 WB3: 80 MWB3: 1-48</p>
<p>c. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
<p>Knowledge of Language</p>	
<p>3. (Begins in grade 2)</p>	
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 1 reading and content</i>.</p>	
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53</p>
<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	
<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	

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.	TG2: 81, 136
b. Define words by category and 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).	
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, 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>I named my hamster Nibblet because she nibbles too much because she likes that</i>).	TG2: 71, 73, 75, 78, 80, 82, 83, 85, 88, 92, 94, 95, 97, 100, 102, 104, 106, 108, 109, 112, 114, 116, 117, 120, 122, 124, 126, 128, 130, 132, 134, 136, 137 TG3: 142, 144, 146, 149, 150, 152, 155, 156, 158, 159, 162, 163, 164, 167, 169, 171, 173, 174, 176, 178, 179, 180, 18, 186, 187, 190, 192, 194, 196, 197 TG4: 1, 3, 5, 7, 9, 10, 13, 15, 17, 19, 20, 24, 25, 26, 29, 31, 34, 36, 39, 41, 42, 46, 47, 50, 51, 53

COMMON CORE STATE STANDARDS for English Language Arts	Primary Phonics®
Grade 2	
<i>TG5-Teacher Guide Level 5; CW5 – Comprehension Workbook Level 5; WB5 – Workbook Level 5; IG5- Intervention Guide Level 5; TG6-Teacher Guide Level 6; CW61 – Comprehension Workbook Level 6; WB6 – Workbook Level 6; IG6- Intervention Guide Level 6 ;IGBM- Intervention Guide Blackline Masters</i>	
<p>College and Career Readiness Anchor Standards for Reading</p> <p>The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
Key Ideas and Details	
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>TG5: 59, 63, 68, 73, 77, 84, 90, 96, 102, 108 CW5: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG6: 114M 120, 124, 130, 134 138, 143, 147, 153, 158 CW6: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199 IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG5: 59, 63, 68, 73, 77, 84, 90, 96, 102, 108 CW5: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG6: 114M 120, 124, 130, 134 138, 143, 147, 153, 158 CW6: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199 IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TG5: 59, 63, 68, 73, 77, 84, 90, 96, 102, 108 CW5: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG6: 114M 120, 124, 130, 134 138, 143, 147, 153, 158 CW6: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
Craft and Structure	

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>TG5: 55, 57, 58, 61, 63, 65, 67, 68, 71, 73, 75, 77, 79, 81, 82, 84, 86, 88, 89, 92, 94, 96, 98, 99, 101, 104, 106, 107 CW5: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG6: 110, 112, 114, 117, 118, 120, 122, 124, 126, 128, 129, 132, 134, 136, 138, 140, 142, 145, 147, 149, 151, 152, 157, 148 CW6: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Integration of Knowledge and Ideas</p>	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199 IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Range and Level of Text Complexity</p>	
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>TG5: 55, 57, 58, 61, 63, 65, 67, 68, 71, 73, 75, 77, 79, 81, 82, 84, 86, 88, 89, 92, 94, 96, 98, 99, 101, 104, 106, 107 TG6: 110, 112, 114, 117, 118, 120, 122, 124, 126, 128, 129, 132, 134, 136, 138, 140, 142, 145, 147, 149, 151, 152, 157, 148 Storybooks 5: <i>The Pet Poodle, The Good Cook, Snow Fun, A Cow in Town, The Mouse House, The Shy Tiger, The Lost Wallet, Too Small, The Square Egg, The Clumsy Rabbit</i> Storybooks 6: <i>At the Fair with Cecil and Alice, Garbage Day with Paige, Hedgehog Lodge, Sollie, the Timid Puppy, A Class Trip with Miss Royal, The Mighty Mustangs, Phil and Stephanie, Paulette in Space, A Lucky Day for Andrew, A Birthday Surprise for Goldie</i> IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199 IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</p>
<p>Reading Standards for Literature Grade 2</p>	
<p>Key Ideas and Details</p>	

<p>1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>TG5: 59, 63, 68, 73, 77, 84, 90, 96, 102, 108 CW5: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG6: 114M 120, 124, 130, 134 138, 143, 147, 153, 158 CW6: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199 IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</p>
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>TG5: 59, 63, 68, 73, 77, 84, 90, 96, 102, 108 CW5: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG6: 114M 120, 124, 130, 134 138, 143, 147, 153, 158 CW6: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199 IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</p>
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>TG5: 59, 63, 68, 73, 77, 84, 90, 96, 102, 108 CW5: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG6: 114M 120, 124, 130, 134 138, 143, 147, 153, 158 CW6: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199 IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</p>
<p>Craft and Structure</p>	
<p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	
<p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	
<p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	
<p>Integration of Knowledge and Ideas</p>	
<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	
<p>Range and Level of Text Complexity</p>	

<p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TG5: 55, 57, 58, 61, 63, 65, 67, 68, 71, 73, 75, 77, 79, 81, 82, 84, 86, 88, 89, 92, 94, 96, 98, 99, 101, 104, 106, 107</p> <p>Storybooks 5: <i>The Pet Poodle, The Good Cook, Snow Fun, A Cow in Town, The Mouse House, The Shy Tiger, The Lost Wallet, Too Small, The Square Egg, The Clumsy Rabbit</i></p> <p>TG6: 110, 112, 114, 117, 118, 120, 122, 124, 126, 128, 129, 132, 134, 136, 138, 140, 142, 145, 147, 149, 151, 152, 157, 148</p> <p>Storybooks 6: <i>At the Fair with Cecil and Alice, Garbage Day with Paige, Hedgehog Lodge, Sollie, the Timid Puppy, A Class Trip with Miss Royal, The Mighty Mustangs, Phil and Stephanie, Paulette in Space, A Lucky Day for Andrew, A Birthday Surprise for Goldie</i></p> <p>IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199</p> <p>IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</p>
Reading Standards for Informational Text K-5	
Key Ideas and Details	
1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
8. Describe how reasons support specific points the author makes in a text.	
9. Compare and contrast the most important points presented by two texts on the same topic.	
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 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Standards: Foundational Skills Grade 2	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words	
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	WB5: <i>Workbook 5</i> provides extensive practice, review, and reinforcement of vowels. WB6: <i>Workbook 6</i> provides extensive practice, review, and reinforcement of vowels.
b. Know spelling-sound correspondences for additional common vowel teams.	TG5: 55, 57, 58, 61 62, 71, 72, 75, 76 TG6: 126, 129, 132, 145 IG5: 161, 165, 173, 177 IG6: 213, 217, 229 IGBM: 41A-C, 42A-C, 43A-C, 44A-C, 45A-C, 54A-C, 55A-C, 58A-C
c. Decode regularly spelled two-syllable words with long vowels.	TG5: 57, 66, 107 TG6: 128 IG5: 197
d. Decode words with common prefixes and suffixes.	
e. Identify words with inconsistent but common spelling-sound correspondences.	
f. Recognize and read grade-appropriate irregularly spelled words.	TG5: 65, 67, 68, 79, 80, 82, 83, 86, 87, 89, 92, 94, 96, 101, 104, 106, 107 Storybooks 5: <i>The Pet Poodle, The Good Cook, Snow Fun, A Cow in Town, The Mouse House, The Shy Tiger, The Lost Wallet, Too Small, The Square Egg, The Clumsy Rabbit</i> TG6: 118, 122, 123 127, 133, 136, 137, 140, 146, 149, 152 Storybooks 6: <i>At the Fair with Cecil and Alice, Garbage Day with Paige, Hedgehog Lodge, Sollie, the Timid Puppy, A Class Trip with Miss Royal, The Mighty Mustangs, Phil and Stephanie, Paulette in Space, A Lucky Day for Andrew, A Birthday Surprise for Goldie</i> IG5: 162, 167, 169, 170, 175, 179, 181, 183, 185, 187, 189, 191, 195, 197, 199 IG6: 203, 297, 211, 213, 219, 221, 223, 233, 227, 231, 235, 237, 239 IGBM: 47A-C, 48A-C, 50A-C, 57A-C, 58A-C, 69A-C
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	

<p>a. Read on-level text with purpose and understanding.</p>	<p>TG5: 55, 57, 58, 61, 63, 65, 67, 68, 71, 73, 75, 77, 79, 81, 82, 84, 86, 88, 89, 92, 94, 96, 98, 99, 101, 104, 106, 107</p> <p>Storybooks 5: <i>The Pet Poodle, The Good Cook, Snow Fun, A Cow in Town, The Mouse House, The Shy Tiger, The Lost Wallet, Too Small, The Square Egg, The Clumsy Rabbit</i></p> <p>TG6: 110, 112, 114, 117, 118, 120, 122, 124, 126, 128, 129, 132, 134, 136, 138, 140, 142, 145, 147, 149, 151, 152, 157, 148</p> <p>Storybooks 6: <i>At the Fair with Cecil and Alice, Garbage Day with Paige, Hedgehog Lodge, Sollie, the Timid Puppy, A Class Trip with Miss Royal, The Mighty Mustangs, Phil and Stephanie, Paulette in Space, A Lucky Day for Andrew, A Birthday Surprise for Goldie</i></p> <p>IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199</p> <p>IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</p>
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TG5: 55, 57, 58, 61, 63, 65, 67, 68, 71, 73, 75, 77, 79, 81, 82, 84, 86, 88, 89, 92, 94, 96, 98, 99, 101, 104, 106, 107</p> <p>Storybooks 5: <i>The Pet Poodle, The Good Cook, Snow Fun, A Cow in Town, The Mouse House, The Shy Tiger, The Lost Wallet, Too Small, The Square Egg, The Clumsy Rabbit</i></p> <p>TG6: 110, 112, 114, 117, 118, 120, 122, 124, 126, 128, 129, 132, 134, 136, 138, 140, 142, 145, 147, 149, 151, 152, 157, 148</p> <p>Storybooks 6: <i>At the Fair with Cecil and Alice, Garbage Day with Paige, Hedgehog Lodge, Sollie, the Timid Puppy, A Class Trip with Miss Royal, The Mighty Mustangs, Phil and Stephanie, Paulette in Space, A Lucky Day for Andrew, A Birthday Surprise for Goldie</i></p> <p>IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199</p> <p>IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG5: 55, 57, 58, 61, 63, 65, 67, 68, 71, 73, 75, 77, 79, 81, 82, 84, 86, 88, 89, 92, 94, 96, 98, 99, 101, 104, 106, 107</p> <p>Storybooks 5: <i>The Pet Poodle, The Good Cook, Snow Fun, A Cow in Town, The Mouse House, The Shy Tiger, The Lost Wallet, Too Small, The Square Egg, The Clumsy Rabbit</i></p> <p>TG6: 110, 112, 114, 117, 118, 120, 122, 124, 126, 128, 129, 132, 134, 136, 138, 140, 142, 145, 147, 149, 151, 152, 157, 148</p> <p>Storybooks 6: <i>At the Fair with Cecil and Alice, Garbage Day with Paige, Hedgehog Lodge, Sollie, the Timid Puppy, A Class Trip with Miss Royal, The Mighty Mustangs, Phil and Stephanie, Paulette in Space, A Lucky Day for Andrew, A Birthday Surprise for Goldie</i></p> <p>IG5: 162, 167, 170, 175, 179, 183, 187, 191, 195, 199</p> <p>IG6: 203, 207, 211, 213, 219, 223, 227, 231, 235, 239</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.

Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts.	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection.	<p>TG5: 56, 58, 59, 62, 63, 66, 67, 68, 72, 73, 76, 77, 80, 81, 83, 84, 87, 8, 90, 93, 95, 96, 99, 100, 101, 104, 106, 108</p> <p>TG6: 111, 12, 114, 117, 19, 120, 122, 124, 127, 128, 130, 132, 134, 135, 137, 138, 141, 143, 146, 147, 150, 151, 153, 157, 158</p> <p>IGBM: 41C, 42C, 43C, 44C, 45C, 46C, 47C, 48C, 49C, 50C, 51C, 52C, 53C, 54C, 55C, 56C, 57C, 58C, 59C, 60C</p>
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.	<p>TG5: 56, 58, 59, 62, 63, 66, 67, 68, 72, 73, 76, 77, 80, 81, 83, 84, 87, 8, 90, 93, 95, 96, 99, 100, 101, 104, 106, 108</p> <p>TG6: 111, 12, 114, 117, 19, 120, 122, 124, 127, 128, 130, 132, 134, 135, 137, 138, 141, 143, 146, 147, 150, 151, 153, 157, 158</p> <p>IG5: Dictation Exercises: 163, 167, 171, 175, 180, 184, 189, 192, 196, 199, 235</p> <p>IG6: Dictation Exercises: 204, 208, 211, 214, 220, 223, 22, 231, 239</p> <p>IGBM: 41C, 42C, 43C, 44C, 45C, 46C, 47C, 48C, 49C, 50C, 51C, 52C, 53C, 54C, 55C, 56C, 57C, 58C, 59C, 60C</p>
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.	TG6: 135, 148
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.	TG6: 135, 148
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG6: 135, 148

Range of Writing	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>TG5: 56, 58, 59, 62, 63, 66, 67, 68, 72, 73, 76, 77, 80, 81, 83, 84, 87, 8, 90, 93, 95, 96, 99, 100, 101, 104, 106, 108</p> <p>TG6: 111, 12, 114, 117, 19, 120, 122, 124, 127, 128, 130, 132, 134, 135, 137, 138, 141, 143, 146, 147, 150, 151, 153, 157, 158</p> <p>IG5: <i>Dictation Exercises:</i> 163, 167, 171, 175, 180, 184, 189, 192, 196, 199, 235</p> <p>IG6: <i>Dictation Exercises:</i> 204, 208, 211, 214, 220, 223, 22, 231, 239</p> <p>IGBM: 41C, 42C, 43C, 44C, 45C, 46C, 47C, 48C, 49C, 50C, 51C, 52C, 53C, 54C,55C, 56C, 57C, 58C, 59C, 60C</p>
Standards for Writing Grade 2	
Text Types and Purposes	
<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	
<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>TG5: 56, 58, 59, 62, 63, 66, 67, 68, 72, 73, 76, 77, 80, 81, 83, 84, 87, 8, 90, 93, 95, 96, 99, 100, 101, 104, 106, 108</p> <p>TG6: 111, 12, 114, 117, 19, 120, 122, 124, 127, 128, 130, 132, 134, 135, 137, 138, 141, 143, 146, 147, 150, 151, 153, 157, 158</p> <p>IG5: <i>Dictation Exercises:</i> 163, 167, 171, 175, 180, 184, 189, 192, 196, 199, 235</p> <p>IG6: <i>Dictation Exercises:</i> 204, 208, 211, 214, 220, 223, 22, 231, 239</p> <p>IGBM: 41C, 42C, 43C, 44C, 45C, 46C, 47C, 48C, 49C, 50C, 51C, 52C, 53C, 54C,55C, 56C, 57C, 58C, 59C, 60C</p>
<p>3. Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	
Production and Distribution of Writing	
<p>4. (Begins in grade 3)</p>	
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing..</p>	
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	
Research to Build Knowledge	

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	
8. Recall information from experiences or gather information from provided sources to answer a question.	TG6: 135, 148
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	
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.	TG5: <i>Fluency Exercises:</i> 57, 60, 64, 70, 81, 88, 91, 94, 97, 100, 109; <i>Automaticity Exercises:</i> 61, 67, 71, 75, 79, 82, 86, 98, 104; <i>Extend Activities:</i> 60, 64, 65, 70, 74, 78, 85, 91, 97, 102, 109 TG6: <i>Fluency Exercises:</i> 112, 115, 118, 122, 125, 128, 130, 135, 139, 143, 148, 151, 153, 157, 159; <i>Automaticity Exercises:</i> 110, 117, 126, 132, 136, 141, 145, 149, 155; <i>Extend Activities:</i> 115, 121, 125 130, 135 139, 143, 148, 153, 159
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	TG5: 60, 74, 78 85, 103 TG6: 121, 125, 130, 135, 153
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.	TG5: 60, 74, 78 85, 103 TG6: 121, 125, 130, 135, 153
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	TG6: 125, 135, 153
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	TG5: <i>Fluency Exercises:</i> 57, 60, 64, 70, 81, 88, 91, 94, 97, 100, 109; <i>Automaticity Exercises:</i> 61, 67, 71, 75, 79, 82, 86, 98, 104; <i>Extend Activities:</i> 60, 64, 65, 70, 74, 78, 85, 91, 97, 102, 109 TG6: <i>Fluency Exercises:</i> 112, 115, 118, 122, 125, 128, 130, 135, 139, 143, 148, 151, 153, 157, 159; <i>Automaticity Exercises:</i> 110, 117, 126, 132, 136, 141, 145, 149, 155; <i>Extend Activities:</i> 115, 121, 125 130, 135 139, 143, 148, 153, 159
Speaking and Listening Standards Grade 2	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	

<p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.</p>	<p>TG5: <i>Fluency Exercises:</i> 57, 60, 64, 70, 81, 88, 91, 94, 97, 100, 109; <i>Automaticity Exercises:</i> 61, 67, 71, 75, 79, 82, 86, 98, 104; <i>Extend Activities:</i> 60, 64, 65, 70, 74, 78, 85, 91, 97, 102, 109</p> <p>TG6: <i>Fluency Exercises:</i> 112, 115, 118, 122, 125, 128, 130, 135, 139, 143, 148, 151, 153, 157, 159; <i>Automaticity Exercises:</i> 110, 117, 126, 132, 136, 141, 145, 149, 155; <i>Extend Activities:</i> 115, 121, 125 130, 135 139, 143, 148, 153, 159</p>
<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>TG5: <i>Fluency Exercises:</i> 57, 60, 64, 70, 81, 88, 91, 94, 97, 100, 109; <i>Automaticity Exercises:</i> 61, 67, 71, 75, 79, 82, 86, 98, 104; <i>Extend Activities:</i> 60, 64, 65, 70, 74, 78, 85, 91, 97, 102, 109</p> <p>TG6: <i>Fluency Exercises:</i> 112, 115, 118, 122, 125, 128, 130, 135, 139, 143, 148, 151, 153, 157, 159; <i>Automaticity Exercises:</i> 110, 117, 126, 132, 136, 141, 145, 149, 155; <i>Extend Activities:</i> 115, 121, 125 130, 135 139, 143, 148, 153, 159</p>
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>TG5: <i>Fluency Exercises:</i> 57, 60, 64, 70, 81, 88, 91, 94, 97, 100, 109; <i>Automaticity Exercises:</i> 61, 67, 71, 75, 79, 82, 86, 98, 104; <i>Extend Activities:</i> 60, 64, 65, 70, 74, 78, 85, 91, 97, 102, 109</p> <p>TG6: <i>Fluency Exercises:</i> 112, 115, 118, 122, 125, 128, 130, 135, 139, 143, 148, 151, 153, 157, 159; <i>Automaticity Exercises:</i> 110, 117, 126, 132, 136, 141, 145, 149, 155; <i>Extend Activities:</i> 115, 121, 125 130, 135 139, 143, 148, 153, 159</p>
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>TG5: <i>Reading in Context:</i> 59, 63, 68, 73, 77, 84, 90, 96, 102, 108; <i>Fluency Exercises:</i> 57, 60, 64, 70, 81, 88, 91, 94, 97, 100, 109; <i>Extend Activities:</i> 60, 64, 65, 70, 74, 78, 85, 91, 97, 102, 109</p> <p>TG6: <i>Reading in Context:</i> 114, 120, 124, 130, 134, 138, 143, 147, 153 158; <i>Fluency Exercises:</i> 112, 115, 118, 122, 125, 128, 130, 135, 139, 143, 148, 151, 153, 157, 159; <i>Extend Activities:</i> 115, 121, 125 130, 135 139, 143, 148, 153, 159</p>
<p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>TG5: 60, 74, 78 85, 103</p> <p>TG6: 121, 125, 130, 135, 153</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>TG5: 109</p>
<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>TG5: 81, 96, 104, 106</p> <p>TG6: 119, 125, 128, 135, 153</p>
<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	<p>TG5: <i>Fluency Exercises:</i> 57, 60, 64, 70, 81, 88, 91, 94, 97, 100, 109; <i>Automaticity Exercises:</i> 61, 67, 71, 75, 79, 82, 86, 98, 104; <i>Extend Activities:</i> 60, 64, 65, 70, 74, 78, 85, 91, 97, 102, 109</p> <p>TG6: <i>Fluency Exercises:</i> 112, 115, 118, 122, 125, 128, 130, 135, 139, 143, 148, 151, 153, 157, 159; <i>Automaticity Exercises:</i> 110, 117, 126, 132, 136, 141, 145, 149, 155; <i>Extend Activities:</i> 115, 121, 125 130, 135 139, 143, 148, 153, 159</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.

Conventions in Writing and Speaking	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>Writing: TG5: 56, 58, 59, 62, 63, 66, 67, 68, 72, 73, 76, 77, 80, 81, 83, 84, 87, 8, 90, 93, 95, 96, 99, 100, 101, 104, 106, 108 TG6: 111, 12, 114, 117, 19, 120, 122, 124, 127, 128, 130, 132, 134, 135, 137, 138, 141, 143, 146, 147, 150, 151, 153, 157, 158 IG5: <i>Dictation Exercises:</i> 163, 167, 171, 175, 180, 184, 189, 192, 196, 199, 235 IG6: <i>Dictation Exercises:</i> 204, 208, 211, 214, 220, 223, 22, 231, 239 IGBM: 41C, 42C, 43C, 44C, 45C, 46C, 47C, 48C, 49C, 50C, 51C, 52C, 53C, 54C, 55C, 56C, 57C, 58C, 59C, 60C</p> <p>Speaking: TG5: <i>Fluency Exercises:</i> 57, 60, 64, 70, 81, 88, 91, 94, 97, 100, 109; <i>Automaticity Exercises:</i> 61, 67, 71, 75, 79, 82, 86, 98, 104; <i>Extend Activities:</i> 60, 64, 65, 70, 74, 78, 85, 91, 97, 102, 109 TG6: <i>Fluency Exercises:</i> 112, 115, 118, 122, 125, 128, 130, 135, 139, 143, 148, 151, 153, 157, 159; <i>Automaticity Exercises:</i> 110, 117, 126, 132, 136, 141, 145, 149, 155; <i>Extend Activities:</i> 115, 121, 125, 130, 135, 139, 143, 148, 153, 159</p>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Knowledge of Language	
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.	
Vocabulary Acquisition and Use	
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>TG5: 55, 57, 58, 61, 63, 65, 67, 68, 71, 73, 75, 77, 79, 81, 82, 84, 86, 88, 89, 92, 94, 96, 98, 99, 101, 104, 106, 107 TG6: 110, 112, 114, 117, 118, 120, 122, 124, 126, 128, 129, 132, 134, 136, 138, 140, 142, 145, 147, 149, 151, 152, 157, 148</p>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

<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>TG5: 55, 57, 58, 61, 63, 65, 67, 68, 71, 73, 75, 77, 79, 81, 82, 84, 86, 88, 89, 92, 94, 96, 98, 99, 101, 104, 106, 107 CW5: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG6: 110, 112, 114, 117, 118, 120, 122, 124, 126, 128, 129, 132, 134, 136, 138, 140, 142, 145, 147, 149, 151, 152, 157, 148 CW6: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21</p>
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Language Standards Grade 2

Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use collective nouns (e.g., <i>group</i>).	
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize holidays, product names, and geographic names.	
b. Use commas in greetings and closings of letters.	
c. Use an apostrophe to form contractions and frequently occurring possessives.	
d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Compare formal and informal uses of English.	

Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 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.	TG5: 55, 57, 58, 61, 63, 65, 67, 68, 71, 73, 75, 77, 79, 81, 82, 84, 86, 88, 89, 92, 94, 96, 98, 99, 101, 104, 106, 107 CW5: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG6: 110, 112, 114, 117, 118, 120, 122, 124, 126, 128, 129, 132, 134, 136, 138, 140, 142, 145, 147, 149, 151, 152, 157, 148 CW6: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	
c. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
5. Demonstrate understanding of word relationships and nuances in word meanings.	
a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy or juicy</i>).	
b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	TG5: 55, 57, 58, 61, 63, 65, 67, 68, 71, 73, 75, 77, 79, 81, 82, 84, 86, 88, 89, 92, 94, 96, 98, 99, 101, 104, 106, 107 CW5: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 TG6: 110, 112, 114, 117, 118, 120, 122, 124, 126, 128, 129, 132, 134, 136, 138, 140, 142, 145, 147, 149, 151, 152, 157, 148 CW6: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21