

Global Stage

Common Core State Standards

English Language Arts Mapping

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About *Global Stage*

Global Stage is a six-level English language and literacy course offering a child-centered approach for children to build the skills they need to become self-directed, inquisitive learners. A unique, dual student book approach brings together a rigorously benchmarked language program with a diverse and engaging literacy program.

Global Stage nurtures children to become competent speakers and writers of English, who learn cooperatively and can confidently engage with subject areas across the curriculum. Children are supported in becoming caring, responsible citizens in the 21st century and are empowered to succeed on the global stage.

What are the Common Core State Standards?

The Common Core State Standards (CCSS) are a set of educational learning goals in English Language Arts/Literacy and Mathematics for students in Kindergarten through 12th grade. They are the result of collaboration between 48 states, two territories, and the District of Columbia education authorities in the United States. First published in 2010, the CCSS is highly influential, not just across the United States, and is respected as a measure of educational achievement internationally.

The Common Core framework seeks to provide a benchmark series of standards that students attending American State Schools should be striving to achieve in each year of their education. The standards are grouped by subject, and by the type of skills that it is intended that students should develop in each grade of their education. They aim to provide a set of clear standards for college and career readiness, so that students will be well-prepared for college, university, and the workforce by the time they leave school.

Although the CCSS have been principally developed with native English speakers in mind, many of the standards within the English Language Arts (ELA) section have parallel applications for learners of English

as a second or as a foreign language. For example, standard RL.1 at Grade 2 is concerned with students being able to read and apply *Wh-* questions such as *Who? What? Where?* and *When?* in order to process information from texts that they read. In other words, these standards can validly be applied to English as a second or foreign language courses because with these skills, students are learning how to approach texts, how to process them, how to make sense and interrogate them from an early age.

The Common Core State Standards cover a wide range of skills:

- reading
- writing
- speaking
- listening
- language awareness
- grammar and usage

The Common Core State Standards and *Global Stage*

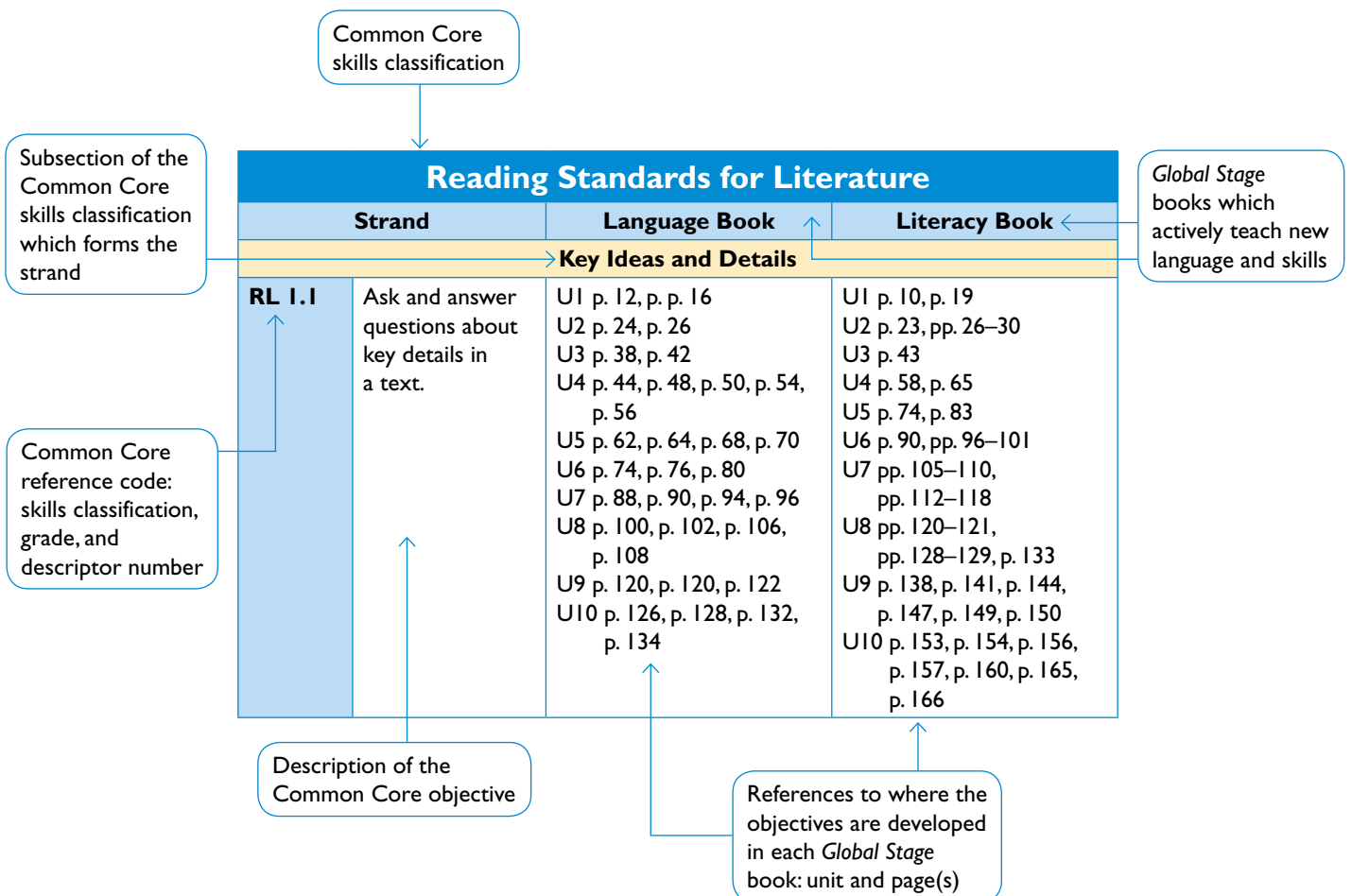
The CCSS reflect the contributions of each of the state authorities that have collaborated in the project. There are a number of benefits of this:

- Having common core standards at the heart of the education system means that the skills taught and learned in one state are transferable to other states. Likewise, students learning through courses such as *Global Stage* which are both informed by, and mapped to the CCSS are better equipped to deal with the challenges of a changing world in terms of adapting to future workplaces and college/university courses by possessing the skills required in the 21st century. Effectively, they are joining in an international community.
- The series of standards has been developed by experienced teachers working in the classroom, experts in cognitive development, and senior state education officers. The fact that across the different levels different standards apply, and that these reflect expected stages of development provides an assurance to users of *Global Stage*—school directors, teachers, and parents—that children are following courses that will equip their students with the skills they need for whatever their future holds.
- The standards can be used to inform assessment procedures and they can be applied practically to inform the design of tests. In that sense, they provide a valuable tool for *Global Stage* teachers and schools that can be used to measure success and to recognise the need for remedial work both on a class level and on an individual level.
- The standards are used to monitor end results. They are not intended to provide an approach or particular techniques in teaching. In this sense they serve to guide rather than prescribe teaching practice, allowing the *Global Stage* teacher to adapt to the students' needs as second or foreign language learners.

How to Use the *Global Stage* Common Core State Standards Maps

The starting point of the mapping charts on the following pages is the standards themselves. They are arranged by level, into a number of sections dealing with different skills, and by sub-sections within those skills (see extract below). Each standard has a reference, such as RL 1.1, followed by the standard. The next columns map where there is a correlation between *Global Stage* and the CCSS, either in the Language Book or the Literacy Book. The *Global Stage* Teacher's Book and Enhanced Teacher's eBook offer further support and ideas for developing the language and skills presented in the Language and Literacy Books, which will enhance the learning experience.

Although the CCSS are intended primarily for native speakers of English in American state schools, and *Global Stage* is intended for learners of English as a second/foreign language, it still maps well to many of the Standards. However, *Global Stage* may have a slightly narrower scope and in some instances, a standard that appears in one grade is practiced in a different level of *Global Stage*, reflecting the pace of language learning. It is, however, easy to see which areas align and where it is possible to find activities which practise the skills and tasks detailed in the Standards.



Key for Common Core State Standards Descriptors

The Objectives for the framework are referenced as Learning Codes: strand, grade, and descriptor. Here are some examples from each of the strands:

RL 1.1 = Reading Standards for Literature, Descriptor 1

RI 1.1 = Reading Standards for Informational Text, Descriptor 1

RF 1.1 = Reading Standards: Foundational Skills, Descriptor 1

W 1.1 = Writing Standards, Descriptor 1

SL 1.1 = Speaking and Listening Standards, Descriptor 1

L 1.1 = Language Standards, Descriptor 1

Reading Standards for Literature		
Strand	Language Book	Literacy Book
Key Ideas and Details		
RL 1.1	Ask and answer questions about key details in a text.	U1 p. 12, p. 16 U2 p. 24, p. 26 U3 p. 38, p. 42 U4 p. 44, p. 48, p. 50, p. 54, p. 56 U5 p. 62, p. 64, p. 68, p. 70 U6 p. 74, p. 76, p. 80 U7 p. 88, p. 90, p. 94, p. 96 U8 p. 100, p. 102, p. 106, p. 108 U9 p. 120, p. 120, p. 122 U10 p. 126, p. 128, p. 132, p. 134
RL 1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	U1 p. 10, p. 19 U2 p. 23, pp. 26–30 U3 p. 43 U4 p. 58, p. 65 U5 p. 74, p. 83 U6 p. 90, pp. 96–101 U7 pp. 105–110, pp. 112–118 U8 pp. 120–121, pp. 128–129, p. 133 U9 p. 138, p. 141, p. 144, p. 147, p. 149, p. 150 U10 p. 153, p. 154, p. 156, p. 157, p. 160, p. 165, p. 166
RL 1.3	Describe characters, settings, and major events in a story, using key details.	U1 p. 14, p. 18, p. 28 U4 p. 46 U7 p. 94, p. 96 U9 p. 116, p. 120, p. 122
RL 1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	U1 p. 16, p. 22 U2 p. 32, p. 38 U3 p. 46, p. 54 U4 p. 62, p. 70 U5 p. 80, p. 86 U6 p. 94, p. 102 U7 p. 110, p. 111, p. 118 U8 p. 126, p. 134 U9 p. 142, p. 143, p. 150 U10 p. 158, p. 166
Craft and Structure		
RL 1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	U2 p. 24 U4 p. 54 U8 p. 108 U9 p. 116, p. 120
RL 1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	U5 p. 74 U6 p. 96 U7 p. 112 U8 p. 134 U10 p. 166
RL 1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	U1 p. 11 U2 p. 38 U4 pp. 59–60 U5 p. 65, p. 86 U8 p. 126

RL 1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		U4 p. 71
RL 1.6	Identify who is telling the story at various points in a text.	U1 p. 10 U9 p. 122	U2 p. 32, p. 34 U3 p. 46 U5 p. 74, p. 80
Integration of Knowledge and Ideas			
RL 1.7	Use illustrations and details in a story to describe its characters, setting, or events.	U2 p. 22 U3 p. 44 U4 p. 56 U5 p. 62, p. 64, p. 68, p. 70, p. 76, p. 80 U7 p. 88, p. 94 U8 p. 100, p. 102, p. 106 U9 p. 116, p. 120 U10 p. 128, p. 132	U1 pp. 10–15 U2 p. 26, p. 38 U3 p. 43, p. 48 U4 p. 59–61, pp. 64–69 U5 p. 74, p. 86 U6 pp. 91–94, pp. 96–101 U7 pp. 111–118 U8 p. 120–121, pp. 122–125, pp. 128–134 U9 pp. 138–142, pp. 144–150 U10 pp. 160–166
RL 1.8	(Not applicable to literature)		
RL 1.9	Compare and contrast the adventures and experiences of characters in stories.	U9 p. 116	
Range of Reading and Level of Text Complexity			
RL 1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	U3 p. 38, p. 44 U4 p. 56 U5 p. 70 U8 p. 108 U9 p. 116, p. 120, p. 122 U10 p. 132, p. 134	U1 pp. 10–15 U4 p. 62 U5 p. 74, p. 75, p. 80, p. 86 U6 p. 94, pp. 96–101 U7 p. 112–118 U8 pp. 122–125, pp. 128–134 U9 pp. 138–142, pp. 144–150 U10 pp. 154–158, pp. 160–166

Reading Standards for Informational Text		
Strand	Language Book	Literacy Book
Key Ideas and Details		
RI 1.1	Ask and answer questions about key details in a text.	U1 p. 19 U2 p. 26, p. 28 U3 p. 43, p. 45 U4 p. 58, p. 59, p. 60 U5 p. 83, p. 84, p. 85 U6 p. 92 U7 p. 106 U8 p. 128 U9 p. 138 U10 p. 154
RI 1.2	Identify the main topic and retell key details of a text.	U5 p. 64 U1 p. 22 U2 p. 32 U3 p. 46 U4 p. 62 U5 p. 86 U6 p. 94 U7 p. 110, p. 133 U8 p. 134 U9 p. 142
RI 1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	U1 p. 22 U2 p. 32 U3 p. 46 U4 p. 59 U5 p. 75 U6 p. 91 U7 p. 107 U8 p. 129 U9 p. 139 U10 p. 155
Craft and Structure		
RI 1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	U3 p. 38 U1 p. 19 U2 p. 27 U3 p. 43 U9 p. 155
RI 1.5	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.	U8 p. 129
RI 1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	U1 pp. 18–22 U2 pp. 26–31 U3 pp. 42–45 U4 pp. 58–61 U5 pp. 82–85 U6 pp. 90–93 U7 pp. 106–109 U8 pp. 128–133 U9 pp. 138–141 U10 pp. 154–157

Integration of Knowledge and Ideas			
RI 1.7	Use the illustrations and details in a text to describe its key ideas.	U1 p. 18	U3 p. 46 U4 p. 62 U5 p. 86 U6 p. 94 U7 p. 110, p. 133 U8 p. 134 U9 p. 142
RI 1.8	Identify the reasons an author gives to support points in a text.		
RI 9	Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).		
Range of Reading and Level of Text Complexity			
RI 1.10	With prompting and support, read informational texts appropriately complex for grade 1.	U3 p. 52 U10 p. 130	U1 p. 22 U2 p. 32 U3 p. 46 U4 p. 62 U5 p. 86 U6 p. 94 U7 p. 110, p. 133 U8 p. 134 U9 p. 142 U10 p. 158

Reading Standards for Foundational Skills

Reading Standards for Foundational Skills		
Strand	Language Book	Literacy Book
Phonics and Word Recognition		
RF 1.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).	U7 p. 96 U9 p. 122
RF 1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	U2 p. 33 U4 p. 58, p. 64 U5 p. 80 U7 p. 111 U8 p. 127 U9 p. 150
RF 1.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	Phonics Review pp. 4–7 U1 p. 16 U3 p. 46, p. 47, p. 49, p. 54 U4 p. 62, p. 70 U5 p. 80 U6 p. 102 U7 p. 118 U8 p. 126 U9 p. 150 U10 p. 166
Fluency		
RF 1.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	All units

Writing Standards			
Strand	Language Book	Literacy Book	
Text Types and Purposes			
W 1.1	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.	U1 p. 20 U2 p. 25 U3 p. 39	
W 1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	U1 p. 11, p. 20 U2 p. 32 U3 p. 43, p. 45, p. 46 U4 p. 58 U7 p. 97, p. 98 U9 p. 124	U1 p. 23 U2 p. 39 U4 p. 71 U8 p. 135 U9 p. 151 U10 p. 167
W 1.3	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.	U3 p. 47 U7 p. 98 U8 p. 110 U10 p. 136	
Production and Distribution of Writing			
W 1.4	(Begins in grade 3)		
W 1.5	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.	U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71, p. 72 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135	U2 p. 39 U4 p. 63, p. 71 U5 p. 81, p. 86 U6 p. 103 U7 p. 119 U8 p. 121, p. 126 U9 p. 143, p. 151 U10 p. 159, p. 166, p. 167
W 1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		

Research to Build and Present Knowledge			
W 1.7	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).		
W 1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	U 1 p. 17, p. 20 U2 p. 25, p. 31 U3 p. 45 U4 p. 49, p. 43, p. 51, p. 55 U5 p. 65, p. 69 U6 p. 75, p. 77, p. 81, p. 84 U7 p. 89, p. 91, p. 96 U8 p. 101, p. 103, p. 107 U9 p. 115, p. 117, p. 121 U10 p. 127, p. 129, p. 133	U1 p. 22 U2 p. 39 U5 p. 86 U6 p. 102, p. 103 U7 p. 118, p. 119 U8 p. 135 U9 p. 143, p. 151 U10 p. 166, p. 167
W 1.9	(Begins in grade 4)	N/A	N/A
Range of Writing			
W 1.10	(Begins in grade 3)	N/A	N/A

Speaking and Listening Standards

Strand		Language Book	Literacy Book
Comprehension and Collaboration			
SL 1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135	U1 p. 17 U2 p. 25 U3 p. 33, p. 55 U4 p. 62, p. 63 U5 p. 73, p. 80, p. 81, p. 86 U6 p. 89, p. 90, p. 91, p. 93, p. 95, p. 96, p. 101 U7 p. 105, p. 106, p. 109, p. 110, p. 111, p. 112, p. 117, p. 118 U8 p. 121, p. 123, p. 125, p. 127, p. 128, p. 129, p. 133, p. 134 U9 p. 137, p. 138, p. 141, p. 142, p. 144, p. 147, p. 149 U10 p. 153, p. 154, p. 156, p. 157, p. 160, p. 165, p. 167
SL 1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	U1 p. 10, p. 13, pp. 14–15 U2 p. 22, p. 25, pp. 26–27, p. 28, p. 29, p. 30 U3 p. 36, p. 38, p. 39, pp. 40–41 U4 p. 48, p. 50, pp. 52–53, p. 54, p. 55, p. 56 U5 p. 62, p. 64, pp. 66–67, p. 68, p. 70 U6 p. 74, p. 76, pp. 78–79, p. 80, p. 81, p. 82 U7 p. 88, p. 90, pp. 92–93, p. 94, p. 95 U8 p. 100, p. 102, p. 103, pp. 104–105, p. 106, p. 107 U9 p. 114, p. 116, p. 117, pp. 118–119, p. 120, p. 121, p. 122 U10 p. 126, p. 127, p. 128, p. 129, pp. 130–131, p. 132	U1 p. 21, p. 22 U2 p. 26, p. 31, p. 34, p. 27, p. 38 U3 p. 41, p. 44, p. 46, p. 47 U4 p. 57, p. 58, p. 59, p. 60, p. 62, p. 64, p. 67, p. 69, p. 70 U5 p. 74, p. 79, p. 81, p. 83, p. 84, p. 85 U6 p. 89, p. 90, p. 91, p. 93, p. 95, p. 96, p. 101, p. 106, p. 111, p. 112, p. 117, p. 118 U8 p. 121, p. 123, p. 125, p. 127, p. 128, p. 129, p. 133, p. 134 U9 p. 137, p. 138, p. 141, p. 142, p. 144, p. 147, p. 149 U10 p. 153, p. 154, p. 156, p. 157, p. 160, p. 165, p. 167
SL 1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	U2 p. 25, p. 29 U3 p. 39, p. 41, p. 42, p. 43, p. 44 U7 and 8 p. 113 U9 p. 123	
Presentation of Knowledge and Ideas			
SL 1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	U5 p. 67 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 107 U9 p. 123	U5 p. 80 U6 p. 95 U6 p. 110

SL 1.5	Add drawings or other visual displays the descriptions when appropriate to clarify ideas, thoughts, and feelings.	U1 p. 21 U2 p. 33 U3 p. 47 U4 p. 59 U5 p. 73 U6 p. 85 U7 p. 99 U8 p. 111 U9 p. 125 U10 p. 137	U1 p. 23 U2 p. 39 U3 p. 55 U6 p. 110 U7 p. 119 U9 p. 151
SL 1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	U2 p. 31 U4 p. 57 U6 p. 86 U7 p. 97 U8 p. 107 U9 p. 121, p. 123 U10 p. 133	U3 p. 46, p. 47 U5 p. 86 U6 p. 95, p. 102 U7 p. 111, p. 118 U8 p. 135 U9 p. 142, p. 143 U10 p. 158, p. 159, p. 167

Language Standards		
Strand	Language Book	Literature Book
<p>L 1.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g. <i>He hops; We hop</i>). Use personal, possessive, and indefinite pronouns (e.g. <i>I, me, my; they, them, their; anyone, everything</i>). 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>). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g. <i>and, but, or, so, because</i>). Use determiners (e.g. articles, demonstratives). Use frequently occurring prepositions (e.g. <i>during, beyond, toward</i>). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ol style="list-style-type: none"> All units U1 p. 12 U2 p. 24, p. 26 U3 p. 28, p. 38 U4 p. 50 U5 p. 64, p. 55 U7 p. 92, p. 94 U8 p. 102 U9 p. 116, p. 118 U10 p. 130, p. 132 All units U1 p. 12 U5 p. 64, p. 65, p. 66 U1 p. 16 U2 p. 24 U4 p. 49, p. 54 U6 p. 76 U7 p. 90 U9 p. 116 – – – U5 p. 68 U8 p. 102 All units 	<ol style="list-style-type: none"> All units
<p>L 1.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>All units</p> <ol style="list-style-type: none"> U1 p. 20 U2 p. 32 U1 p. 20 U2 p. 32 – All Phonics sections, U1–10 – 	
Knowledge of English		
L 1.3	(Begins in grade 2)	

Vocabulary Acquisition and Use		
<p>L 1.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g. <i>look</i>) and their inflectional forms (e.g. <i>looks, looked, looking</i>). 	<p>All units</p> <p>U1 p. 11, p. 19 U2 p. 27, p. 35 U3 p. 43, p. 49 U4 p. 59, p. 65 U5 p. 75, p. 83 U6 p. 91, p. 97 U7 p. 107, p. 113 U8 p. 123, p. 129 U9 p. 139, p. 145 U10 p. 155, p. 161</p>
<p>L 1.5</p>	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. 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). Identify real-life connections between words and their use (e.g. note places at home that are <i>cozy</i>). 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. 	<p>U1 p. 11, p. 12, p. 14, p. 20 U2 p. 23, p. 30, and all units (US/UK spelling and linguistic differences)</p> <p>U1 p. 11, p. 19 U2 p. 27, p. 35 U3 p. 43, p. 49 U4 p. 59, p. 65 U5 p. 75, p. 83 U6 p. 91, p. 97 U7 p. 107, p. 113 U8 p. 123, p. 129 U9 p. 139, p. 145 U10 p. 155, p. 161</p>
<p>L 1.6</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. <i>because</i>).</p>	<p>All units</p>

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The Objectives for the framework are referenced as Learning Codes: strand, grade, and descriptor. Here are some examples from each of the strands:

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RI 2.1 = Reading Standards for Informational Text, Descriptor 1

RF 2.1 = Reading Standards: Foundational Skills, Descriptor 1

W 2.1 = Writing Standards, Descriptor 1

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Reading Standards for Literature		
Strand	Language Book	Literacy Book
Key Ideas and Details		
RL 2.1	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.	U1 p. 16 U2 p. 24, p. 28 U3 p. 38, p. 42 U4 p. 50, p. 52, p. 54 U5 p. 64, p. 66, p. 68 U6 p. 76, p. 78, p. 80 U7 p. 88, p. 90, p. 92, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 118, p. 120 U10 p. 126, p. 128, p. 130, p. 132
RL 2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	U7 p. 118
RL 2.3	Describe how characters in a story respond to major events and challenges.	U1 p. 12 U2 p. 28 U4 p. 50 U7 p. 90
Craft and Structure		
RL 2.4	Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	U9 p. 141, p. 143
RL 2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	U9 p. 116, p. 124 U1 p. 16 U7 p. 111, p. 118 U9 p. 158
RL 2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	U6 whole story pp. 90–95, p. 96 U7 p. 116

Integration of Knowledge and Ideas			
RL 2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	U1 p. 16 U2 p. 24, p. 28 U3 p. 38, p. 42 U4 p. 50, p. 54 U5 p. 68 U6 p. 76, p. 80 U7 p. 88, p. 90, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 120 U10 p. 126, p. 128, p. 132	U1 p. 16 U7 p. 118 U8 p. 126
RL 2.8	(Not applicable to literature)		
RL 2.9	Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.		
Range of Reading and Level of Text Complexity			
RL 2.10	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.	U9 p. 125 U10 p. 137	U1 pp. 10–15, pp. 18–19 U2 p. 30, p. 38 U3 p. 46 U4 p. 64, p. 70 U6 p. 96 U8 p. 134 U10 p. 166

Reading Standards for Informational Text

Strand	Language Book	Literacy Book
Key Ideas and Details		
RI 2.1	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.	U1 p. 14 U3 p. 40 U4 p. 52 U5 p. 64, p. 66 U6 p. 78 U7 p. 92 U9 p. 118 U10 p. 130
RI 2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	U1 p. 11, p. 14, p. 15, p. 16 U2 p. 32, p. 33 U9 p. 138
RI 2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	U1 p. 14 U3 p. 40
Craft and Structure		
RI 2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	U1 p. 18 U2 p. 36 U5 p. 62, p. 66 U6 p. 78 U7 p. 92 U8 p. 100, p. 104 U9 p. 118 U10 p. 114, p. 126, p. 130
RI 2.5	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.	U1 p. 11, p. 19 U2 p. 27, p. 33 U3 p. 43, p. 49 U4 p. 59, p. 67 U5 p. 75, p. 83 U6 p. 91, p. 99 U7 p. 107, p. 113 U8 p. 123, p. 129 U9 p. 139, p. 147 U10 p. 155, p. 161
RI 2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	U1 p. 20, p. 21 U6 p. 99, p. 100 U7 p. 106, p. 107, 113 U8 p. 123, p. 129 U9 p. 139, p. 147 U10 p. 155, p. 161
RI 2.7	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	U1 p. 16 U8 p. 134
Integration of Knowledge and Ideas		
RI 2.7	Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.	U2 p. 32, p. 33 U3 p. 49, p. 53, p. 54 U8 p. 126
RI 2.8	Describe how reasons support specific points the author makes in a text.	
RI 2.9	Compare and contrast the most important points presented by two texts on the same topic.	

Range of Reading and Level of Text Complexity		
RI 2.10	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.	<p>U9 p. 125 U10 p. 137</p> <p>U1 p. 19, p. 20, p. 22 U3 p. 54 U5 p. 86 U6 p. 102 U7 p. 110 U8 p. 134 U9 p. 150 U10 p. 166</p>

Reading Standards for Foundational Skills

Strand	Language Book	Literacy Book
Phonics and Word Recognition		
RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. 		Phonics review p. 4–7 U1 p. 16 U2 p. 38 U3 p. 46 U4 p. 70 U5 p. 86 U7 p. 118 U8 p. 134
Fluency		
RF 2.4 Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	U1 p. 16 U2 p. 24, p. 28 U3 p. 38, p. 42 U4 p. 50, p. 54 U5 p. 68 U6 p. 76, p. 80 U7 p. 88, p. 90, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 120 U10 p. 126, p. 128, p. 132	All units, especially: Phonics Review p. 4–5 U3 p. 46

Writing Standards		
Strand	Language Book	Literacy Book
Text Types and Purposes		
W 2.1	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.	U1 p. 19 U2 p. 32 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 110 U10 p. 136
W 2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 71 U6 p. 84 U7 p. 98 U8 p. 110 U10 p. 136
W 2.3	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.	U1 p. 21 U2 p. 33 U3 p. 45 U4 p. 57 U5 p. 72 U6 p. 84 U8 p. 110 U9 p. 124 U10 p. 136
Production and Distribution of Writing		
W 2.4	(Begins in grade 3)	
W 2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 124 U10 p. 136
W 2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	

Research to Build and Present knowledge		
W 2.7	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).	U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U8 p. 109
W 2.8	Recall information from experiences or gather information from provided sources to answer a question.	U1 p. 10 U2 p. 22 U3 p. 36 U4 p. 48 U5 p. 62 U6 p. 74 U7 p. 88 U8 p. 100 U9 p. 114 U10 p. 126
W 2.9	(Begins in grade 4)	
Range of Writing		
W 2.10	(Begins in grade 3)	

Speaking and Listening Standards

Strand		Language Book	Literacy Book
Comprehension and Collaboration			
SL 2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	U1 p. 13, p. 15, p. 17 U2 p. 25, p. 29, p. 31 U3 p. 39, p. 41, p. 43, p. 45 U4 p. 51, p. 55 U5 p. 69 U6 p. 79 U8 p. 105 U9 p. 119 U10 p. 131, p. 135	
SL 2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Language Review p. 6 U1 p. 10 U1 p. 14, p. 18 U3 p. 44 U4 p. 50, p. 52 U6 p. 78, p. 80, p. 83 U9 p. 123 U10 p. 133	
SL 2.3	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.	U1 p. 12, p. 16 U2 p. 22, p. 24, p. 25, p. 26, p. 27, p. 29, p. 31 U3 p. 36, p. 38, p. 40, p. 41, p. 42, p. 45 U4 p. 48, p. 50, p. 54 U5 p. 62, p. 64, p. 66, p. 68 U6 p. 74, p. 76, p. 77, p. 78, p. 80 U7 p. 88, p. 90, p. 91, p. 92, p. 93, p. 94 U8 p. 100, p. 102, p. 104, p. 106, p. 108 U9 p. 114, p. 116, p. 118, p. 120, p. 122 U10 p. 126, p. 128, p. 130, p. 132, p. 134	
Presentation of Knowledge and Ideas			
SL 2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	U1 and 2 Review p. 34–5 U5 p. 7 U7 p. 90, p. 96	

SL 2.5	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.		
SL 2.6	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 for specific expectations.)	U1 p. 1 U2 p. 25, p. 31 U3 p. 36, p. 39, p. 43, p. 45 U4 p. 53, p. 55, p. 57 U5 p. 69 U5 and U6 Review p. 86–7 U7 p. 95, p. 97 U8 p. 103, p. 107, p. 109 U9 p. 117, p. 121 U10 p. 129, p. 135	

Language Standards

	Strand	Language Book	Literature Book
L 2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g. <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g. <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g. <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g. <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>). 	<p>All units</p> <ol style="list-style-type: none"> U1 p. 20 U2 p. 24, p. 28 p. 40 U7 p. 97 – – U3 p. 38, p. 42 U5 p. 64, p. 68 U6 p. 76, p. 78, p. 80, p. 84 – 	
L 2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g. <i>cage</i> → <i>badge, boy</i> → <i>boil</i>). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>All units</p> <ol style="list-style-type: none"> – U10 p. 136 U6 p. 84 – – 	
Knowledge of English			
L 2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Compare formal and informal uses of English. 	<p>All units</p>	

Vocabulary Acquisition and Use

<p>L 2.4</p>	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. <i>addition, additional</i>).</p> <p>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>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>		<p>All units</p> <p>a. U1 p. 11, p. 19 U2 p. 27, p. 33 U3 p. 43, p. 49 U4 p. 59, p. 67 U5 p. 75, p. 83 U6 p. 91, p. 99 U7 p. 107, p. 113 U8 p. 123, p. 129 U9 p. 139, p. 147 U10 p. 155, p. 161</p> <p>b. –</p> <p>c. –</p> <p>d. –</p> <p>e. –</p>
<p>L 2.5</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g. describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>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>).</p>	<p>U2 p. 30 U3 p. 44 U4 p. 56 U5 p. 70 U6 p. 82 U7 p. 96 U8 p. 108 U9 p. 122 U10 p. 134</p>	
<p>L 2.6</p>	<p>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>).</p>		

Key for Common Core State Standards Descriptors

The Objectives for the framework are referenced as Learning Codes: strand, grade and descriptor. Here are some examples from each of the strands:

RL 3.1 = Reading Standards for Literature, Descriptor 1

RI 3.1 = Reading Standards for Informational Text, Descriptor 1

RF 3.1 = Reading Standards: Foundational Skills, Descriptor 1

W 3.1 = Writing Standards, Descriptor 1

SL 3.1 = Speaking and Listening Standards, Descriptor 1

L 3.1 = Language Standards, Descriptor 1

Reading Standards for Literature		
Strand	Language Book	Literacy Book
Key Ideas and Details		
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	U1 p. 12, p. 16 U2 p. 24, p. 28 U3 p. 38, p. 41 U4 p. 50, p. 54 U5 p. 64, p. 68 U6 p. 76, p. 80 U7 p. 90, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 120 U10 p. 128, p. 132
		Literacy Review p. 4, p. 6, p. 7 U1 p. 10, p. 13, p. 15 U2 p. 27, p. 29, p. 34, p. 35 U3 p. 42, 43, p. 48, p. 50, p. 51, p. 52, p. 53 U4 p. 58, p. 63, p. 64 U5 p. 76, p. 77, p. 82, p. 85 U6 p. 90, p. 91, p. 93 U7 p. 107, p. 109, p. 111, p. 115, p. 117 U8 p. 123, p. 126, p. 127, p. 129, p. 131 U9 p. 139, p. 140, p. 141, p. 144 U10 p. 155, p. 156, p. 160, p. 162
RL 3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
RL 3.3	Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	U1 p. 20 U3 p. 54 U4 p. 70 U6 p. 90 U9 p. 150
Craft and Structure		
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	U1 p. 11, p. 19 U2 p. 27, p. 33 U3 p. 43, p. 49 U4 p. 59, p. 63 U5 p. 75, p. 81 U6 p. 91, p. 99 U7 p. 107, p. 115 U8 p. 123, p. 127 U9 p. 139, p. 145 U10 p. 155, p. 161

RL 3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 124 U10 p. 136	
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.		U1 p. 16
Integration of Knowledge and Ideas			
RL 3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).	U2 p. 28 U3 p. 42 U6 p. 80 U7 p. 90 U8 p. 106, p. 110	
RL 3.8	(Not applicable to literature)		
RL 3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).		
Range of Reading and Level of Text Complexity			
RL 3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	U1 and U2 Review pp. 34–35	All units

Reading Standards for Informational Text

Strand	Language Book	Literacy Book
Key Ideas and Details		
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	U2 p. 28 U8 p. 102
RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	U1 p. 16 U2 p. 24
RI 3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	U1 p. 23 U2 p. 30, p. 31 U3 p. 46 U4 pp. 60–61 U5 p. 78 U6 pp. 102–103 U7 pp. 118–119 U8 p. 124 U9 pp. 150–151 U10 pp. 158–159
RI 3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	U1 p. 143
RI 3.5	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	U9 pp. 142–143
Craft and Structure		
RI 3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	U2 p. 24, U2 p. 28 U8 p. 102
RI 3.5	Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	U1 p. 22 U2 p. 30 U3 p. 46 U4 p. 60 U5 p. 78 U6 p. 102 U7 p. 118 U8 p. 124 U9 p. 142 U10 p. 158
RI 3.6	Distinguish their own point of view from that of the author of a text.	U10 p. 159
Integration of Knowledge and Ideas		
RI 3.7	Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).	U1 p. 22 U2 p. 30 U3 p. 46 U4 p. 60 U5 p. 78 U6 p. 102 U7 p. 118 U8 p. 124 U9 p. 142 U10 p. 158

RI 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).	U6 p. 84	
RI 3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.		
Range of Reading and Level of Text Complexity			
RI 3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	U2 p. 24, p. 28 U8 p. 102	U1 p. 22 U2 p. 30 U3 p. 46 U4 p. 60 U5 p. 78 U6 p. 102 U7 p. 118 U8 p. 124 U9 p. 142 U10 p. 158

Reading Standards for Foundational Skills

Strand	Language Book	Literacy Book
Phonics and Word Recognition		
RF 3.3	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	All units and particularly on the following pages: U1 p. 22 U2 p. 38 U3 p. 54 U4 p. 60 U5 p. 78 U6 p. 102 U7 p. 118 U8 p. 124 U9 p. 142 U10 p. 166
Fluency		
RF 3.4	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	All units and particularly point a. on the following pages: U1 p. 12, p. 16 U2 p. 24, p. 28 U3 p. 38, p. 41 U4 p. 50, p. 54 U5 p. 64, p. 68 U6 p. 76, p. 80 U7 p. 90, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 120 U10 p. 128, p. 132

Writing Standards		
Strand	Language Book	Literacy Book
Text Types and Purposes		
W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g. <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. 	U1 p. 20 U5 p. 71 U8 p. 109	
W 3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g. <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section. 	U1 p. 20 U2 p. 32 U3 p. 46 U6 p. 84	
W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	U2 p. 32 U3 p. 46 U4 p. 56 U 5 p. 72 U7 p. 98 U8 p. 110 U9 p. 123, p. 124 U10 p. 135, p. 136	Literacy Review p. 5 U2 p. 39 U3 p. 55 U4 p. 71 U5 p. 87 U6 p. 103 U7 p. 119 U8 p. 135 U9 p. 151 U10 p. 167 a. U4 p. 70 b. – c. – d. –

Production and Distribution of Writing			
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 56	All units
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	U1 p. 20 U2 p. 31, p. 32 U6 p. 84 U7 p. 98	
W 3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		
Research to Build and Present knowledge			
W 3.7	Conduct short research projects that build knowledge about a topic.		
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	U1 p. 20	
W 3.9	(Begins in grade 4)		
Range of Writing			
W 3.10	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.		

Speaking and Listening Standards

Strand	Language Book	Literacy Book	
Comprehension and Collaboration			
SL 3.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>U1 p. 13</p> <p>U3 p. 43, p. 45</p> <p>U4 p. 55</p> <p>U5 p. 65</p> <p>U5 and U6 Review pp. 86–87</p> <p>U9 p. 117, p. 121</p> <p>U10 p. 133</p>	<p>U1 p. 16</p> <p>U2 p. 39</p> <p>U3 p. 47</p> <p>U4 p. 70</p> <p>U5 p. 79</p> <p>U6 p. 97</p>
SL 3.2	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>U1 p. 14, p. 18</p> <p>U 2 p. 24, p. 26, p. 27, p. 30</p> <p>U3 p. 40, p. 41</p> <p>U4 p. 52</p> <p>U5 p. 70, p. 78, p. 79, p. 82</p> <p>U6 p. 92, p. 93, p. 94, p. 96</p> <p>U8 p. 102, p. 104, p. 105, p. 108</p> <p>U9 p. 116, p. 118, p. 119, p. 120, p. 122</p> <p>U10 p. 128, p. 130, p. 131, p. 132, p. 134</p>	<p>U1 p. 22</p> <p>U2 p. 30</p> <p>U3 p. 46</p> <p>U4 p. 60</p> <p>U5 p. 78</p> <p>U6 p. 102</p> <p>U7 p. 118</p> <p>U8 p. 124</p> <p>U9 p. 142</p> <p>U10 p. 158</p>
SL 3.3	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>U1 p. 12, p. 14, p. 16</p> <p>U2 p. 28, pp. 34–35</p> <p>U3 p. 38, p. 42, p. 44</p> <p>U4 p. 50, p. 54, p. 56</p> <p>U5 p. 76, p. 80</p> <p>U7 p. 90</p> <p>U8 p. 103, p. 106</p> <p>U9 and U10 review p. 138–139</p>	<p>U1 p. 9</p> <p>U2 p. 25</p> <p>U3 p. 41</p> <p>U4 p. 57</p> <p>U5 p. 73</p> <p>U6 p. 89</p> <p>U7 p. 105</p> <p>U8 p. 121</p> <p>U9 p. 137</p> <p>U10 p. 153</p>

Presentation of Knowledge and Ideas			
SL 3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
SL 3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
SL 3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.	U1 p. 19	U1 p. 9 U2 p. 25 U3 p. 41 U4 p. 57 U5 p. 73 U6 p. 89 U7 p. 105 U8 p. 121 U9 p. 137 U10 p. 153

Language Standards

	Strand	Language Book	Literature Book
L 3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g. <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g. <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 	<p>All units</p> <ol style="list-style-type: none"> U1 p. 20, U2 p. 32 U1 and 2 review U1 and 2 review, U1 p. 18 U3 p. 37, p. 39 U1 p. 12 U1 p. 19 U1 p. 20 – <p>U1–10, “Write About It” sections</p>	<p>All units</p>
L 3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>All units</p> <ol style="list-style-type: none"> U1 p. 20, U2 p. 32, U6 p. 84, U7 p. 98 – U5 p. 72 U3 p. 46 All units All units 	

Knowledge of English			
L 3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>All units</p> <p>a. U1 p. 20, U8 p. 110</p>	
Vocabulary Acquisition and Use			
L 3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g. <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>All units</p> <p>a. U2 p. 23, U3 p. 41,</p> <p>b. U1 p. 20</p> <p>c. –</p>	<p>U1 p. 11, p. 19</p> <p>U2 p. 27, p. 33</p> <p>U3 p. 43, p. 49</p> <p>U4 p. 59, p. 63</p> <p>U5 p. 75, p. 81</p> <p>U6 p. 91, p. 99</p> <p>U7 p. 107, p. 115</p> <p>U8 p. 123, p. 127</p> <p>U9 p. 139, p. 145</p> <p>U10 p. 155, p. 161</p>
L 3.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g. describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. <i>knew, believed, suspected, heard, wondered</i>).</p>		
L 3.6	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g. <i>After dinner that night we went looking for them</i>).</p>		

Key for Common Core State Standards Descriptors

The Objectives for the framework are referenced as Learning Codes: strand, grade, and descriptor. Here are some examples from each of the strands:

RL 3.1 = Reading Standards for Literature, Descriptor 1

RI 3.1 = Reading Standards for Informational Text, Descriptor 1

RF 3.1 = Reading Standards: Foundational Skills, Descriptor 1

W 3.1 = Writing Standards, Descriptor 1

SL 3.1 = Speaking and Listening Standards, Descriptor 1

L 3.1 = Language Standards, Descriptor 1

Reading Standards for Literature			
Strand	Language Book	Literacy Book	
Key Ideas and Details			
RL 1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	U1 p. 14, p. 20 U2 p. 24, p. 28, p. 32 U1–2 Review pp. 34–35 U3 p. 40, p. 42 U4 p. 50, p. 52, p. 54 U 3–4 Review pp. 60–61 U5 p. 64, p. 66 U6 p. 76, p. 80 U7 p. 90, p. 92, p. 94, p. 106 U8 p. 104 U9 p. 118, p. 120 U10 p. 128, p. 130, p. 132 U9–10 Review pp. 138–9	Literacy Review p. 4 U1 p. 16 U2 p. 32 U3 p. 54 U4 p. 64, p. 70 U5 p. 86 U6 p. 96, p. 102 U7 p. 110 U8 p. 128 U9 p. 144, p. 150 U10 p. 156, p. 166
RL 2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	U1 p. 12, p. 16 U2 p. 26 U5 p. 68 U8 p. 102, p. 106	Literacy Review p. 6
RL 3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	U3 p. 38	U5 p. 86
Craft and Structure			
RL 4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	U1 p. 10, p. 14 U2 p. 22, p. 26 U3 p. 36, p. 40 U4 p. 48, p. 52 U5 p. 62, p. 66 U6 p. 74, p. 78 U7 p. 88, p. 92 U8 p. 100, p. 104 U9 p. 114, p. 118 U10 p. 126, p. 130	U1 p. 11, p. 13 U2 p. 27, p. 35 U3 p. 43, p. 49 U4 p. 59, p. 67 U5 p. 75, p. 79 U6 p. 91, p. 99 U7 p. 107, p. 113 U8 p. 123, p. 131 U9 p. 139, p. 147 U10 p. 155, p. 161

RL 5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		
RL 6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	U3 p. 46	U6 p. 102
Integration of Knowledge and Ideas			
RL 7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		U1 pp. 18–21 U2 pp. 26–31 U3 pp. 48–53 U4 pp. 58–63 U5 pp. 74–75 U6 pp. 90–95 U7 pp. 112–117 U8 pp. 122–127 U9 pp. 138–143 U10 pp. 154–157
RL 8	(Not applicable to literature)	N/A	N/A
RL 9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		U4 p. 71 U9 p. 137
Range of Reading and Level of Text Complexity			
RL 10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All texts U1–10	All units

Reading Standards for Informational Text

Reading Standards for Informational Text		
Strand	Language Book	Literacy Book
Key Ideas and Details		
RI 1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	U1 p. 14 U2 p. 26 U3 p. 40 U3–4 Review pp. 60–61 U6 p. 78
		U1 p. 22 U3 p. 46 U4 p. 70 U5 p. 76 U6 p. 96 U7 p. 110 U8 p. 128 U9 p. 150 U10 p. 158
RI 2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	U1 p. 14 U2 p. 26 U3 p. 40 U5 p. 62, p. 64, p. 66
		U1 p. 22 U10 p. 158
RI 3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	U1 p. 14 U2 p. 26 U3 p. 40
		U2 p. 38 U5 p. 78 U7 p. 110
Craft and Structure		
RI 4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	U1 p. 14 U2 p. 22, p. 26 U3 p. 36, p. 40 U4 p. 48, p. 52 U5 p. 62, p. 66 U6 p. 74, p. 78 U7 p. 88, p. 92 U8 p. 100, p. 104 U9 p. 114, p. 118 U10 p. 126, p. 130
		U1 p. 19 U2 p. 35 U3 p. 43 U4 p. 59 U5 p. 75 U6 p. 91 U7 p. 107 U8 p. 123 U9 p. 147 U10 p. 155
RI 5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	U2 p. 27
		My Reading Journal sections: Literacy Review p. 7 U3 p. 55 U5 p. 87 U6 p. 103 U8 p. 135 Think Together lessons: U1 p. 23 U3 p. 55 U4 p. 71 U5 p. 87 U6 p. 103 U7 p. 119 U8 p. 135 U9 p. 151 U10 p. 167

RI 6	Compare and contrast a first hand and second hand account of the same event or topic; describe the differences in focus and the information provided.		
Integration of Knowledge and Ideas			
RI 7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		U1 pp. 18–21 U2 p. 38
RI 8	Explain how an author uses reasons and evidence to support particular points in a text.		U1 p. 23 U3 p. 55 U4 p. 71 U5 p. 87 U6 p. 103 U7 p. 119 U8 p. 135 U9 p. 151 U10 p. 167
RI 9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		U1 p. 23 U2 p. 39 U3 p. 55 U4 p. 71 U5 p. 87 U6 p. 103 U7 p. 119 U8 p. 135 U9 p. 151 U10 p. 167
Range of Reading and Level of Text Complexity			
RI 10	By the end of year, read, and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	U1 p. 14 U2 p. 26 U3 p. 40	U1 p. 22 U2 p. 38 U3 p. 46 U4 p. 70 U5 p. 76 U6 p. 96 U7 p. 110 U8 p. 128 U9 p. 150 U10 p. 158

Reading Standards for Foundational Skills

Reading Standards for Foundational Skills		
Strand	Language Book	Literacy Book
Phonics and Word Recognition		
RF 3	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>All units</p>
Fluency		
RF 4	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All Units, particularly Explore Language and Write About it lessons</p>

Writing Standards		
Strand	Language Book	Literacy Book
Text Types and Purposes		
W 1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented. 	
W 2	<p>U2 p. 32 U4 p. 58 U7 p. 98</p>	<ol style="list-style-type: none"> U1 p. 17, U4 p. 65, U5 p. 78, U5 p. 86, U6 p. 102, U7 p. 110 – – U1 p. 17, U4 p. 65, U5 p. 78, U5 p. 86, U6 p. 102, U7 p. 110 –

<p>W 3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>U3 p. 46 U5 p. 72 U6 p. 84 U8 p. 110 U9 p. 124 U10 p. 136</p>	<p>Literacy Review p. 5 U2 p. 33 U4 p. 70 U5 p. 87 U6 p. 96 U8 p. 135</p>
Production and Distribution of Writing			
<p>W 4</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>All Write About It lessons: U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 124 U10 p. 136</p>	<p>All units, particularly Explore the Reading lessons</p>
<p>W 5</p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)</p>	<p>All Write About It lessons: U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 124 U10 p. 136</p>	
<p>W 6</p>	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Enhanced Teacher’s eBook: Digital Portfolio extension activities in all units</p>	<p>Enhanced Teacher’s eBook: Digital Portfolio extension activities in most units</p>

Research to Build and Present Knowledge			
W 7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Enhanced Teacher's eBook: extension activities U2 U4 U5 U7	Enhanced Teacher's eBook: extension activities U2 U4 U5 U7 U8 U9 U10
W 8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		U8 p. 128

<p>W 9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>		<p>All Explore the Reading lessons:</p> <p>Literary: U1 p. 16 U2 p. 32 U3 p. 54 U4 p. 64 U5 p. 86 U6 p. 102 U7 p. 118 U8 p. 134 U9 p. 144 U10 p. 166</p> <p>Informational: U1 p. 22 U2 p. 38 U3 p. 46 U4 p. 70 U5 p. 76 U6 p. 96 U7 p. 110 U8 p. 128 U9 p. 150 U10 p. 158</p> <p>a. U1 p. 16 U2 p. 32 U3 p. 54 U4 p. 64 U5 p. 86 U6 p. 102 U7 p. 118 U8 p. 134 U9 p. 144 U10 p. 166</p> <p>b. U1 p. 22 U2 p. 38 U3 p. 46 U4 p. 70 U5 p. 76 U6 p. 96 U7 p. 110 U8 p. 128 U9 p. 150 U10 p. 158</p>
Range of Writing			
<p>W 10</p>	<p>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>		

Speaking and Listening Standards

Strand	Language Book	Literacy Book	
Comprehension and Collaboration			
SL 1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>U1 p. 19</p> <p>U4 p. 57</p> <p>U5 p. 71</p> <p>U6 p. 83</p> <p>U10 p. 135</p> <p>All Global Citizenship lessons:</p> <p>U1 p. 14, p. 15</p> <p>U2 p. 26, p. 27</p> <p>U3 p. 40, p. 41</p> <p>U4 p. 52, p. 53</p> <p>U5 p. 66, p. 67</p> <p>U6 p. 78, p. 79</p> <p>U7 p. 92, p. 93</p> <p>U8 p. 104, p. 105</p> <p>U9 p. 118, p. 119</p> <p>U10 p. 130, p. 131</p>	<p>All Get Ready to Read lessons:</p> <p>U1 p. 9, p. 17</p> <p>U2 p. 25, p. 33</p> <p>U3 p. 41, p. 47</p> <p>U4 p. 57, p. 65</p> <p>U5 p. 73, p. 77</p> <p>U6 p. 89, p. 97</p> <p>U7 p. 105, p. 111</p> <p>U8 p. 121, p. 129</p> <p>U9 p. 137, p. 147</p> <p>U10 p. 153, p. 159</p> <p>My Reading Journal sections:</p> <p>Literacy Review p. 7</p> <p>U3 p. 55</p> <p>U5 p. 87</p> <p>U6 p. 103</p> <p>U8 p. 135</p> <p>Think Together lessons:</p> <p>U1 p. 23</p> <p>U3 p. 55</p> <p>U4 p. 71</p> <p>U5 p. 87</p> <p>U6 p. 103</p> <p>U7 p. 119</p> <p>U8 p. 135</p> <p>U9 p. 151</p> <p>U10 p. 167</p>
SL 2	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>U2 p. 25</p> <p>U4 p. 51</p> <p>U5 p. 67</p> <p>U6 p. 77</p> <p>U9 p. 117, p. 121</p>	
SL 3	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>U1 p. 14, p. 18</p> <p>U2 p. 26, p. 28</p> <p>U3 p. 40, p. 41, p. 42, p. 44</p> <p>U4 p. 52, p. 54, p. 56</p> <p>U5 p. 64, p. 66, p. 68, p. 70</p> <p>U6 p. 78, p. 80, p. 82</p> <p>U7 p. 92, p. 94, p. 96</p> <p>U8 p. 104, p. 106, p. 108</p> <p>U9 p. 118, p. 120, p. 122</p> <p>U10 p. 130, p. 132, p. 134</p>	

Presentation of Knowledge and Ideas		
SL 4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109
SL 5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135
SL 6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards I for specific expectations.)	

Language Standards			
	Strand	Language Book	Literature Book
L 1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	<p>All units and specifically: U4 p. 58, U8 p. 102 U2 p. 28 U4 p. 50, p. 51 U7 p. 94 All Write About It lessons</p>	All units
L 2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 	All units, especially the Write About It lessons	All units, especially the Explore the Reading lessons
Knowledge of English			
L 3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>All units</p> <ol style="list-style-type: none"> All Take the Stage and Talk About It lessons and all Write About It lessons – – 	All units

Vocabulary Acquisition and Use			
<p>L 4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>All Vocabulary and Global Citizenship lessons</p> <p>U1 pp. 10–11, p. 14</p> <p>U2 pp. 22–23, p. 26</p> <p>U3 pp. 36–37, 40</p> <p>U4 pp. 48–49, 52</p> <p>U5 pp. 62–63, 66</p> <p>U6 pp. 74–75, 78</p> <p>U7 pp. 88–89, 92</p> <p>U8 pp. 100–101, 104</p> <p>U9 pp. 114–115, 118</p> <p>U10 pp. 126–127, 130</p> <p>a. All Vocabulary and Global Citizenship lessons</p> <p>b. –</p> <p>c. –</p>	<p>All Words in Context sections:</p> <p>U1 p. 11, p. 13</p> <p>U2 p. p. 27, p. 35</p> <p>U3 p. 43, p. 49</p> <p>U4 p. 59, p. 67</p> <p>U5 p. 75, p. 79</p> <p>U6 p. 91, p. 99</p> <p>U7 p. 107, p. 113</p> <p>U8 p. 123, p. 131</p> <p>U9 p. 139, p. 147</p> <p>U10 p. 155, p. 161</p> <p>a. All Words in Context sections</p> <p>b. –</p> <p>c. –</p>
<p>L 5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		<p>U10 p. 159</p> <p>a. U10 p. 159</p> <p>b. U10 p. 159</p> <p>c. U7 p. 113, U9 p. 139</p>
<p>L 6</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>All units</p>	<p>All units</p>

Key for Common Core State Standards Descriptors

The Objectives for the framework are referenced as Learning Codes: strand, grade, and descriptor. Here are some examples from each of the strands:

RL 3.1 = Reading Standards for Literature, Descriptor 1

RI 3.1 = Reading Standards for Informational Text, Descriptor 1

RF 3.1 = Reading Standards: Foundational Skills, Descriptor 1

W 3.1 = Writing Standards, Descriptor 1

SL 3.1 = Speaking and Listening Standards, Descriptor 1

L 3.1 = Language Standards, Descriptor 1

Reading Standards for Literature			
Strand	Language Book	Literacy Book	
Key Ideas and Details			
RL 1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	U2 p. 38 U3 p. 47 U4 p. 61 U6 p. 95 U10 p. 153	
RL 2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	All Explore the Reading fiction lessons: U1 p. 16 U2 p. 32 U3 p. 54 U4 p. 70 U5 p. 86 U6 p. 102 U7 p. 112 U8 p. 128 U9 p. 150 U10 p. 166	
RL 3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	U9 p. 142, p. 143, p. 150	
Craft and Structure			
RL 4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	All Global Citizenship lessons: U1 p. 14, p. 15 U2 p. 26, p. 27 U3 p. 40, p. 41 U4 p. 52, p. 53 U5 p. 66, p. 67 U6 p. 78, p. 79 U7 p. 92, p. 93 U8 p. 104, p. 105 U9 p. 118, p. 119 U10 p. 130, p. 131	All Words in Context sections: U1 p. 11, p. 19 U2 p. 27, p. 35 U3 p. 43, p. 49 U4 p. 59, p. 63 U5 p. 75, p. 81 U6 p. 91, p. 97 U7 p. 107, p. 115 U8 p. 123, p. 131 U9 p. 139, p. 145 U10 p. 155, p. 161

RL 5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	U5, p. 70–71	U5 p. 80–85 U7 p. 112 U9 p. 137, p. 150, p. 151
RL 6	Describe how a narrator’s or speaker’s point of view influences how events are described.		Literacy Review, p. 5 U2 p. 32 U4 p. 61, p. 70 U6 p. 95 U9 p. 150
Integration of Knowledge and Ideas			
RL 7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		
RL 8	(Not applicable to literature)	N/A	N/A
RL 9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		U9 p. 142, p. 143, p. 151
Range of Reading and Level of Text Complexity			
RL 10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	All units	All texts in all units

Reading Standards for Informational Text

Strand	Language Book	Literacy Book
Key Ideas and Details		
RI 1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	U1 p. 16 U2 p. 24 U3 p. 38 U4 p. 50 U5 p. 54, p. 64, p. 68 U6 p. 77, p. 80 U7 p. 90, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 120 U10 p. 128, p. 132
RI 2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	U1 p. 16, p. 22 U2 p. 32, p. 38 U3 p. 46, p. 54 U4 p. 60, p. 70 U5 p. 78, p. 86 U6 p. 94, p. 102 U7 p. 102, p. 112 U8 p. 118, p. 128 U9 p. 128, p. 150 U10 p. 134, p. 166
RI 3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	U5 p. 86 U8 p. 128 U9 p. 143, p. 150 U10 p. 166
Craft and Structure		
RI 4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	U1 p. 14 U2 p. 26 U3 p. 40 U4 p. 52 U5 p. 66 U6 p. 78 U7 p. 92 U8 p. 104 U9 p. 118 U10 p. 130
RI 5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	U1 p. 23 U2 p. 39 U3 p. 55 U4 p. 71 U5 p. 87 U6 p. 103 U7 p. 119 U8 p. 135 U9 p. 151 U10 p. 167

RI 6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
Integration of Knowledge and Ideas			
RI 7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		
RI 8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		U2 p. 32, p. 38 U6 p. 94 U10 p. 166
RI 9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135	
Range of Reading and Level of Text Complexity			
RI 10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	All units	All units

Reading Standards for Foundational Skills

Strand	Language Book	Literacy Book
Phonics and Word Recognition		
RF 3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	All units
All units		
Fluency		
RF 4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	All units
All units		

Writing Standards		
Strand	Language Book	Literacy Book
Text Types and Purposes		
<p>W 1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented. 	<p>U6 p. 83 U10 p. 135</p>	<p>All My Reading Journal sections: U1–10 U1 p. 22 U2 p. 32, p. 38 U4 p. 71 U6 p. 102 U8 p. 134</p>
<p>W 2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	<p>U1 p. 19 U2 p. 31 U4 p. 57 U7 p. 97 U8 p. 109</p>	<p>U1 p. 23 U2 p. 33 U8 p. 135 U9 p. 151</p>

<p>W 3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>U3 p. 45 U9 p. 123</p>	<p>U8 p. 135 U9 p. 151</p>
<p>Production and Distribution of Writing</p>			
<p>W 4</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135</p>	<p>All units, including My Reading Journal sections</p>
<p>W 5</p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	<p>U1 p. 19 U2 p. 31 U3 p. 43, p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135 Process Writing, p. 140–143</p>	

W 6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135 Enhanced Teacher's eBook: Digital Portfolio extension activities in all units	
Research to Build and Present Knowledge			
W 7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	U2 p. 31 U4 p. 57 Enhanced Teacher's eBook: extension project in U2	Enhanced Teacher's eBook: Multimodal Literacy research projects in Literacy Review, U7, and U8
W 8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135	
W 9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	U1 p. 18 U2 p. 30 U3 p. 44 U4 p. 56 U5 p. 70 U6 p. 82 U7 p. 96 U8 p. 108 U9 p. 122 U10 p. 134	All Explore the Reading lessons
Range of Writing			
W 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.		

Speaking and Listening Standards

Strand	Language Book	Literacy Book	
Comprehension and Collaboration			
SL 1	<p>Engage effectively in a range of collaborative discussions (one–on–one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed–upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>U1 p. 13, p. 20 U2 p. 25, p. 31, p. 32 U3 p. 39, p. 46 U4 p. 51, p. 58 U5 p. 69, p. 72 U6 p. 77, p. 84 U7 p. 91, p. 98 U8 p. 103, p. 110 U9 p. 117, p. 124 U10 p. 129, p. 136</p> <p>All Global Citizenship lessons: U1 p. 14 U2 p. 26 U3 p. 40 U4 p. 52 U5 p. 66 U6 p. 78 U7 p. 92 U8 p. 104 U9 p. 118 U10 p. 130</p>	<p>U1 p. 16, p. 17 U2 p. 25, p. 32 U3 p. 41, p. 46 U4 p. 60, p. 70 U5 p. 86, p. 87 U6 p. 89, p. 95, p. 102 U7 p. 105, p. 118, p. 119 U8 p. 121, p. 128, p. 135 U9 p. 137, p. 142, p. 150 U10 p. 153, p. 166</p>
SL 2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL 3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
Presentation of Knowledge and Ideas			
SL 4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
SL 5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<p>U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135</p>	
SL 6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	All Talk About It lessons	All units

Language Standards			
	Strand	Language Book	Literature Book
L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	<p>All units and specifically:</p> <ol style="list-style-type: none"> U4 p. 54, p. 55 U2 p. 24 U2 p. 25 U9 p. 116 – – 	All units
L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. 	<p>All units, particularly Write About It lessons, and specifically:</p> <ol style="list-style-type: none"> U4 p. 54, p. 55 	All units, particularly all Explore the Reading lessons
Knowledge of English			
L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<p>All units, and specifically:</p> <ol style="list-style-type: none"> U4 p. 51 U8 p. 104 U9 p. 117 – 	All units

Vocabulary Acquisition and Use			
<p>L 4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>All units, and specifically:</p> <p>a. U1 p. 15 U2 p. 27 U3 p. 41 U4 p. 53 U5 p. 67 U6 p. 79 U7 p. 93 U8 p. 105 U9 p. 119 U10 p. 131</p> <p>b. –</p> <p>c. –</p>	<p>U1 p. 11, p. 19 U2 p. 27, p. 35 U3 p. 43, p. 49 U4 p. 59, p. 63 U5 p. 75, p. 81 U6 p. 91, p. 97 U7 p. 107, p. 115 U8 p. 123, p. 131 U9 p. 139, p. 145 U10 p. 155, p. 161</p> <p>And point a. appears in all units</p>
<p>L 5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>U5 p. 70</p>	<p>All units</p> <p>a. U5 p. 79, p. 86 U7 p. 112</p> <p>b. U1 p. 15</p> <p>c. U2 p. 32 (antonym) U4 p. 60 (synonym)</p>
<p>L 6</p>	<p>Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>U1 p. 14 U2 p. 26 U3 p. 40 U4 p. 51 U5 p. 66 U6 p. 78 U7 p. 92 U8 p. 104 U9 p. 118 U10 p. 130</p> <p>All unit openers:</p> <p>U1 p. 10 U2 p. 22 U3 p. 34 U4 p. 48 U5 p. 62 U6 p. 74 U7 p. 88 U8 p. 100 U9 p. 112 U10 p. 126</p>	<p>U1 p. 11, p. 19 U2 p. 27, p. 35 U3 p. 43, p. 49 U4 p. 59, p. 63 U5 p. 75, p. 81 U6 p. 91, p. 97 U7 p. 107, p. 115 U8 p. 123, p. 131 U9 p. 139, p. 145 U10 p. 155, p. 161</p>

Key for Common Core State Standards Descriptors

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RL 3.1 = Reading Standards for Literature, Descriptor 1

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RF 3.1 = Reading Standards: Foundational Skills, Descriptor 1

W 3.1 = Writing Standards, Descriptor 1

SL 3.1 = Speaking and Listening Standards, Descriptor 1

L 3.1 = Language Standards, Descriptor 1

Reading Standards for Literature		
Strand	Language Book	Literacy Book
Key Ideas and Details		
RL 1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	U1 p. 16 U2 p. 24, p. 28 U3 p. 38, p. 42 U4 p. 50, p. 54 U5 p. 64, p. 68 U6 p. 76, p. 80 U7 p. 90, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 120 U10 p. 128, p. 132
RL 2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	U1 p. 16, p. 22 U2 p. 30, p. 32, p. 38 U3 p. 48, p. 54 U4 p. 62, p. 70 U5 p. 78, p. 86 U6 p. 94, p. 102 U7 p. 112, p. 118 U8 p. 128, p. 134 U9 p. 142, p. 150 U10 p. 160, p. 166
RL 3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	U2 p. 32

Craft and Structure			
RL 4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	U1 p. 14, p. 15 U2 p. 26, p. 27 U3 p. 40, p. 41 U4 p. 52, p. 53 U5 p. 66, p. 67 U6 p. 78, p. 79 U7 p. 92, p. 93 U8 p. 104, p. 105 U9 p. 118, p. 119 U10 p. 130, p. 131	U1 p. 11, p. 19 U2 p. 27, p. 35 U3 p. 43, p. 51 U4 p. 59, p. 65 U5 p. 75, p. 81 U6 p. 91, p. 97 U7 p. 107, p. 115 U8 p. 123, p. 131 U9 p. 139, p. 145 U10 p. 155, p. 163
RL 5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		U2 p. 28. U3 p. 45 U3 p. 54 U4 p. 61 U5 p. 78 U5 p. 80 U6 p. 99 U10 p. 160, p. 166
RL 6	Explain how an author develops the point of view of the narrator or speaker in a text.		U2 p. 32, p. 33
Integration of Knowledge and Ideas			
RL 7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		
RL 8	(Not applicable to literature)		
RL 9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		U5 p. 78
Range of Reading and Level of Text Complexity			
RL 10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All Units 1–10	All Units 1–10

Reading Standards for Informational Text

Strand	Language Book	Literacy Book
Key Ideas and Details		
RI 1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	U1 p. 14 U2 p. 26 U3 p. 40 U4 p. 52 U5 p. 68 U6 p. 78 U7 p. 92 U8 p. 104 U9 p. 118 U10 p. 130
RI 2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	U1 p. 22 U2 p. 38 U3 p. 48 U4 p. 62, p. 63 U5 p. 78 U6 p. 94 U7 p. 118 U8 p. 128 U9 p. 142 U10 p. 166
RI 3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	U1 p. 22 U2 p. 38 U3 p. 48 U4 p. 62 U5 p. 78 U6 p. 94 U7 p. 118 U8 p. 128 U9 p. 142 U10 p. 166
Craft and Structure		
RI 4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	U1 p. 19 U2 p. 35 U3 p. 43 U4 p. 59 U5 p. 75 U6 p. 91 U7 p. 115 U8 p. 123 U9 p. 139 U10 p. 163

RI 5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		U2 p. 28. U3 p. 45 U3 p. 54 U4 p. 61 U5 p. 78 U5 p. 80 U6 p. 99 U10 p. 160, p. 166
RI 6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		U2 p. 38 U4 p. 63 U5 p. 78, p. 86 U7 p. 118
Integration of Knowledge and Ideas			
RI 7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135	
RI 8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		U1 p. 22 U2 p. 38 U4 p. 62 U6 p. 94 U7 p. 118 U10 p. 166
RI 9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		U5 p. 78
Range of Reading and Level of Text Complexity			
RI 10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All Units 1–10, particularly Global Citizenship lessons: U1 p. 14 U2 p. 26 U3 p. 40 U4 p. 52 U5 p. 66 U6 p. 78 U7 p. 92 U8 p. 104 U9 p. 118 U10 p. 130	All Units 1–10, particularly Explore the Reading lessons for non-fiction texts

Writing Standards

Strand	Language Book	Literacy Book
Text Types and Purposes		
<p>W 1</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 	<ol style="list-style-type: none"> U7 p. 96, p. 97 U7 p. 96, p. 97 U7 p. 96, p. 97 U7 p. 96, p. 97 U7 p. 96, p. 97 U7 p. 96, p. 97 	<p>All Explore the Reading lessons:</p> <p>U1 p. 16, p. 22 U2 p. 30, p. 32, p. 38 U3 p. 48, p. 54 U4 p. 62, p. 70 U5 p. 78, p. 86 U6 p. 94, p. 102 U7 p. 112, p. 118 U8 p. 128, p. 134 U9 p. 142, p. 150 U10 p. 160, p. 166</p>
<p>W 2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>U1 p. 18, p. 19 U2 p. 30, p. 31 U3 p. 44, p. 45 U4 p. 56 U5 p. 71 U6 p. 83 U7 p. 96, p. 97 U8 p. 108, p. 109 U9 p. 122, p. 123 U10 p. 134, p. 135</p> <ol style="list-style-type: none"> U1 p. 18, p. 19 U2 p. 30, p. 31 U3 p. 44, p. 45 U4 p. 56 U5 p. 71 U6 p. 83 U7 p. 96, p. 97 U8 p. 108, p. 109 U9 p. 122 U10 p. 134, p. 135 U1 p. 18, p. 19 U2 p. 30, p. 31 U3 p. 44, p. 45 U4 p. 56 U5 p. 71 U6 p. 83 U7 p. 96, p. 97 U8 p. 108, p. 109 U9 p. 123 U10 p. 135 U1 p. 18, p. 19 U2 p. 30, p. 31 U3 p. 44, p. 45 U4 p. 56 U5 p. 71 	<p>U1 p. 22 U2 p. 38 U3 p. 48 U4 p. 62 U5 p. 78 U6 p. 94 U7 p. 118 U8 p. 128 U9 p. 142 U10 p. 166</p>

		<p>U6 p. 83 U7 p. 96, p. 97 U9 p. 122, p. 123 U10 p. 135</p> <p>d. U1 p. 18, p. 19 U2 p. 30, p. 31 U3 p. 44, p. 45 U4 p. 56 U5 p. 71 U6 p. 83 U7 p. 96, p. 97 U8 p. 108, p. 109 U9 p. 122, p. 123</p> <p>e. U1 p. 18, p. 19 U2 p. 30, p. 31 U3 p. 44, p. 45 U4 p. 56 U5 p. 71 U6 p. 83 U7 p. 96, p. 97 U8 p. 108, p. 109 U9 p. 122, p. 123</p> <p>f. U1 p. 18, p. 19 U2 p. 30, p. 31 U3 p. 44, p. 45 U4 p. 56 U5 p. 71 U6 p. 83 U7 p. 96, p. 97 U8 p. 108, p. 109 U9 p. 122, p. 123</p>	
<p>W 3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>U1 p. 18 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 70, p. 71 U6 p. 83</p>	<p>U2 p. 32 U8 p. 134 U9 p. 142 U10 p. 160</p>

Production and Distribution of Writing			
W 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>U1 p. 18, p. 19 U2 p. 31, p. 32 U3 p. 44, p. 45 U4 p. 56, p. 57 U5 p. 70, p. 71 U6 p. 82, p. 83 U7 p. 96, p. 97 U9 p. 122, p. 123 U10 p. 134, p. 135</p>	<p>All units 1–10: U1 p. 16, p. 22 U2 p. 30, p. 32, p. 38 U3 p. 48, p. 54 U4 p. 62, p. 70 U5 p. 78, p. 86 U6 p. 94, p. 102 U7 p. 112, p. 118 U8 p. 128, p. 134 U9 p. 142, p. 150 U10 p. 160, p. 166</p>
W 5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)	<p>U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135 Process Writing, p. 140–143</p>	<p>All Think Together lessons: U1 p. 23 U2 p. 39 U3 p. 55 U4 p. 71 U5 p. 87 U6 p. 103 U7 p. 119 U8 p. 135 U9 p. 151 U10 p. 167</p>
W 6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<p>U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135 Enhanced Teacher's eBook: Digital Portfolio extension activities in all units</p>	<p>Enhanced Teacher's eBook: extension project in U1</p>
Research to Build and Present knowledge			
W 7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135</p>	<p>Enhanced Teacher's eBook: extension activities in U2, U3, U4, and U5</p>
W 8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		

<p>W 9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>U1 p. 18 U3 p. 44 U4 p. 56 U5 p. 70 U7 p. 97 U8 p. 108 U9 p. 122 U10 p. 134</p>	<p>All Units 1–10, particularly Explore the Reading lessons: U1 p. 16, p. 22 U2 p. 30, p. 32, p. 38 U3 p. 48, p. 54 U4 p. 62, p. 70 U5 p. 78, p. 86 U6 p. 94, p. 102 U7 p. 112, p. 118 U8 p. 128, p. 134 U9 p. 142, p. 150 U10 p. 160, p. 166</p>
Range of Writing			
<p>W 10</p>	<p>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>		

Speaking and Listening Standards

Strand	Language Book	Literacy Book	
Comprehension and Collaboration			
SL 1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>U1 p. 13, p. 17, p. 20 U2 p. 25, p. 29 U3 p. 39, p. 43, p. 46 U4 p. 55 U5 p. 65, p. 71 U6 p. 77, p. 81, p. 84 U7 p. 91, p. 98 U8 p. 103, p. 107 U9 p. 117, p. 121, p. 124 U10 p. 129, p. 133</p> <p>c. U1 p. 13, p. 17, p. 20 U2 p. 25, p. 29 U3 p. 43, p. 46 U4 p. 55 U6 p. 77, p. 81, p. 84 U7 p. 91, p. 98 U8 p. 103, p. 107 U9 p. 117, p. 121, p. 124 U10 p. 129, p. 133</p> <p>d. U3 p. 46 U6 p. 84</p>	<p>U1 p. 22 U2 p. 32 U3 p. 48 U4 p. 70 U5 p. 78 U6 p. 94 U7 p. 112 U8 p. 134 U9 p. 142 U10 p. 160</p>
SL 2	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>U8 p. 104, p. 110</p>	<p>U1 p. 16, p. 22 U2 p. 30, p. 32, p. 38 U3 p. 48, p. 54 U4 p. 62, p. 70 U5 p. 78, p. 86 U6 p. 94, p. 102 U7 p. 112, p. 118 U8 p. 128, p. 134 U9 p. 142, p. 150 U10 p. 160, p. 166</p>
SL 3	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>U7 p. 96</p>	
Presentation of Knowledge and Ideas			
SL 4	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>U1 p. 20 U3 p. 46 U4 p. 55 U5 p. 71 U6 p. 84 U7 p. 91, p. 98 U10 p. 135</p>	

<p>SL 5</p>	<p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135</p>	
<p>SL 6</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)</p>	<p>All Units 1–10, particularly Talk About It /Take the Stage lessons: U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 124 U10 p. 136</p>	<p>All Units 1–10</p>

Language Standards		
Strand	Language Book	Literature Book
<p>L1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 	All Units 1–10	<p>All Units 1–10, particularly Explore the Reading lessons:</p> <p>U1 p. 16, p. 22 U2 p. 30, p. 32, p. 38 U3 p. 48, p. 54 U4 p. 62, p. 70 U5 p. 78, p. 86 U6 p. 94, p. 102 U7 p. 112, p. 118 U8 p. 128, p. 134 U9 p. 142, p. 150 U10 p. 160, p. 166</p>
<p>L2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly. 	All Units 1–10, particularly Write About It lessons	<p>All Units 1–10, particularly Explore the Reading lessons:</p> <p>U1 p. 16, p. 22 U2 p. 30, p. 32, p. 38 U3 p. 48, p. 54 U4 p. 62, p. 70 U5 p. 78, p. 86 U6 p. 94, p. 102 U7 p. 112, p. 118 U8 p. 128, p. 134 U9 p. 142, p. 150 U10 p. 160, p. 166</p>
Knowledge of Language		
<p>L3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/ listener interest, and style. Maintain consistency in style and tone. 	<p>All Units 1–10</p> <ol style="list-style-type: none"> U4 p. 48 U8 p. 110 All Units 1–10 	<p>All Units 1–10</p> <ol style="list-style-type: none"> U1 p. 16 U5 p. 78, p. 86 All Units 1–10

Vocabulary Acquisition and Use

<p>L 4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>U1 p. 14, p. 15 U2 p. 26, p. 27 U3 p. 40, p. 41 U4 p. 52, p. 53 U5 p. 66, p. 67 U6 p. 78, p. 79 U7 p. 92, p. 93 U8 p. 104, p. 105 U9 p. 118, p. 119 U10 p. 130, p. 131</p> <p>a. U1 p. 14, p. 15 U2 p. 26, p. 27 U3 p. 40, p. 41 U4 p. 52, p. 53 U5 p. 66, p. 67 U6 p. 78, p. 79 U7 p. 92, p. 93 U8 p. 104, p. 105 U9 p. 118, p. 119 U10 p. 130, p. 131</p>	<p>U1 p. 11, p. 19 U2 p. 27, p. 35 U3 p. 43, p. 51 U4 p. 59, p. 65 U5 p. 75, p. 81 U6 p. 91, p. 97 U7 p. 107, p. 115 U8 p. 123, p. 131 U9 p. 139, p. 145 U10 p. 155, p. 163</p> <p>a. U1 p. 11, p. 19 U2 p. 27, p. 35 U3 p. 43, p. 51 U4 p. 59, p. 65 U5 p. 75, p. 81 U6 p. 91, p. 97 U7 p. 107, p. 115 U8 p. 123, p. 131 U9 p. 139, p. 145 U10 p. 155, p. 163</p>
<p>L 5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., <i>cause/effect, part/whole, item/category</i>) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>).</p>	<p>All Units 1–10, particularly: U1 p. 14, p. 15 U2 p. 26, p. 27 U3 p. 40, p. 41 U4 p. 52, p. 53 U5 p. 66, p. 67 U6 p. 78, p. 79 U7 p. 92, p. 93 U8 p. 104, p. 105 U9 p. 118, p. 119 U10 p. 130, p. 131</p>	<p>Literacy Review p. 5 U1 p. 16 U2 p. 32 U3 p. 54 U4 p. 70 U5 p. 80, p. 86 U6 p. 94 U7 p. 112 U8 p. 128 U9 p. 150 U10 p. 160</p> <p>a. U1 p. 11, p. 19 U2 p. 27, p. 35 U3 p. 43, p. 51 U4 p. 59, p. 65 U5 p. 75, p. 81 U6 p. 91, p. 97 U7 p. 107, p. 115 U8 p. 123, p. 131 U9 p. 139, p. 145 U10 p. 155, p. 163</p>
<p>L 6</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>All Units 1–10</p>	<p>All Units 1–10 U1 p. 11, p. 19 U2 p. 27, p. 35 U3 p. 43, p. 51 U4 p. 59, p. 65 U5 p. 75, p. 81 U6 p. 91, p. 97 U7 p. 107, p. 115 U8 p. 123, p. 131 U9 p. 139, p. 145 U10 p. 155, p. 163</p>