

Wordly Wise 3000® 4th Edition

Correlated to Common Core State Standards

English Language Arts

MTSS



Book 2

Correlated to

Common Core State Standards for
English Language Arts, 2

Common Core State Standards

Common Core State Standards Initiative

English Language Arts Grade 2

SE = Student Edition; TE = Teacher Edition

College and Career Readiness Anchor Standards for Reading	
<p>The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>SE: 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160</p> <p>TE: 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84</p>
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p><i>Passages, Passage Questions and Review Exercises</i> can be used to meet standard, e.g.,</p> <p>SE: 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160</p> <p>TE: 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84</p>
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p><i>Passages, Passage Questions and Review Exercises</i> can be used to meet standard, e.g.,</p> <p>SE: 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160</p> <p>TE: 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84</p>

Craft and Structure	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<p>SE: <i>Passages and Passage Questions:</i> 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154; <i>Words and Their Meaning:</i> 4–5, 25–26, 46–47, 68–69, 89–90, 110–111, 132–133, 154–155; <i>Applying Meanings:</i> 4, 27, 48, 70, 91, 112, 134, 156</p> <p>TE: <i>Review Exercises :</i> 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84</p>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
6. Assess how point of view or purpose shapes the content and style of a text.	
Integration of Knowledge and Ideas	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<p>SE: 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160</p> <p>TE: 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84</p>
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Range and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	<p>SE: 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160</p> <p>TE: 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84</p>

Reading Standards for Literature K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SE: 8–9, 18–19, 29–30, 39–40, 50–51, 61–62, 72–73, 82–83
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	
3. Describe how characters in a story respond to major events and challenges.	SE: 8–9, 29–30, 39–40, 50–51, 61–62

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	SE: 7, 17, 28, 37, 49, 59, 71, 81
8. (Not applicable to literature)	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	

Range and Level of Text Complexity

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.	SE: 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83 TE: 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40
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Reading Standards for Informational Text K–5

Key Ideas and Details

1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	SE: 93–94, 103–104, 114–115, 125, 126, 137–138, 148–149, 158–160
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<i>Passages, Passage Questions and Review Exercises</i> can be used to meet standard, e.g., SE: 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160 TE: 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	SE: <i>Passages and Passage Questions:</i> 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160; <i>Word Lists:</i> 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154; <i>Words and Their Meaning:</i> 89–90, 110–111, 132–133, 154–155; <i>Applying Meanings:</i> 91, 112, 134, 156 TE: 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
8. Describe how reasons support specific points the author makes in a text.	
9. Compare and contrast the most important points presented by two texts on the same topic.	

Range and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE: 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160 TE: 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84
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Reading Standards: Foundational Skills (K–5)

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

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words	
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	
b. Know spelling-sound correspondences for additional common vowel teams.	
c. Decode regularly spelled two-syllable words with long vowels.	
d. Decode words with common prefixes and suffixes.	
e. Identify words with inconsistent but common spelling-sound correspondences.	
f. Recognize and read grade-appropriate irregularly spelled words.	

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	SE: 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160 TE: 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	SE: 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160 TE: 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	SE: 7, 17, 28, 37, 49, 59, 71, 81, 92, 102, 113, 123, 135, 146, 157

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts	<i>Wordly Wise 3000</i> , focuses on improving students’ vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection	SE: 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 139, 150, 161
3. Write narratives to develop real or imagined experiences or events using effective technique	SE: 127

Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Research to Build Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	SE: 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161
College and Career Readiness Anchor Standards for Writing	
<p>The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
Text Types and Purposes	
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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
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.	
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.	
Production and Distribution of Writing	
4. (Begins in grade 3)	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
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 Knowledge

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| 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | |
| 8. Recall information from experiences or gather information from provided sources to answer a question. | |
| 9. (Begins in grade 4) | |

Range of Writing

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| 10. (Begins in grade 3) | |
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College and Career Readiness Anchor Standards for Speaking and Listening

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

Comprehension and Collaboration

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| 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | SE: <i>Discussion:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154 |
| 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | SE: <i>Discussion:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154 |
| 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | |

Presentation of Knowledge and Ideas

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| 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | SE: <i>Discussion:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154 |
| 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | |
| 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | SE: <i>Discussion:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154 |

Speaking and Listening Standards K–5

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

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts 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)	Class discussions are utilized during <i>Discussion and Word List</i> exercises, e.g., SE: <i>Discussion:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154
b. Build on others' talk in conversations by linking their comments to the remarks of others.	Class discussions are utilized during <i>Discussion and Word List</i> exercises, e.g., SE: <i>Discussion:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Class discussions are utilized during <i>Discussion and Word List</i> exercises, e.g., SE: <i>Discussion:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SE: 127
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.	SE: <i>Discussion:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SE: 127
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.	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	Class discussions are utilized during <i>Discussion and Word List</i> exercises, e.g., SE: <i>Discussion:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154

College and Career Readiness Anchor Standards for Language

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

Conventions in Writing and Speaking

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: Discussion and <i>Writing Prompt exercises</i> : 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists</i> : 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	n/a

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SE: <i>Passages and Passage Questions</i> : 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160; <i>Word Lists</i> : 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154; <i>Words and Their Meaning</i> : 4–5, 25–26, 46–47, 68–69, 89–90, 110–111, 132–133, 154–155; <i>Applying Meanings</i> : 4, 27, 48, 70, 91, 112, 134, 156; <i>Vocabulary Extension</i> : 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150 TE: <i>Review Exercises</i> : 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84
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Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	SE: <i>Word Lists</i> : 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154; <i>Words and Their Meaning</i> : 4–5, 25–26, 46–47, 68–69, 89–90, 110–111, 132–133, 154–155; <i>Applying Meanings</i> : 4, 27, 48, 70, 91, 112, 134, 156; <i>Vocabulary Extension</i> : 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150 TE: <i>Review Exercises</i> : 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: <i>Seeing Connections</i> : 5, 27, 47, 69, 90, 112, 133, 156; <i>Fun Facts</i> : 9, 21, 30, 40, 51, 62, 73, 83, 94, 105, 115, 126, 138, 149, 160
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	SE: <i>Passages and Passage Questions</i> : 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160; <i>Word Lists</i> : 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154; <i>Words and Their Meaning</i> : 4–5, 25–26, 46–47, 68–69, 89–90, 110–111, 132–133, 154–155; <i>Applying Meanings</i> : 4, 27, 48, 70, 91, 112, 134, 156; <i>Vocabulary Extension</i> : 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150 TE: <i>Review Exercises</i> : 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84

Language Standards K–5

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use collective nouns (e.g., <i>group</i>).	
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	SE: 8–9, 18–19, 29–30, 39–40, 50–51, 61–62, 72–73, 82–83, 93–94, 103–104, 114–115, 125, 126, 137–138, 148–149, 158–160; <i>Writing Prompt:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize holidays, product names, and geographic names.	
b. Use commas in greetings and closings of letters.	
c. Use an apostrophe to form contractions and frequently occurring possessives.	
d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	SE: <i>Vocabulary Extension:</i> 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161; <i>Word Lists:</i> 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Compare formal and informal uses of English.	

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	SE: <i>Using Context Clues:</i> 26, 37, 59, 80, 101, 123, 145
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	

c. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<i>Vocabulary Extension</i> exercises can be used, e.g., SE: 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150, 161
5. Demonstrate understanding of word relationships and nuances in word meanings.	
a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	SE: <i>Seeing Connections</i> : 5, 27, 47, 69, 90, 112, 133, 156; <i>Making Connections</i> : 15, 36, 58, 79, 101, 122, 145
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>).	SE: <i>Seeing Connections</i> : 5, 27, 69, 90, 112, 133, 156
6. Use words and phrases acquired through <i>conversations</i> , 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>).	SE: <i>Passages and Passage Questions</i> : 7–9, 17–19, 28–30, 37–39, 49–51, 59–62, 71–73, 81–83, 92–94, 102–104, 113–115, 123–126, 135–138, 146–149, 157–160; <i>Word Lists</i> : 1–3, 12–14, 23–25, 33–35, 43–45, 54–56, 65–67, 76–78, 86–88, 97–99, 108–110, 118–120, 129–131, 141–143, 152–154; <i>Words and Their Meaning</i> : 4–5, 25–26, 46–47, 68–69, 89–90, 110–111, 132–133, 154–155; <i>Applying Meanings</i> : 4, 27, 48, 70, 91, 112, 134, 156; <i>Vocabulary Extension</i> : 10, 21, 31, 41, 52, 63, 74, 84, 95, 106, 116, 127, 139, 150 TE: <i>Review Exercises</i> : 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64, 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78, 79–80, 81–82, 83–84

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