

# Wordly Wise 3000® 4<sup>th</sup> Edition

**Correlated to Common Core State Standards**

**English Language Arts**

MTSS



Book K

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## **Correlated to**

Common Core State Standards for  
English Language Arts, K

# Common Core State Standards

## Common Core State Standards Initiative

### English Language Arts Kindergarten

SE = Student Edition; TE = Teacher's Edition; PC = Picture Cards; CC = Concept Cards

#### College and Career Readiness Anchor Standards for Reading

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

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<b>SE:</b> 2-3, 9-11, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89 <b>TE:</b> 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>TE:</b> <i>Check Comprehension:</i> 4, 11, 19, 27, 35, 42, 50, 58, 66, 74, 81, 89
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<b>TE:</b> <i>Read Aloud and Read Aloud Questions</i> can be used to meet standard, e.g., 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88

##### 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.	<b>SE:</b> 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88 <b>TE:</b> <i>Introduce Words:</i> 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Review and Respond:</i> 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge:</i> 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Review and Assess:</i> 15, 23, 31, 39, 46, 53, 62, 69, 77, 85, 92; <i>Formal Assessment:</i> 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92 <b>PC:</b> 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120 <b>CC:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
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5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
6. Assess how point of view or purpose shapes the content and style of a text.	

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	<p><b>SE:</b> 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89</p> <p><b>TE:</b> 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88</p> <p><b>PC:</b> 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120</p> <p><b>CC:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</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 of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.	<p><b>SE:</b> 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89</p> <p><b>TE:</b> 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88</p>
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## 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. With prompting and support, ask and answer questions about key details in a text.	<p><b>SE:</b> 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89</p> <p><b>TE:</b> <i>Read Aloud and Read Aloud Questions</i> can be used to meet standard, e.g., 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88</p>
2. With prompting and support, retell familiar stories, including key details.	<p><b>SE:</b> 4, 10, 18, 26, 34, 42, 50, 58, 66, 74, 82, 90</p> <p><b>TE:</b> 5, 13, 20, 29, 36, 44, 51, 61, 67, 75, 82, 90</p>
3. With prompting and support, identify characters, settings, and major events in a story.	<p><b>SE:</b> 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89</p> <p><b>TE:</b> <i>Read Aloud and Read Aloud Questions</i> can be used to meet standard, e.g., 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88</p>

Craft and Structure	
4. Ask and answer questions about unknown words in a text.	<p><b>SE:</b> 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88</p> <p><b>TE:</b> <i>Introduce Words:</i> 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Review and Respond:</i> 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge:</i> 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Review and Assess:</i> 15, 23, 31, 39, 46, 53, 62, 69, 77, 85, 92; <i>Formal Assessment:</i> 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p> <p><b>PC:</b> 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81- 90, 91-100, 101-110, 111-120</p> <p><b>CC:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>
5. Recognize common types of texts (e.g. storybooks, poems).	<p><b>TE:</b> <i>Storybooks:</i> 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88; <i>Poems:</i> 4, 12, 19, 28, 35, 43, 50, 58, 66, 74, 81, 89</p>
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).	<p><b>SE:</b> 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89</p> <p><b>TE:</b> <i>Read Aloud:</i> 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88; <i>Review and Respond:</i> 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91</p> <p><b>PC:</b> 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81- 90, 91-100, 101-110, 111-120</p>
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventure and experiences of characters in familiar stories.	<p><b>SE:</b> 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89</p> <p><b>TE:</b> <i>Read Aloud and Read Aloud Questions</i> can be used to meet standard, e.g., 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88</p>
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and undertaking.	<p><b>SE:</b> 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89</p> <p><b>TE:</b> 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88</p>

## Reading Standards for Informational Text K–5

### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.	<i>Wordly Wise 3000</i> uses fiction stories for all Kindergarten level readings
2. With prompting and support, identify the main topic and retell key details of a text.	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	

### Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.	
5. Identify the front cover, back cover, and title page of a book.	
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	

### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).	
8. With prompting and support, identify the reasons an author gives to support points in a text.	
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	

### Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.	
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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. **NOTE: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.**

### Print Concepts

1. Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	<b>TE:</b> <i>Read Aloud and Read Aloud Questions</i> can be used to meet standard, e.g., 2–3, 9–11, 17–18, 25–27, 33–35, 41–42, 48–49, 56–57, 64–65, 72–73, 79–81, 87–88

b. Recognize that spoken words are represented in written language by specific sequences of letters.	<p><b>SE:</b> <i>Story Words</i> can be used to meet standard, e.g., 1, 8, 16, 24, 32, 40, 47, 55, 63, 71, 78, 86</p> <p><b>TE:</b> <i>Read Alouds</i> can be used to meet standard, e.g., 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88</p> <p><b>PC:</b> 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120</p>
c. Understand that words are separated by spaces in print.	<p><b>SE:</b> <i>Story Words</i> can be used to meet standard, e.g., 1, 8, 16, 24, 32, 40, 47, 55, 63, 71, 78, 86</p> <p><b>TE:</b> <i>Read Alouds</i> can be used to meet standard, e.g., 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88</p> <p><b>PC:</b> 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120</p>
d. Recognize and name all upper- and lowercase letters of the alphabet.	<p><b>SE:</b> <i>Story Words</i> can be used to meet standard, e.g., 1, 8, 16, 24, 32, 40, 47, 55, 63, 71, 78, 86</p> <p><b>TE:</b> <i>Read Alouds</i> can be used to meet standard, e.g., 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88</p> <p><b>PC:</b> 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120</p>

### Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.	<b>TE:</b> 4, 12, 19, 28, 36, 43, 50, 58, 66, 74, 81, 89
b. Count, pronounce, blend, and segment syllables in spoken words.	<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.
c. Blend and segment, onsets and rimes of single-syllable spoken words.	
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (constant-vowel-consonant, or CVC) words.* (This does not include CVC's ending with /l/, /r/, or /x/.)	
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	

c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	
d. Distinguish between similarly spelled words, by identifying the sounds of the letters that differ.	

### Fluency

4. Read emergent-reader texts with purpose and understanding.	<b>SE:</b> 2-3, 8-9, 16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-81, 88-89 <b>TE:</b> <i>Read Alouds</i> can be used to meet standard: 2-3, 9-11, 17-18, 25-27, 33-35, 41-42, 48-49, 56-57, 64-65, 72-73, 79-81, 87-88
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## College and Career Readiness Anchor Standards for Writing

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

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>SE:</b> <i>Journal Entries:</i> 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95 <b>TE:</b> <i>Journal Entries:</i> 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	

### 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.	<b>SE:</b> <i>Journal Entries:</i> 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95 <b>TE:</b> <i>Journal Entries:</i> 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92
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 and Present 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.	<b>SE:</b> <i>Journal Entries:</i> 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95 <b>TE:</b> <i>Journal Entries:</i> 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92
<b>Writing Standards K–5</b> <p>The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.</p>	
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).	
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>SE:</b> <i>Journal Entries:</i> 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95 <b>TE:</b> <i>Journal Entries:</i> 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened..	<b>SE:</b> <i>Retell the Story</i> activities can be used to teach standard, e.g., 4, 10, 18, 26, 34, 42, 50, 58, 66, 74, 82, 90 <b>TE:</b> <i>Retell the Story</i> activities can be used to teach standard, e.g., 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90
Production and Distribution of Writing	
4. (Begins in grade 3)	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
8. With guidance and support from adults, recall information from experiences to gather information from provided sources to answer a question.	
9. (Begins in grade 4)	



## Range of Writing

10. (Begins in grade 3)

## College and Career Readiness Anchor Standards for Speaking and Listening

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

## Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>Class discussions are utilized during <i>Introduce Words</i>, <i>Retell the Story</i>, <i>Review and Respond</i>, <i>Extend and Challenge</i>, and <i>Formal Assessment</i> activities, e.g.,</p> <p><b>TE:</b> <i>Introduce Words</i>: 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Retell the Story</i>: 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90; <i>Review and Respond</i>: 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge</i>: 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Formal Assessment</i>: 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p>
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>SE:</b> 2–3, 8–9, 16–17, 24–25, 32–33, 40–41, 48–49, 56–57, 64–65, 72–73, 80–81, 88–89</p> <p><b>TE:</b> Oral teacher reading of passages: 2–3, 9–11, 17–18, 25–27, 33–35, 41–42, 48–49, 56–57, 64–65, 72–73, 79–81, 87–88</p> <p><b>PC:</b> 1–10, 11–20, 21–30, 31–40, 41–50, 51–60, 61–70, 71–80, 81–90, 91–100, 101–110, 111–120</p> <p><b>CC:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	

## Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<p><b>SE:</b> <i>Retell the Story</i> activities can be used to teach standard, e.g., 4, 10, 18, 26, 34, 42, 50, 58, 66, 74, 82, 90</p> <p><b>TE:</b> <i>Retell the Story</i> activities can be used to teach standard, e.g., 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90</p>
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.	<p>Class discussions are utilized during <i>Introduce Words</i>, <i>Retell the Story</i>, <i>Review and Respond</i>, <i>Extend and Challenge</i>, and <i>Formal Assessment</i> activities, e.g.,</p> <p><b>TE:</b> <i>Introduce Words</i>: 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Retell the Story</i>: 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90; <i>Review and Respond</i>: 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge</i>: 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Formal Assessment</i>: 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p>

## 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	
<ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>	<p>Class discussions are utilized during <i>Introduce Words</i>, <i>Retell the Story</i>, <i>Review and Respond</i>, <i>Extend and Challenge</i>, and <i>Formal Assessment</i> activities, e.g.,</p> <p><b>TE:</b> <i>Introduce Words</i>: 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Retell the Story</i>: 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90; <i>Review and Respond</i>: 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge</i>: 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Formal Assessment</i>: 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p>
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<p><b>SE:</b> 2–3, 8–9, 16–17, 24–25, 32–33, 40–41, 48–49, 56–57, 64–65, 72–73, 80–81, 88–89</p> <p><b>TE:</b> <i>Check Comprehension</i>: 4, 11, 19, 27, 35, 42, 50, 58, 66, 74, 81, 89</p>
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>Class discussions are utilized during <i>Introduce Words</i>, <i>Retell the Story</i>, <i>Review and Respond</i>, <i>Extend and Challenge</i>, and <i>Formal Assessment</i> activities, e.g.,</p> <p><b>TE:</b> <i>Introduce Words</i>: 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Retell the Story</i>: 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90; <i>Review and Respond</i>: 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge</i>: 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Formal Assessment</i>: 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p>

### Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<p><b>SE:</b> <i>Retell the Story</i>: 4, 10, 18, 26, 34, 42, 50, 58, 66, 74, 82, 90; <i>Journal Entries</i>: 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95</p> <p><b>TE:</b> <i>Retell the Story</i>: 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90; <i>Journal Entries</i>: 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p>
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p><b>SE:</b> <i>Journal Entries</i>: 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95</p> <p><b>TE:</b> <i>Journal Entries</i>: 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p>

6. Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Class discussions are utilized during <i>Introduce Words</i>, <i>Retell the Story</i>, <i>Review and Respond</i>, <i>Extend and Challenge</i>, and <i>Formal Assessment</i> activities, e.g.,</p> <p><b>TE:</b> <i>Introduce Words</i>: 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Retell the Story</i>: 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90; <i>Review and Respond</i>: 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge</i>: 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Formal Assessment</i>: 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p>
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## College and Career Readiness Anchor Standards for Language

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

### Conventions in Writing and Speaking

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>SE:</b> <i>Journal Entries</i>: 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95</p> <p><b>TE:</b> <i>Introduce Words</i>: 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Retell the Story</i>: 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90; <i>Review and Respond</i>: 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge</i>: 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Formal Assessment</i>: 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p><b>SE:</b> 2–3, 8–9, 16–17, 24–25, 32–33, 40–41, 48–49, 56–57, 64–65, 72–73, 80–81, 88–89</p> <p><b>TE:</b> <i>Introduce Words</i>: 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Retell the Story</i>: 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90; <i>Review and Respond</i>: 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge</i>: 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Formal Assessment</i>: 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p>
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## Vocabulary Acquisition and Use

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p><b>SE:</b> 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 88</p> <p><b>TE:</b> <i>Introduce Words:</i> 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Retell the Story:</i> 5, 13, 20, 29, 37, 44, 51, 60, 67, 75, 82, 90; <i>Review and Respond:</i> 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge:</i> 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Formal Assessment:</i> 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p> <p><b>PC:</b> 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120</p> <p><b>CC:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><i>Story Words</i> can be used to teach standard, e.g.,</p> <p><b>SE:</b> 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 88</p> <p><b>TE:</b> <i>Introduce Words:</i> 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89</p>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><b>SE:</b> 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 88</p> <p><b>TE:</b> <i>Introduce Words:</i> 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Review and Respond:</i> 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge:</i> 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53, 61, 68, 69, 77, 83, 84, 91, 92; <i>Review and Assess:</i> 15, 23, 31, 39, 46, 53, 62, 69, 77, 85, 92; <i>Formal Assessment:</i> 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92</p> <p><b>PC:</b> 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120</p> <p><b>CC:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>

## 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. Print many upper- and lowercase letters.	
b. Use frequency occurring nouns and verbs.	
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs, wish, wishes</i> ).	
d. Understand and use question words (interrogative) (e.g., <i>who, what, where, when, why, how</i> ).	
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	
f. Produce and expand complete sentences in shared language activities.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun /.	
b. Recognize and name end punctuation.	
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	

### Knowledge of Language

3. (Begins in grade 2).	
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### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).	<b>TE:</b> 2, 9, 48, 59, 75 <b>PC:</b> 4, 11, 63, 77, 98
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.	

5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
c. Identify real-life connections between words and their use (e.g. note places at school that are <i>colorful</i> ).	
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.	<b>TE:</b> 9 <b>PC:</b> 15
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<b>SE:</b> 2, 8, 16, 24, 32, 40, 48, 56, 64, 72, 88 <b>TE:</b> <i>Introduce Words:</i> 1, 5, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 47, 51, 55, 59, 63, 67, 71, 75, 78, 82, 86, 89; <i>Review and Respond:</i> 4, 6, 7, 11, 13, 14, 19, 21, 22, 27, 30, 35, 37, 38, 43, 45, 50, 52, 53, 58, 60, 61, 66, 68, 74, 76, 81, 83, 84, 89, 91; <i>Extend and Challenge:</i> 6, 7, 14, 21, 22, 30, 31, 38, 45, 46, 52, 53 61, 68, 69, 77, 83, 84, 91, 92; <i>Review and Assess:</i> 15, 23, 31, 39, 46, 53, 62, 69, 77, 85, 92; <i>Formal Assessment:</i> 7, 15, 23, 31, 39, 46, 54, 62, 70, 77, 85, 92 <b>PC:</b> 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100, 101-110, 111-120 <b>CC:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

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