



Grade 1  
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**Note:** This document in its entirety constitutes the complete 2010 Minnesota Academic Standards in English Language Arts Grade 1. It consists of the Common Core State Standards (shown in plain font) plus Minnesota's additions (shown in bold font).

STANDARDS	PAGE REFERENCES
<p><b>College and Career Readiness Anchor Standards for Reading</b></p> <p>The grades K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p><b>Key Ideas and Details</b></p>	
<ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol>	
<p><b>Craft and Structure</b></p>	
<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> </ol>	

STANDARDS	PAGE REFERENCES
<b><i>Integration of Knowledge and Ideas</i></b>	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<b><i>Range of Reading and Level of Text Complexity</i></b>	
10. Read and comprehend complex literary and informational texts independently and proficiently.	
<p><b>Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K–5) [RL]</b></p> <p>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. To enhance motivation and engagement, students should have daily opportunities to choose topics and text types that interest them, often determine how to undertake and complete literacy tasks, and regularly respond to texts in a variety of ways. 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. Progress in each area is highly dependent upon and influenced by growth across the language domains. For example, growth in vocabulary will have a recursive influence on reading, writing, speaking and listening. Therefore, explicit vocabulary instruction should occur within each grade level. (Standards related to Vocabulary Acquisition are detailed in the Language Strand starting on p. 37.)</p>	
<b><i>Key Ideas and Details</i></b>	
<p>1.1.1.1 Ask and answer questions about key details in a text.</p>	<p><b>Teacher’s Lesson Guide:</b></p> <p><b>T1:</b> 14-15, 35</p> <p><b>T2:</b> 47, 49, 65, 158-159, 160-161, 163, 172-173, 174-175</p> <p><b>T3:</b> 14, 32-33, 34-35, 37, 57, 99</p> <p><b>T4:</b> 47, 51, 61, 64, 65, 89, 103, 105</p> <p><b>T5:</b> 99</p> <p><b>T6:</b> 18, 23, 35, 37, 129, 131, 269, [272–273, 274–275, 276, 277], 296–297</p> <p><b>T7:</b> 19, 61, 62, 65, 103, 109, 302</p> <p><b>T8:</b> 15, 21, 65, 289</p>
<p>1.1.2.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p><b>Teacher’s Lesson Guide:</b></p> <p><b>T3:</b> 183, [186–187, 188–189, 190, 191], 198, 253, 254</p> <p><b>T4:</b> 198, 289</p> <p><b>T5:</b> 218, [220–221, 222–223, 224, 225]</p> <p><b>T6:</b> 329</p> <p><b>T8:</b> 203, [206–207, 208–209, 210, 211]</p>

STANDARDS	PAGE REFERENCES
1.1.2.2. Describe characters, settings, and major events in a story, using key details.	<b>Teacher’s Lesson Guide:</b> <b>T2:</b> [116–117, 118–119, 120, 121] <b>T4:</b> 156, 170, 184, [186–187, 188–189, 190, 191] <b>T5:</b> 204 <b>T6:</b> 240 <b>T7:</b> 203, 204, [206–207, 208–209, 210, 211] <b>T8:</b> 204, 205
<b><i>Craft and Structure</i></b>	
1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>Teacher’s Lesson Guide:</b> <b>T2:</b> 182, 184 <b>T4:</b> 169, 197 <b>T6:</b> 282 <b>T7:</b> 80–81, 160
1.1.5.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 15 <b>T5:</b> 269 <b>T6:</b> 269 <b>T7:</b> 269 <b>T8:</b> 269
1.1.6.6 Identify who is telling the story at various points in a text.	<i>This Common Core State Standard appears when students practice Readers’ Theater. The Readers’ Theater plays, role assignments, and process are part of the ePlanners for Units 2, 4, and 6.</i> <b>Teacher’s Lesson Guide:</b> <b>T2:</b> 289 <b>T4:</b> 289 <b>T6:</b> 289  <b>eTools21: ePlanner</b>
<b><i>Integration of Knowledge and Ideas</i></b>	
1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.	<b>Teacher’s Lesson Guide:</b> <b>T2:</b> 253 <b>T3:</b> [46–47, 48–49, 50, 51] <b>T4:</b> 156, 170, 184, [186–187, 188–189, 190, 191] <b>T5:</b> 176 <b>T6:</b> 204 <b>T7:</b> 204
1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 145, 285 <b>T2:</b> 145, 285 <b>T4:</b> 145, 285 <b>T5:</b> 190 <b>T7:</b> 203, 204

STANDARDS	PAGE REFERENCES
<b>Range of Reading and Level of Text Complexity</b>	
<p>1.1.10.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 <b>as well as select texts for personal enjoyment, interest, and academic tasks.</b></p>	<p><b>Teacher’s Lesson Guide:</b></p> <p><b>T1:</b> 11, [46–47, 48–49, 50, 51], [60–61, 62–63, 64, 65]  <b>T2:</b> [18–19, 20–21, 22, 23], [32–33, 34–35, 36, 37], 41, 76, [116–117, 118–119, 120, 121], [130–131, 132–133, 134, 135]  <b>T3:</b> 55, [88–89, 90–91, 92, 93], [102–103, 104–105, 106, 107], [186–187, 188–189, 190, 191], [200–201, 202–203, 204, 205]  <b>T4:</b> [18–19, 20–21, 22, 23], [32–33, 34–35, 36, 37], 41, [256–257, 258–259, 260, 261], [270–271, 272–273, 274, 275]  <b>T5:</b> [192–193, 194–195, 196, 197], 201, [206–207, 208–209, 210, 211]  <b>T6:</b> [192–193, 194–195, 196, 197], 201, [206–207, 208–209, 210, 211], [220–221, 222–223, 224, 225]  <b>T7:</b> [192–193, 194–195, 196, 197], 201, [206–207, 208–209, 210, 211], 215, [220–221, 222–223, 224, 225]  <b>T8:</b> 55, [112–113, 114–115, 116, 117], 121, [126–127, 128–129, 130, 131], [140–141, 142–143, 144, 145]</p> <p><b>DR1B2</b>  <b>DR2B1</b>  <b>DR2B4</b>  <b>DR3B3</b>  <b>DR3B6</b>  <b>DR4B1</b>  <b>DR4B8</b>  <b>DR5:</b> 40–55  <b>DR6:</b> 40–55  <b>DR7:</b> 40–55  <b>DR8:</b> 22–37</p>
<b>Reading Benchmarks: Informational Text K–5 (Common Core Reading Standards for Informational Text K-5)</b>	
<b>Key Ideas and Details</b>	
<p>1.2.1.1 Ask and answer questions about key details in a text.</p>	<p><b>Teacher’s Lesson Guide:</b></p> <p><b>T1:</b> 14-15, 35  <b>T2:</b> 47, 49, 65, 158-159, 160-161, 163, 172-173, 174-175  <b>T3:</b> 14, 29, 30, [32-33, 34-35, 36, 37], 57, 58, 99, 127  <b>T4:</b> 47, 51, 61, 64, 65, 89, 103, 105  <b>T5:</b> 99  <b>T6:</b> 18, 23, 35, 37, 129, 131, 268-269, 296–297  <b>T7:</b> 19, 61, 62, 65, 103, 109, 268-269, 302  <b>T8:</b> 15, 21, 65, 289</p>

STANDARDS		PAGE REFERENCES
1.2.2.2	Identify the main topic and retell key details of a text.	<b>Teacher’s Lesson Guide:</b> T5: 43, 44, [46–47, 48–49, 50, 51], 123 T7: 109, 123, 124, [126–127, 128–129, 130, 131]
1.2.3.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Teacher’s Lesson Guide:</b> T1: 43, 44, 113, 114 T5: 124 T6: 44, 110 T7: 14
<b><i>Craft and Structure</i></b>		
1.2.4.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Additional lessons to address this standard are being developed and will be available online. <b>Teacher’s Lesson Guide:</b> T1: 31, 32-33, 57, 116-117, 18-199, 132 T2: 49, 65, 233 T3: 15, 29, 56 T4: 244, 252, 253 T6: 35, 103 T7: 60, 300 T8: 203, 209
1.2.5.5	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.	<b>Teacher’s Lesson Guide:</b> T3: 44 T4: 44, [46–47, 48–49, 50, 51] T5: 44, 124–125 T6: 44, [46–47, 48–49, 50, 51], 124 T7: 44, [46–47, 48–49, 50, 51], 124 T8: 44, 124
1.2.6.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>Teacher’s Lesson Guide:</b> T1: 15, 112 T2: 44 T4: 44
<b><i>Integration of Knowledge and Ideas</i></b>		
1.2.7.7	Use the illustrations and details in a text to describe its key ideas.	<b>Teacher’s Lesson Guide:</b> T1: 57, 112, 113 T3: 44 T5: 124, 298 T6: 96 T7: 124, 138 T8: 124
1.2.8.8	Identify the reasons an author gives to support points in a text.	<b>Teacher’s Lesson Guide:</b> T1: 99 T5: 43, 44, 123, 269 T7: 123, 138

STANDARDS	PAGE REFERENCES
1.2.9.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 75, 215 <b>T2:</b> 75, 215 <b>T3:</b> 75, 215 <b>T4:</b> 75, 215
<b>Range of Reading and Level of Text Complexity</b>	
1.2.10.10 With prompting and support, read informational texts appropriately complex for grade 1, <b>as well as select texts for personal enjoyment, interest, and academic tasks.</b>	<p><i>This Common Core State Standard is covered each time a student reads or rereads a nonfiction selection during Small Group; page references cited are representative.</i></p> <b>Teacher’s Lesson Guide:</b> <b>T1:</b> [116–117, 118–119, 120, 121], [130–131, 132–133, 134, 135] <b>T2:</b> [46–47, 48–49, 50, 51], [60–61, 62–63, 64, 65] <b>T3:</b> [118–119, 120–121, 122, 123], [130–131, 132–133, 134, 135] <b>T4:</b> [88–89, 90–91, 92, 93], [102–103, 104–105, 106, 107] <b>T5:</b> [32–33, 34–35, 36, 37], [46–47, 48–49, 50, 51], [62–63, 64–65, 66, 67] <b>T6:</b> [32–33, 34–35, 36, 37], [46–47, 48–49, 50, 51], [62–63, 64–65, 66, 67] <b>T7:</b> [272–273, 274–275, 276, 277], [286–287, 288–289, 290, 291], [300–301, 302–303, 304, 305] <b>T8:</b> [272–273, 274–275, 276, 277], [286–287, 288–289, 290, 291], [300–301, 302–303, 304, 305]

STANDARDS	PAGE REFERENCES
<p><b>Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF])</b></p> <p>These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, <b>fluency</b>, 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 <b>fluently</b> read and 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. <b>(Standards related to Vocabulary Acquisition are detailed in the Language Strand starting on p. 37.)</b></p>	
<p><b>Print Concepts</b></p>	
<p>1.3.0.1 Demonstrate understanding of the organization and basic features of print.</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 29, 114, 115, 119, 121, 183, 186, 253, 255  <b>T2:</b> 14, 43, 44, 45, 65, 114, 115, 201, 206  <b>T3:</b> 44, 45, 47, 49, 115  <b>T4:</b> 47, 49, 50, 65, 227  <b>T5:</b> 203, 297  <b>T6:</b> 18, 44, 45, 47, 143, 269, 297  <b>T7:</b> 15, 21, 101, 255, 300, 303  <b>T8:</b> 45, 61, 62, 63, 95, 283, 286, 287, 288, 289, 291, 299</p>
<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 99, 122, 192, 262  <b>T2:</b> 206  <b>T3:</b> 15, 38, 108, 155, 171  <b>T4:</b> 248  <b>T8:</b> 163    <b>PC1:</b> 23, 39, 51</p>
<p><b>Phonological Awareness</b></p>	
<p>1.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><i>This Common Core State Standard is covered regularly during Phonemic Awareness Warm-Up; page references cited are representative.</i>  <b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 11, 55, 111  <b>T2:</b> 11, 27, 41, 55, 69  <b>T3:</b> 11, 27, 41, 55, 69  <b>T4:</b> 11, 27, 41, 55, 69  <b>T5:</b> 11, 27, 41, 55, 69  <b>T6:</b> 11, 27, 41, 55, 69  <b>T7:</b> 11, 27, 55, 69  <b>T8:</b> 11, 41, 69</p>

STANDARDS	PAGE REFERENCES
a. Distinguish long from short vowel sounds in spoken single-syllable words.	<b>Teacher’s Lesson Guide:</b> <b>T4:</b> 170 <b>T5:</b> 16, 58, 124, 176 <b>T6:</b> 124
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 27, 41, 55, 69, 83, 125, 279 <b>T4:</b> 11, 27, 41, 55, 69, 223, 237
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>Teacher’s Lesson Guide:</b> <b>T2:</b> 181, 195, 209 <b>T3:</b> 27, 55, 69, 111, 125, 139, 223, 237, 265
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 41, 55, 69, 111, 139, 237, 279 <b>T4:</b> 83, 97, 111, 125, 139, 167, 195, 251, 265, 279
<b>Phonics and Word Recognition</b>	
1.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>This Common Core State Standard is regularly covered during daily Phonics Instruction; page references cited are representative.</i> <b>Teacher’s Lesson Guide:</b> <b>T1:</b> 86–87, 184–185 <b>T2:</b> 16, 156–157 <b>T3:</b> 58–59, 86–87 <b>T4:</b> 44–45, 114–115 <b>T5:</b> 44–45, 58–59, 176 <b>T6:</b> 44–45, 58–59, 124–125 <b>T7:</b> 44, 96–97 <b>T8:</b> 44–45, 176–177, 190, 204  <b>SSB:</b> 2, 5, 7, 9, 10, 14, 15, 16, 17, 18, 19, 21, 22, 23, 26, 30
a. Know the spelling-sound correspondences for common consonant digraphs, <b>and initial and final consonant blends.</b>	<b>Teacher’s Lesson Guide:</b> <b>T2:</b> 16, 58, 226 <b>T3:</b> 16, 58, 86, 128, 156, 198, 226, 240 <b>T7:</b> 204–205, 284 <b>T8:</b> 190
b. Decode regularly spelled one-syllable words.	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 44–45, 86–87, 114–115, 128–129, 156–157, 184–185 <b>T2:</b> 16, 44–45, 114–115, 156–157  <b>SSB:</b> 2, 3, 5, 6, 7, 15, 16, 17, 18, 19, 21, 22, 23, 26, 30
c. Know final -e and common vowel team conventions for representing long vowel sounds.	<b>Teacher’s Lesson Guide:</b> <b>T4:</b> 114–115, 170, 184, 240, 254 <b>T5:</b> 16, 30, 44–45, 58, 110, 124–125, 190, 270 <b>T6:</b> 16, 30, 44, 110, 124–125, 190, 256, 270

STANDARDS	PAGE REFERENCES
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>Teacher’s Lesson Guide:</b> <b>T5:</b> 139, 271
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<b>Teacher’s Lesson Guide:</b> <b>T3:</b> 101, 129, 241 <b>T4:</b> 31, 59, 227 <b>T5:</b> 111, 139, 271
f. Read words with inflectional endings.	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 171, 199 <b>T2:</b> 101, 129, 171, 199, 241, 255 <b>T3:</b> 31, 59, 171, 199, 227, 255 <b>T4:</b> 171, 199, 255 <b>T5:</b> 31, 59, 257 <b>T6:</b> 111, 139, 271 <b>T7:</b> 31, 59, 271
g. Recognize and read grade-appropriate irregularly spelled words, <b>including high frequency words</b>	<i>This Common Core State Standard is covered regularly when students work on high-frequency words during the Phonics lessons as well as when they read their decodable readers; page references cited are representative.</i> <b>Teacher’s Lesson Guide:</b> <b>T1:</b> 17, 157, 185 <b>T2:</b> 16, 45, 115 <b>T3:</b> 87, 157 <b>T4:</b> 45, 115 <b>T5:</b> 16–17, 125 <b>T6:</b> 16, 125 <b>T7:</b> 44, 125 <b>T8:</b> 58  <b>SSB:</b> 1, 3, 5, 6, 10, 11, 14, 15, 17, 19, 21, 23, 26, 27
<b>Fluency</b>	
1.3.0.4 Read with sufficient accuracy and fluency to support comprehension.	<i>This Common Core State Standard is covered during the Fluency Presentation in Weeks 1–4, Day 5; page references show the pattern within the program.</i> <b>Teacher’s Lesson Guide:</b> <b>T1:</b> 76, 146, 216, 286 <b>T2:</b> 76, 146, 216, 286 <b>T3:</b> 76, 146, 216, 286 <b>T4:</b> 76, 146, 216, 286 <b>T5:</b> 76, 156, 236, 316 <b>T6:</b> 76, 156, 236, 316 <b>T7:</b> 76, 156, 236, 316 <b>T8:</b> 76, 156, 236, 316

STANDARDS	PAGE REFERENCES
<p>a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 9, 19, 21, 23, 49, 50, 81, 83, 89, 92, 103  <b>T2:</b> 9, 51, 55, 69, 76, 81, 90, 92, 102, 104, 117  <b>T3:</b> 11, 20, 23,36, 47, 49, 50, 91, 92, 104, 160  <b>T4:</b> 11, 22, 34, 50, 91, 93, 105, 119, 120, 159, 161  <b>T5:</b> 156, 180, 187, 195, 201, 206, 210, 215, 220  <b>T6:</b> 33, 35, 36, 113, 175, 178, 179, 183, 201, 205  <b>T7:</b> 23, 35, 196, 215, 220, 222, 225, 276, 290  <b>T8:</b> 47, 62, 69, 102, 103, 107, 135, 142, 144, 183</p>
<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 11, 27, 41, 55, 69, 76, 83, 97, 111, 125, 146  <b>T2:</b> 11, 41, 69, 76, 83, 111, 146, 216, 251, 286  <b>T3:</b> 27, 41, 49, 97, 111, 146, 181, 209, 216, 237  <b>T4:</b> 11, 27, 41, 69, 76, 97, 125, 153, 167, 171, 286  <b>T5:</b> 11, 27, 41, 55, 69, 76, 93, 107, 121, 135, 236  <b>T6:</b> 11, 27, 41, 55, 69, 76, 93, 121, 179, 187, 236  <b>T7:</b> 27, 41, 55, 69, 76, 93, 107, 149, 156, 187, 229  <b>T8:</b> 11, 27, 41, 55, 76, 93, 149, 156, 201, 229, 316</p>
<p>c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Student Resources:</b>  <i>My Connections</i> 9, 11, 13, 14  <b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 42, 43, 113, 252, 253  <b>T2:</b> 15, 42, 168, 224, 252, 261, 266  <b>T3:</b> 252  <b>T4:</b> 121, 183, 252, 266  <b>T5:</b> 217, 258, 260, 289  <b>T6:</b> 258, 260  <b>T7:</b> 15, 217, 282  <b>T8:</b> 202, 203, 207, 209, 210, 282, 283, 289</p>

**STANDARDS****PAGE REFERENCES****College and Career Readiness Anchor Standards for Writing**

The grades 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.
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.
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.

STANDARDS	PAGE REFERENCES
<p><b>Writing Benchmarks K-5 (Common Core Writing Standards K-5) [W]</b></p> <p>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. 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> <p><b>(Conventions of written English are detailed in the Language Strand starting on p. 37.)</b></p>	
<p><b>Text Types and Purposes</b></p>	
<p>1.6.1.1 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.</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T2:</b> 234, 248, 262, 276  <b>T3:</b> 24, 52, 66  <b>T4:</b> 234, 248, 262, 276</p>
<p>1.6.2.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T2:</b> 94, 108, 122, 136  <b>T6:</b> 80–87, 160–167  <b>T7:</b> 240–247, 320–327</p>
<p>1.6.3.3 Write narratives <b>and other creative texts</b> in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T3:</b> 164, 178, 192, 206  <b>T4:</b> 94, 108, 122, 136  <b>T5:</b> 240–247, 320–327  <b>T6:</b> 240–247, 320–327  <b>T8:</b> 80–87, 160–167</p>
<p><b>Writing Process: Production and Distribution of Writing</b></p>	
<p>1.6.5.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from <b>adults and</b> peers, and add details to strengthen writing as needed.</p>	<p><i>This Common Core State Standard is covered during Independent Writing in Units 1–4 on Day 4 and in Units 5–8 within the Writing Process lessons; page references cited are representative.</i></p> <p><b>Teacher’s Lesson Guide:</b>  <b>T2:</b> 66, 136, 206, 276  <b>T3:</b> 66, 136, 206, 276  <b>T4:</b> 66, 136, 206, 276  <b>T5:</b> 164–165, 246, 324  <b>T6:</b> 86, 164, 246, 324  <b>T7:</b> 86, 164, 246, 324  <b>T8:</b> 86, 164, 244, 324</p>

STANDARDS	PAGE REFERENCES
<p>1.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><i>These features are used in the Writing Process lessons and in Daily Writing across the grade; page references cited are representative.</i></p> <p><b>Teacher’s Lesson Guide:</b></p> <p><b>eTools21: Writing Tool</b>  <b>T1:</b> 123, 165, 263  <b>T3:</b> 235  <b>T6:</b> 244  <b>T8:</b> 84</p> <p><b>eTools21: Interactive Glossary</b>  <b>T1:</b> 66  <b>T3:</b> 66  <b>T6:</b> 86  <b>T8:</b> 86</p> <p><b>eTools21: Story Starter</b>  <b>T1:</b> 123, 165, 249  <b>T2:</b> 95, 193  <b>T3:</b> 109, 276  <b>T6:</b> 264  <b>T8:</b> 104</p>
<b>Research to Build and Present Knowledge</b>	
<p>1.6.7.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p><b>Teacher’s Lesson Guide:</b></p> <p><b>T1:</b> 70-73, 140-143, 210-213, 280-283  <b>T2:</b> 70-73, 140-143, 210-213, 280-283  <b>T3:</b> 70-73, 140-143, 210-213, 280-283  <b>T4:</b> 70-73, 140-143, 210-213, 280-283  <b>T5:</b> 70-73, 150-153, 230-233, 310-313  <b>T6:</b> 70-73, 82-87, 150-153, 160-165, 230-233, 310-313  <b>T7:</b> 70-73, 150-153, 230-233, 240-247, 310-313, 320-327  <b>T8:</b> 70-73, 150-153, 230-233, 310-313</p>
<p>1.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Teacher’s Lesson Guide:</b></p> <p><b>T1:</b> 70-71, 140-143, 213  <b>T2:</b> 70-73, 210-211, 213  <b>T3:</b> 70-73, 94, 140-141, 210-213, 281  <b>T4:</b> 70-73, 210-213, 225  <b>T5:</b> 70-73, 230-233, 234  <b>T6:</b> 70-73, 82-83, 150-151, 160-161, 230-233  <b>T7:</b> 70-73, 94, 174, 230-233, 235, 242-243, 320  <b>T8:</b> 70-73, 230-233, 315, 320</p>

**STANDARDS**

**PAGE REFERENCES**

**College and Career Readiness Anchor Standards for Speaking, Viewing, Listening and Media Literacy**

The grades 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

***Presentation of Knowledge and Ideas***

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

***Media Literacy***

7. Distinguish among and understand purposes of different types of print, digital, and multimodal media.
8. With prompting and support, create and share an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)

**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K-5) [SL]**

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. (Conventions of spoken English are detailed in the Language Strand starting on p. 37.)*

***Comprehension and Collaboration***

1.8.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

*This Common Core State Standard is covered daily; page references cited are representative.*

**Teacher's Lesson Guide:**

- T1:** 15, 25, 30, 39, 44, 53, 58, 67, 71-72, 74-75
- T2:** 15, 25, 30, 39, 44, 53, 58, 67, 71-72, 74-75
- T3:** 15, 25, 30, 39, 44, 53, 58, 67, 71-72, 74-75
- T4:** 15, 25, 30, 39, 44, 53, 58, 67, 71-72, 74-75
- T5:** 15, 25, 30, 39, 44, 53, 58, 67, 71-72, 74-75
- T6:** 15, 25, 30, 39, 44, 53, 58, 67, 71-72, 74-75
- T7:** 15, 25, 30, 39, 44, 53, 58, 67, 71-72, 74-75
- T8:** 15, 25, 30, 39, 44, 53, 58, 67, 71-72, 74-75

STANDARDS	PAGE REFERENCES
<p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 73, 212  <b>T2:</b> 72  <b>T3:</b> 72, 141  <b>T4:</b> 143  <b>T5:</b> 150–151, 232, 310–313  <b>T6:</b> 150, 153, 310  <b>T7:</b> 150, 153, 310–313  <b>T8:</b> 150, 310    <b>PC1:</b> 217</p>
<p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 74–75, 154–155, 234–235  <b>T2:</b> 74–75, 154–155, 234–235  <b>T3:</b> 74–75, 154–155, 234–235  <b>T4:</b> 74–75, 154–155, 234–235  <b>T5:</b> 74–75, 154–155, 234–235  <b>T6:</b> 74–75, 154–155, 234–235  <b>T7:</b> 74–75, 154–155, 234–235  <b>T8:</b> 74–75, 154–155, 234–235</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T3:</b> 169, 170, [172–173, 174–175, 176, 177], 197, 239, [242–243, 244–245, 246, 247], 267, [270–271, 272–273, 274, 275]  <b>T5:</b> 109, [112–113, 114–115, 116, 117]</p>
<p><b>d. Listen to others’ ideas and identify others’ points of view.</b></p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 66, 73, 136, 141, 146, 206, 212, 215, 276  <b>T2:</b> 136, 206, 276, 281  <b>T3:</b> 66, 72, 136, 141, 206, 276  <b>T4:</b> 66, 94, 136, 206, 215  <b>T5:</b> 107, 151  <b>T6:</b> 30, 150, 155, 156, 164, 246, 316, 324  <b>T7:</b> 86, 235, 315  <b>T8:</b> 86, 150, 151, 153, 155, 156, 164, 316</p>
<p><b>e. Follow two-step oral directions.</b></p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 73  <b>T2:</b> 66</p>
<p>1.8.2.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 66, 136, 146, 206, 276  <b>T2:</b> 66, 136, 206, 276  <b>T3:</b> 66, 136, 206, 276, 286  <b>T4:</b> 66, 136, 206, 276  <b>T5:</b> 156, 327  <b>T6:</b> 167  <b>T7:</b> 167, 327  <b>T8:</b> 167, 327</p>

STANDARDS	PAGE REFERENCES
1.8.3.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 66, 136, 146, 206, 276 <b>T2:</b> 66, 136, 206, 276 <b>T3:</b> 66, 136, 206, 276, 286 <b>T4:</b> 66, 136, 206, 276 <b>T5:</b> 156, 327 <b>T6:</b> 167 <b>T7:</b> 167, 327 <b>T8:</b> 167, 327
<b>Presentation of Knowledge and Ideas</b>	
1.8.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 12, 28, 84, 98, 154 <b>T2:</b> 12, 28, 84, 98, 154, 178, 206 <b>T3:</b> 12, 28, 84, 98, 154 <b>T4:</b> 12, 28, 84, 98, 154, 206 <b>T6:</b> 42, 282
1.8.5.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>Teacher’s Lesson Guide:</b> <b>T3:</b> 276 <b>T4:</b> 248, 282–283 <b>T5:</b> 312, 327 <b>T6:</b> 166, 312, 326 <b>T7:</b> 166, 312, 326 <b>T8:</b> 166, 326
1.8.6.6 Produce complete sentences when appropriate to task and situation, <b>and respond to stories, poems, rhymes and songs with expression.</b> (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 52, 66, 122, 136, 192, 262 <b>T2:</b> 52, 58, 122, 192, 262 <b>T3:</b> 52, 58, 122, 192, 262 <b>T4:</b> 52, 122, 192, 262 <b>T5:</b> 85, 163, 166–167, 191, 245, 323, 325–327 <b>T6:</b> 85, 163–167, 245, 325–327 <b>T7:</b> 85, 163, 164, 245, 323, 324, 325–327 <b>T8:</b> 85, 163, 165, 166–167, 245, 323, 324–325, 326–327
<b>Media Literacy</b>	
1.8.7.7 <b>Distinguish among and understand purposes of different types of print, digital, and multimodal media.</b>	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 14, 15, 206, 281, 282, 283 <b>T2:</b> 70, 71, 141, 210, 213, 281 <b>T3:</b> 38, 70, 85, 94, 108, 136, 140, 210, 234, 248 <b>T4:</b> 70, 141, 210, 213, 281 <b>T5:</b> 73, 75, 152, 230, 269, 312 <b>T6:</b> 70, 152, 203, 230, 312 <b>T7:</b> 75, 153, 230, 269, 312, 313 <b>T8:</b> 73, 152, 235, 269, 312

STANDARDS	PAGE REFERENCES
<p><b>a. Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard or viewed.</b></p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T3:</b> 38, 94, 108, 234, 248  <b>T4:</b> 141, 213  <b>T6:</b> 71, 150  <b>T7:</b> 151, 233  <b>T8:</b> 151, 233</p>
<p><b>b. Summarize ideas from media in own words.</b></p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 145  <b>T3:</b> 38, 94, 108, 234, 281  <b>T6:</b> 71, 150-151  <b>T7:</b> 233</p>
<p><b>1.8.8.8 With prompting and support, create and share an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)</b></p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 70-73, 140-143, 210-213, 280-283  <b>T2:</b> 70-73, 140-143, 210-213, 280-283  <b>T3:</b> 70-73, 108, 140-143, 210-213, 248, 276, 280-283  <b>T4:</b> 70-73, 140-143, 210-213, 248, 280-283  <b>T5:</b> 70-73, 150-153, 230-233, 310-313  <b>T6:</b> 70-73, 150-153, 230-233, 310-313  <b>T7:</b> 70-73, 150-153, 230-233, 310-313  <b>T8:</b> 70-73, 150-153, 230-233, 310-313</p>

**College and Career Readiness Anchor Standards for Language**

The grades 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 of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.

STANDARDS	PAGE REFERENCES
<b>Vocabulary Acquisition and Use</b>	
<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>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p><b>Language Benchmarks K-5 (Common Core Language Standards K-5) [L]</b></p> <p>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. <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> 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 44 for a complete list and Appendix A for an example of how these skills develop in sophistication.)</p>	
<b>Conventions of Standard English</b>	
<p>1.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Teacher's Lesson Guide:</b></p> <p><b>T1:</b> 52, 122, 192, 262  <b>T2:</b> 52, 122, 192, 262  <b>T3:</b> 52, 122, 192, 262  <b>T4:</b> 52, 122, 192, 262  <b>T5:</b> 85, 163, 166-167, 245, 323, 325-327  <b>T6:</b> 85, 163-167, 245, 325-327  <b>T7:</b> 85, 163, 245, 323, 325-327  <b>T8:</b> 85, 163, 165, 166-167, 245, 323, 324-325, 326-327</p>
<p>a. Print all upper- and lowercase letters.</p>	<p><b>Teacher's Lesson Guide:</b></p> <p><b>T1:</b> 87, 157, 227  <b>T2:</b> 17, 87, 157, 227  <b>T4:</b> 17, 87, 157, 227  <b>T5:</b> 16, 97, 177, 257  <b>T7:</b> 16, 97, 177, 257</p>
<p>b. Use common, proper, and possessive nouns.</p>	<p><b>Teacher's Lesson Guide:</b></p> <p><b>T2:</b> 52, 66, 122, 136, 192, 206  <b>T3:</b> 66</p>
<p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p><b>Teacher's Lesson Guide:</b></p> <p><b>T3:</b> 262, 276  <b>T4:</b> 192  <b>T5:</b> 323</p>
<p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p>	<p><b>Teacher's Lesson Guide:</b></p> <p><b>T5:</b> 85, 163, 245, 323  <b>T7:</b> 245</p>

STANDARDS	PAGE REFERENCES
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<b>Teacher’s Lesson Guide:</b> <b>T2:</b> 171, 199, 255 <b>T4:</b> 52, 122, 136, 262, 276
f. Use frequently occurring adjectives.	<b>Teacher’s Lesson Guide:</b> <b>T2:</b> 178 <b>T6:</b> 42, 85, 163, 245, 323 <b>T7:</b> 162–163
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	<i>Additional lessons to address this standard are being developed and will be available online.</i> <b>Teacher’s Lesson Guide:</b> <b>T8:</b> 85
h. Use determiners (e.g., articles, demonstratives).	<i>Additional lessons to address this standard are being developed and will be available online.</i> <b>Teacher’s Lesson Guide:</b> <b>T7:</b> 245
i. Use frequently occurring prepositions (e.g., during, beyond, toward).	<i>Lessons to address this standard are being developed and will be available online.</i>
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 122, 136, 192, 206, 211, 262, 276 <b>T8:</b> 85, 163
1.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Teacher’s Lesson Guide:</b> <b>T5:</b> 246–247, 325 <b>T6:</b> 86–87, 164–165, 247, 325 <b>T7:</b> 86–87, 164–165, 247, 325 <b>T8:</b> 87, 165, 246–247, 324–325
a. Capitalize dates and names of people.	<b>Teacher’s Lesson Guide:</b> <b>T2:</b> 122, 136, 192, 262, 276 <b>T6:</b> 247
b. Use end punctuation for sentences.	<b>Teacher’s Lesson Guide:</b> <b>T1:</b> 38, 66, 122, 192, 262 <b>T2:</b> 38, 178 <b>T3:</b> 38, 108, 178 <b>T4:</b> 38, 108, 178, 248 <b>T5:</b> 246–247, 325 <b>T6:</b> 86–87, 164–165, 247, 325 <b>T7:</b> 86–87, 164–165, 247, 325 <b>T8:</b> 87, 163, 165, 246–247, 324–325

STANDARDS	PAGE REFERENCES
c. Use commas in dates and to separate single words in a series.	<p><i>Additional lessons to address this standard are being developed and will be available online.</i></p> <p><b>Teacher’s Lesson Guide:</b>  <b>T8: 245</b></p>
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<p><i>This Common Core State Standard is covered daily in Unit 1, Weeks 2–4 and Units 2–8, Weeks 1–4 through the spelling Pretest, Practice, and Posttest; page references cited demonstrate the pattern within the program.</i></p> <p><b>Teacher’s Lesson Guide:</b>  <b>T1: 87, 101, 115, 129, 146, 157, 171, 185, 199, 216, 226, 241, 255, 269, 286</b>  <b>T2: 17, 31, 45, 59, 76, 87, 101, 115, 129, 146, 157, 171, 185, 199, 216, 226, 241, 255, 269, 286</b>  <b>T5: 17, 31, 45, 59, 76, 97, 111, 125, 139, 156, 177, 191, 205, 219, 236, 257, 271, 285, 299, 316</b></p>
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<p><b>Teacher’s Lesson Guide:</b>  <b>T1: 66, 87, 136, 157, 206, 227, 276</b>  <b>T2: 17, 66, 97, 136, 177, 206, 257, 276</b>  <b>T3: 17, 66, 97, 136, 177, 206, 257, 276</b>  <b>T4: 17, 66, 97, 136, 177, 206, 257, 276</b>  <b>T5: 17, 97, 177, 257</b>  <b>T6: 17, 97, 177, 257</b>  <b>T7: 17, 97, 177, 257</b>  <b>T8: 17, 97, 177, 257</b></p>
<b>Vocabulary Acquisition and Use</b>	
1.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	<p><i>This Common Core State Standard is covered in all eight units on Week 4, Day 3 as part of multiple vocabulary strategy instruction; page references cited are representative.</i></p> <p><b>Teacher’s Lesson Guide:</b>  <b>T1: 252</b>  <b>T2: 252</b>  <b>T3: 252</b>  <b>T4: 252</b>  <b>T5: 282</b>  <b>T6: 282</b>  <b>T7: 282</b>  <b>T8: 282</b></p>
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<p><b>Teacher’s Lesson Guide:</b>  <b>T1: 42, 252</b>  <b>T2: 42, 44, 252</b>  <b>T8: 202, [206–207, 208–209, 210, 211], 282</b></p>
b. Use frequently occurring affixes as a clue to the meaning of a word.	<p><b>Teacher’s Lesson Guide:</b>  <b>T6: 31, 59, 191, 219, 257, 285, 299</b>  <b>T8: 31, 45, 59, 111, 139, 257, 271</b></p>

<p>c. Identify frequently occurring base words and root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T2:</b> 101, 129, 171, 199, 241, 255, 269  <b>T3:</b> 171, 199, 255</p>
<p>1.10.5.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings <b>to develop word consciousness.</b></p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T3:</b> 182  <b>T6:</b> 122  <b>T7:</b> 202, 204, [206–207, 208–209, 210, 211], 282  <b>T8:</b> 122, [126–127, 128–129, 130, 131], 282</p>
<p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 182, 252  <b>T2:</b> 35  <b>T4:</b> 64, 169, 255  <b>T6:</b> 43, 6, 48, 50, 51, 123, 126, 202, 204, [206–207, 208–209, 210, 211], 282  <b>T7:</b> 202, 203  <b>T8:</b> 122, 123</p>
<p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T2:</b> 35  <b>T6:</b> 136, 202, 203  <b>T7:</b> 56</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p><i>This Common Core State Standard is covered each time students begin reading a new selection; page references cited from Week 1 are representative.</i></p> <p><b>Teacher’s Lesson Guide:</b>  <b>T1:</b> 13, [18–19, 20–21, 22, 23], [46–47, 48–49, 50, 51]  <b>T2:</b> 13, [18–19, 20–21, 22, 23], [46–47, 48–49, 50, 51]  <b>T3:</b> 13, [18–19, 20–21, 22, 23], [46–47, 48–49, 50, 51]  <b>T4:</b> 13, [18–19, 20–21, 22, 23], [46–47, 48–49, 50, 51]  <b>T5:</b> 13, [32–33, 34–35, 36, 37]  <b>T6:</b> 13, [32–33, 34–35, 36, 37]  <b>T7:</b> 13, [32–33, 34–35, 36, 37]  <b>T8:</b> 13, [32–33, 34–35, 36, 37]</p>
<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p><b>Teacher’s Lesson Guide:</b>  <b>T7:</b> 202, 204, 282  <b>T8:</b> 122</p>

STANDARDS	PAGE REFERENCES
1.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<b>Teacher's Lesson Guide:</b> <b>T1:</b> 15, 25, 53, 86, 165 <b>T2:</b> 44, 95, 123, 137 <b>T3:</b> 165, 193, 207 <b>T4:</b> 86, 98, 235, 266, 277 <b>T5:</b> 24, 52, 66 <b>T6:</b> 15, 138, 176 <b>T7:</b> 15, 96 <b>T8:</b> 15, 28, 176