

3RD EDITION

# Common Core State Standards for English Language Arts

## Choice Units at a Glance

| Kindergarten                                          |                                                                  | Grade 1                                                                            |                                                         | Grade 2                                               |                                                                |
|-------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------|
| <b>Unit 8</b><br>Royal Tales: Monarchs                | <b>Unit 8</b><br>National Icons: Presidents and American Symbols | <b>Unit 8</b><br>Once Upon a Time: Fairy Tales                                     | <b>Unit 8</b><br>Our Planet: The History of the Earth   | <b>Unit 8</b><br>Making a Difference: Creating Change | <b>Unit 8</b><br>Journeys to America: Immigration              |
| <b>Unit 9</b><br>Our Planet: Taking Care of the Earth | <b>Unit 9</b><br>Rain and Rainbows: Seasons and Weather          | <b>Unit 9</b><br>From Babylon to the Nile: Early World Civilizations               | <b>Unit 9</b><br>Early Americas: Maya, Aztec, and Inca  | <b>Unit 9</b><br>Building Blocks: All About Nutrition | <b>Unit 9</b><br>Early Asian Civilizations: India and China    |
| Grade 3                                               |                                                                  | Grade 4                                                                            |                                                         | Grade 5                                               |                                                                |
| <b>Unit 7</b><br>Novel Study: Charlotte's Web         | <b>Unit 7</b><br>Novel Study: Stella Díaz Has Something to Say   | <b>Unit 7</b><br>Novel Study: From the Mixed-Up Files of Mrs. Basil E. Frankweiler | <b>Unit 7</b><br>Novel Study: The Season of Styx Malone | <b>Unit 7</b><br>Novel Study: The Phantom Tollbooth   | <b>Unit 7</b><br>Novel Study: The Science of Breakable Things  |
| <b>Unit 8</b><br>Systems and Senses: The Human Body   | <b>Unit 8</b><br>From Glow to Echo: Light and Sound              | <b>Unit 8</b><br>Adventure on the High Seas: Treasure Island                       | <b>Unit 8</b><br>Crafting Stories: A World of Tales     | <b>Unit 8</b><br>Arts and Culture: The Renaissance    | <b>Unit 8</b><br>Through the Forest: A Midsummer Night's Dream |

## A Correlation of 3rd Edition CKLA to Common Core State Standards for English Language Arts

| Kindergarten                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Common Core State Standards for English Language Arts                                                 | 3rd Edition Core Knowledge Language Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Literature                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Key Ideas and Details                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.       | <p><b>Skills TG:</b><br/> <b>U6:</b> Lessons 1, 2, 3, 5, 7, 8, 10, 12, 14, 16<br/> <b>U7:</b> Lessons 9, 10, 11, 13, 14, 16<br/> <b>U8:</b> Lessons 1, 3, 5, 6, 8, 10, 12, 13, 15, 17, 19<br/> <b>U9:</b> Lessons 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23<br/> <b>U10:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29</p> <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 4A, 4B, 6B, 9A, 9B<br/> <b>D6:</b> Lesson 5<br/> <b>D8 (Monarchs):</b> Lesson 4<br/> <b>D10:</b> Lessons 2, 10</p> |
| <b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.             | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1B, 3B, 8B, 9A<br/> <b>D4:</b> Lessons 4, 7<br/> <b>D8 (Monarchs):</b> Lessons 3, 7, 8</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story. | <p><b>Skills TG:</b><br/> <b>U6:</b> Lessons 1, 2, 3, 5, 7, 8, 10, 12, 14, 16<br/> <b>U8:</b> Lesson 1<br/> <b>U9:</b> Lessons 2, 10</p> <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 7A, 7B, 8A, 9A, 9B, 10, 11, 12</p>                                                                                                                                                                                                                                                                                                                       |

## GRADES K-5

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|                                                                                                                                                                                      | <b>D3:</b> Lessons 1, 2, 3, 5, 6, 7, 9, 10, 11, 12<br><b>D4:</b> Lesson 7<br><b>D6:</b> Lessons 3, 4<br><b>D8 (Monarchs):</b> Lessons 3, 4, 5, 7, 8, 9, 10<br><b>D8 (Presidents and American Symbols):</b> Lesson 2                                                                            |
| Craft and Structure                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                |
| <b>RL.K.4</b> Ask and answer questions about unknown words in a text.                                                                                                                | <b>Knowledge TG:</b><br><b>D1:</b> Lesson 12<br><b>D3:</b> Lessons 1, 5, 8                                                                                                                                                                                                                     |
| <b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).                                                                                                             | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 5A, 8A, 10<br><b>D3:</b> Lessons 4, 5, 6, 7, 9, 12                                                                                                                                                                                                  |
| <b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.                                               | <b>Knowledge TG:</b><br><b>D3:</b> Lessons 1, 4<br><b>D8 (Monarchs):</b> Lessons 6, 7<br><b>D9 (Seasons and Weather):</b> Lesson 6<br><b>D10:</b> Lessons 2, 10                                                                                                                                |
| Integration of Knowledge and Ideas                                                                                                                                                   |                                                                                                                                                                                                                                                                                                |
| <b>RL.K.7</b> 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). | <b>Skills TG:</b><br><b>U6:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 12, 14, 16<br><b>U7:</b> Lessons 10, 11, 13, 14, 16<br><b>U8:</b> Lessons 1, 3, 5, 12, 13, 15, 17, 19<br><b>U9:</b> Lesson 3<br><b>U10:</b> Lessons 1, 3, 7, 10, 11<br><br><b>Knowledge TG:</b><br><b>D8 (Monarchs):</b> Lesson 6 |
| <b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.                                                     | <b>Knowledge TG:</b><br><b>D1:</b> Lesson 8B<br><b>D3:</b> Lessons 6, 8                                                                                                                                                                                                                        |

## GRADES K-5

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|                                                                                                                                               | <b>D5:</b> Lesson 7<br><b>D9 (Seasons and Weather):</b> Lesson 6                                                                                                                                                                                                                                                                                                                                                                     |
| Range of Reading and Level of Text Complexity                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.                                                    | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 7A, 7B<br><b>D6:</b> Lessons 3, 4                                                                                                                                                                                                                                                                                                                                                         |
| <b>Informational Text</b>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Key Ideas and Details                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.                                               | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 2, 3<br><b>D4:</b> Lesson 2<br><b>D5:</b> Lessons 2, 3, 4, 5<br><b>D6:</b> Lesson 7<br><b>D7:</b> Lessons 1, 2, 3, 10<br><b>D9 (Taking Care of the Earth):</b> Lesson 3<br><b>D10:</b> Lessons 1, 3, 4, 5, 6, 7, 8, 9                                                                                                                                                                     |
| <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.                                           | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 1, 4, 5, 6, 7, 8<br><b>D4:</b> Lessons 1, 2, 3, 4, 5, 6, 8, 11<br><b>D5:</b> Lessons 1, 6, 9<br><b>D6:</b> Lessons 2, 6, 8<br><b>D7:</b> Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10<br><b>D8 (Presidents and American Symbols):</b> Lessons 4, 5, 7, 8<br><b>D9 (Taking Care of the Earth):</b> Lessons 1, 2, 5, 7<br><b>D9 (Seasons and Weather):</b> Lessons 2, 3, 4, 5<br><b>D10:</b> Lesson 3 |
| <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | <b>Knowledge TG:</b><br><b>D2:</b> Lesson 7<br><b>D4:</b> Lessons 5, 10                                                                                                                                                                                                                                                                                                                                                              |

## GRADES K-5

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|                                                                                                                                                                                                             | <b>D5:</b> Lesson 8<br><b>D6:</b> Lesson 1<br><b>D7:</b> Lessons 1, 3, 10<br><b>D8 (Monarchs):</b> Lesson 2<br><b>D8 (Presidents and American Symbols):</b> Lessons 1, 3, 4, 6, 7, 8, 9<br><b>D9 (Taking Care of the Earth):</b> Lessons 1, 3, 4, 6, 7, 8, 9, 10<br><b>D9 (Seasons and Weather):</b> Lessons 1, 7, 8 |
| Craft and Structure                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                      |
| <b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.                                                                                                           | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 1, 2, 3, 8<br><b>D5:</b> Lessons 2, 3, 4, 5<br><b>D6:</b> Lessons 1, 2, 4, 5                                                                                                                                                                                              |
| <b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.                                                                                                                               | <b>Knowledge TG:</b><br><b>D9 (Taking Care of the Earth):</b> Lessons 7, 8, 9<br><b>D9 (Seasons and Weather):</b> Lessons 2, 3, 4, 5, 7                                                                                                                                                                              |
| <b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.                                                                       | <b>Knowledge TG:</b><br><b>D4:</b> Lesson 11<br><b>D5:</b> Lesson 1<br><b>D9 (Taking Care of the Earth):</b> Lessons 7, 8, 9<br><b>D9 (Seasons and Weather):</b> Lessons 2, 4                                                                                                                                        |
| Integration of Knowledge of Ideas                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>RI.K.7</b> 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). | <b>Knowledge TG:</b><br><b>D7:</b> Lessons 4, 5, 6, 7, 8, 9<br><b>D8 (Monarchs):</b> Lesson 1<br><b>D10:</b> Lessons 3, 4, 8, 11                                                                                                                                                                                     |
| <b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.                                                                                                 | <b>Knowledge TG:</b><br><b>D6:</b> Lessons 2, 7, 8<br><b>D8 (Monarchs):</b> Lesson 2<br><b>D8 (Presidents and American Symbols):</b> Lessons 4, 6, 7, 8                                                                                                                                                              |

## GRADES K-5

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|                                                                                                                                                                                     | <b>D9 (Taking Care of the Earth):</b> Lessons 1, 7, 8<br><b>D9 (Seasons and Weather):</b> Lessons 1, 3, 7, 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | <b>Knowledge TG:</b><br><b>D4:</b> Lessons 8, 9<br><b>D6:</b> Lesson 6<br><b>D10:</b> Lessons 5, 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Range of Reading and Level of Text Complexity                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.                                                                                          | <b>Knowledge TG:</b><br><b>D9 (Taking Care of the Earth):</b> Lesson 6<br><b>D9 (Seasons and Weather):</b> Lesson 7<br><b>D10:</b> Lessons 3, 11, 12                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Foundational Skills</b>                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Print Concepts                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.                                                                                            | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10<br><b>U2:</b> Lessons 1, 4<br><b>U4:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br><b>U5:</b> Lessons 6, 7, 13, 14, 15, 16<br><b>U6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16<br><b>U7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17<br><b>U8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20<br><b>U9:</b> Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 21<br><b>U10:</b> Lessons 1, 3, 5, 7, 10, 13, 16, 19, 22, 24, 27 |
| <b>RF.K.1a</b> Follow words from left to right, top to bottom, and page by page.                                                                                                    | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10<br><b>U2:</b> Lessons 1, 4<br><b>U4:</b> Lessons 12, 13<br><b>U5:</b> Lessons 7, 13, 14, 15, 16<br><b>U6:</b> Lessons 1, 2, 3, 5, 7, 8, 10, 12, 14, 16                                                                                                                                                                                                                                                                                                                                                                     |

## GRADES K-5

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|                                                                                                                  | <b>U7:</b> Lessons 9, 10, 11, 13, 14, 16<br><b>U8:</b> Lessons 1, 2, 3, 5, 6, 8, 10, 12, 13, 15, 17, 19                                                                                                                                                                                                                                                               |
| <b>RF.K.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters. | <b>Skills TG:</b><br><b>U4:</b> Lessons 12, 13<br><b>U5:</b> Lessons 7, 13, 14, 15, 16<br><b>U6:</b> Lessons 1, 2, 3, 5, 8, 10, 12, 14, 16<br><b>U7:</b> Lessons 9, 10, 11, 13, 14, 16<br><b>U8:</b> Lessons 1, 2, 3, 5, 6, 8, 10, 12, 13, 15, 17, 19                                                                                                                 |
| <b>RF.K.1c</b> Understand that words are separated by spaces in print.                                           | <b>Skills TG:</b><br><b>U4:</b> Lessons 10, 11, 12, 13<br><b>U5:</b> Lessons 7, 13, 14, 15, 16<br><b>U6:</b> Lessons 1, 2, 3, 5, 8, 10, 12, 14, 16<br><b>U7:</b> Lessons 9, 10, 11, 13, 14, 16<br><b>U8:</b> Lessons 1, 2, 3, 5, 6, 8, 10, 12, 13, 15, 17, 19                                                                                                         |
| <b>RF.K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet.                              | <b>Skills TG:</b><br><b>U6:</b> Lessons 1, 2, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16<br><b>U7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17<br><b>U8:</b> Lessons 1, 2, 3, 4, 6, 7, 9, 10, 11, 13, 14, 18, 19, 20<br><b>U9:</b> Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 21<br><b>U10:</b> Lessons 1, 3, 5, 7, 10, 13, 16, 19, 22, 24, 27 |
| Phonological Awareness                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                       | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10                                                                                                                                                                                                                                                                                                 |
| <b>RF.K.2a</b> Recognize and produce rhyming words.                                                              | <b>Skills TG:</b><br><b>U6:</b> Lessons 9, 11, 13, 14<br><b>U8:</b> Lessons 4, 9, 16, 20<br><br><b>Knowledge TG:</b><br><b>D1:</b> Lessons 2A, 2B, 3A, 3B, 5B, 6A, 6B, 8A, 8B, 9B<br><b>D8 (Monarchs):</b> Lessons 4, 5                                                                                                                                               |



## GRADES K-5

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| <b>RF.K.2b</b> Count, pronounce, blend, and segment syllables in spoken words.                                                                                                                                      | <b>Skills TG:</b><br><b>U2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>U9:</b> Lessons 1, 5, 7, 9, 11, 15<br><b>U10:</b> Lessons 1, 3, 5, 11, 14, 17, 20, 25, 27, 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>RF.K.2c</b> Blend and segment onsets and rimes of single-syllable spoken words.                                                                                                                                  | <b>Skills TG:</b><br><b>U6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RF.K.2d</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) | <b>Skills TG:</b><br><b>U2:</b> Lessons 4, 5, 6, 7, 8<br><b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br><b>U5:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10<br><b>U7:</b> Lessons 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17<br><b>U8:</b> Lessons 15, 16<br><b>U9:</b> Lesson 8<br><b>U10:</b> Lessons 1, 7, 11, 17, 22                                                                                                                                                                                                                                                                                    |
| <b>RF.K.2e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.                                                                                                      | <b>Skills TG:</b><br><b>U2:</b> Lessons 9, 10<br><b>U3:</b> Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br><b>U4:</b> Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11<br><b>U7:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 15, 16<br><b>U8:</b> Lessons 6, 7                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Phonics and Word Recognition                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.                                                                                                                        | <b>Skills TG:</b><br><b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br><b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16<br><b>U6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16<br><b>U7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17<br><b>U8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20<br><b>U9:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23<br><b>U10:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, |

## GRADES K-5

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|                                                                                                                                                                              | 22, 23, 24, 25, 27, 28, 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>RF.K.3a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. | <b>Skills TG:</b><br><b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br><b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16<br><b>U6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16<br><b>U7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17<br><b>U8:</b> Lessons 1, 2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 18, 19, 20<br><b>U9:</b> Lessons 1, 4, 5, 7, 8, 9, 11, 14, 21, 22, 23<br><b>U10:</b> Lessons 1, 3, 4, 5, 6, 7, 10, 13, 16, 19, 20, 22, 24, 25, 27                                              |
| <b>RF.K.3b</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.                                                              | <b>Skills TG:</b><br><b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br><b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16<br><b>U6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16<br><b>U7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17<br><b>U8:</b> Lessons 1, 2, 3, 4, 6, 7, 9, 10, 11, 13, 14, 18, 19, 20<br><b>U9:</b> Lessons 1, 4, 5, 7, 8, 9, 11, 14, 15, 21, 22, 23<br><b>U10:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29 |
| <b>RF.K.3c</b> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).                                                       | <b>Skills TG:</b><br><b>U3:</b> Lessons 13, 14<br><b>U4:</b> Lessons 14, 15<br><b>U5:</b> Lessons 5, 8, 11<br><b>U6:</b> Lessons 1, 6, 11<br><b>U7:</b> Lessons 3, 9, 11, 17<br><b>U8:</b> Lessons 1, 2, 3, 4, 5, 8, 9, 11<br><b>U9:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23<br><b>U10:</b> Lessons 2, 3, 4, 5, 6, 8, 9, 10, 12, 13, 15, 16, 18, 23, 25                                                                                                                                                                                                                                                      |
| <b>RF.K.3d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.                                                             | <b>Skills TG:</b><br><b>U3:</b> Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br><b>U4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br><b>U5:</b> Lessons 1, 2, 3, 5, 6, 9, 10, 12, 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## GRADES K-5

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|                                                                                                                                                                                                                                                                                        | <b>U6:</b> Lessons 2, 3, 7<br><b>U7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 15, 16<br><b>U8:</b> Lesson 6<br><b>U9:</b> Lesson 8<br><b>U10:</b> Lessons 3, 4, 8, 13, 21, 23, 24, 28                                                                                                                                                                                                                                                           |
| Fluency                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.                                                                                                                                                                                                               | <b>Skills TG:</b><br><b>U6:</b> Lessons 4, 5, 7, 8, 9, 10, 12, 13, 14, 16, 17<br><b>U7:</b> Lessons 10, 11, 12, 13, 14, 15, 16, 17<br><b>U8:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 20<br><b>U9:</b> Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23<br><b>U10:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 |
| Writing                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Text Types and Purposes                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>W.K.1</b> 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., <i>My favorite book is . . .</i> ). | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 3, 4, 6, 9, 11<br><b>D5:</b> Lessons 2, 7, 10<br><b>D9 (Taking Care of the Earth):</b> Lesson 4<br><b>D9 (Seasons and Weather):</b> Lesson 8                                                                                                                                                                                                                                                                |
| <b>W.K.2</b> 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>Knowledge TG:</b><br><b>D2:</b> Lessons 1, 2, 5<br><b>D4:</b> Lessons 3, 8, 9<br><b>D6:</b> Lessons 3, 6, 7, 9, 10<br><b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>D8 (Presidents and American Symbols):</b> Lessons 4, 9<br><b>D9 (Taking Care of the Earth):</b> Lessons 2, 6, 10<br><b>D9 (Seasons and Weather):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 9<br><b>D10:</b> Lessons 1, 2, 14                                                    |

## GRADES K-5

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| <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> | <p><b>Skills TG:</b><br/> <b>U9:</b> Lessons 9, 11, 12, 14, 17, 19, 21, 23<br/> <b>U10:</b> Lessons 2, 4, 5, 8, 9, 10, 12, 14, 15, 18, 19, 21, 22, 23, 24, 26, 27, 29</p> <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 2B, 5B, 11<br/> <b>D2:</b> Lessons 7, 8<br/> <b>D3:</b> Lessons 1, 2, 3, 4, 6, 7, 9, 10<br/> <b>D6:</b> Lesson 8<br/> <b>D8 (Monarchs):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10<br/> <b>D8 (Presidents and American Symbols):</b> Lessons 1, 2, 3, 7, 10<br/> <b>D9 (Taking Care of the Earth):</b> Lesson 5</p> |
| <p>Production and Distribution of Writing</p>                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>                                                                              | <p><b>Knowledge TG:</b><br/> <b>D5:</b> Lessons 8, 9<br/> <b>D6:</b> Lessons 7, 8, 10<br/> <b>D8 (Monarchs):</b> Lessons 5, 9<br/> <b>D8 (Presidents and American Symbols):</b> Lesson 10<br/> <b>D9 (Taking Care of the Earth):</b> Lessons 4, 10</p>                                                                                                                                                                                                                                                                                    |
| <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>                                                                     | <p><b>Knowledge TG:</b><br/> <b>D3:</b> Lesson 3<br/> <b>D5:</b> Lesson 10<br/> <b>D6:</b> Lesson 2<br/> <b>D10:</b> Lesson 3</p>                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Research to Build and Present Knowledge</p>                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>                                                                          | <p><b>Knowledge TG:</b><br/> <b>D5:</b> Lesson 6<br/> <b>D9 (Taking Care of the Earth):</b> Lessons 7, 8, 9<br/> <b>D10:</b> Lessons 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a</p>                                                                                   | <p><b>Knowledge TG:</b><br/> <b>D2:</b> Lessons 10, 11</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| question.                                                                                                                                                                   | <b>D3:</b> Lessons 5, 8, 11, 12<br><b>D5:</b> Lessons 1, 4<br><b>D6:</b> Lessons 1, 2, 5<br><b>D8 (Presidents and American Symbols):</b> Lessons 5, 6, 8<br><b>D9 (Seasons and Weather):</b> Lesson 9<br><b>D10:</b> Lessons 6, 7, 8, 9, 10, 11, 12, 13                                                                                                                                                                                                                                                                                                                                                               |
| <b>Speaking and Listening</b>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Comprehension and Collaboration                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. | <b>Knowledge TG:</b><br><b>D1:</b> Lesson 7B<br><b>D2:</b> Lessons 1, 2, 4, 5, 8, 9, 10, 11, 12<br><b>D3:</b> Lessons 2, 10<br><b>D4:</b> Lessons 6, 10, 11<br><b>D5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>D6:</b> Lessons 3, 5, 8<br><b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>D8 (Monarchs):</b> Lessons 1, 2, 6, 7, 8, 10<br><b>D8 (Presidents and American Symbols):</b> Lessons 1, 3, 10, 11<br><b>D9 (Taking Care of the Earth):</b> Lessons 1, 6, 9<br><b>D9 (Seasons and Weather):</b> Lessons 1, 2, 4, 5, 8<br><b>D10:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 |
| <b>SL.K.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).                  | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 1A, 11<br><b>D2:</b> Lessons 1, 2, 3, 4, 9<br><b>D3:</b> Lessons 1, 4, 5, 6, 7<br><b>D8 (Presidents and American Symbols):</b> Lesson 10                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>SL.K.1b</b> Continue a conversation through multiple exchanges.                                                                                                          | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 1A, 7A, 11<br><b>D3:</b> Lessons 6, 7, 9<br><b>D8 (Presidents and American Symbols):</b> Lesson 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## GRADES K-5

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| <p><b>SL.K.2</b> 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> | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1A, 6A, 6B<br/> <b>D4:</b> Lessons 1, 2, 3, 5, 6, 7, 9<br/> <b>D6:</b> Lesson 2<br/> <b>D7:</b> Lesson 6<br/> <b>D8 (Presidents and American Symbols):</b> Lessons 2, 4, 5, 6, 7, 8, 9<br/> <b>D9 (Taking Care of the Earth):</b> Lessons 2, 3, 4, 5, 6, 7, 8<br/> <b>D9 (Seasons and Weather):</b> Lessons 3, 7</p>             |
| <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>                                                                                                      | <p><b>Knowledge TG:</b><br/> <b>D3:</b> Lesson 10<br/> <b>D6:</b> Lessons 1, 2, 4, 5</p>                                                                                                                                                                                                                                                                                         |
| <p>Presentation of Knowledge and Ideas</p>                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>                                                                                                   | <p><b>Knowledge TG:</b><br/> <b>D2:</b> Lessons 3, 6, 7, 12<br/> <b>D4:</b> Lesson 4<br/> <b>D6:</b> Lessons 1, 4, 6, 7, 10<br/> <b>D8 (Monarchs):</b> Lessons 3, 4, 5, 9, 10<br/> <b>D8 (Presidents and American Symbols):</b> Lesson 11<br/> <b>D9 (Taking Care of the Earth):</b> Lesson 10<br/> <b>D9 (Seasons and Weather):</b> Lesson 6<br/> <b>D10:</b> Lessons 1, 10</p> |
| <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>                                                                                                                     | <p><b>Skills TG:</b><br/> <b>U9:</b> Lessons 9, 11, 12, 14, 17, 19, 21, 23</p> <p><b>Knowledge TG:</b><br/> <b>D2:</b> Lessons 7, 8, 12<br/> <b>D3:</b> Lesson 10<br/> <b>D8 (Monarchs):</b> Lesson 10<br/> <b>D8 (Presidents and American Symbols):</b> Lessons 4, 11<br/> <b>D9 (Seasons and Weather):</b> Lessons 8, 9</p>                                                    |
| <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>                                                                                                                                                   | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lesson 12</p>                                                                                                                                                                                                                                                                                                                            |

## GRADES K-5

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|                                                                                                                             | <b>D2:</b> Lesson 12<br><b>D5:</b> Lesson 10<br><b>D8 (Presidents and American Symbols):</b> Lesson 11<br><b>D9 (Seasons and Weather):</b> Lesson 9<br><b>D10:</b> Lesson 15                                                             |
| <b>Language</b>                                                                                                             |                                                                                                                                                                                                                                          |
| Conventions of Standard English                                                                                             |                                                                                                                                                                                                                                          |
| <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 1B, 2A, 3A, 5A, 6A, 12<br><b>D6:</b> Lesson 4                                                                                                                                                 |
| <b>L.K.1a</b> Print many upper- and lowercase letters.                                                                      | <b>Skills TG:</b><br><b>U3:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 9, 11<br><b>U4:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13<br><b>U5:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16<br><b>U9:</b> Lessons 1, 3, 5, 6, 7, 10, 12 |
| <b>L.K.1b</b> Use frequently occurring nouns and verbs.                                                                     | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 1, 3, 6<br><b>D6:</b> Lesson 4                                                                                                                                                                |
| <b>L.K.1c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).               | <b>Knowledge TG:</b><br><b>D6:</b> Lessons 7, 8                                                                                                                                                                                          |
| <b>L.K.1d</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).          | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 1B, 12<br><b>D3:</b> Lesson 10<br><b>D8 (Monarchs):</b> Lessons 1, 9<br><b>D8 (Presidents and American Symbols):</b> Lessons 4, 6                                                             |
| <b>L.K.1e</b> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). | <b>Knowledge TG:</b><br><b>D1:</b> Lesson 3A<br><b>D9 (Taking Care of the Earth):</b> Lessons 7, 8, 9<br><b>D9 (Seasons and Weather):</b> Lessons 2, 3, 4                                                                                |

## GRADES K-5

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| <b>L.K.1f</b> Produce and expand complete sentences in shared language activities.                                              | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 2A, 5A, 6A, 12<br><b>D3:</b> Lessons 1, 2, 5, 8<br><b>D8 (Monarchs):</b> Lesson 4                                                                                                                                                                                                                                       |
| <b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <b>Knowledge TG:</b><br><b>D8 (Monarchs):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>D8 (Presidents and American Symbols):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11<br><b>D9 (Taking Care of the Earth):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>D9 (Seasons and Weather):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9<br><b>D10:</b> Lessons 1, 5, 10 |
| <b>L.K.2a</b> Capitalize the first word in a sentence and the pronoun I.                                                        | <b>Skills TG:</b><br><b>U5:</b> Lessons 13, 14, 15, 16<br><br><b>Knowledge TG:</b><br><b>D10:</b> Lesson 15                                                                                                                                                                                                                                                        |
| <b>L.K.2b</b> Recognize and name end punctuation.                                                                               | <b>Skills TG:</b><br><b>U5:</b> Lessons 13, 14, 15, 16<br><b>U6:</b> Lessons 1, 2, 3, 5, 8<br><b>U7:</b> Lessons 9, 10, 11, 13, 14, 16<br><b>U8:</b> Lessons 1, 2, 3, 5, 6, 8, 10, 12, 13, 15, 17, 19<br><b>U9:</b> Lesson 19<br><br><b>Knowledge TG:</b><br><b>D10:</b> Lesson 15                                                                                 |
| <b>L.K.2c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).                                   | <b>Skills TG:</b><br><b>U3:</b> Lessons 12, 14<br><b>U4:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13<br><b>U9:</b> Lesson 8                                                                                                                                                                                                                                 |
| <b>L.K.2d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                              | <b>Skills TG:</b><br><b>U3:</b> Lessons 12, 14<br><b>U4:</b> Lessons 12, 13, 15<br><b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16                                                                                                                                                                                                            |



## GRADES K-5

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|                                                                                                                                                                                                                           | <b>U6:</b> Lessons 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16<br><b>U7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 15, 16<br><b>U8:</b> Lessons 7, 11, 13<br><b>U9:</b> Lesson 8<br><b>U10:</b> Lessons 3, 4, 8, 13, 21, 23, 24, 28, 29                                                                                                                   |
| Vocabulary Acquisition and Use                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                              |
| <b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .                                                                        | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 2, 4<br><b>D4:</b> Lesson 11<br><b>D5:</b> Lessons 3, 5<br><b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>D8 (Monarchs):</b> Lessons 1, 2, 7<br><b>D8 (Presidents and American Symbols):</b> Lesson 8<br><b>D9 (Taking Care of the Earth):</b> Lesson 1<br><b>D10:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| <b>L.K.4a</b> 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>Knowledge TG:</b><br><b>D1:</b> Lesson 1B<br><b>D3:</b> Lesson 5<br><b>D4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11<br><b>D5:</b> Lessons 2, 3, 8<br><b>D6:</b> Lessons 4, 5<br><b>D10:</b> Lessons 3, 5, 6                                                                                                                                          |
| <b>L.K.4b</b> Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word. | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 3, 5<br><b>D3:</b> Lessons 3, 9, 10                                                                                                                                                                                                                                                                               |
| <b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.                                                                                                              | <b>Knowledge TG:</b><br><b>D1:</b> Lesson 12<br><b>D4:</b> Lesson 1<br><b>D5:</b> Lessons 5, 6<br><b>D6:</b> Lessons 1, 5<br><b>D8 (Monarchs):</b> Lesson 9<br><b>D10:</b> Lesson 10                                                                                                                                                                         |

## GRADES K-5

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| <p><b>L.K.5a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>                                | <p><b>Knowledge TG:</b><br/> <b>D5:</b> Lesson 6<br/> <b>D6:</b> Lessons 1, 8<br/> <b>D8 (Monarchs):</b> Lesson 1<br/> <b>D10:</b> Lesson 13</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>L.K.5b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>                             | <p><b>Knowledge TG:</b><br/> <b>D6:</b> Lesson 3<br/> <b>D8 (Monarchs):</b> Lessons 4, 6, 7<br/> <b>D9 (Taking Care of the Earth):</b> Lessons 2, 3, 4, 7, 8</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>L.K.5c</b> Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>                                 | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1A, 3A, 4A, 4B, 5A, 6B, 7A, 10, 11<br/> <b>D2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8<br/> <b>D3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12<br/> <b>D5:</b> Lessons 1, 4, 5, 6, 7, 9<br/> <b>D6:</b> Lessons 1, 2, 7<br/> <b>D8 (Monarchs):</b> Lessons 2, 3, 5, 10<br/> <b>D8 (Presidents and American Symbols):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9<br/> <b>D9 (Taking Care of the Earth):</b> Lessons 1, 5, 6, 9, 10<br/> <b>D9 (Seasons and Weather):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8<br/> <b>D10:</b> Lessons 1, 4, 5, 6, 7, 8, 9, 10, 13</p> |
| <p><b>L.K.5d</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> | <p><b>Knowledge TG:</b><br/> <b>D5:</b> Lesson 5<br/> <b>D6:</b> Lessons 1, 5, 6<br/> <b>D8 (Monarchs):</b> Lesson 8</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>                                           | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1A, 3A, 6A, 6B, 7A, 9A, 12<br/> <b>D2:</b> Lessons 1, 2, 3, 4<br/> <b>D3:</b> Lessons 1, 2, 3, 5, 6, 7</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## A Correlation of 3rd Edition CKLA to Common Core State Standards for English Language Arts

| Grade 1                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Common Core State Standards for English Language Arts                                                                  | 3rd Edition Core Knowledge Language Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Literature                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Key Ideas and Details                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>RL.1.1</b> Ask and answer questions about key details in a text.                                                    | <p><b>Skills TG:</b><br/> <b>U1:</b> Lessons 19, 20, 21, 22, 23, 26, 28, 29, 30, 31, 32<br/> <b>U2:</b> Lessons 1, 2, 4, 5, 6, 7, 10, 11, 12, 13, 15, 17, 18, 19<br/> <b>U3:</b> Lessons 3, 4, 6, 8, 10, 12, 16, 17, 18, 19<br/> <b>U5:</b> Lessons 2, 4, 6, 7, 8, 9, 10, 12, 14, 17, 19, 20, 21, 22<br/> <b>U6:</b> Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25<br/> <b>U7:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 8, 10<br/> <b>D10:</b> Lessons 1, 4, 9</p> |
| <b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson. | <p><b>Skills TG:</b><br/> <b>U1:</b> Lessons 22, 29<br/> <b>U3:</b> Lesson 8</p> <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1, 3, 7, 10<br/> <b>D7:</b> Lesson 5<br/> <b>D8 (Fairy Tales):</b> Lessons 7, 11<br/> <b>D9 (Maya, Aztec, and Inca):</b> Lesson 5<br/> <b>D10:</b> Lessons 5, 6</p>                                                                                                                                                                                                                                                                                              |
| <b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.                           | <p><b>Skills TG:</b><br/> <b>U2:</b> Lessons 1, 6<br/> <b>U3:</b> Lessons 2, 3, 6, 10, 12, 13, 14, 16, 17</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## GRADES K-5

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|                                                                                                                                                              | <b>U6:</b> Lessons 1, 6, 7, 8, 9, 10, 11, 20<br><br><b>Knowledge TG:</b><br><b>D1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>D3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9<br><b>D8 (Fairy Tales):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br><b>D9 (Maya, Aztec, and Inca):</b> Lessons 5, 6<br><b>D10:</b> Lessons 2, 8, 9, 10, 11, 12 |
| Craft and Structure                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                      |
| <b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.                                                  | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 4, 5, 6, 8<br><b>D4:</b> Lesson 3<br><b>D8 (Fairy Tales):</b> Lessons 2, 3, 5, 8<br><b>D10:</b> Lesson 1                                                                                                                                                                                                  |
| <b>RL.1.5</b> 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>Skills TG:</b><br><b>U4:</b> Lesson 2<br><br><b>Knowledge TG:</b><br><b>D3:</b> Lesson 1<br><b>D4:</b> Lesson 5<br><b>D10:</b> Lessons 1, 7                                                                                                                                                                                                       |
| <b>RL.1.6</b> Identify who is telling the story at various points in a text.                                                                                 | <b>Skills TG:</b><br><b>U1:</b> Lessons 19, 26<br><b>D9 (Early World Civilizations):</b> Lessons 1, 4<br><b>D9 (Maya, Aztec, and Inca):</b> Lessons 1, 5                                                                                                                                                                                             |
| Integration of Knowledge and Ideas                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
| <b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.                                                       | <b>Skills TG:</b><br><b>U1:</b> Lesson 29<br><b>U2:</b> Lessons 2, 5, 6, 11, 12, 15<br><b>U3:</b> Lesson 10                                                                                                                                                                                                                                          |

## GRADES K-5

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|                                                                                                         | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 5, 7<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 6<br><b>D10:</b> Lesson 3                                                                                                                                                                                        |
| <b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.             | <b>Skills TG:</b><br><b>U6:</b> Lesson 18<br><b>U7:</b> Lessons 12, 14<br><br><b>Knowledge TG:</b><br><b>D1:</b> Lesson 3<br><b>D3:</b> Lessons 2, 3, 4, 5, 6, 8<br><b>D8 (Fairy Tales):</b> Lessons 2, 3<br><b>D10:</b> Lessons 6, 7, 13                                                                     |
| Range of Reading and Level of Text Complexity                                                           |                                                                                                                                                                                                                                                                                                               |
| <b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1. | <b>Skills TG:</b><br><b>U1:</b> Lessons 19, 20, 21, 22, 23, 26, 28, 29, 30, 31, 32<br><b>U2:</b> Lesson 7<br><b>U3:</b> Lessons 9, 13, 14, 19<br><b>U5:</b> Lessons 2, 10, 20                                                                                                                                 |
| <b>Informational Text</b>                                                                               |                                                                                                                                                                                                                                                                                                               |
| Key Ideas and Details                                                                                   |                                                                                                                                                                                                                                                                                                               |
| <b>RI.1.1</b> Ask and answer questions about key details in a text.                                     | <b>Skills TG:</b><br><b>U4:</b> Lessons 3, 4, 5, 8, 9, 10, 12, 13, 16, 19, 21, 23, 26, 27, 28<br><br><b>Knowledge TG:</b><br><b>D2:</b> Lessons 2, 4, 5<br><b>D4:</b> Lesson 3<br><b>D5:</b> Lessons 3, 4, 6, 7, 8, 9, 10<br><b>D7:</b> Lessons 6, 7, 8, 9, 10<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 8 |

## GRADES K-5

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|                                                                                                                                                                          | <b>D10:</b> Lesson 10                                                                                                                                                                                                                                                                                                                                                        |
| <b>RI.1.2</b> Identify the main topic and retell key details of a text.                                                                                                  | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 1, 6<br><b>D4:</b> Lessons 4, 6, 8, 9<br><b>D5:</b> Lessons 1, 2, 5, 10<br><b>D6:</b> Lessons 4, 5, 7, 8, 9<br><b>D7:</b> Lessons 1, 2, 3, 4<br><b>D8 (The History of the Earth):</b> Lessons 5, 8, 9<br><b>D9 (Early World Civilizations):</b> Lessons 4, 11, 12<br><b>D9 (Maya, Aztec, and Inca):</b> Lessons 1, 2, 3, 4, 9, 11 |
| <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.                                                        | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 3, 5, 7, 8, 9, 10<br><b>D4:</b> Lessons 1, 2, 7<br><b>D5:</b> Lessons 3, 4, 5, 7<br><b>D6:</b> Lessons 2, 3, 9<br><b>D7:</b> Lessons 3, 11, 12<br><b>D8 (The History of the Earth):</b> Lessons 2, 3, 4, 6, 7<br><b>D9 (Early World Civilizations):</b> Lessons 1, 9, 10<br><b>D9 (Maya, Aztec, and Inca):</b> Lessons 7, 10      |
| Craft and Structure                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                              |
| <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.                                                          | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 5, 7<br><b>D4:</b> Lessons 2, 3<br><b>D6:</b> Lessons 4, 9<br><b>D8 (The History of the Earth):</b> Lessons 4, 6<br><b>D9 (Early World Civilizations):</b> Lessons 1, 3, 4, 5                                                                                                                                                     |
| <b>RI.1.5</b> 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>Skills TG:</b><br><b>U7:</b> Lessons 2, 4, 5, 8, 9, 10, 12, 14, 17, 19, 20<br><b>D8 (The History of the Earth):</b> Lesson 3                                                                                                                                                                                                                                              |
| <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                               | <b>Knowledge TG:</b><br><b>D7:</b> Lessons 2, 4, 6, 9, 10                                                                                                                                                                                                                                                                                                                    |

## GRADES K-5

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| Integration of Knowledge and Ideas                                                                                                                      |                                                                                                                                                                                                                                                                             |
| <b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.                                                                    | <b>Knowledge TG:</b><br><b>D4:</b> Lesson 5<br><b>D5:</b> Lessons 1, 2, 6, 7, 8, 9<br><b>D6:</b> Lesson 1<br><b>D8 (The History of the Earth):</b> Lessons 1, 6<br><b>D9 (Early World Civilizations):</b> Lessons 2, 3, 5, 8<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 3 |
| <b>RI.1.8</b> Identify the reasons an author gives to support points in a text.                                                                         | <b>Knowledge TG:</b><br><b>D4:</b> Lesson 3<br><b>D6:</b> Lessons 2, 7<br><b>D9 (Early World Civilizations):</b> Lesson 1<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 11                                                                                                   |
| <b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | <b>Knowledge TG:</b><br><b>D4:</b> Lesson 3<br><b>D5:</b> Lesson 1<br><b>D6:</b> Lesson 6<br><b>D9 (Early World Civilizations):</b> Lessons 5, 6, 7<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 10                                                                         |
| Range of Reading and Level of Text Complexity                                                                                                           |                                                                                                                                                                                                                                                                             |
| <b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.                                                  | <b>Skills TG:</b><br><b>U4:</b> Lessons 15, 17<br><br><b>Knowledge TG:</b><br><b>D7:</b> Lesson 1<br><b>D9 (Early World Civilizations):</b> Lesson 1<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 1                                                                         |
| Foundational Skills                                                                                                                                     |                                                                                                                                                                                                                                                                             |
| Print Concepts                                                                                                                                          |                                                                                                                                                                                                                                                                             |

## GRADES K-5

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| <b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.                                   | <b>Knowledge TG:</b><br><b>D10:</b> Lesson 4                                                                                                                                                                                                                                         |
| <b>RF.1.1a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | <b>Skills TG:</b><br><b>U1:</b> Lessons 19, 20, 21, 26, 30<br><b>U2:</b> Lessons 1, 2<br><b>U5:</b> Lessons 3, 5, 7, 11, 13<br><b>U7:</b> Lessons 9, 10, 17, 18                                                                                                                      |
| Phonological Awareness                                                                                                     |                                                                                                                                                                                                                                                                                      |
| <b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                 | <b>Skills TG:</b><br><b>U3:</b> Lessons 4, 15<br><b>U4:</b> Lesson 22<br><b>U6:</b> Lessons 1, 2, 3                                                                                                                                                                                  |
| <b>RF.1.2a</b> Distinguish long from short vowel sounds in spoken single-syllable words.                                   | <b>Skills TG:</b><br><b>U2:</b> Lessons 2, 3, 4, 5, 6, 8, 11, 12, 13                                                                                                                                                                                                                 |
| <b>RF.1.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.             | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 3, 4, 11, 12, 14, 15, 16, 17, 18, 21, 22, 26, 27, 28, 29, 30, 31, 32<br><b>U3:</b> Lessons 13, 15, 17<br><b>U4:</b> Lesson 4<br><b>U5:</b> Lesson 4                                                                                       |
| <b>RF.1.2c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.   | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 3, 4, 11, 12, 14, 15, 16, 17, 18, 21, 22, 26, 27, 28, 29, 30, 31, 32<br><b>U2:</b> Lessons 1, 3, 6, 8, 12<br><b>U3:</b> Lessons 1, 3, 9, 12<br><b>U4:</b> Lessons 1, 2, 3, 4, 5, 19<br><b>U5:</b> Lessons 1, 3, 6, 11, 12, 13, 14, 16, 21 |
| <b>RF.1.2d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).          | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 3, 4, 11, 12, 14, 15, 16, 17, 18, 21, 22, 26, 27, 28, 29, 30, 31, 32<br><b>U2:</b> Lessons 1, 3, 5, 6, 8, 9, 12<br><b>U3:</b> Lessons 1, 9, 11, 14, 15, 17<br><b>U4:</b> Lessons 5, 7, 20                                                 |



## GRADES K-5

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|                                                                                                    | <b>U5:</b> Lessons 2, 7<br><b>U6:</b> Lessons 7, 13, 14, 23<br><b>U7:</b> Lesson 7                                                                                                                                                                                                                                                                                                                                                                                                 |
| Phonics and Word Recognition                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.       | <b>Skills TG:</b><br><b>U1:</b> Lessons 11, 18, 23, 24, 25<br><b>U2:</b> Lessons 1, 2, 18<br><b>U3:</b> Lesson 2<br><b>U5:</b> Lessons 3, 17<br><b>U6:</b> Lessons 6, 8, 20                                                                                                                                                                                                                                                                                                        |
| <b>RF.1.3a</b> Know the spelling-sound correspondences for common consonant digraphs.              | <b>Skills TG:</b><br><b>U1:</b> Lessons 2, 3, 4, 5, 11, 12, 13, 15, 16, 17, 18, 20<br><b>U4:</b> Lessons 15, 26, 27, 28<br><b>U5:</b> Lessons 10, 18, 21<br><b>U6:</b> Lessons 17, 19<br><b>U7:</b> Lesson 21                                                                                                                                                                                                                                                                      |
| <b>RF.1.3b</b> Decode regularly spelled one-syllable words.                                        | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 11, 12, 13, 14, 15, 16, 17, 18, 20<br><b>U2:</b> Lessons 1, 2, 4, 5, 8, 9, 10, 11<br><b>U3:</b> Lessons 1, 5, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19<br><b>U4:</b> Lessons 1, 2, 3, 4, 6, 7, 9, 10, 11, 12, 14, 15, 20, 24, 26, 27, 28<br><b>U5:</b> Lessons 1, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 16, 19, 22<br><b>U6:</b> Lessons 1, 2, 3, 4, 5, 6, 10, 11, 15, 16, 18, 19, 24<br><b>U7:</b> Lessons 1, 2, 5, 11, 12, 21 |
| <b>RF.1.3c</b> Know final -e and common vowel team conventions for representing long vowel sounds. | <b>Skills TG:</b><br><b>U2:</b> Lessons 3, 6, 7, 8, 10, 12, 13, 15, 16, 17<br><b>U3:</b> Lessons 5, 6, 9, 10, 11, 12, 14, 18, 19<br><b>U4:</b> Lessons 2, 6, 12, 26, 27, 28<br><b>U6:</b> Lessons 3, 18, 22<br><b>U7:</b> Lessons 15, 21                                                                                                                                                                                                                                           |
| <b>RF.1.3d</b> Use knowledge that every syllable must have a vowel sound to                        | <b>Skills TG:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## GRADES K-5

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| determine the number of syllables in a printed word.                                                    | <b>U4:</b> Lessons 7, 8, 14, 25, 26, 27, 28<br><b>U6:</b> Lesson 14<br><b>U7:</b> Lesson 21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>RF.1.3e</b> Decode two-syllable words following basic patterns by breaking the words into syllables. | <b>Skills TG:</b><br><b>U4:</b> Lessons 9, 10, 11, 14, 18, 20, 24, 26, 27, 28<br><b>U5:</b> Lessons 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 21, 22<br><b>U7:</b> Lessons 17, 18, 21                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>RF.1.3f</b> Read words with inflectional endings.                                                    | <b>Skills TG:</b><br><b>U4:</b> Lessons 13, 16, 19, 21, 22, 24, 26, 27, 28<br><b>U5:</b> Lessons 1, 2, 3, 5, 9, 11, 21<br><b>U6:</b> Lessons 15, 21<br><b>U7:</b> Lessons 1, 3, 4, 5, 6                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.                          | <b>Skills TG:</b><br><b>U1:</b> Lessons 3, 5, 11, 13, 14, 15, 16, 17, 19, 20, 23, 25, 27, 28, 29<br><b>U2:</b> Lessons 2, 5, 7, 10, 11, 13, 14, 15, 16, 17<br><b>U3:</b> Lessons 2, 5, 6, 7, 10, 11, 15, 16, 18<br><b>U4:</b> Lessons 1, 5, 8, 15, 26, 27, 28<br><b>U5:</b> Lessons 2, 6, 8, 10, 11, 14, 20<br><b>U6:</b> Lessons 10, 11, 12, 15, 16, 17<br><b>U7:</b> Lessons 1, 5, 6, 9, 11, 15                                                                                                                                                                                                    |
| Fluency                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.                       | <b>Skills TG:</b><br><b>U1:</b> Lessons 19, 20, 21, 22, 23, 26, 28, 29, 30, 31, 32<br><b>U2:</b> Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19<br><b>U3:</b> Lessons 1, 3, 4, 6, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19<br><b>U4:</b> Lessons 2, 3, 4, 5, 8, 9, 10, 12, 13, 14, 15, 16, 17, 19, 21, 23, 25<br><b>U5:</b> Lessons 2, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 19, 20, 21, 22<br><b>U6:</b> Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25<br><b>U7:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 |
| <b>RF.1.4a</b> Read grade-level text with purpose and understanding.                                    | <b>Skills TG:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## GRADES K-5

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|                                                                                                                                                                                                    | <b>U1:</b> Lessons 19, 20, 21, 22, 23, 26, 28, 29, 30, 31, 32<br><b>U2:</b> Lessons 4, 5, 6, 10, 11, 12, 13, 14, 17, 18<br><b>U3:</b> Lessons 1, 3, 4, 6, 8, 10, 12, 16, 17, 19<br><b>U4:</b> Lessons 2, 4, 5, 8, 10, 12, 13, 15, 16, 19, 21, 23<br><b>U5:</b> Lessons 2, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 19, 21, 22<br><b>U6:</b> Lessons 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25<br><b>U7:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 |
| <b>RF.1.4b</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.                                                                                | <b>Skills TG:</b><br><b>U1:</b> Lessons 6, 7, 8, 9, 10<br><b>U2:</b> Lessons 3, 7, 9, 10, 14, 15, 16, 19<br><b>U3:</b> Lessons 1, 3, 4, 6, 9, 13, 14, 16, 17, 18<br><b>U4:</b> Lessons 3, 9, 14, 17, 25<br><b>U5:</b> Lessons 7, 15, 20<br><b>U6:</b> Lesson 8<br><b>U7:</b> Lesson 18                                                                                                                                                                                                                             |
| <b>RF.1.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                  | <b>Skills TG:</b><br><b>U3:</b> Lessons 1, 3, 4, 6, 8, 16, 17<br><b>U5:</b> Lessons 2, 9                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Writing</b>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Text Types and Purposes                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>W.1.1</b> 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. | <b>Skills TG:</b><br><b>U3:</b> Lessons 6, 8<br><b>U5:</b> Lessons 15, 16, 17, 18<br><b>U6:</b> Lessons 17, 19, 23<br><b>U7:</b> Lessons 6, 11, 12, 15, 16, 17, 18, 19<br><br><b>Knowledge TG:</b><br><b>D4:</b> Lessons 5, 6, 7, 8, 10<br><b>D5:</b> Lessons 9, 10<br><b>D6:</b> Lesson 9<br><b>D9 (Early World Civilizations):</b> Lesson 6<br><b>D9 (Maya, Aztec, and Inca):</b> Lessons 2, 3, 8, 9                                                                                                             |

## GRADES K-5

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| <p><b>W.1.2</b> 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>Skills TG:</b><br/> <b>U4:</b> Lessons 20, 21, 22, 23, 24, 25<br/> <b>U7:</b> Lessons 6, 13, 14, 15, 16, 17, 20</p> <p><b>Knowledge TG:</b><br/> <b>D4:</b> Lesson 1<br/> <b>D5:</b> Lessons 6, 7<br/> <b>D6:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 10<br/> <b>D7:</b> Lessons 11, 12<br/> <b>D8 (Fairy Tales):</b> Lessons 6, 8, 9, 10<br/> <b>D8 (The History of the Earth):</b> Lessons 1, 2, 5, 7, 8, 10<br/> <b>D9 (Maya, Aztec, and Inca):</b> Lessons 1, 2, 3, 5, 6<br/> <b>D10:</b> Lessons 4, 10, 11, 12, 14</p> |
| <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> | <p><b>Skills TG:</b><br/> <b>U3:</b> Lessons 2, 3, 4, 7, 8<br/> <b>U6:</b> Lessons 1, 2, 3, 4, 5</p> <p><b>Knowledge TG:</b><br/> <b>D2:</b> Lessons 6, 8<br/> <b>D3:</b> Lessons 2, 4, 6, 7, 8, 9, 10</p>                                                                                                                                                                                                                                                                                                                 |
| <p>Production and Distribution of Writing</p>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>                                                    | <p><b>Skills TG:</b><br/> <b>U3:</b> Lesson 7<br/> <b>U4:</b> Lesson 24<br/> <b>U5:</b> Lesson 18<br/> <b>U6:</b> Lesson 5<br/> <b>U7:</b> Lesson 17</p> <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1, 3, 4, 5, 6, 7, 8, 10<br/> <b>D2:</b> Lessons 9, 10<br/> <b>D4:</b> Lesson 9<br/> <b>D5:</b> Lesson 10</p>                                                                                                                                                                                                      |

## GRADES K-5

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|                                                                                                                                                                                | <b>D6:</b> Lesson 10<br><b>D8 (Fairy Tales):</b> Lessons 11, 12<br><b>D8 (The History of the Earth):</b> Lesson 10<br><b>D9 (Early World Civilizations):</b> Lesson 9<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 10<br><b>D10:</b> Lesson 13                                                                                                                              |
| <b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.                      | <b>Skills TG:</b><br><b>U5:</b> Lesson 18<br><b>U6:</b> Lesson 5<br><br><b>Knowledge TG:</b><br><b>D3:</b> Lesson 10<br><b>D4:</b> Lesson 9<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 11                                                                                                                                                                                 |
| Research to Build and Present Knowledge                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                             |
| <b>W.1.7</b> 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). | <b>Skills TG:</b><br><b>U5:</b> Lesson 16<br><br><b>Knowledge TG:</b><br><b>D1:</b> Lesson 9<br><b>D2:</b> Lessons 1, 2, 3, 4, 5<br><b>D9 (Early World Civilizations):</b> Lessons 2, 3<br><b>D10:</b> Lessons 1, 2, 3, 5, 10, 11, 14, 15                                                                                                                                   |
| <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                      | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 2, 4, 6, 8<br><b>D2:</b> Lesson 7<br><b>D3:</b> Lessons 1, 3, 5<br><b>D4:</b> Lessons 4, 10<br><b>D5:</b> Lessons 1, 2, 3, 4, 5, 8<br><b>D6:</b> Lessons 5, 6, 10<br><b>D8 (Fairy Tales):</b> Lessons 3, 4, 7<br><b>D8 (The History of the Earth):</b> Lesson 9<br><b>D9 (Early World Civilizations):</b> Lessons 1, 2, 5, 7, 10 |

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|                                                                                                                                                                        | <b>D9 (Maya, Aztec, and Inca):</b> Lessons 4, 7, 8<br><b>D10:</b> Lessons 1, 5, 6, 7, 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Speaking and Listening</b>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Comprehension and Collaboration                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. | <b>Knowledge TG:</b><br><b>D1:</b> Lesson 9<br><b>D2:</b> Lessons 1, 6, 8, 9, 10<br><b>D3:</b> Lesson 1<br><b>D4:</b> Lessons 1, 7, 8, 9, 10<br><b>D5:</b> Lessons 2, 3, 4, 5, 6, 7, 10<br><b>D6:</b> Lessons 2, 4, 5, 9, 10<br><b>D7:</b> Lessons 1, 7, 9, 10, 12<br><b>D8 (Fairy Tales):</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br><b>D8 (The History of the Earth):</b> Lessons 1, 3, 4, 5, 7<br><b>D9 (Early World Civilizations):</b> Lessons 4, 5, 6, 8, 9, 11, 12<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 11<br><b>D10:</b> Lessons 1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 14 |
| <b>SL.1.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).     | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 1, 3, 5, 7<br><b>D2:</b> Lessons 1, 2, 3, 4<br><b>D8 (The History of the Earth):</b> Lesson 4<br><b>D10:</b> Lesson 3                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>SL.1.1b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.                                              | <b>Knowledge TG:</b><br><b>D4:</b> Lessons 1, 2, 3, 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>SL.1.1c</b> Ask questions to clear up any confusion about the topics and texts under discussion.                                                                    | <b>Knowledge TG:</b><br><b>D6:</b> Lessons 2, 5<br><b>D7:</b> Lesson 8<br><b>D9 (Early World Civilizations):</b> Lesson 1<br><b>D9 (Maya, Aztec, and Inca):</b> Lessons 5, 10                                                                                                                                                                                                                                                                                                                                                                                                               |

## GRADES K-5

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| <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>                   | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lesson 6<br/> <b>D2:</b> Lessons 2, 3, 4<br/> <b>D3:</b> Lesson 7<br/> <b>D4:</b> Lessons 2, 3, 6<br/> <b>D5:</b> Lessons 1, 8, 9<br/> <b>D6:</b> Lessons 1, 3, 6, 7, 8, 10<br/> <b>D7:</b> Lessons 1, 2, 4, 5, 6, 8<br/> <b>D8 (Fairy Tales):</b> Lessons 1, 5, 10, 11, 12<br/> <b>D8 (The History of the Earth):</b> Lessons 2, 6<br/> <b>D9 (Early World Civilizations):</b> Lesson 2<br/> <b>D9 (Maya, Aztec, and Inca):</b> Lessons 1, 3, 4, 5<br/> <b>D10:</b> Lessons 4, 7, 13</p> |
| <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p><b>Knowledge TG:</b><br/> <b>D5:</b> Lesson 1<br/> <b>D6:</b> Lessons 1, 2, 10</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Presentation of Knowledge and Ideas</p>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>                                 | <p><b>Skills TG:</b><br/> <b>U6:</b> Lessons 2, 3, 4, 20</p> <p><b>Knowledge TG:</b><br/> <b>D3:</b> Lesson 10<br/> <b>D4:</b> Lessons 4, 5, 10<br/> <b>D5:</b> Lessons 7, 8, 9<br/> <b>D6:</b> Lessons 1, 2<br/> <b>D7:</b> Lessons 2, 3, 11<br/> <b>D8 (Fairy Tales):</b> Lesson 2<br/> <b>D8 (The History of the Earth):</b> Lesson 8<br/> <b>D9 (Early World Civilizations):</b> Lessons 1, 3, 7, 10, 12<br/> <b>D9 (Maya, Aztec, and Inca):</b> Lessons 2, 7, 9, 10<br/> <b>D10:</b> Lessons 5, 6, 8, 10, 11, 14, 15</p>     |
| <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>                          | <p><b>Skills TG:</b><br/> <b>U3:</b> Lessons 13, 14</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## GRADES K-5

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|                                                                                                                                                                 | <b>Knowledge TG:</b><br><b>D1:</b> Lesson 3<br><b>D8 (Fairy Tales):</b> Lesson 12<br><b>D8 (The History of the Earth):</b> Lessons 1, 10                                                                                                                                                                                          |
| <b>SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 1, 2, 7<br><b>D2:</b> Lessons 1, 2, 4, 5<br><b>D3:</b> Lessons 1, 2, 3, 4<br><b>D4:</b> Lessons 1, 2, 3, 5<br><b>D6:</b> Lessons 4, 9<br><b>D7:</b> Lessons 1, 2, 4<br><b>D8 (The History of the Earth):</b> Lessons 7, 8<br><b>D9 (Early World Civilizations):</b> Lessons 1, 2, 3, 4 |
| <b>Language</b>                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                   |
| Conventions of Standard English                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                   |
| <b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                             | <b>Knowledge TG:</b><br><b>D1:</b> Lesson 5<br><b>D6:</b> Lesson 6<br><b>D7:</b> Lessons 7, 8<br><b>D9 (Early World Civilizations):</b> Lesson 9<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 6                                                                                                                                   |
| <b>L.1.1a</b> Print all upper- and lowercase letters.                                                                                                           | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 2, 4, 5, 12, 13, 15, 16                                                                                                                                                                                                                                                                |
| <b>L.1.1b</b> Use common, proper, and possessive nouns.                                                                                                         | <b>Skills TG:</b><br><b>U1:</b> Lessons 3, 5, 14, 17, 22, 24, 26, 29<br><b>U2:</b> Lessons 2, 4, 7, 9, 11, 13, 17, 19<br><b>U4:</b> Lessons 9, 12, 17, 25<br><b>U5:</b> Lesson 22<br><b>U6:</b> Lesson 13<br><b>U7:</b> Lesson 3                                                                                                  |



## GRADES K-5

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| <b>L.1.1c</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).                                           | <b>Skills TG:</b><br><b>U5:</b> Lessons 1, 2, 9<br><b>U6:</b> Lesson 15<br><b>U7:</b> Lessons 3, 4, 6                                                                                             |
| <b>L.1.1d</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).                             | <b>Skills TG:</b><br><b>U1:</b> Lesson 11<br><b>U6:</b> Lessons 7, 9, 12, 13, 20, 22<br><b>D9 (Early World Civilizations):</b> Lesson 9<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 6            |
| <b>L.1.1e</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ). | <b>Skills TG:</b><br><b>U3:</b> Lessons 8, 10, 13, 16<br><b>U4:</b> Lessons 11, 12, 13, 16, 18, 19, 21, 22, 24, 25<br><b>U6:</b> Lesson 21<br><br><b>Knowledge TG:</b><br><b>D7:</b> Lessons 7, 8 |
| <b>L.1.1f</b> Use frequently occurring adjectives.                                                                                                            | <b>Skills TG:</b><br><b>U4:</b> Lessons 17, 18, 22, 23<br><b>U5:</b> Lessons 18, 20, 22<br><b>U6:</b> Lessons 8, 9, 14, 19                                                                        |
| <b>L.1.1g</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).                                                                | <b>Skills TG:</b><br><b>U7:</b> Lessons 4, 8, 12, 18<br><br><b>Knowledge TG:</b><br><b>D6:</b> Lesson 6<br><b>D8 (Fairy Tales):</b> Lesson 4<br><b>D10:</b> Lesson 9                              |
| <b>L.1.1h</b> Use determiners (e.g., articles, demonstratives).                                                                                               | <b>Knowledge TG:</b><br><b>D1:</b> Lesson 5<br><b>D3:</b> Lesson 9<br><b>D6:</b> Lessons 1, 2                                                                                                     |

## GRADES K-5

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| <b>L.1.1i</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).                                                             | <b>Skills TG:</b><br><b>U5:</b> Lessons 18, 19, 22<br><b>U6:</b> Lessons 8, 9, 14, 19<br><br><b>Knowledge TG:</b><br><b>D10:</b> Lesson 9                                                                                              |
| <b>L.1.1j</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | <b>Skills TG:</b><br><b>U3:</b> Lessons 3, 6<br><b>U5:</b> Lessons 7, 11, 13, 14, 18, 19, 22<br><b>U6:</b> Lessons 8, 9, 19<br><br><b>Knowledge TG:</b><br><b>D10:</b> Lesson 9                                                        |
| <b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                         | <b>Skills TG:</b><br><b>U4:</b> Lessons 2, 3, 6, 25<br><br><b>Knowledge TG:</b><br><b>D10:</b> Lesson 13                                                                                                                               |
| <b>L.1.2a</b> Capitalize dates and names of people.                                                                                                     | <b>Skills TG:</b><br><b>U1:</b> Lessons 20, 21<br><b>U4:</b> Lessons 1, 3                                                                                                                                                              |
| <b>L.1.2b</b> Use end punctuation for sentences.                                                                                                        | <b>Skills TG:</b><br><b>U1:</b> Lessons 19, 20, 21, 22, 23, 26, 28, 30, 31, 32<br><b>U2:</b> Lessons 1, 2, 4, 5, 6, 7, 10, 11, 12, 13<br><b>U3:</b> Lesson 1<br><b>U5:</b> Lessons 3, 5, 7, 11, 13, 22<br><b>U7:</b> Lessons 9, 10, 18 |
| <b>L.1.2c</b> Use commas in dates and to separate single words in a series.                                                                             | <b>Skills TG:</b><br><b>U1:</b> Lessons 20, 21<br><b>U4:</b> Lessons 1, 3<br><b>U7:</b> Lessons 7, 9, 18                                                                                                                               |

## GRADES K-5

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| <p><b>L.1.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>                                                               | <p><b>Skills TG:</b><br/> <b>U1:</b> Lessons 12, 13, 15, 16, 30, 31, 32<br/> <b>U3:</b> Lessons 1, 5, 6, 7, 10, 11, 15<br/> <b>U4:</b> Lessons 1, 5, 6, 10, 11, 15, 16, 20<br/> <b>U5:</b> Lessons 1, 5, 6, 10, 11, 15, 16, 20<br/> <b>U6:</b> Lessons 1, 5, 6, 10, 11, 15, 16, 20<br/> <b>U7:</b> Lessons 1, 5, 6, 10, 11, 15</p>                                                                                                       |
| <p><b>L.1.2e</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>                                                                                    | <p><b>Skills TG:</b><br/> <b>U3:</b> Lesson 2<br/> <b>U6:</b> Lessons 2, 3, 4</p>                                                                                                                                                                                                                                                                                                                                                        |
| <p>Vocabulary Acquisition and Use</p>                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lesson 7<br/> <b>D4:</b> Lesson 4<br/> <b>D5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br/> <b>D6:</b> Lesson 7<br/> <b>D7:</b> Lessons 3, 9<br/> <b>D8 (Fairy Tales):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br/> <b>D9 (Early World Civilizations):</b> Lessons 1, 8<br/> <b>D9 (Maya, Aztec, and Inca):</b> Lesson 1<br/> <b>D10:</b> Lessons 1, 2, 3, 5, 6, 8, 9, 10, 11, 12</p> |
| <p><b>L.1.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>                                                                                                      | <p><b>Skills TG:</b><br/> <b>U6:</b> Lesson 16</p> <p><b>Knowledge TG:</b><br/> <b>D6:</b> Lesson 5<br/> <b>D7:</b> Lessons 3, 9</p>                                                                                                                                                                                                                                                                                                     |
| <p><b>L.1.4b</b> Use frequently occurring affixes as a clue to the meaning of a word.</p>                                                                                                          | <p><b>Knowledge TG:</b><br/> <b>D2:</b> Lessons 4, 8<br/> <b>D3:</b> Lessons 1, 2, 5<br/> <b>D4:</b> Lessons 5, 9</p>                                                                                                                                                                                                                                                                                                                    |

## GRADES K-5

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| <p><b>L.1.4c</b> Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>                   | <p><b>Skills TG:</b><br/> <b>U4:</b> Lessons 8, 9, 11, 14<br/> <b>U5:</b> Lessons 3, 5, 22<br/> <b>U6:</b> Lesson 21<br/> <b>U7:</b> Lesson 8</p>                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>                                | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br/> <b>D4:</b> Lessons 1, 2, 3, 5, 6, 7, 8, 9<br/> <b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br/> <b>D8 (Fairy Tales):</b> Lesson 1<br/> <b>D9 (Maya, Aztec, and Inca):</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>                                                                                                                                                                                                               |
| <p><b>L.1.5a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>                                      | <p><b>Knowledge TG:</b><br/> <b>D4:</b> Lessons 1, 2<br/> <b>D6:</b> Lesson 1<br/> <b>D7:</b> Lesson 12<br/> <b>D8 (The History of the Earth):</b> Lessons 3, 6<br/> <b>D9 (Early World Civilizations):</b> Lessons 3, 11, 12<br/> <b>D9 (Maya, Aztec, and Inca):</b> Lesson 4</p>                                                                                                                                                                                                                                                 |
| <p><b>L.1.5b</b> Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> | <p><b>Knowledge TG:</b><br/> <b>D4:</b> Lesson 1<br/> <b>D6:</b> Lessons 3, 4<br/> <b>D9 (Early World Civilizations):</b> Lesson 5<br/> <b>D9 (Maya, Aztec, and Inca):</b> Lesson 7</p>                                                                                                                                                                                                                                                                                                                                            |
| <p><b>L.1.5c</b> Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>                                       | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br/> <b>D2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br/> <b>D3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9<br/> <b>D4:</b> Lessons 3, 5, 6, 7, 8, 9<br/> <b>D6:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 9<br/> <b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11<br/> <b>D8 (Fairy Tales):</b> Lesson 1<br/> <b>D8 (The History of the Earth):</b> Lessons 1, 2, 4, 5, 7, 8<br/> <b>D9 (Early World Civilizations):</b> Lessons 1, 2, 4, 6, 7, 8, 9, 10</p> |

## GRADES K-5

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|                                                                                                                                                                                                                                                                       | <b>D9 (Maya, Aztec, and Inca):</b> Lessons 2, 3, 5, 6, 9, 10, 11<br><b>D10:</b> Lessons 1, 2, 6, 9, 11, 12                                   |
| <b>L.1.5d</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings. | <b>Knowledge TG:</b><br><b>D4:</b> Lesson 2<br><b>D6:</b> Lesson 5<br><b>D7:</b> Lessons 7, 8<br><b>D9 (Maya, Aztec, and Inca):</b> Lesson 8 |
| <b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).                                      | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 1, 2, 3, 4<br><b>D6:</b> Lesson 2<br><b>D8 (The History of the Earth):</b> Lesson 4               |

## A Correlation of 3rd Edition CKLA to Common Core State Standards for English Language Arts

| Grade 2                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Common Core State Standards for English Language Arts                                                                                                                                     | 3rd Edition Core Knowledge Language Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Literature                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Key Ideas and Details                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>RL.2.1</b> 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. | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22<br><b>U2:</b> Lessons 1, 2, 3, 4, 5, 9, 10, 12, 13, 15, 16<br><b>U3:</b> Lessons 1, 2, 3, 4, 6, 8, 9, 10, 11, 13, 14, 16, 18, 19, 20, 25<br><b>U4:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25<br><b>U5:</b> Lessons 3, 5, 7, 8, 13, 14, 15, 16, 18, 21, 22, 23, 24, 25, 27<br><b>U6:</b> Lessons 33, 34, 36<br><br><b>Knowledge TG:</b><br><b>D1:</b> Lesson 6<br><b>D2:</b> Lesson 2<br><b>D3:</b> Lesson 5<br><b>D7:</b> Lessons 2, 3<br><b>D9 (India and China):</b> Lesson 3 |
| <b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.                                               | <b>Skills TG:</b><br><b>U1:</b> Lessons 12, 13, 14, 15, 17, 19<br><b>U2:</b> Lessons 3, 9, 12, 13, 15<br><b>U3:</b> Lesson 14<br><b>U4:</b> Lessons 7, 8, 9, 10, 17, 18<br><br><b>Knowledge TG:</b><br><b>D1:</b> Lessons 1, 3, 8<br><b>D3:</b> Lessons 2, 3, 4, 6, 9<br><b>D9 (India and China):</b> Lessons 3, 7                                                                                                                                                                                                                                                                                                                     |

## GRADES K-5

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| <p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p>                                                                              | <p><b>Skills TG:</b><br/> <b>U1:</b> Lessons 2, 5, 11, 13, 14, 15, 17, 18, 19<br/> <b>U5:</b> Lessons 2, 4, 5, 7, 8, 9, 13, 14, 15, 18, 21, 22, 23, 24, 25</p> <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1, 2, 4, 5, 7, 9<br/> <b>D3:</b> Lessons 5, 6, 7, 10<br/> <b>D9 (India and China):</b> Lesson 4</p> |
| <p>Craft and Structure</p>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                    |
| <p><b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>         | <p><b>Skills TG:</b><br/> <b>U3:</b> Lesson 25</p> <p><b>Knowledge TG:</b><br/> <b>D4:</b> Lesson 2<br/> <b>D7:</b> Lessons 1, 3, 4, 5, 6, 8, 9</p>                                                                                                                                                                |
| <p><b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>             | <p><b>Skills TG:</b><br/> <b>U1:</b> Lesson 19<br/> <b>U2:</b> Lessons 2, 3, 4, 5, 9, 10, 12, 13<br/> <b>U4:</b> Lessons 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19<br/> <b>U5:</b> Lessons 16, 17</p> <p><b>Knowledge TG:</b><br/> <b>D3:</b> Lesson 1</p>                                                            |
| <p><b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> | <p><b>Knowledge TG:</b><br/> <b>D2:</b> Lessons 6, 8<br/> <b>D3:</b> Lesson 2<br/> <b>D7:</b> Lesson 3</p>                                                                                                                                                                                                         |
| <p>Integration of Knowledge and Ideas</p>                                                                                                                                    |                                                                                                                                                                                                                                                                                                                    |
| <p><b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or</p>          | <p><b>Skills TG:</b><br/> <b>U1:</b> Lessons 12, 18, 22</p>                                                                                                                                                                                                                                                        |

## GRADES K-5

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| plot.                                                                                                                                                                                                              | <b>U4:</b> Lesson 22<br><b>U5:</b> Lessons 2, 4, 8, 11, 14, 20, 21, 24, 25<br><br><b>Knowledge TG:</b><br><b>D1:</b> Lessons 2, 3, 7, 10<br><b>D2:</b> Lessons 2, 3, 5<br><b>D3:</b> Lesson 8                                                                                                             |
| <b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.                                                              | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 3, 7, 8<br><b>D3:</b> Lesson 3                                                                                                                                                                                                                                 |
| Range of Reading and Level of Text Complexity                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                           |
| <b>RL.2.10</b> 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. | <b>Skills TG:</b><br><b>U6:</b> Lessons 33, 34, 36<br><br><b>Knowledge TG:</b><br><b>D2:</b> Lesson 3                                                                                                                                                                                                     |
| <b>Informational Text</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                           |
| Key Ideas and Details                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                           |
| <b>RI.2.1</b> 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.                          | <b>Skills TG:</b><br><b>U6:</b> Lessons 4, 5, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 31, 32<br><br><b>Knowledge TG:</b><br><b>D2:</b> Lessons 6, 7, 11, 12<br><b>D4:</b> Lesson 3<br><b>D8 (Creating Change):</b> Lesson 10<br><b>D10:</b> Lessons 3, 4, 5, 6, 7, 8, 9, 10 |
| <b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.                                                                                        | <b>Knowledge TG:</b><br><b>D5:</b> Lessons 2, 8, 9                                                                                                                                                                                                                                                        |



## GRADES K-5

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|                                                                                                                                                                                                    | <b>D6:</b> Lesson 9<br><b>D8 (Creating Change):</b> Lessons 7, 11<br><b>D8 (Immigration):</b> Lessons 1, 2, 3, 4, 5, 6, 10<br><b>D9 (All About Nutrition):</b> Lessons 5, 6, 7, 9<br><b>D9 (India and China):</b> Lessons 8, 9                                                                                                                                                                                                                                                       |
| <b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.                                             | <b>Skills TG:</b><br><b>U6:</b> Lessons 4, 7, 9, 13, 15, 22, 26<br><br><b>Knowledge TG:</b><br><b>D4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8<br><b>D5:</b> Lessons 1, 3, 4, 5, 7<br><b>D6:</b> Lessons 1, 2, 3, 4, 5, 8<br><b>D8 (Creating Change):</b> Lessons 2, 3, 4, 5, 6, 8, 10, 12<br><b>D8 (Immigration):</b> Lessons 1, 2, 3, 5, 6, 8, 9<br><b>D9 (All About Nutrition):</b> Lessons 3, 4<br><b>D9 (India and China):</b> Lessons 1, 2, 5, 6, 9, 10, 11<br><b>D10:</b> Lesson 11 |
| Craft and Structure                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .                                                                            | <b>Skills TG:</b><br><b>U6:</b> Lessons 5, 8, 11, 12, 14, 16, 17, 19, 23, 24, 26                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>RI.2.5</b> 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. | <b>Skills TG:</b><br><b>U6:</b> Lessons 2, 3, 5, 8, 11, 21, 25<br><br><b>Knowledge TG:</b><br><b>D2:</b> Lesson 12                                                                                                                                                                                                                                                                                                                                                                   |
| <b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.                                                                                | <b>Skills TG:</b><br><b>U6:</b> Lessons 22, 30<br><br><b>Knowledge TG:</b><br><b>D4:</b> Lesson 8<br><b>D8 (Immigration):</b> Lesson 7<br><b>D9 (All About Nutrition):</b> Lessons 1, 2, 8                                                                                                                                                                                                                                                                                           |

## GRADES K-5

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|                                                                                                                                                                                                                                                           | <b>D10:</b> Lessons 1, 2                                                                                                                                                                  |
| Integration of Knowledge and Ideas                                                                                                                                                                                                                        |                                                                                                                                                                                           |
| <b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.                                                                                                                                 | <b>Skills TG:</b><br><b>U6:</b> Lessons 3, 4<br><br><b>Knowledge TG:</b><br><b>D4:</b> Lesson 9<br><b>D6:</b> Lesson 5<br><b>D8 (Immigration):</b> Lesson 2                               |
| <b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.                                                                                                                                                                    | <b>Skills TG:</b><br><b>U6:</b> Lessons 7, 9, 22, 24<br><br><b>Knowledge TG:</b><br><b>D6:</b> Lesson 6<br><b>D8 (Creating Change):</b> Lessons 1, 9<br><b>D8 (Immigration):</b> Lesson 3 |
| <b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.                                                                                                                                                    | <b>Knowledge TG:</b><br><b>D6:</b> Lessons 2, 7, 10, 11<br><b>D10:</b> Lesson 12                                                                                                          |
| Range of Reading and Level of Text Complexity                                                                                                                                                                                                             |                                                                                                                                                                                           |
| <b>RI.2.10</b> 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. | <b>Skills TG:</b><br><b>U6:</b> Lessons 6, 10, 12, 14, 16, 20, 27                                                                                                                         |
| <b>Foundational Skills</b>                                                                                                                                                                                                                                |                                                                                                                                                                                           |
| Phonics and Word Recognition                                                                                                                                                                                                                              |                                                                                                                                                                                           |

## GRADES K-5

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| <b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.        | <b>Skills TG:</b><br><b>U3:</b> Lesson 6<br><b>U4:</b> Lessons 20, 22, 23, 24, 25<br><b>U5:</b> Lessons 16, 26, 27<br><b>U6:</b> Lesson 10                                                                                                                                                                                                                                                        |
| <b>RF.2.3a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22<br><b>U2:</b> Lessons 1, 2, 3, 5, 7, 8, 10, 11, 14, 15, 16<br><b>U3:</b> Lessons 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, 25<br><b>U4:</b> Lessons 1, 8, 9, 11, 16, 17, 18, 21<br><b>U5:</b> Lessons 8, 19<br><b>U6:</b> Lessons 6, 17, 21, 25, 26, 28, 35, 36 |
| <b>RF.2.3b</b> Know spelling-sound correspondences for additional common vowel teams.               | <b>Skills TG:</b><br><b>U1:</b> Lessons 7, 8, 9, 10<br><b>U3:</b> Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20, 21, 23<br><b>U4:</b> Lessons 1, 4, 5, 6, 17, 21<br><b>U5:</b> Lessons 6, 19<br><b>U6:</b> Lessons 3, 4, 13, 16, 17, 21, 22, 27                                                                                                                              |
| <b>RF.2.3c</b> Decode regularly spelled two-syllable words with long vowels.                        | <b>Skills TG:</b><br><b>U1:</b> Lessons 6, 7, 8, 9, 10<br><b>U2:</b> Lesson 2<br><b>U3:</b> Lessons 2, 3, 4, 7, 8, 9, 12, 13, 15, 16<br><b>U4:</b> Lessons 4, 5, 7, 8, 9, 11, 16, 17, 21<br><b>U6:</b> Lessons 17, 21, 23, 25, 26, 28, 35, 36                                                                                                                                                     |
| <b>RF.2.3d</b> Decode words with common prefixes and suffixes.                                      | <b>Skills TG:</b><br><b>U1:</b> Lessons 7, 8, 9, 10, 11, 12, 13, 16, 19, 21, 22<br><b>U2:</b> Lessons 1, 5, 6, 16<br><b>U3:</b> Lessons 11, 15, 17, 25<br><b>U4:</b> Lessons 3, 18, 19<br><b>U5:</b> Lessons 15, 16, 20, 22<br><b>U6:</b> Lesson 2                                                                                                                                                |

## GRADES K-5

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| <b>RF.2.3e</b> Identify words with inconsistent but common spelling-sound correspondences.                          | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 15, 16, 17, 19, 20, 21, 22<br><b>U2:</b> Lesson 16<br><b>U3:</b> Lessons 4, 9, 11, 15, 25<br><b>U4:</b> Lessons 1, 2, 3, 5, 6, 10, 15<br><b>U5:</b> Lessons 1, 2, 3, 5, 7, 8, 11, 12, 13, 14, 15, 20, 21, 22, 23, 24, 25, 26<br><b>U6:</b> Lessons 2, 5, 6, 8, 10, 11, 13, 14, 15, 17, 19, 21, 26, 27, 28, 30, 35, 36                                                                                                                                |
| <b>RF.2.3f</b> Recognize and read grade-appropriate irregularly spelled words.                                      | <b>Skills TG:</b><br><b>U1:</b> Lessons 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22<br><b>U2:</b> Lessons 1, 2, 4, 5, 6, 10<br><b>U3:</b> Lessons 1, 5<br><b>U4:</b> Lessons 1, 3, 11<br><b>U5:</b> Lesson 2<br><b>U6:</b> Lessons 1, 2, 11, 17, 30, 35, 36                                                                                                                                                                                                                                                                   |
| Fluency                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.                                   | <b>Skills TG:</b><br><b>U2:</b> Lessons 9, 12, 13<br><b>U4:</b> Lessons 4, 9, 18<br><b>U5:</b> Lesson 26<br><br><b>Knowledge TG:</b><br><b>D7:</b> Lesson 4                                                                                                                                                                                                                                                                                                                                                                  |
| <b>RF.2.4a</b> Read grade-level text with purpose and understanding.                                                | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22<br><b>U2:</b> Lessons 1, 2, 4, 5, 9, 10, 15, 16<br><b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, 25<br><b>U4:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 16, 17, 23, 24, 25<br><b>U5:</b> Lessons 2, 3, 4, 5, 8, 9, 11, 13, 15, 16, 18, 20, 21, 22, 23, 24, 25, 27<br><b>U6:</b> Lessons 5, 6, 8, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 24, 25, 26, 31, 32, 33 |
| <b>RF.2.4b</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | <b>Skills TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 11, 12, 13, 14, 15, 16, 18, 19, 21<br><b>U2:</b> Lessons 1, 2, 3, 4, 5, 10, 16                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                                                                                                                                                                                                                                                                                                    | <b>U3:</b> Lesson 13<br><b>U4:</b> Lessons 11, 15, 19, 21, 23, 24, 25<br><b>U5:</b> Lessons 7, 14<br><b>U6:</b> Lesson 9                                                                                                                                                                                                                           |
| <b>RF.2.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                                                                                                                  | <b>Skills TG:</b><br><b>U1:</b> Lessons 11, 12, 16, 19, 21<br><b>U2:</b> Lesson 3<br><b>U3:</b> Lesson 25<br><b>U4:</b> Lessons 8, 15, 19, 21, 22<br><b>U5:</b> Lessons 7, 23, 26<br><b>U6:</b> Lessons 6, 9, 11, 14, 18, 20, 21, 30, 34, 36                                                                                                       |
| <b>Writing</b>                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                    |
| Text Types and Purposes                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                    |
| <b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section. | <b>Skills TG:</b><br><b>U2:</b> Lessons 12, 13, 14, 15<br><b>U4:</b> Lessons 12, 13, 14, 15, 16<br><b>U5:</b> Lesson 5<br><b>U6:</b> Lesson 23<br><br><b>Knowledge TG:</b><br><b>D1:</b> Lesson 9<br><b>D2:</b> Lessons 7, 9, 10, 11, 12<br><b>D5:</b> Lessons 1, 2, 4, 7, 8, 10                                                                   |
| <b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.                                                                                                                                      | <b>Skills TG:</b><br><b>U1:</b> Lessons 7, 10<br><b>U6:</b> Lessons 22, 28, 29, 30, 31, 32, 33, 34, 35, 36<br><br><b>Knowledge TG:</b><br><b>D4:</b> Lessons 5, 6, 7, 8, 9<br><b>D6:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11<br><b>D9 (All About Nutrition):</b> Lessons 1, 2, 3, 5, 6, 7, 9<br><b>D9 (India and China):</b> Lessons 2, 5, 7, 8 |

## GRADES K-5

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| <p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> | <p><b>Skills TG:</b><br/> <b>U1:</b> Lessons 7, 10<br/> <b>U2:</b> Lessons 3, 4, 6, 7, 8, 9, 10, 12<br/> <b>U3:</b> Lessons 21, 22, 23, 24<br/> <b>U4:</b> Lessons 4, 8<br/> <b>U5:</b> Lessons 17, 18, 19, 20</p> <p><b>Knowledge TG:</b><br/> <b>D3:</b> Lessons 4, 5, 6, 7, 8, 9, 10<br/> <b>D4:</b> Lesson 4<br/> <b>D8 (Creating Change):</b> Lessons 1, 2, 3, 5, 6, 7, 8, 9, 12<br/> <b>D8 (Immigration):</b> Lessons 7, 8<br/> <b>D9 (India and China):</b> Lesson 4</p> |
| <p>Production and Distribution of Writing</p>                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>                                                                                                        | <p><b>Skills TG:</b><br/> <b>U2:</b> Lessons 8, 13, 14<br/> <b>U3:</b> Lesson 24<br/> <b>U5:</b> Lessons 18, 19, 20<br/> <b>U6:</b> Lessons 34, 35, 36</p> <p><b>Knowledge TG:</b><br/> <b>D3:</b> Lessons 8, 9<br/> <b>D4:</b> Lesson 10<br/> <b>D5:</b> Lesson 10<br/> <b>D6:</b> Lesson 12<br/> <b>D7:</b> Lessons 1, 8, 9<br/> <b>D8 (Creating Change):</b> Lessons 3, 10, 11, 12<br/> <b>D9 (India and China):</b> Lesson 10</p>                                           |
| <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>                                                                                       | <p><b>Skills TG:</b><br/> <b>U2:</b> Lesson 14</p> <p><b>Knowledge TG:</b><br/> <b>D3:</b> Lesson 10<br/> <b>D5:</b> Lesson 10</p>                                                                                                                                                                                                                                                                                                                                              |

## GRADES K-5

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|                                                                                                                                                                        | <b>D6:</b> Lesson 12<br><b>D7:</b> Lessons 9, 10<br><b>D9 (India and China):</b> Lesson 11                                                                                                                                                                                                                                                                                                                                       |
| Research to Build and Present Knowledge                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>W.2.7</b> 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).    | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 1, 4, 5, 6, 8<br><b>D5:</b> Lessons 3, 5, 8<br><b>D9 (India and China):</b> Lessons 6, 7, 8<br><b>D10:</b> Lessons 1, 5, 6, 7, 9, 11, 12, 13, 14                                                                                                                                                                                                                                      |
| <b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.                                                     | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 1, 5, 6, 7, 8<br><b>D2:</b> Lessons 2, 3, 8<br><b>D3:</b> Lessons 1, 3, 4<br><b>D4:</b> Lesson 3<br><b>D5:</b> Lessons 4, 6<br><b>D7:</b> Lessons 3, 7<br><b>D8 (Creating Change):</b> Lesson 4<br><b>D8 (Immigration):</b> Lesson 1<br><b>D9 (All About Nutrition):</b> Lesson 10<br><b>D9 (India and China):</b> Lesson 1<br><b>D10:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12 |
| Speaking and Listening                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Comprehension and Collaboration                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 5, 8<br><b>D4:</b> Lesson 1<br><b>D5:</b> Lessons 1, 6<br><b>D6:</b> Lessons 1, 5, 6<br><b>D7:</b> Lessons 1, 3, 5, 6, 7, 8, 9<br><b>D8 (Creating Change):</b> Lessons 1, 12                                                                                                                                                                                                          |

## GRADES K-5

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|                                                                                                                                                                                                          | <b>D8 (Immigration):</b> Lessons 1, 9, 10<br><b>D9 (All About Nutrition):</b> Lessons 1, 7, 9<br><b>D9 (India and China):</b> Lessons 1, 5, 7, 8, 9                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>SL.2.1a</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 1, 2, 3, 4<br><b>D8 (Creating Change):</b> Lessons 10, 11<br><b>D9 (All About Nutrition):</b> Lesson 10                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>SL.2.1b</b> Build on others' talk in conversations by linking their comments to the remarks of others.                                                                                                | <b>Knowledge TG:</b><br><b>D7:</b> Lessons 1, 3, 4, 6, 9<br><b>D10:</b> Lesson 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>SL.2.1c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.                                                                                      | <b>Knowledge TG:</b><br><b>D6:</b> Lesson 5<br><b>D8 (Creating Change):</b> Lessons 1, 2, 10<br><b>D8 (Immigration):</b> Lessons 1, 9, 10                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                                                                    | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 2, 3, 6<br><b>D2:</b> Lessons 1, 3, 4, 5, 8, 9, 10<br><b>D3:</b> Lesson 2<br><b>D4:</b> Lessons 4, 5, 7, 8, 9<br><b>D5:</b> Lessons 2, 3, 8<br><b>D6:</b> Lessons 3, 4, 5, 7, 8, 9, 10<br><b>D7:</b> Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11<br><b>D8 (Creating Change):</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 11, 12<br><b>D8 (Immigration):</b> Lessons 2, 3, 4, 5, 6, 7, 8, 10<br><b>D9 (All About Nutrition):</b> Lessons 2, 3, 4, 5, 6, 8<br><b>D9 (India and China):</b> Lessons 2, 3, 4, 6, 10, 11<br><b>D10:</b> Lessons 14, 15 |
| <b>SL.2.3</b> 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.                          | <b>Knowledge TG:</b><br><b>D1:</b> Lesson 10<br><b>D6:</b> Lessons 1, 3<br><b>D7:</b> Lesson 2<br><b>D8 (Creating Change):</b> Lesson 10                                                                                                                                                                                                                                                                                                                                                                                                                                        |



## GRADES K-5

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|                                                                                                                                                                                                                       | <b>D8 (Immigration):</b> Lesson 1                                                                                                                                                                                                                                                  |
| Presentation of Knowledge and Ideas                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                    |
| <b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                                                                 | <b>Knowledge TG:</b><br><b>D1:</b> Lessons 3, 4<br><b>D2:</b> Lesson 5<br><b>D3:</b> Lessons 5, 11<br><b>D4:</b> Lessons 2, 6<br><b>D5:</b> Lesson 5<br><b>D6:</b> Lessons 2, 11<br><b>D7:</b> Lessons 10, 11<br><b>D9 (All About Nutrition):</b> Lesson 8<br><b>D10:</b> Lesson 1 |
| <b>SL.2.5</b> 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.                     | <b>Knowledge TG:</b><br><b>D4:</b> Lessons 5, 8<br><b>D7:</b> Lessons 10, 11                                                                                                                                                                                                       |
| <b>SL.2.6</b> 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 page 26 for specific expectations.) | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 2, 3<br><b>D7:</b> Lessons 6, 11<br><b>D8 (Immigration):</b> Lesson 6                                                                                                                                                                   |
| <b>Language</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |
| Conventions of Standard English                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |
| <b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                   | <b>Skills TG:</b><br><b>U3:</b> Lessons 7, 12, 14, 22, 23, 25<br><b>U4:</b> Lessons 2, 4<br><b>U5:</b> Lessons 6, 10, 19, 23, 24, 26<br><br><b>Knowledge TG:</b><br><b>D2:</b> Lesson 5<br><b>D7:</b> Lessons 7, 8                                                                 |

## GRADES K-5

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|                                                                                                                           | <b>D8 (Creating Change):</b> Lesson 8<br><b>D8 (Immigration):</b> Lesson 4<br><b>D9 (All About Nutrition):</b> Lesson 7                                                                                                                                    |
| <b>L.2.1a</b> Use collective nouns (e.g., <i>group</i> ).                                                                 | <b>Skills TG:</b><br><b>U4:</b> Lessons 10, 12, 13<br><b>U5:</b> Lesson 12<br><br><b>Knowledge TG:</b><br><b>D5:</b> Lessons 6, 9                                                                                                                          |
| <b>L.2.1b</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ). | <b>Skills TG:</b><br><b>U4:</b> Lessons 3, 7, 10, 20, 22<br><b>U5:</b> Lesson 12                                                                                                                                                                           |
| <b>L.2.1c</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).                                                   | <b>Knowledge TG:</b><br><b>D4:</b> Lessons 4, 7, 10                                                                                                                                                                                                        |
| <b>L.2.1d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).         | <b>Skills TG:</b><br><b>U1:</b> Lesson 19<br><b>U4:</b> Lessons 8, 14, 19, 20, 22<br><b>U5:</b> Lessons 12, 17, 18<br><b>U6:</b> Lessons 1, 24<br><br><b>Knowledge TG:</b><br><b>D9 (India and China):</b> Lesson 4                                        |
| <b>L.2.1e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.                    | <b>Skills TG:</b><br><b>U3:</b> Lesson 19<br><b>U5:</b> Lessons 1, 3, 12<br><b>U6:</b> Lessons 1, 7, 8, 9, 12, 17<br><br><b>Knowledge TG:</b><br><b>D3:</b> Lessons 7, 9<br><b>D8 (Immigration):</b> Lesson 4<br><b>D9 (All About Nutrition):</b> Lesson 7 |

## GRADES K-5

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| <p><b>L.2.1f</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> | <p><b>Skills TG:</b><br/> <b>U1:</b> Lessons 17, 18<br/> <b>U2:</b> Lessons 3, 9, 10<br/> <b>U4:</b> Lesson 4<br/> <b>U6:</b> Lessons 10, 12, 15, 17, 18, 22, 24, 27</p> <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 2, 3, 4, 7, 9, 10<br/> <b>D2:</b> Lesson 10</p> |
| <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>                                                                                 | <p><b>Skills TG:</b><br/> <b>U1:</b> Lesson 12<br/> <b>U3:</b> Lessons 14, 15, 20<br/> <b>U5:</b> Lessons 9, 17, 26, 27<br/> <b>U6:</b> Lesson 27</p> <p><b>Knowledge TG:</b><br/> <b>D8 (Creating Change):</b> Lesson 11</p>                                            |
| <p><b>L.2.2a</b> Capitalize holidays, product names, and geographic names.</p>                                                                                                                                         | <p><b>Skills TG:</b><br/> <b>U4:</b> Lessons 9, 12, 13<br/> <b>U5:</b> Lessons 12, 14</p> <p><b>Knowledge TG:</b><br/> <b>D9 (All About Nutrition):</b> Lesson 10</p>                                                                                                    |
| <p><b>L.2.2b</b> Use commas in greetings and closings of letters.</p>                                                                                                                                                  | <p><b>Skills TG:</b><br/> <b>U4:</b> Lessons 12, 13, 14, 15, 16</p> <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lesson 9</p>                                                                                                                                                 |
| <p><b>L.2.2c</b> Use an apostrophe to form contractions and frequently occurring possessives.</p>                                                                                                                      | <p><b>Skills TG:</b><br/> <b>U2:</b> Lessons 2, 4, 9, 11, 15<br/> <b>U4:</b> Lessons 7, 13<br/> <b>U5:</b> Lesson 9<br/> <b>U6:</b> Lessons 1, 15</p>                                                                                                                    |

## GRADES K-5

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| <p><b>L.2.2d</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>                                                        | <p><b>Skills TG:</b><br/> <b>U1:</b> Lessons 3, 4, 5, 11, 13, 15, 16, 17, 18, 20, 21, 22<br/> <b>U2:</b> Lessons 1, 2, 5, 8, 10, 15<br/> <b>U3:</b> Lessons 5, 10<br/> <b>U4:</b> Lessons 1, 5, 6, 10, 11, 15, 16, 17, 18, 20, 21<br/> <b>U5:</b> Lessons 5, 10, 11, 15, 20, 21, 25<br/> <b>U6:</b> Lessons 1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30</p> |
| <p><b>L.2.2e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>                                         | <p><b>Skills TG:</b><br/> <b>U3:</b> Lessons 1, 6<br/> <b>U5:</b> Lesson 5</p> <p><b>Knowledge TG:</b><br/> <b>D6:</b> Lesson 12<br/> <b>D8 (Creating Change):</b> Lesson 11</p>                                                                                                                                                                            |
| <p>Knowledge of Language</p>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>                                                      | <p><b>Skills TG:</b><br/> <b>U3:</b> Lessons 14, 15, 17, 22, 23, 25<br/> <b>U5:</b> Lessons 7, 8<br/> <b>U6:</b> Lessons 10, 27</p> <p><b>Knowledge TG:</b><br/> <b>D2:</b> Lesson 5<br/> <b>D6:</b> Lesson 6<br/> <b>D7:</b> Lessons 2, 5, 6, 7, 8, 10</p>                                                                                                 |
| <p><b>L.2.3a</b> Compare formal and informal uses of English.</p>                                                                                                     | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lesson 9<br/> <b>D4:</b> Lesson 2<br/> <b>D6:</b> Lessons 2, 6</p>                                                                                                                                                                                                                                                  |
| <p>Vocabulary Acquisition and Use</p>                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly</p> | <p><b>Skills TG:</b><br/> <b>U5:</b> Lesson 1</p>                                                                                                                                                                                                                                                                                                           |

## GRADES K-5

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| from an array of strategies.                                                                                                                                                                                                    | <b>Knowledge TG:</b><br><b>D3:</b> Lesson 3<br><b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9<br><b>D8 (Immigration):</b> Lessons 5, 6<br><b>D9 (India and China):</b> Lessons 9, 10<br><b>D10:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| <b>L.2.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.                                                                                                                                          | <b>Skills TG:</b><br><b>U1:</b> Lessons 12, 18<br><b>U3:</b> Lesson 11<br><b>U5:</b> Lessons 3, 4, 14                                                                                                                                           |
| <b>L.2.4b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ).                                                                     | <b>Knowledge TG:</b><br><b>D2:</b> Lessons 1, 2<br><b>D4:</b> Lessons 1, 4<br><b>D8 (Immigration):</b> Lesson 9                                                                                                                                 |
| <b>L.2.4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).                                                                                | <b>Skills TG:</b><br><b>U5:</b> Lesson 4<br><br><b>Knowledge TG:</b><br><b>D4:</b> Lesson 7<br><b>D5:</b> Lesson 5<br><b>D6:</b> Lesson 3<br><b>D8 (Creating Change):</b> Lessons 3, 11                                                         |
| <b>L.2.4d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ). | <b>Skills TG:</b><br><b>U1:</b> Lessons 6, 9<br><br><b>Knowledge TG:</b><br><b>D4:</b> Lessons 3, 5                                                                                                                                             |
| <b>L.2.4e</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.                                                                                      | <b>Skills TG:</b><br><b>U5:</b> Lesson 26<br><b>U6:</b> Lessons 3, 8, 11, 13, 15, 17, 18, 19, 21, 23, 25, 31                                                                                                                                    |

## GRADES K-5

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| <p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>                                                                                                                                              | <p><b>Skills TG:</b><br/> <b>U3:</b> Lessons 16, 17</p> <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9<br/> <b>D3:</b> Lesson 4<br/> <b>D4:</b> Lessons 2, 5<br/> <b>D5:</b> Lesson 4<br/> <b>D6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11<br/> <b>D8 (Creating Change):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br/> <b>D8 (Immigration):</b> Lesson 2<br/> <b>D9 (All About Nutrition):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9<br/> <b>D9 (India and China):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>                                                                              |
| <p><b>L.2.5a</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>                                                                                                  | <p><b>Knowledge TG:</b><br/> <b>D1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9<br/> <b>D2:</b> Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12<br/> <b>D3:</b> Lessons 1, 2, 3, 5, 6, 8, 9, 10<br/> <b>D4:</b> Lessons 1, 2, 4, 6, 7, 8, 9<br/> <b>D5:</b> Lessons 1, 2, 3, 4, 7, 8, 9<br/> <b>D6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11<br/> <b>D8 (Creating Change):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br/> <b>D8 (Immigration):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10<br/> <b>D9 (All About Nutrition):</b> Lessons 3, 4, 5, 7, 8, 9<br/> <b>D9 (India and China):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> |
| <p><b>L.2.5b</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>               | <p><b>Skills TG:</b><br/> <b>U2:</b> Lessons 13, 14<br/> <b>U3:</b> Lesson 19</p> <p><b>Knowledge TG:</b><br/> <b>D2:</b> Lessons 4, 9<br/> <b>D4:</b> Lesson 3</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> | <p><b>Skills TG:</b><br/> <b>U5:</b> Lessons 4, 6</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

GRADES K-5

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|  | <b>Knowledge TG:</b><br><b>D2:</b> Lesson 4<br><b>D7:</b> Lessons 1, 2, 4, 5, 7, 8, 9<br><b>D8 (Creating Change):</b> Lesson 8 |
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## A Correlation of 3rd Edition CKLA to Common Core State Standards for English Language Arts

| Grade 3                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                |
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| Common Core State Standards for English Language Arts                                                                                                                                                        | 3rd Edition Core Knowledge Language Arts                                                                                                                                                                                                                                                                       |
| Literature                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| Key Ideas and Details                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                |
| <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.                                                                | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br><b>U3:</b> Lessons 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16<br><b>U4:</b> Lessons 1, 2, 3<br><b>U5:</b> Lesson 14<br><b>U6:</b> Lessons 5, 10<br><b>U7 (Charlotte's Web):</b> Lessons 1, 3, 5, 7, 8, 10, 11, 12, 13  |
| <b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | <b>Unit TG:</b><br><b>U1:</b> Lesson 6<br><b>U4:</b> Lessons 7, 13<br><b>U7 (Charlotte's Web):</b> Lesson 14                                                                                                                                                                                                   |
| <b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.                                              | <b>Unit TG:</b><br><b>U1:</b> Lessons 5, 7<br><b>U4:</b> Lessons 7, 13<br><b>U6:</b> Lessons 1, 7, 11, 12<br><b>U7 (Charlotte's Web):</b> Lessons 1, 2, 3, 5, 6, 9<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br><b>U8 (Light and Sound):</b> Lesson 2 |
| Craft and Structure                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                |



## GRADES K-5

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| <b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.                                                                           | <b>Unit TG:</b><br><b>U2:</b> Lesson 16<br><b>U3:</b> Lessons 11, 12, 16                                                                                                                                                            |
| <b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | <b>Unit TG:</b><br><b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 10<br><b>U4:</b> Lesson 13<br><b>U7 (Charlotte’s Web):</b> Lessons 1, 7<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 |
| <b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.                                                                                                         | <b>Unit TG:</b><br><b>U1:</b> Lesson 9<br><b>U4:</b> Lesson 6<br><b>U7 (Charlotte’s Web):</b> Lesson 8                                                                                                                              |
| Integration of Knowledge and Ideas                                                                                                                                                                              |                                                                                                                                                                                                                                     |
| <b>RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).                   | <b>Unit TG:</b><br><b>U6:</b> Lessons 3, 8, 12<br><b>U7 (Charlotte’s Web):</b> Lesson 4                                                                                                                                             |
| <b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).                                   | <b>Unit TG:</b><br><b>U1:</b> Lessons 3, 14, 15<br><b>U4:</b> Lesson 2                                                                                                                                                              |
| Range of Reading and Level of Text Complexity                                                                                                                                                                   |                                                                                                                                                                                                                                     |
| <b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.            | <b>Unit TG:</b><br><b>U4:</b> Lesson 2<br><b>U5:</b> Lesson 14<br><b>U6:</b> Lessons 6, 15                                                                                                                                          |
| <b>Informational Text</b>                                                                                                                                                                                       |                                                                                                                                                                                                                                     |
| Key Ideas and Details                                                                                                                                                                                           |                                                                                                                                                                                                                                     |

## GRADES K-5

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| <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>                                                                              | <p><b>Unit TG:</b><br/> <b>U2:</b> Lessons 7, 14<br/> <b>U4:</b> Lessons 6, 7, 10, 12<br/> <b>U5:</b> Lessons 1, 2, 6, 8, 10, 12<br/> <b>U6:</b> Lesson 4<br/> <b>U8 (The Human Body):</b> Lessons 2, 3, 4, 5, 6, 7, 8, 11, 13<br/> <b>U8 (Light and Sound):</b> Lessons 2, 5, 6, 9, 10, 11, 12<br/> <b>U9:</b> Lessons 6, 7, 9, 13, 14, 15</p> |
| <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>                                                                                                       | <p><b>Unit TG:</b><br/> <b>U2:</b> Lesson 4<br/> <b>U4:</b> Lessons 3, 5, 6, 7, 8, 9, 11<br/> <b>U5:</b> Lessons 3, 4, 6, 7, 9, 10, 13<br/> <b>U6:</b> Lesson 8<br/> <b>U8 (The Human Body):</b> Lessons 1, 10<br/> <b>U8 (Light and Sound):</b> Lessons 1, 7<br/> <b>U9:</b> Lessons 2, 3, 7, 13, 14</p>                                       |
| <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> | <p><b>Unit TG:</b><br/> <b>U2:</b> Lesson 3<br/> <b>U4:</b> Lesson 10<br/> <b>U5:</b> Lessons 1, 15<br/> <b>U6:</b> Lessons 1, 5, 11, 15<br/> <b>U8 (The Human Body):</b> Lessons 1, 2, 3, 5, 7, 8, 10, 11, 12<br/> <b>U8 (Light and Sound):</b> Lesson 3</p>                                                                                   |
| <p>Craft and Structure</p>                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>                                                                | <p><b>Unit TG:</b><br/> <b>U2:</b> Lessons 8, 10<br/> <b>U5:</b> Lessons 8, 10<br/> <b>U6:</b> Lesson 15<br/> <b>U8 (Light and Sound):</b> Lessons 8, 12</p>                                                                                                                                                                                    |
| <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>                                                                      | <p><b>Unit TG:</b><br/> <b>U2:</b> Lessons 1, 2, 5, 11, 14<br/> <b>U8 (Light and Sound):</b> Lesson 12</p>                                                                                                                                                                                                                                      |

## GRADES K-5

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|                                                                                                                                                                                                                                        | <b>U9:</b> Lesson 3                                                                                                                                                                                                        |
| <b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.                                                                                                                                                   | <b>Unit TG:</b><br><b>U2:</b> Lesson 2<br><b>U4:</b> Lessons 11, 12, 14, 15<br><b>U9:</b> Lesson 8                                                                                                                         |
| Integration of Knowledge and Ideas                                                                                                                                                                                                     |                                                                                                                                                                                                                            |
| <b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).                                 | <b>Unit TG:</b><br><b>U2:</b> Lesson 1<br><b>U4:</b> Lesson 12<br><b>U6:</b> Lessons 2, 14<br><b>U9:</b> Lessons 5, 10, 12                                                                                                 |
| <b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).                                                                | <b>Unit TG:</b><br><b>U2:</b> Lessons 6, 12<br><b>U5:</b> Lessons 5, 7, 11, 12<br><b>U8 (The Human Body):</b> Lesson 2<br><b>U8 (Light and Sound):</b> Lessons 4, 8                                                        |
| <b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.                                                                                                                 | <b>Unit TG:</b><br><b>U2:</b> Lessons 3, 7, 12<br><b>U4:</b> Lessons 4, 8, 9<br><b>U5:</b> Lessons 2, 4, 7, 11, 15<br><b>U6:</b> Lessons 7, 9, 15<br><b>U8 (Light and Sound):</b> Lessons 2, 9, 13<br><b>U9:</b> Lesson 11 |
| Range of Reading and Level of Text Complexity                                                                                                                                                                                          |                                                                                                                                                                                                                            |
| <b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | <b>Unit TG:</b><br><b>U2:</b> Lesson 9<br><b>U4:</b> Lessons 4, 10<br><b>U5:</b> Lessons 1, 12<br><b>U8 (The Human Body):</b> Lesson 9                                                                                     |

| Foundational Skills                                                                                 |                                                                                                                                                                                         |
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| Phonics and Word Recognition                                                                        |                                                                                                                                                                                         |
| <b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.        | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 11, 12, 13, 14, 15<br><b>U2:</b> Lesson 1<br><b>U4:</b> Lesson 3<br><b>U5:</b> Lesson 14<br><b>U8 (Light and Sound):</b> Lesson 16 |
| <b>RF.3.3a</b> Identify and know the meaning of the most common prefixes and derivational suffixes. | <b>Unit TG:</b><br><b>U4:</b> Lessons 3, 8<br><b>U5:</b> Lessons 4, 7, 11<br><b>U8 (The Human Body):</b> Lessons 7, 8                                                                   |
| <b>RF.3.3b</b> Decode words with common Latin suffixes.                                             | <b>Unit TG:</b><br><b>U4:</b> Lessons 3, 8, 14<br><b>U6:</b> Lessons 8, 9                                                                                                               |
| <b>RF.3.3c</b> Decode multisyllable words.                                                          | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 3, 4, 5                                                                                                                                        |
| <b>RF.3.3d</b> Read grade-appropriate irregularly spelled words.                                    | <b>Unit TG:</b><br><b>U4:</b> Lessons 6, 11, 12, 15                                                                                                                                     |
| Fluency                                                                                             |                                                                                                                                                                                         |
| <b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.                   | <b>Unit TG:</b><br><b>U1:</b> Lesson 7<br><b>U4:</b> Lessons 6, 13<br><b>U5:</b> Lessons 1, 12, 13, 14                                                                                  |
| <b>RF.3.4a</b> Read grade-level text with purpose and understanding.                                | <b>Unit TG:</b><br><b>U2:</b> Lesson 16<br><b>U5:</b> Lesson 14<br><b>U7 (Stella Díaz Has Something to Say):</b> Lesson 1                                                               |

## GRADES K-5

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|                                                                                                                                                            | <b>U8 (The Human Body):</b> Lessons 2, 4<br><b>U8 (Light and Sound):</b> Lessons 15, 16                                                                            |
| <b>RF.3.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.                            | <b>Unit TG:</b><br><b>U3:</b> Lessons 2, 6, 7, 8<br><b>U5:</b> Lesson 14<br><b>U8 (Light and Sound):</b> Lessons 15, 16                                            |
| <b>RF.3.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                          | <b>Unit TG:</b><br><b>U1:</b> Lesson 7<br><b>U5:</b> Lessons 1, 12, 13, 14<br><b>U8 (Light and Sound):</b> Lessons 15, 16                                          |
| <b>Writing</b>                                                                                                                                             |                                                                                                                                                                    |
| Text Types and Purposes                                                                                                                                    |                                                                                                                                                                    |
| <b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.                                                             | <b>Unit TG:</b><br><b>U1:</b> Lessons 10, 11, 12, 13<br><b>U3:</b> Lesson 2<br><b>U4:</b> Lessons 4, 7, 9, 10, 13, 14, 15<br><b>U8 (Light and Sound):</b> Lesson 8 |
| <b>W.3.1a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.             | <b>Unit TG:</b><br><b>U1:</b> Lessons 11, 12, 13<br><b>U3:</b> Lesson 3<br><b>U4:</b> Lessons 7, 9, 13, 15                                                         |
| <b>W.3.1b</b> Provide reasons that support the opinion.                                                                                                    | <b>Unit TG:</b><br><b>U1:</b> Lessons 11, 12, 13<br><b>U3:</b> Lesson 3<br><b>U8 (Light and Sound):</b> Lesson 8                                                   |
| <b>W.3.1c</b> Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i> ) to connect opinion and reasons. | <b>Unit TG:</b><br><b>U1:</b> Lessons 11, 12, 13<br><b>U3:</b> Lesson 3<br><b>U4:</b> Lessons 7, 13, 14                                                            |

## GRADES K-5

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| <b>W.3.1d</b> Provide a concluding statement or section.                                                                                                                     | <b>Unit TG:</b><br><b>U1:</b> Lessons 11, 12, 13<br><b>U3:</b> Lesson 3<br><b>U4:</b> Lessons 9, 14, 15                                                                                                                                                                                 |
| <b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                | <b>Unit TG:</b><br><b>U2:</b> Lessons 5, 6, 9, 12, 13<br><b>U3:</b> Lesson 6<br><b>U5:</b> Lessons 4, 13, 14, 15<br><b>U6:</b> Lessons 13, 14<br><b>U8 (The Human Body):</b> Lessons 1, 6, 14<br><b>U8 (Light and Sound):</b> Lessons 13, 14<br><b>U9:</b> Lessons 8, 9, 11, 12, 13, 15 |
| <b>W.3.2a</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.                                           | <b>Unit TG:</b><br><b>U5:</b> Lessons 13, 15<br><b>U8 (The Human Body):</b> Lessons 1, 9, 10<br><b>U8 (Light and Sound):</b> Lessons 13, 14                                                                                                                                             |
| <b>W.3.2b</b> Develop the topic with facts, definitions, and details.                                                                                                        | <b>Unit TG:</b><br><b>U2:</b> Lesson 14<br><b>U5:</b> Lessons 13, 14, 15<br><b>U6:</b> Lesson 13<br><b>U8 (The Human Body):</b> Lesson 2<br><b>U8 (Light and Sound):</b> Lesson 14<br><b>U9:</b> Lesson 2                                                                               |
| <b>W.3.2c</b> Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> ) to connect ideas within categories of information. | <b>Unit TG:</b><br><b>U2:</b> Lesson 14<br><b>U5:</b> Lessons 4, 13, 14, 15<br><b>U6:</b> Lesson 13<br><b>U8 (Light and Sound):</b> Lesson 14                                                                                                                                           |
| <b>W.3.2d</b> Provide a concluding statement or section.                                                                                                                     | <b>Unit TG:</b><br><b>U2:</b> Lesson 14<br><b>U5:</b> Lessons 13, 14, 15<br><b>U8 (The Human Body):</b> Lessons 2, 5                                                                                                                                                                    |

## GRADES K-5

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|                                                                                                                                                                                                                                                                   | <b>U8 (Light and Sound):</b> Lesson 14                                                                                                                                                                                                          |
| <b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                                                                                                        | <b>Unit TG:</b><br><b>U7 (Charlotte’s Web):</b> Lessons 6, 8, 13, 14<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 4, 13, 14, 15                                                                                                     |
| <b>W.3.3a</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.                                                                                                                                | <b>Unit TG:</b><br><b>U7 (Charlotte’s Web):</b> Lessons 8, 10, 11<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 11, 12, 13, 14, 15                                                                                                   |
| <b>W.3.3b</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.                                                                                                | <b>Unit TG:</b><br><b>U7 (Charlotte’s Web):</b> Lessons 6, 9, 10, 11<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 4, 11, 12, 13, 14, 15                                                                                             |
| <b>W.3.3c</b> Use temporal words and phrases to signal event order.                                                                                                                                                                                               | <b>Unit TG:</b><br><b>U7 (Charlotte’s Web):</b> Lesson 12<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 4, 10, 11, 12, 13, 14, 15                                                                                                    |
| <b>W.3.3d</b> Provide a sense of closure                                                                                                                                                                                                                          | <b>Unit TG:</b><br><b>U7 (Charlotte’s Web):</b> Lesson 12<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 11, 12, 13, 14, 15                                                                                                           |
| Production and Distribution of Writing                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                 |
| <b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                            | <b>Unit TG:</b><br><b>U3:</b> Lessons 1, 11, 12, 13, 14, 16<br><b>U5:</b> Lessons 13, 14<br><b>U7 (Charlotte’s Web):</b> Lessons 10, 11, 12, 15<br><b>U8 (The Human Body):</b> Lesson 11<br><b>U9:</b> Lessons 3, 4, 5, 7, 8, 9, 11, 12, 13, 14 |
| <b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.) | <b>Unit TG:</b><br><b>U2:</b> Lesson 15<br><b>U3:</b> Lesson 14<br><b>U4:</b> Lessons 3, 8<br><b>U5:</b> Lessons 12, 14, 15<br><b>U7 (Charlotte’s Web):</b> Lessons 8, 13, 14                                                                   |

## GRADES K-5

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|                                                                                                                                                                                                                                     | <b>U7 (Stella Díaz Has Something to Say):</b> Lessons 11, 12, 13, 14, 15<br><b>U8 (The Human Body):</b> Lesson 15<br><b>U8 (Light and Sound):</b> Lessons 13, 14<br><b>U9:</b> Lessons 4, 6, 7, 9, 12                                                                                                                                                                                            |
| <b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.                                                    | <b>Unit TG:</b><br><b>U2:</b> Lesson 15<br><b>U7 (Charlotte’s Web):</b> Lesson 14<br><b>U8 (Light and Sound):</b> Lesson 14<br><b>U9:</b> Lessons 13, 14, 16                                                                                                                                                                                                                                     |
| Research to Build and Present Knowledge                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>W.3.7</b> Conduct short research projects that build knowledge about a topic.                                                                                                                                                    | <b>Unit TG:</b><br><b>U6:</b> Lessons 13, 14<br><b>U8 (Light and Sound):</b> Lessons 7, 13<br><b>U9:</b> Lessons 1, 5, 6, 10, 11                                                                                                                                                                                                                                                                 |
| <b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.                                                      | <b>Unit TG:</b><br><b>U2:</b> Lessons 1, 7, 8, 10, 11<br><b>U4:</b> Lessons 1, 2, 3, 6, 9<br><b>U5:</b> Lessons 3, 9, 16<br><b>U6:</b> Lessons 2, 4, 7, 8, 14<br><b>U7 (Charlotte’s Web):</b> Lessons 2, 3, 7, 9<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 1, 2, 5, 6, 8, 9, 10<br><b>U8 (Light and Sound):</b> Lessons 1, 2, 3, 4, 13<br><b>U9:</b> Lessons 3, 6, 10, 13, 15, 16 |
| Range of Writing                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <b>Unit TG:</b><br><b>U2:</b> Lessons 1, 4<br><b>U3:</b> Lessons 4, 7, 8, 9, 10, 15, 16<br><b>U5:</b> Lessons 5, 6, 11, 13<br><b>U7 (Charlotte’s Web):</b> Lessons 1, 4, 5, 6<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 3, 4, 7, 9, 10, 11, 13, 14, 15<br><b>U8 (The Human Body):</b> Lesson 14                                                                                   |



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|                                                                                                                                                                                                                                          | <b>U8 (Light and Sound):</b> Lessons 2, 6, 13                                                                                                                                                                                                                                                  |
| <b>Speaking and Listening</b>                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                |
| Comprehension and Collaboration                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                |
| <b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. | <b>Unit TG:</b><br><b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 14, 15<br><b>U5:</b> Lesson 11<br><b>U7 (Stella Díaz Has Something to Say):</b> Lesson 13<br><b>U8 (The Human Body):</b> Lesson 15<br><b>U8 (Light and Sound):</b> Lessons 3, 8, 15<br><b>U9:</b> Lessons 10, 14, 15, 16 |
| <b>SL.3.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                                | <b>Unit TG:</b><br><b>U4:</b> Lessons 4, 6<br><b>U5:</b> Lesson 9<br><b>U6:</b> Lesson 13<br><b>U8 (Light and Sound):</b> Lesson 4                                                                                                                                                             |
| <b>SL.3.1b</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                                 | <b>Unit TG:</b><br><b>U3:</b> Lessons 2, 6<br><b>U5:</b> Lessons 5, 10<br><b>U8 (Light and Sound):</b> Lesson 15                                                                                                                                                                               |
| <b>SL.3.1c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                                                                                           | <b>Unit TG:</b><br><b>U5:</b> Lessons 2, 10, 11<br><b>U8 (Light and Sound):</b> Lesson 15<br><b>U9:</b> Lesson 3                                                                                                                                                                               |
| <b>SL.3.1d</b> Explain their own ideas and understanding in light of the discussion.                                                                                                                                                     | <b>Unit TG:</b><br><b>U4:</b> Lesson 6<br><b>U5:</b> Lessons 10, 11<br><b>U8 (Light and Sound):</b> Lessons 9, 15<br><b>U9:</b> Lesson 3                                                                                                                                                       |
| <b>SL.3.2</b> Determine the main ideas and supporting details of a text read                                                                                                                                                             | <b>Unit TG:</b>                                                                                                                                                                                                                                                                                |

## GRADES K-5

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| aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                           | <b>U1:</b> Lessons 1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13<br><b>U2:</b> Lesson 13<br><b>U3:</b> Lesson 6<br><b>U4:</b> Lessons 1, 4, 11<br><b>U5:</b> Lessons 3, 8, 12, 15<br><b>U6:</b> Lesson 1<br><b>U8 (Light and Sound):</b> Lessons 2, 5, 7, 10, 11<br><b>U9:</b> Lessons 1, 2, 6 |
| <b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.                                                                                                  | <b>Unit TG:</b><br><b>U3:</b> Lesson 9<br><b>U8 (The Human Body):</b> Lesson 7<br><b>U8 (Light and Sound):</b> Lesson 15<br><b>U9:</b> Lessons 1, 4                                                                                                                                  |
| Presentation of Knowledge and Ideas                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                      |
| <b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.                                  | <b>Unit TG:</b><br><b>U1:</b> Lessons 3, 6<br><b>U2:</b> Lesson 5<br><b>U7 (Charlotte's Web):</b> Lesson 15<br><b>U7 (Stella Díaz Has Something to Say):</b> Lesson 15<br><b>U8 (The Human Body):</b> Lesson 13<br><b>U8 (Light and Sound):</b> Lesson 15<br><b>U9:</b> Lesson 15    |
| <b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.    | <b>Unit TG:</b><br><b>U3:</b> Lesson 9<br><b>U4:</b> Lesson 13<br><b>U6:</b> Lessons 3, 6, 9, 10, 11, 12                                                                                                                                                                             |
| <b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.) | <b>Unit TG:</b><br><b>U1:</b> Lesson 10<br><b>U2:</b> Lesson 15<br><b>U4:</b> Lesson 8<br><b>U5:</b> Lesson 13<br><b>U6:</b> Lesson 13                                                                                                                                               |

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|                                                                                                                                               | <b>U7 (Charlotte’s Web):</b> Lesson 15<br><b>U8 (Light and Sound):</b> Lesson 15                                                                                                          |
| <b>Language</b>                                                                                                                               |                                                                                                                                                                                           |
| Conventions of Standard English                                                                                                               |                                                                                                                                                                                           |
| <b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                           | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9<br><b>U4:</b> Lessons 4, 7, 12, 15<br><b>U8 (Light and Sound):</b> Lesson 15                                              |
| <b>L.3.1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | <b>Unit TG:</b><br><b>U1:</b> Lessons 6, 7<br><b>U6:</b> Lessons 4, 6, 10<br><b>U8 (The Human Body):</b> Lesson 12<br><b>U8 (Light and Sound):</b> Lessons 2, 3, 4<br><b>U9:</b> Lesson 7 |
| <b>L.3.1b</b> Form and use regular and irregular plural nouns.                                                                                | <b>Unit TG:</b><br><b>U8 (The Human Body):</b> Lessons 6, 7, 9, 10<br><b>U8 (Light and Sound):</b> Lessons 12, 15                                                                         |
| <b>L.3.1c</b> Use abstract nouns (e.g., <i>childhood</i> ).                                                                                   | <b>Unit TG:</b><br><b>U1:</b> Lessons 3, 5, 7<br><b>U6:</b> Lessons 3, 4                                                                                                                  |
| <b>L.3.1d</b> Form and use regular and irregular verbs.                                                                                       | <b>Unit TG:</b><br><b>U1:</b> Lessons 8, 9<br><b>U4:</b> Lessons 7, 12, 15                                                                                                                |
| <b>L.3.1e</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.                                              | <b>Unit TG:</b><br><b>U4:</b> Lessons 2, 7                                                                                                                                                |
| <b>L.3.1f</b> Ensure subject-verb and pronoun-antecedent agreement.*                                                                          | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 11<br><b>U3:</b> Lessons 7, 10                                                                                                                   |

## GRADES K-5

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|                                                                                                                                             | <b>U4:</b> Lessons 4, 13                                                                                                                                                          |
| <b>L.3.1g</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | <b>Unit TG:</b><br><b>U6:</b> Lessons 7, 9, 10<br><b>U8 (The Human Body):</b> Lessons 13, 14, 15<br><b>U8 (Light and Sound):</b> Lessons 9, 10, 11                                |
| <b>L.3.1h</b> Use coordinating and subordinating conjunctions.                                                                              | <b>Unit TG:</b><br><b>U3:</b> Lesson 5<br><b>U5:</b> Lessons 2, 5, 6, 7<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 8, 9                                             |
| <b>L.3.1i</b> Produce simple, compound, and complex sentences.                                                                              | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 2<br><b>U2:</b> Lesson 6<br><b>U3:</b> Lesson 5<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 8, 9, 10<br><b>U9:</b> Lesson 4 |
| <b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             | <b>Unit TG:</b><br><b>U1:</b> Lesson 13<br><b>U3:</b> Lessons 11, 14<br><b>U5:</b> Lessons 1, 13                                                                                  |
| <b>L.3.2a</b> Capitalize appropriate words in titles.                                                                                       | <b>Unit TG:</b><br><b>U1:</b> Lesson 13<br><b>U2:</b> Lesson 4<br><b>U4:</b> Lesson 8<br><b>U5:</b> Lesson 15<br><b>U9:</b> Lesson 6                                              |
| <b>L.3.2b</b> Use commas in addresses.                                                                                                      | <b>Unit TG:</b><br><b>U5:</b> Lessons 1, 2<br><b>U9:</b> Lessons 1, 7, 12                                                                                                         |
| <b>L.3.2c</b> Use commas and quotation marks in dialogue.                                                                                   | <b>Unit TG:</b>                                                                                                                                                                   |

## GRADES K-5

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|                                                                                                                                                                                   | <b>U5:</b> Lesson 10<br><b>U7 (Charlotte's Web):</b> Lessons 6, 7<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 4, 5, 6                                                                                                                             |
| <b>L.3.2d</b> Form and use possessives.                                                                                                                                           | <b>Unit TG:</b><br><b>U5:</b> Lessons 13, 14<br><b>U6:</b> Lessons 2, 3, 6, 9, 10                                                                                                                                                                              |
| <b>L.3.2e</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).       | <b>Unit TG:</b><br><b>U2:</b> Lessons 1, 5, 10, 11, 16<br><b>U5:</b> Lessons 6, 8                                                                                                                                                                              |
| <b>L.3.2f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | <b>Unit TG:</b><br><b>U4:</b> Lessons 1, 6, 10, 11, 15<br><b>U5:</b> Lessons 1, 3, 5, 9, 10, 14<br><b>U6:</b> Lessons 1, 3, 5, 6, 10<br><b>U8 (The Human Body):</b> Lessons 1, 3, 4, 5, 11, 12<br><b>U8 (Light and Sound):</b> Lessons 1, 5, 6, 10, 11, 12, 16 |
| <b>L.3.2g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.                                                            | <b>Unit TG:</b><br><b>U2:</b> Lesson 9<br><b>U4:</b> Lesson 5<br><b>U5:</b> Lesson 4<br><b>U6:</b> Lessons 1, 6                                                                                                                                                |
| Knowledge of Language                                                                                                                                                             |                                                                                                                                                                                                                                                                |
| <b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                         | <b>Unit TG:</b><br><b>U1:</b> Lessons 3, 4, 5, 7, 12<br><b>U3:</b> Lessons 7, 9, 10<br><b>U8 (Light and Sound):</b> Lesson 15                                                                                                                                  |
| <b>L.3.3a</b> Choose words and phrases for effect.*                                                                                                                               | <b>Unit TG:</b><br><b>U1:</b> Lessons 6, 7<br><b>U3:</b> Lesson 16<br><b>U5:</b> Lesson 5                                                                                                                                                                      |

## GRADES K-5

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| <b>L.3.3b</b> Recognize and observe differences between the conventions of spoken and written standard English.                                                                                                                | <b>Unit TG:</b><br><b>U1:</b> Lessons 3, 4, 5, 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Vocabulary Acquisition and Use                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.                                    | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15<br><b>U2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br><b>U4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br><b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15<br><b>U6:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12<br><b>U7 (Charlotte’s Web):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br><b>U8 (The Human Body):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br><b>U8 (Light and Sound):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br><b>U9:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 |
| <b>L.3.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.                                                                                                                                         | <b>Unit TG:</b><br><b>U2:</b> Lessons 3, 4, 5<br><b>U4:</b> Lesson 6<br><b>U7 (Stella Díaz Has Something to Say):</b> Lesson 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>L.3.4b</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i> ). | <b>Unit TG:</b><br><b>U2:</b> Lessons 3, 4, 6, 8, 9<br><b>U4:</b> Lessons 8, 14<br><b>U5:</b> Lessons 4, 7<br><b>U6:</b> Lessons 3, 4, 8, 9<br><b>U8 (The Human Body):</b> Lesson 4<br><b>U8 (Light and Sound):</b> Lessons 5, 7, 8, 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>L.3.4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i> ).                                                                                 | <b>Unit TG:</b><br><b>U2:</b> Lessons 5, 6<br><b>U4:</b> Lessons 3, 6<br><b>U5:</b> Lessons 7, 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## GRADES K-5

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| <b>L.3.4d</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.                                                                                                               | <b>Unit TG:</b><br><b>U1:</b> Lessons 6, 7, 8<br><b>U6:</b> Lesson 6<br><b>U7 (Stella Díaz Has Something to Say):</b> Lesson 1                                      |
| <b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.                                                                                                                                                                          | <b>Unit TG:</b><br><b>U1:</b> Lesson 8<br><b>U3:</b> Lessons 11, 16<br><b>U6:</b> Lessons 1, 5, 8, 11                                                               |
| <b>L.3.5a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).                                                                                                                                           | <b>Unit TG:</b><br><b>U1:</b> Lesson 8<br><b>U3:</b> Lessons 11, 12<br><b>U4:</b> Lesson 1                                                                          |
| <b>L.3.5b</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).                                                                                                                        | <b>Unit TG:</b><br><b>U2:</b> Lesson 12<br><b>U4:</b> Lessons 2, 7<br><b>U8 (The Human Body):</b> Lessons 1, 12<br><b>U8 (Light and Sound):</b> Lessons 1, 4, 8, 12 |
| <b>L.3.5c</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).                                                                                    | <b>Unit TG:</b><br><b>U6:</b> Lessons 1, 5, 8, 11                                                                                                                   |
| <b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). | <b>Unit TG:</b><br><b>U4:</b> Lesson 1<br><b>U5:</b> Lessons 1, 14<br><b>U7 (Stella Díaz Has Something to Say):</b> Lessons 3, 4<br><b>U9:</b> Lesson 1             |

## A Correlation of 3rd Edition CKLA to Common Core State Standards for English Language Arts

| Grade 4                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Common Core State Standards for English Language Arts                                                                                                                          | 3rd Edition Core Knowledge Language Arts                                                                                                                                                                                                                                                                                                                                                                 |
| Literature                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Key Ideas and Details                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                                 | <b>Unit TG:</b><br><b>U3:</b> Lessons 1, 2, 6, 7, 11, 12, 14<br><b>U5:</b> Lesson 7<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lessons 1, 3, 4, 5, 8, 9, 11<br><b>U7 (The Season of Styx Malone):</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U8 (Treasure Island):</b> Lessons 1, 3, 4, 6, 8, 9, 13, 14<br><b>U8 (A World of Tales):</b> Lessons 1, 12       |
| <b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.                                                                       | <b>Unit TG:</b><br><b>U3:</b> Lessons 5, 12, 14<br><b>U5:</b> Lesson 7<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lesson 5<br><b>U7 (The Season of Styx Malone):</b> Lessons 3, 5, 10, 14, 15<br><b>U8 (Treasure Island):</b> Lessons 2, 9<br><b>U8 (A World of Tales):</b> Lessons 1, 2, 5, 8, 10, 11                                                                         |
| <b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | <b>Unit TG:</b><br><b>U3:</b> Lessons 3, 6<br><b>U6:</b> Lesson 14<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lessons 1, 2, 3, 4, 6, 7, 9, 10<br><b>U7 (The Season of Styx Malone):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br><b>U8 (Treasure Island):</b> Lessons 4, 8, 10, 11, 14<br><b>U8 (A World of Tales):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 9, 12 |



## GRADES K-5

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| Craft and Structure                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                |
| <b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).                                                                                                     | <b>Unit TG:</b><br><b>U3:</b> Lessons 4, 10, 11, 12<br><b>U5:</b> Lesson 7<br><b>U7 (The Season of Styx Malone):</b> Lessons 3, 6<br><b>U8 (A World of Tales):</b> Lessons 6, 13               |
| <b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | <b>Unit TG:</b><br><b>U3:</b> Lessons 1, 10, 13<br><b>U6:</b> Lessons 5, 7, 8<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lesson 10                                   |
| <b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.                                                                                                                 | <b>Unit TG:</b><br><b>U3:</b> Lesson 3<br><b>U4:</b> Lesson 3<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lesson 2<br><b>U7 (The Season of Styx Malone):</b> Lesson 2 |
| Integration of Knowledge and Ideas                                                                                                                                                                                                                                                   |                                                                                                                                                                                                |
| <b>RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.                                                                         | <b>Unit TG:</b><br><b>U5:</b> Lesson 7<br><b>U6:</b> Lessons 1, 7, 8                                                                                                                           |
| <b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.                                                    | <b>Unit TG:</b><br><b>U5:</b> Lesson 7<br><b>U8 (Treasure Island):</b> Lesson 3<br><b>U8 (A World of Tales):</b> Lessons 4, 11                                                                 |
| Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                        |                                                                                                                                                                                                |
| <b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                          | <b>Unit TG:</b><br><b>U6:</b> Lesson 15<br><b>U8 (Treasure Island):</b> Lessons 3, 8<br><b>U8 (A World of Tales):</b> Lesson 13                                                                |

| Informational Text                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                           |
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| Key Ideas and Details                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                           |
| <b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                                           | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 2, 4, 6, 7, 8, 9, 10, 12<br><b>U2:</b> Lessons 1, 2, 4, 5, 6, 7, 8, 10, 13, 14<br><b>U3:</b> Lesson 5<br><b>U4:</b> Lessons 3, 6<br><b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 9, 11, 12, 13<br><b>U6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br><b>U9:</b> Lessons 2, 7, 8 |
| <b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.                                                                      | <b>Unit TG:</b><br><b>U1:</b> Lessons 5, 13<br><b>U4:</b> Lesson 3<br><b>U5:</b> Lessons 3, 5, 8, 9, 10, 11, 12, 14<br><b>U6:</b> Lessons 1, 14<br><b>U9:</b> Lessons 1, 4                                                                                                                                                |
| <b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | <b>Unit TG:</b><br><b>U1:</b> Lesson 2<br><b>U2:</b> Lessons 3, 4, 11, 12, 14, 15<br><b>U4:</b> Lessons 5, 8<br><b>U5:</b> Lessons 1, 2, 4, 5, 6, 8, 9, 10, 12, 13, 14<br><b>U6:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 11, 12, 14, 15<br><b>U9:</b> Lessons 1, 3, 5, 6                                                         |
| Craft and Structure                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                           |
| <b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .                              | <b>Unit TG:</b><br><b>U5:</b> Lessons 6, 8, 10, 11, 13, 14<br><b>U6:</b> Lessons 2, 3                                                                                                                                                                                                                                     |
| <b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information                                   | <b>Unit TG:</b><br><b>U1:</b> Lessons 3, 7, 11                                                                                                                                                                                                                                                                            |

## GRADES K-5

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| in a text or part of a text.                                                                                                                                                                                                                                                         | <b>U4:</b> Lesson 8<br><b>U6:</b> Lessons 1, 2, 4, 6, 15                                                                   |
| <b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.                                                                                                                    | <b>Unit TG:</b><br><b>U1:</b> Lesson 8<br><b>U2:</b> Lesson 15<br><b>U6:</b> Lesson 4                                      |
| Integration of Knowledge and Ideas                                                                                                                                                                                                                                                   |                                                                                                                            |
| <b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | <b>Unit TG:</b><br><b>U2:</b> Lessons 1, 4<br><b>U5:</b> Lesson 1                                                          |
| <b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.                                                                                                                                                                                | <b>Unit TG:</b><br><b>U2:</b> Lesson 9<br><b>U4:</b> Lesson 2<br><b>U5:</b> Lessons 1, 2, 3, 4<br><b>U9:</b> Lessons 9, 10 |
| <b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.                                                                                                                                                     | <b>Unit TG:</b><br><b>U4:</b> Lesson 1<br><b>U6:</b> Lessons 4, 5, 7, 8, 9, 10, 12                                         |
| Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                        |                                                                                                                            |
| <b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.                            | <b>Unit TG:</b><br><b>U1:</b> Lessons 2, 3, 11, 12<br><b>U5:</b> Lessons 5, 8<br><b>U6:</b> Lessons 5, 7, 14               |
| <b>Foundational Skills</b>                                                                                                                                                                                                                                                           |                                                                                                                            |
| Phonics and Word Recognition                                                                                                                                                                                                                                                         |                                                                                                                            |

## GRADES K-5

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| <b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.                                                                                                                                 | <b>Unit TG:</b><br><b>U2:</b> Lesson 6<br><b>U6:</b> Lessons 6, 9, 11, 13<br><b>U8 (Treasure Island):</b> Lessons 6, 9, 10, 11, 14                                        |
| <b>RF.4.3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 4, 6                                                                                                                             |
| Fluency                                                                                                                                                                                                                      |                                                                                                                                                                           |
| <b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                            | <b>Unit TG:</b><br><b>U2:</b> Lessons 3, 4, 5, 10<br><b>U4:</b> Lessons 3, 8<br><b>U5:</b> Lessons 2, 3, 4, 5                                                             |
| <b>RF.4.4a</b> Read grade-level text with purpose and understanding.                                                                                                                                                         | <b>Unit TG:</b><br><b>U2:</b> Lessons 3, 4, 5, 10<br><b>U3:</b> Lessons 3, 5, 7<br><b>U4:</b> Lessons 3, 8<br><b>U5:</b> Lessons 2, 3, 4, 5<br><b>U6:</b> Lessons 2, 3, 5 |
| <b>RF.4.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.                                                                                              | <b>Unit TG:</b><br><b>U2:</b> Lesson 10<br><b>U3:</b> Lessons 8, 9                                                                                                        |
| <b>RF.4.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                            | <b>Unit TG:</b><br><b>U2:</b> Lessons 4, 5, 10<br><b>U3:</b> Lessons 6, 7, 8, 9<br><b>U5:</b> Lessons 5, 8, 12, 14                                                        |
| Writing                                                                                                                                                                                                                      |                                                                                                                                                                           |
| Text Types and Purposes                                                                                                                                                                                                      |                                                                                                                                                                           |

## GRADES K-5

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| <b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.                                                                                            | <b>Unit TG:</b><br><b>U1:</b> Lesson 2<br><b>U3:</b> Lesson 7<br><b>U4:</b> Lessons 2, 4, 5, 12, 14, 15                                                                                                                                                                                 |
| <b>W.4.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.                             | <b>Unit TG:</b><br><b>U1:</b> Lesson 2<br><b>U4:</b> Lessons 2, 4, 5, 14, 15                                                                                                                                                                                                            |
| <b>W.4.1b</b> Provide reasons that are supported by facts and details.                                                                                                                                    | <b>Unit TG:</b><br><b>U1:</b> Lesson 2<br><b>U4:</b> Lessons 2, 4, 5, 10, 12, 14, 15                                                                                                                                                                                                    |
| <b>W.4.1c</b> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).                                                                                    | <b>Unit TG:</b><br><b>U1:</b> Lesson 2<br><b>U4:</b> Lessons 2, 5, 12, 14, 15                                                                                                                                                                                                           |
| <b>W.4.1d</b> Provide a concluding statement or section related to the opinion presented.                                                                                                                 | <b>Unit TG:</b><br><b>U1:</b> Lesson 2<br><b>U4:</b> Lessons 2, 4, 5, 14, 15                                                                                                                                                                                                            |
| <b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                             | <b>Unit TG:</b><br><b>U2:</b> Lessons 3, 5, 12, 13<br><b>U4:</b> Lessons 9, 11<br><b>U5:</b> Lessons 3, 7, 8, 12, 13<br><b>U6:</b> Lessons 3, 4, 5, 7, 8, 10, 12, 13<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lessons 1, 3<br><b>U9:</b> Lessons 1, 2, 5, 6 |
| <b>W.4.2a</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | <b>Unit TG:</b><br><b>U6:</b> Lessons 4, 10, 12<br><b>U9:</b> Lessons 12, 13, 14                                                                                                                                                                                                        |
| <b>W.4.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                            | <b>Unit TG:</b><br><b>U2:</b> Lesson 13<br><b>U6:</b> Lessons 5, 7, 8, 10, 12<br><b>U9:</b> Lessons 12, 13, 14                                                                                                                                                                          |

## GRADES K-5

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| <b>W.4.2c</b> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).                       | <b>Unit TG:</b><br><b>U2:</b> Lesson 12<br><b>U6:</b> Lessons 5, 7, 8, 10, 12<br><b>U9:</b> Lesson 14                                                                                                                                                                                                                      |
| <b>W.4.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                      | <b>Unit TG:</b><br><b>U6:</b> Lessons 5, 7, 8, 10, 12<br><b>U9:</b> Lessons 12, 13, 14                                                                                                                                                                                                                                     |
| <b>W.4.2e</b> Provide a concluding statement or section related to the information or explanation presented.                                                 | <b>Unit TG:</b><br><b>U9:</b> Lessons 12, 13, 14, 13                                                                                                                                                                                                                                                                       |
| <b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 6, 7, 10, 11, 12<br><b>U4:</b> Lesson 6<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lessons 2, 5, 7, 10<br><b>U7 (The Season of Styx Malone):</b> Lesson 15<br><b>U8 (Treasure Island):</b> Lessons 7, 10, 12<br><b>U8 (A World of Tales):</b> Lesson 10 |
| <b>W.4.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 3, 9<br><b>U7 (The Season of Styx Malone):</b> Lessons 7, 8, 9<br><b>U8 (Treasure Island):</b> Lessons 4, 5, 8<br><b>U8 (A World of Tales):</b> Lessons 4, 5, 6                                                                                                                   |
| <b>W.4.3b</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.                              | <b>Unit TG:</b><br><b>U1:</b> Lessons 6, 10<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lessons 6, 9<br><b>U7 (The Season of Styx Malone):</b> Lessons 2, 4, 10, 12<br><b>U8 (Treasure Island):</b> Lesson 12<br><b>U8 (A World of Tales):</b> Lessons 6, 7, 11                                   |
| <b>W.4.3c</b> Use a variety of transitional words and phrases to manage the sequence of events.                                                              | <b>Unit TG:</b><br><b>U1:</b> Lessons 7, 9, 10<br><b>U8 (Treasure Island):</b> Lessons 10, 12                                                                                                                                                                                                                              |

## GRADES K-5

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|                                                                                                                                                                                                                                                                   | <b>U8 (A World of Tales):</b> Lesson 10                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>W.4.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.                                                                                                                                                      | <b>Unit TG:</b><br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lesson 8<br><b>U7 (The Season of Styx Malone):</b> Lessons 3, 6, 9, 11, 12<br><b>U8 (Treasure Island):</b> Lessons 10, 12<br><b>U8 (A World of Tales):</b> Lesson 9                                                                                                                                                                   |
| <b>W.4.3e</b> Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                          | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 6, 7, 13<br><b>U7 (The Season of Styx Malone):</b> Lesson 14<br><b>U8 (A World of Tales):</b> Lessons 8, 12                                                                                                                                                                                                                                                                       |
| Production and Distribution of Writing                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                     | <b>Unit TG:</b><br><b>U1:</b> Lessons 4, 14<br><b>U2:</b> Lesson 14<br><b>U3:</b> Lessons 2, 4, 6, 7, 10, 11, 13, 14<br><b>U4:</b> Lessons 1, 8<br><b>U5:</b> Lessons 7, 8, 10, 12, 13<br><b>U6:</b> Lesson 15<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lesson 4<br><b>U7 (The Season of Styx Malone):</b> Lesson 15<br><b>U8 (Treasure Island):</b> Lessons 4, 13, 16<br><b>U9:</b> Lesson 15 |
| <b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.) | <b>Unit TG:</b><br><b>U1:</b> Lessons 5, 12, 14, 15<br><b>U2:</b> Lessons 8, 10, 12, 13, 14<br><b>U3:</b> Lesson 5<br><b>U4:</b> Lessons 4, 12, 14, 15<br><b>U5:</b> Lessons 7, 10<br><b>U6:</b> Lessons 14, 15<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lessons 11, 12, 13, 14<br><b>U7 (The Season of Styx Malone):</b> Lessons 5, 6, 7, 8, 10, 11, 12, 13, 14                               |

## GRADES K-5

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|                                                                                                                                                                                                                                                                                             | <b>U8 (Treasure Island):</b> Lessons 3, 7, 8, 13, 16<br><b>U8 (A World of Tales):</b> Lessons 5, 9, 10, 11, 12, 13, 14<br><b>U9:</b> Lessons 9, 10, 12, 13, 14, 15                                                                               |
| <b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | <b>Unit TG:</b><br><b>U5:</b> Lessons 8, 10<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lessons 14, 15<br><b>U8 (A World of Tales):</b> Lesson 14                                                                       |
| Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                  |
| <b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.                                                                                                                                                                    | <b>Unit TG:</b><br><b>U4:</b> Lesson 7<br><b>U9:</b> Lessons 6, 8, 15                                                                                                                                                                            |
| <b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.                                                                                              | <b>Unit TG:</b><br><b>U1:</b> Lesson 8<br><b>U3:</b> Lessons 3, 5, 6<br><b>U4:</b> Lesson 7<br><b>U5:</b> Lessons 4, 5, 8<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lesson 3<br><b>U9:</b> Lessons 3, 5, 7, 9, 11, 15 |
| <b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                              | <b>Unit TG:</b><br><b>U1:</b> Lesson 1<br><b>U2:</b> Lessons 2, 4, 5, 7, 8, 10, 13<br><b>U3:</b> Lesson 13<br><b>U4:</b> Lesson 3<br><b>U5:</b> Lessons 4, 5                                                                                     |
| <b>W.4.9a</b> Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                                              | <b>Unit TG:</b><br><b>U3:</b> Lesson 13<br><b>U7 (The Season of Styx Malone):</b> Lessons 1, 2<br><b>U8 (A World of Tales):</b> Lessons 2, 3                                                                                                     |
| <b>W.4.9b</b> Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular                                                                                                                                   | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 4, 10                                                                                                                                                                                                   |



## GRADES K-5

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| points in a text”).                                                                                                                                                                                                                      | <b>U6:</b> Lessons 3, 4, 5, 7, 8, 10<br><b>U9:</b> Lesson 4                                                                                                                                                                                                                                                                                                                                                                                 |
| Range of Writing                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.      | <b>Unit TG:</b><br><b>U4:</b> Lessons 11, 13<br><b>U8 (Treasure Island):</b> Lessons 13, 16<br><b>U8 (A World of Tales):</b> Lesson 15                                                                                                                                                                                                                                                                                                      |
| Speaking and Listening                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Comprehension and Collaboration                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 3, 14, 15<br><b>U2:</b> Lessons 5, 6, 7, 8, 14<br><b>U3:</b> Lessons 6, 7<br><b>U4:</b> Lessons 1, 2, 4, 14<br><b>U6:</b> Lessons 2, 14<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lessons 4, 5, 8, 9, 10, 11, 12, 13<br><b>U7 (The Season of Styx Malone):</b> Lesson 8<br><b>U8 (Treasure Island):</b> Lessons 1, 2, 16<br><b>U8 (A World of Tales):</b> Lessons 1, 15 |
| <b>SL.4.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                                | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 3<br><b>U2:</b> Lesson 8<br><b>U4:</b> Lesson 4<br><b>U7 (The Season of Styx Malone):</b> Lessons 2, 15                                                                                                                                                                                                                                                                                            |
| <b>SL.4.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles.                                                                                                                                                    | <b>Unit TG:</b><br><b>U3:</b> Lesson 1<br><b>U4:</b> Lessons 1, 9, 11<br><b>U7 (The Season of Styx Malone):</b> Lessons 12, 15                                                                                                                                                                                                                                                                                                              |

## GRADES K-5

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|                                                                                                                                                                                                                                             | <b>U8 (Treasure Island):</b> Lesson 16<br><b>U8 (A World of Tales):</b> Lesson 15<br><b>U9:</b> Lesson 1                                                                                                                                 |
| <b>SL.4.1c</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                                                        | <b>Unit TG:</b><br><b>U1:</b> Lesson 9<br><b>U4:</b> Lessons 10, 12<br><b>U7 (The Season of Styx Malone):</b> Lessons 5, 12, 15<br><b>U8 (Treasure Island):</b> Lesson 16                                                                |
| <b>SL.4.1d</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.                                                                                                                     | <b>Unit TG:</b><br><b>U1:</b> Lesson 1<br><b>U3:</b> Lesson 8<br><b>U4:</b> Lesson 5<br><b>U7 (The Season of Styx Malone):</b> Lesson 12<br><b>U9:</b> Lesson 1                                                                          |
| <b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                               | <b>Unit TG:</b><br><b>U1:</b> Lesson 4<br><b>U3:</b> Lessons 5, 7, 12<br><b>U4:</b> Lessons 5, 6<br><b>U8 (A World of Tales):</b> Lessons 8, 10                                                                                          |
| <b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.                                                                                                                                            | <b>Unit TG:</b><br><b>U1:</b> Lessons 2, 3, 14<br><b>U4:</b> Lesson 6<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lesson 12<br><b>U7 (The Season of Styx Malone):</b> Lesson 9                                  |
| Presentation of Knowledge and Ideas                                                                                                                                                                                                         |                                                                                                                                                                                                                                          |
| <b>SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | <b>Unit TG:</b><br><b>U1:</b> Lesson 5<br><b>U4:</b> Lessons 6, 7, 12, 13<br><b>U6:</b> Lesson 1<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lessons 14, 15<br><b>U7 (The Season of Styx Malone):</b> Lesson 15 |

## GRADES K-5

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|                                                                                                                                                                                                                                                                                                                               | <b>U8 (A World of Tales):</b> Lessons 1, 15<br><b>U9:</b> Lessons 15, 16                                                                                                 |
| <b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.                                                                                                                                                                                  | <b>Unit TG:</b><br><b>U4:</b> Lesson 9<br><b>U6:</b> Lesson 1<br><b>U9:</b> Lessons 15, 16                                                                               |
| <b>SL.4.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.) | <b>Unit TG:</b><br><b>U1:</b> Lessons 2, 3<br><b>U6:</b> Lessons 1, 2<br><b>U7 (The Season of Styx Malone):</b> Lesson 15                                                |
| <b>Language</b>                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          |
| Conventions of Standard English                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          |
| <b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                                           | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 6, 9, 11, 15<br><b>U5:</b> Lessons 11, 14<br><b>U6:</b> Lessons 1, 2, 4, 6, 9, 11<br><b>U8 (Treasure Island):</b> Lessons 6, 12 |
| <b>L.4.1a</b> Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).                                                                                                                                                                                                | <b>Unit TG:</b><br><b>U1:</b> Lessons 2, 6, 8, 13<br><b>U2:</b> Lesson 11<br><b>U8 (Treasure Island):</b> Lessons 4, 6, 9                                                |
| <b>L.4.1b</b> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.                                                                                                                                                                                                        | <b>Unit TG:</b><br><b>U1:</b> Lessons 6, 8, 13<br><b>U2:</b> Lesson 6<br><b>U7 (The Season of Styx Malone):</b> Lessons 8, 14                                            |
| <b>L.4.1c</b> Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various                                                                                                                                                                                                                                          | <b>Unit TG:</b>                                                                                                                                                          |

## GRADES K-5

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| conditions.                                                                                                                                            | <b>U1:</b> Lesson 11<br><b>U2:</b> Lesson 11<br><b>U6:</b> Lessons 13, 15<br><b>U8 (Treasure Island):</b> Lesson 2                                                                                                                                                              |
| <b>L.4.1d</b> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). | <b>Unit TG:</b><br><b>U5:</b> Lessons 11, 12, 13, 14<br><b>U7 (The Season of Styx Malone):</b> Lesson 6                                                                                                                                                                         |
| <b>L.4.1e</b> Form and use prepositional phrases.                                                                                                      | <b>Unit TG:</b><br><b>U2:</b> Lessons 4, 9<br><b>U7 (The Season of Styx Malone):</b> Lessons 7, 14                                                                                                                                                                              |
| <b>L.4.1f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*                                             | <b>Unit TG:</b><br><b>U1:</b> Lesson 4<br><b>U2:</b> Lessons 5, 13, 14<br><b>U7 (The Season of Styx Malone):</b> Lesson 14                                                                                                                                                      |
| <b>L.4.1g</b> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*                                                     | <b>Unit TG:</b><br><b>U1:</b> Lessons 4, 5<br><b>U2:</b> Lessons 6, 9<br><b>U8 (Treasure Island):</b> Lesson 4                                                                                                                                                                  |
| <b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                        | <b>Unit TG:</b><br><b>U1:</b> Lesson 6<br><b>U2:</b> Lesson 10<br><b>U5:</b> Lessons 2, 4, 6, 9, 10, 11, 14, 15<br><b>U6:</b> Lesson 2<br><b>U7 (The Season of Styx Malone):</b> Lesson 14<br><b>U8 (Treasure Island):</b> Lesson 14<br><b>U8 (A World of Tales):</b> Lesson 14 |
| <b>L.4.2a</b> Use correct capitalization.                                                                                                              | <b>Unit TG:</b><br><b>U5:</b> Lessons 5, 8, 10<br><b>U6:</b> Lesson 10                                                                                                                                                                                                          |
| <b>L.4.2b</b> Use commas and quotation marks to mark direct speech and                                                                                 | <b>Unit TG:</b>                                                                                                                                                                                                                                                                 |

## GRADES K-5

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| quotations from a text.                                                                                                                                                                   | <b>U1:</b> Lessons 4, 6<br><b>U4:</b> Lesson 5<br><b>U6:</b> Lesson 4                                                                          |
| <b>L.4.2c</b> Use a comma before a coordinating conjunction in a compound sentence.                                                                                                       | <b>Unit TG:</b><br><b>U8 (Treasure Island):</b> Lesson 11<br><b>U8 (A World of Tales):</b> Lessons 2, 4, 15                                    |
| <b>L.4.2d</b> Spell grade-appropriate words correctly, consulting references as needed.                                                                                                   | <b>Unit TG:</b><br><b>U2:</b> Lessons 11, 15<br><b>U6:</b> Lessons 10, 14<br><b>U8 (Treasure Island):</b> Lesson 14                            |
| Knowledge of Language                                                                                                                                                                     |                                                                                                                                                |
| <b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                 | <b>Unit TG:</b><br><b>U1:</b> Lessons 6, 10, 11, 12, 13<br><b>U3:</b> Lesson 2<br><b>U6:</b> Lessons 1, 2                                      |
| <b>L.4.3a</b> Choose words and phrases to convey ideas precisely.*                                                                                                                        | <b>Unit TG:</b><br><b>U1:</b> Lessons 11, 12<br><b>U2:</b> Lesson 14<br><b>U3:</b> Lesson 8<br><b>U7 (The Season of Styx Malone):</b> Lesson 9 |
| <b>L.4.3b</b> Choose punctuation for effect.*                                                                                                                                             | <b>Unit TG:</b><br><b>U1:</b> Lessons 6, 10, 12, 13<br><b>U3:</b> Lessons 1, 13                                                                |
| <b>L.4.3c</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | <b>Unit TG:</b><br><b>U4:</b> Lessons 4, 6, 14<br><b>U5:</b> Lessons 7, 12                                                                     |
| Vocabulary Acquisition and Use                                                                                                                                                            |                                                                                                                                                |
| <b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning                                                                                                             | <b>Unit TG:</b>                                                                                                                                |

## GRADES K-5

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| words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.                                                                                                     | <b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br><b>U2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br><b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14<br><b>U4:</b> Lessons 1, 3, 5, 6, 8<br><b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U6:</b> Lessons 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 14<br><b>U7 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>U7 (The Season of Styx Malone):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U8 (Treasure Island):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U8 (A World of Tales):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br><b>U9:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| <b>L.4.4a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                                                                                    | <b>Unit TG:</b><br><b>U6:</b> Lessons 5, 11<br><b>U7 (The Season of Styx Malone):</b> Lessons 3, 6<br><b>U8 (A World of Tales):</b> Lesson 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>L.4.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).                                 | <b>Unit TG:</b><br><b>U2:</b> Lessons 11, 15<br><b>U6:</b> Lessons 2, 4, 6, 9, 11, 13, 15<br><b>U8 (Treasure Island):</b> Lessons 2, 4, 6, 9, 11, 14<br><b>U8 (A World of Tales):</b> Lessons 3, 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>L.4.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | <b>Unit TG:</b><br><b>U1:</b> Lesson 12<br><b>U2:</b> Lesson 14<br><b>U5:</b> Lesson 7<br><b>U6:</b> Lesson 6<br><b>U8 (Treasure Island):</b> Lesson 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                                                                                                  | <b>Unit TG:</b><br><b>U3:</b> Lessons 4, 5, 10, 11, 14<br><b>U4:</b> Lessons 5, 6, 12<br><b>U5:</b> Lessons 2, 3<br><b>U7 (The Season of Styx Malone):</b> Lesson 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## GRADES K-5

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|                                                                                                                                                                                                                                                                                                                                                                                    | <b>U8 (Treasure Island):</b> Lessons 3, 5, 7, 12<br><b>U8 (A World of Tales):</b> Lesson 13                                                                                                                     |
| <b>L.4.5a</b> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.                                                                                                                                                                                                                                                               | <b>Unit TG:</b><br><b>U1:</b> Lesson 10<br><b>U3:</b> Lesson 4<br><b>U7 (The Season of Styx Malone):</b> Lessons 1, 2, 3<br><b>U8 (Treasure Island):</b> Lesson 5<br><b>U8 (A World of Tales):</b> Lesson 9     |
| <b>L.4.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.                                                                                                                                                                                                                                                                                            | <b>Unit TG:</b><br><b>U2:</b> Lessons 3, 12<br><b>U7 (The Season of Styx Malone):</b> Lessons 1, 2, 3<br><b>U8 (Treasure Island):</b> Lesson 5                                                                  |
| <b>L.4.5c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).                                                                                                                                                                                                                   | <b>Unit TG:</b><br><b>U1:</b> Lesson 2<br><b>U6:</b> Lessons 3, 10, 15<br><b>U8 (Treasure Island):</b> Lesson 5                                                                                                 |
| <b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation</i> , and <i>endangered</i> when discussing animal preservation). | <b>Unit TG:</b><br><b>U1:</b> Lesson 6<br><b>U2:</b> Lessons 5, 14<br><b>U3:</b> Lesson 1<br><b>U4:</b> Lesson 5<br><b>U6:</b> Lessons 1, 2, 10, 14<br><b>U7 (The Season of Styx Malone):</b> Lessons 9, 11, 12 |

## A Correlation of 3rd Edition CKLA to Common Core State Standards for English Language Arts

| Grade 5                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |
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| Common Core State Standards for English Language Arts                                                                                                                                                                           | 3rd Edition Core Knowledge Language Arts                                                                                                                                                                                                                                                                                        |
| Literature                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                 |
| Key Ideas and Details                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                 |
| <b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                             | <b>Unit TG:</b><br><b>U3:</b> Lessons 3, 4, 9, 12, 13<br><b>U4:</b> Lessons 1, 4, 6, 14<br><b>U7 (The Phantom Tollbooth):</b> Lessons 1, 2, 3, 5, 7, 11, 12, 13<br><b>U7 (The Science of Breakable Things):</b> Lessons 1, 2, 4, 7, 8, 9, 11, 12, 13<br><b>U8 (A Midsummer Night's Dream):</b> Lesson 5                         |
| <b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | <b>Unit TG:</b><br><b>U2:</b> Lessons 5, 6<br><b>U3:</b> Lessons 1, 2, 3, 5, 8, 9, 13<br><b>U4:</b> Lessons 11, 12<br><b>U6:</b> Lesson 3<br><b>U7 (The Phantom Tollbooth):</b> Lessons 8, 10<br><b>U7 (The Science of Breakable Things):</b> Lessons 3, 10<br><b>U8 (A Midsummer Night's Dream):</b> Lessons 3, 11, 13, 14, 15 |
| <b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).                                                    | <b>Unit TG:</b><br><b>U3:</b> Lessons 11, 12<br><b>U4:</b> Lessons 2, 5, 9, 10<br><b>U7 (The Phantom Tollbooth):</b> Lesson 11<br><b>U7 (The Science of Breakable Things):</b> Lessons 2, 5, 7, 9, 12<br><b>U8 (A Midsummer Night's Dream):</b> Lessons 2, 4, 6, 8, 10                                                          |
| Craft and Structure                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                 |



## GRADES K-5

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| <b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.                                                    | <b>Unit TG:</b><br><b>U2:</b> Lesson 11<br><b>U3:</b> Lessons 4, 6, 7, 8<br><b>U4:</b> Lesson 13<br><b>U7 (The Phantom Tollbooth):</b> Lessons 1, 2, 3, 4, 6, 7, 9<br><b>U7 (The Science of Breakable Things):</b> Lessons 5, 9 |
| <b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.                                             | <b>Unit TG:</b><br><b>U4:</b> Lessons 1, 3, 4<br><b>U7 (The Phantom Tollbooth):</b> Lesson 6<br><b>U7 (The Science of Breakable Things):</b> Lessons 1, 4, 6, 7, 8, 10, 13                                                      |
| <b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.                                                                                              | <b>Unit TG:</b><br><b>U4:</b> Lesson 8<br><b>U7 (The Science of Breakable Things):</b> Lessons 1, 3, 12                                                                                                                         |
| Integration of Knowledge and Ideas                                                                                                                                                                   |                                                                                                                                                                                                                                 |
| <b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).       | <b>Unit TG:</b><br><b>U4:</b> Lesson 7<br><b>U6:</b> Lessons 3, 7<br><b>U7 (The Science of Breakable Things):</b> Lessons 6, 7                                                                                                  |
| <b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.                                               | <b>Unit TG:</b><br><b>U2:</b> Lessons 13, 14<br><b>U4:</b> Lesson 2<br><b>U6:</b> Lesson 7                                                                                                                                      |
| Range of Reading and Level of Text Complexity                                                                                                                                                        |                                                                                                                                                                                                                                 |
| <b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. | <b>Unit TG:</b><br><b>U8 (A Midsummer Night's Dream):</b> Lessons 3, 5, 7, 9, 11, 13                                                                                                                                            |
| <b>Informational Text</b>                                                                                                                                                                            |                                                                                                                                                                                                                                 |

## GRADES K-5

| Key Ideas and Details                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                         |
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| <b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                           | <b>Unit TG:</b><br><b>U1:</b> Lessons 2, 3, 6, 7, 11, 13, 14<br><b>U2:</b> Lessons 1, 2, 3, 8, 9, 12<br><b>U5:</b> Lessons 1, 2, 6, 7, 8, 12, 13<br><b>U6:</b> Lessons 1, 4, 6, 15<br><b>U8 (The Renaissance):</b> Lessons 1, 2, 3, 5, 10<br><b>U8 (A Midsummer Night's Dream):</b> Lesson 1<br><b>U9:</b> Lessons 5, 7 |
| <b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                               | <b>Unit TG:</b><br><b>U2:</b> Lessons 1, 2, 3, 4, 7, 8, 9, 10, 11, 12<br><b>U5:</b> Lessons 6, 7, 8, 11, 15<br><b>U8 (The Renaissance):</b> Lessons 7, 8<br><b>U9:</b> Lessons 1, 2, 8, 9, 10                                                                                                                           |
| <b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | <b>Unit TG:</b><br><b>U1:</b> Lessons 4, 5<br><b>U2:</b> Lessons 1, 7<br><b>U5:</b> Lessons 3, 4, 9, 13<br><b>U6:</b> Lessons 2, 8, 11, 12, 14<br><b>U8 (The Renaissance):</b> Lessons 1, 4, 6, 11, 12<br><b>U9:</b> Lessons 1, 3                                                                                       |
| Craft and Structure                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |
| <b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .                                                  | <b>Unit TG:</b><br><b>U1:</b> Lesson 12<br><b>U2:</b> Lessons 1, 2, 4<br><b>U6:</b> Lesson 1<br><b>U8 (The Renaissance):</b> Lesson 9<br><b>U9:</b> Lessons 1, 10                                                                                                                                                       |
| <b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or                                                        | <b>Unit TG:</b><br><b>U1:</b> Lessons 9, 13<br><b>U6:</b> Lesson 14                                                                                                                                                                                                                                                     |

## GRADES K-5

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| information in two or more texts.                                                                                                                                                                                                      | <b>U9:</b> Lesson 3                                                                                                                                    |
| <b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.                                                                                 | <b>Unit TG:</b><br><b>U1:</b> Lesson 9<br><b>U5:</b> Lesson 5<br><b>U6:</b> Lessons 9, 13<br><b>U9:</b> Lesson 4                                       |
| Integration of Knowledge of Ideas                                                                                                                                                                                                      |                                                                                                                                                        |
| <b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.                                                       | <b>Unit TG:</b><br><b>U2:</b> Lessons 8, 10, 12<br><b>U5:</b> Lesson 10<br><b>U6:</b> Lesson 5<br><b>U9:</b> Lessons 6, 11                             |
| <b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).                                                                   | <b>Unit TG:</b><br><b>U1:</b> Lesson 8<br><b>U2:</b> Lesson 10<br><b>U4:</b> Lesson 1<br><b>U6:</b> Lesson 5<br><b>U8 (The Renaissance):</b> Lesson 13 |
| <b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.                                                                                                   | <b>Unit TG:</b><br><b>U4:</b> Lesson 2<br><b>U5:</b> Lessons 5, 10<br><b>U8 (The Renaissance):</b> Lessons 8, 10<br><b>U9:</b> Lesson 11               |
| Range of Reading and Level of Text Complexity                                                                                                                                                                                          |                                                                                                                                                        |
| <b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | <b>Unit TG:</b><br><b>U4:</b> Lesson 4<br><b>U6:</b> Lessons 5, 9, 12                                                                                  |

| Foundational Skills                                                                                                                                                                                                          |                                                                                                                                                        |
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| Phonics and Word Recognition                                                                                                                                                                                                 |                                                                                                                                                        |
| <b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.                                                                                                                                 | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 6, 10, 11, 14<br><b>U4:</b> Lesson 6<br><b>U5:</b> Lesson 7<br><b>U6:</b> Lessons 6, 9, 10, 11, 14            |
| <b>RF.5.3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | <b>Unit TG:</b><br><b>U2:</b> Lesson 9<br><b>U3:</b> Lesson 5<br><b>U5:</b> Lessons 2, 5, 6, 7, 9, 10, 11<br><b>U8 (The Renaissance):</b> Lessons 2, 6 |
| Fluency                                                                                                                                                                                                                      |                                                                                                                                                        |
| <b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                            | <b>Unit TG:</b><br><b>U1:</b> Lesson 12<br><b>U2:</b> Lessons 6, 9, 14<br><b>U4:</b> Lessons 1, 3, 6, 8, 9, 10, 12, 14<br><b>U6:</b> Lessons 6, 11, 14 |
| <b>RF.5.4a</b> Read grade-level text with purpose and understanding.                                                                                                                                                         | <b>Unit TG:</b><br><b>U2:</b> Lessons 6, 9, 14<br><b>U4:</b> Lessons 3, 8, 9, 10, 12<br><b>U9:</b> Lesson 10                                           |
| <b>RF.5.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.                                                                                              | <b>Unit TG:</b><br><b>U2:</b> Lessons 6, 9<br><b>U4:</b> Lessons 1, 6, 12, 14                                                                          |
| <b>RF.5.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                            | <b>Unit TG:</b><br><b>U1:</b> Lessons 2, 12<br><b>U2:</b> Lessons 6, 9, 12, 14                                                                         |

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|                                                                                                                                                                                                                                    | <b>U3:</b> Lessons 1, 4, 5, 6<br><b>U4:</b> Lessons 12, 13, 14                                                                                          |
| <b>Writing</b>                                                                                                                                                                                                                     |                                                                                                                                                         |
| Text Types and Purposes                                                                                                                                                                                                            |                                                                                                                                                         |
| <b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.                                                                                                                     | <b>Unit TG:</b><br><b>U4:</b> Lessons 2, 3, 4, 5, 10<br><b>U6:</b> Lessons 13, 15<br><b>U9:</b> Lesson 6                                                |
| <b>W.5.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.                                                    | <b>Unit TG:</b><br><b>U4:</b> Lessons 2, 3, 4, 5, 10<br><b>U6:</b> Lessons 3, 7, 15                                                                     |
| <b>W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.                                                                                                                                           | <b>Unit TG:</b><br><b>U4:</b> Lessons 2, 3, 4, 5, 10<br><b>U6:</b> Lessons 8, 10, 15                                                                    |
| <b>W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).                                                                                                       | <b>Unit TG:</b><br><b>U4:</b> Lessons 3, 4, 5, 10<br><b>U6:</b> Lesson 10                                                                               |
| <b>W.5.1d</b> Provide a concluding statement or section related to the opinion presented.                                                                                                                                          | <b>Unit TG:</b><br><b>U4:</b> Lessons 3, 12<br><b>U6:</b> Lessons 12, 15                                                                                |
| <b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                      | <b>Unit TG:</b><br><b>U2:</b> Lessons 7, 10, 12<br><b>U7 (The Phantom Tollbooth):</b> Lesson 1<br><b>U7 (The Science of Breakable Things):</b> Lesson 1 |
| <b>W.5.2a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | <b>Unit TG:</b><br><b>U2:</b> Lessons 3, 7, 8, 10, 12<br><b>U5:</b> Lesson 12<br><b>U8 (The Renaissance):</b> Lessons 3, 4, 5, 7, 8, 10, 12             |

## GRADES K-5

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|                                                                                                                                                              | <b>U9:</b> Lessons 5, 8, 13, 14                                                                                                                                                                                                                                                                   |
| <b>W.5.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.               | <b>Unit TG:</b><br><b>U2:</b> Lessons 7, 10, 12<br><b>U5:</b> Lessons 2, 4, 5, 9, 10, 12, 13<br><b>U8 (The Renaissance):</b> Lessons 3, 4, 5, 7, 8, 10, 13<br><b>U9:</b> Lessons 3, 7, 9, 10, 11, 14                                                                                              |
| <b>W.5.2c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).      | <b>Unit TG:</b><br><b>U2:</b> Lessons 6, 7, 10, 12<br><b>U8 (The Renaissance):</b> Lesson 12<br><b>U9:</b> Lesson 13                                                                                                                                                                              |
| <b>W.5.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                      | <b>Unit TG:</b><br><b>U2:</b> Lessons 7, 10, 12<br><b>U5:</b> Lessons 2, 5, 14<br><b>U6:</b> Lesson 7<br><b>U8 (The Renaissance):</b> Lesson 13                                                                                                                                                   |
| <b>W.5.2e</b> Provide a concluding statement or section related to the information or explanation presented.                                                 | <b>Unit TG:</b><br><b>U2:</b> Lessons 7, 10, 12<br><b>U5:</b> Lesson 12                                                                                                                                                                                                                           |
| <b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 3, 4, 6, 7, 8, 11, 12<br><b>U7 (The Phantom Tollbooth):</b> Lesson 15<br><b>U7 (The Science of Breakable Things):</b> Lessons 2, 3, 10, 11<br><b>U8 (The Renaissance):</b> Lesson 5<br><b>U8 (A Midsummer Night's Dream):</b> Lessons 1, 3, 6, 8, 10, 12 |
| <b>W.5.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | <b>Unit TG:</b><br><b>U1:</b> Lesson 1<br><b>U7 (The Phantom Tollbooth):</b> Lessons 4, 7, 8, 9<br><b>U7 (The Science of Breakable Things):</b> Lesson 12                                                                                                                                         |
| <b>W.5.3b</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of                | <b>Unit TG:</b><br><b>U1:</b> Lesson 1                                                                                                                                                                                                                                                            |

## GRADES K-5

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| characters to situations.                                                                                                                                                                                                                                                                          | <b>U7 (The Phantom Tollbooth):</b> Lessons 5, 11<br><b>U7 (The Science of Breakable Things):</b> Lessons 4, 5, 8, 13<br><b>U8 (A Midsummer Night's Dream):</b> Lessons 2, 4, 7, 10                                                                                                      |
| <b>W.5.3c</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.                                                                                                                                                                                          | <b>Unit TG:</b><br><b>U6:</b> Lesson 9<br><b>U7 (The Science of Breakable Things):</b> Lessons 6, 9, 14                                                                                                                                                                                 |
| <b>W.5.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.                                                                                                                                                                                       | <b>Unit TG:</b><br><b>U1:</b> Lessons 3, 12<br><b>U7 (The Phantom Tollbooth):</b> Lessons 10, 13, 14<br><b>U7 (The Science of Breakable Things):</b> Lessons 7, 8, 13<br><b>U8 (A Midsummer Night's Dream):</b> Lesson 10                                                               |
| <b>W.5.3e</b> Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                           | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 3, 7, 12<br><b>U7 (The Phantom Tollbooth):</b> Lesson 12<br><b>U7 (The Science of Breakable Things):</b> Lesson 14                                                                                                                             |
| Production and Distribution of Writing                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                         |
| <b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                      | <b>Unit TG:</b><br><b>U1:</b> Lessons 5, 7, 9, 10, 14, 15<br><b>U3:</b> Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U4:</b> Lesson 7<br><b>U5:</b> Lessons 9, 10<br><b>U7 (The Phantom Tollbooth):</b> Lessons 2, 4, 15<br><b>U6:</b> Lessons 2, 4<br><b>U9:</b> Lesson 13 |
| <b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) | <b>Unit TG:</b><br><b>U1:</b> Lessons 5, 10, 13<br><b>U2:</b> Lessons 4, 13<br><b>U3:</b> Lessons 7, 10, 14<br><b>U4:</b> Lesson 13<br><b>U5:</b> Lessons 11, 13, 14<br><b>U6:</b> Lesson 13                                                                                            |

## GRADES K-5

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|                                                                                                                                                                                                                                                                                              | <b>U7 (The Phantom Tollbooth):</b> Lessons 7, 10, 11, 12, 13, 14<br><b>U7 (The Science of Breakable Things):</b> Lessons 10, 11, 14, 15<br><b>U8 (The Renaissance):</b> Lesson 15<br><b>U9:</b> Lessons 5, 7, 8, 12, 13, 14, 15 |
| <b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | <b>Unit TG:</b><br><b>U4:</b> Lesson 13<br><b>U5:</b> Lesson 12<br><b>U6:</b> Lesson 15<br><b>U7 (The Phantom Tollbooth):</b> Lesson 15<br><b>U9:</b> Lessons 12, 14, 15                                                        |
| Research to Build and Present Knowledge                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |
| <b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.                                                                                                                                              | <b>Unit TG:</b><br><b>U8 (The Renaissance):</b> Lesson 7<br><b>U9:</b> Lessons 2, 4, 5, 8, 10                                                                                                                                   |
| <b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.                                                                      | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 5, 8<br><b>U5:</b> Lessons 6, 7, 8<br><b>U6:</b> Lesson 5<br><b>U8 (The Renaissance):</b> Lessons 2, 8, 10<br><b>U9:</b> Lessons 2, 3, 6, 8, 10, 11, 15                                |
| <b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                               | <b>Unit TG:</b><br><b>U2:</b> Lesson 9<br><b>U4:</b> Lessons 8, 12, 14<br><b>U7 (The Phantom Tollbooth):</b> Lesson 3                                                                                                           |
| <b>W.5.9a</b> Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).                                                | <b>Unit TG:</b><br><b>U3:</b> Lessons 4, 11, 12<br><b>U4:</b> Lesson 14<br><b>U7 (The Phantom Tollbooth):</b> Lesson 6                                                                                                          |
| <b>W.5.9b</b> Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular                                                                                                                                    | <b>Unit TG:</b><br><b>U4:</b> Lessons 8, 12                                                                                                                                                                                     |



## GRADES K-5

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| points in a text, identifying which reasons and evidence support which point[s]").                                                                                                                                                       | <b>U5:</b> Lessons 3, 4, 10<br><b>U9:</b> Lesson 1                                                                                                                                                                           |
| Range of Writing                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |
| <b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.      | <b>Unit TG:</b><br><b>U5:</b> Lesson 15<br><b>U7 (The Phantom Tollbooth):</b> Lesson 9<br><b>U9:</b> Lessons 6, 11, 16                                                                                                       |
| Speaking and Listening                                                                                                                                                                                                                   |                                                                                                                                                                                                                              |
| Comprehension and Collaboration                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| <b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. | <b>Unit TG:</b><br><b>U1:</b> Lessons 14, 15<br><b>U2:</b> Lessons 2, 3<br><b>U3:</b> Lessons 10, 14<br><b>U7 (The Science of Breakable Things):</b> Lesson 2<br><b>U8 (A Midsummer Night's Dream):</b> Lessons 2, 4, 5      |
| <b>SL.5.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                                | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 3<br><b>U4:</b> Lesson 3<br><b>U5:</b> Lesson 9<br><b>U7 (The Science of Breakable Things):</b> Lesson 11<br><b>U8 (A Midsummer Night's Dream):</b> Lesson 1<br><b>U9:</b> Lesson 8 |
| <b>SL.5.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles.                                                                                                                                                    | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 2, 6, 11<br><b>U2:</b> Lessons 2, 3<br><b>U5:</b> Lessons 11, 12                                                                                                                    |
| <b>SL.5.1c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                                                                                       | <b>Unit TG:</b><br><b>U3:</b> Lessons 5, 8, 11                                                                                                                                                                               |

## GRADES K-5

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|                                                                                                                                                                                                                                   | <b>U5:</b> Lesson 1<br><b>U9:</b> Lessons 1, 2                                                                                                                                                                                                        |
| <b>SL.5.1d</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.                                                                                             | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 3<br><b>U5:</b> Lessons 1, 9<br><b>U9:</b> Lessons 7, 12, 13                                                                                                                                                 |
| <b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                          | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 3, 4<br><b>U3:</b> Lessons 10, 14<br><b>U5:</b> Lesson 11<br><b>U7 (The Phantom Tollbooth):</b> Lesson 14<br><b>U7 (The Science of Breakable Things):</b> Lesson 10<br><b>U8 (The Renaissance):</b> Lesson 5 |
| <b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.                                                                                                               | <b>Unit TG:</b><br><b>U2:</b> Lesson 1<br><b>U4:</b> Lessons 1, 4, 10                                                                                                                                                                                 |
| Presentation of Knowledge and Ideas                                                                                                                                                                                               |                                                                                                                                                                                                                                                       |
| <b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | <b>Unit TG:</b><br><b>U5:</b> Lesson 15<br><b>U6:</b> Lesson 15<br><b>U7 (The Phantom Tollbooth):</b> Lesson 15<br><b>U8 (A Midsummer Night's Dream):</b> Lessons 7, 9, 11, 12, 13, 14, 15<br><b>U9:</b> Lessons 15, 16                               |
| <b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.                                                     | <b>Unit TG:</b><br><b>U1:</b> Lessons 8, 9<br><b>U5:</b> Lessons 14, 15<br><b>U9:</b> Lessons 5, 15, 16                                                                                                                                               |
| <b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)                        | <b>Unit TG:</b><br><b>U1:</b> Lessons 2, 11<br><b>U4:</b> Lesson 14                                                                                                                                                                                   |

## GRADES K-5

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|                                                                                                                                            | <b>U5:</b> Lesson 15<br><b>U6:</b> Lesson 12<br><b>U9:</b> Lessons 13, 15, 16                                                                            |
| <b>Language</b>                                                                                                                            |                                                                                                                                                          |
| Conventions of Standard English                                                                                                            |                                                                                                                                                          |
| <b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                        | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 11, 14<br><b>U6:</b> Lessons 1, 2, 4, 6, 9, 10, 11                                                              |
| <b>L.5.1a</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | <b>Unit TG:</b><br><b>U4:</b> Lesson 3<br><b>U6:</b> Lessons 1, 2, 10<br><b>U8 (The Renaissance):</b> Lessons 6, 9<br><b>U9:</b> Lesson 3                |
| <b>L.5.1b</b> Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.        | <b>Unit TG:</b><br><b>U6:</b> Lessons 2, 4<br><b>U9:</b> Lessons 2, 7                                                                                    |
| <b>L.5.1c</b> Use verb tense to convey various times, sequences, states, and conditions.                                                   | <b>Unit TG:</b><br><b>U6:</b> Lessons 6, 9<br><b>U8 (The Renaissance):</b> Lessons 2, 4<br><b>U8 (A Midsummer Night's Dream):</b> Lessons 3, 9           |
| <b>L.5.1d</b> Recognize and correct inappropriate shifts in verb tense.*                                                                   | <b>Unit TG:</b><br><b>U4:</b> Lessons 2, 4<br><b>U6:</b> Lessons 2, 4<br><b>U8 (The Renaissance):</b> Lesson 4                                           |
| <b>L.5.1e</b> Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).                                                 | <b>Unit TG:</b><br><b>U6:</b> Lessons 10, 11<br><b>U8 (The Renaissance):</b> Lessons 11, 12, 14<br><b>U8 (A Midsummer Night's Dream):</b> Lessons 12, 13 |

## GRADES K-5

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| <b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           | <b>Unit TG:</b><br><b>U1:</b> Lesson 4<br><b>U5:</b> Lesson 13<br><b>U6:</b> Lessons 2, 4, 10, 11, 14<br><b>U7 (The Science of Breakable Things):</b> Lesson 15<br><b>U8 (The Renaissance):</b> Lesson 15 |
| <b>L.5.2a</b> Use punctuation to separate items in a series.*                                                                                                                                                                                                             | <b>Unit TG:</b><br><b>U1:</b> Lessons 7, 15<br><b>U3:</b> Lesson 8<br><b>U4:</b> Lesson 14                                                                                                                |
| <b>L.5.2b</b> Use a comma to separate an introductory element from the rest of the sentence.                                                                                                                                                                              | <b>Unit TG:</b><br><b>U1:</b> Lesson 4<br><b>U3:</b> Lesson 2<br><b>U6:</b> Lessons 2, 4, 10<br><b>U7 (The Science of Breakable Things):</b> Lesson 6                                                     |
| <b>L.5.2c</b> Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ). | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 4, 5<br><b>U6:</b> Lesson 11                                                                                                                                     |
| <b>L.5.2d</b> Use underlining, quotation marks, or italics to indicate titles of works.                                                                                                                                                                                   | <b>Unit TG:</b><br><b>U1:</b> Lesson 1<br><b>U3:</b> Lesson 3<br><b>U6:</b> Lesson 14<br><b>U9:</b> Lesson 15                                                                                             |
| <b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.                                                                                                                                                                                   | <b>Unit TG:</b><br><b>U2:</b> Lesson 11<br><b>U4:</b> Lessons 9, 10, 11, 14<br><b>U5:</b> Lesson 9<br><b>U8 (The Renaissance):</b> Lessons 6, 9, 10, 11, 14                                               |
| Knowledge of Language                                                                                                                                                                                                                                                     |                                                                                                                                                                                                           |

## GRADES K-5

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| <b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                   | <b>Unit TG:</b><br><b>U2:</b> Lesson 4<br><b>U4:</b> Lessons 3, 6, 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>L.5.3a</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                                                                                       | <b>Unit TG:</b><br><b>U4:</b> Lessons 4, 9<br><b>U7 (The Science of Breakable Things):</b> Lessons 10, 14<br><b>U8 (The Renaissance):</b> Lesson 8<br><b>U8 (A Midsummer Night's Dream):</b> Lesson 12<br><b>U9:</b> Lesson 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>L.5.3b</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.                                                                  | <b>Unit TG:</b><br><b>U1:</b> Lesson 1<br><b>U3:</b> Lesson 9<br><b>U4:</b> Lessons 3, 8<br><b>U8 (A Midsummer Night's Dream):</b> Lessons 7, 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Vocabulary Acquisition and Use                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. | <b>Unit TG:</b><br><b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14<br><b>U2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U4:</b> Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13<br><b>U6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15<br><b>U7 (The Phantom Tollbooth):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br><b>U7 (The Science of Breakable Things):</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13<br><b>U8 (The Renaissance):</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br><b>U8 (A Midsummer Night's Dream):</b> Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br><b>U9:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| <b>L.5.4a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                          | <b>Unit TG:</b><br><b>U1:</b> Lesson 12<br><b>U2:</b> Lesson 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## GRADES K-5

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| <b>L.5.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).                                               | <b>Unit TG:</b><br><b>U2:</b> Lessons 2, 4, 6, 9, 11, 14<br><b>U4:</b> Lessons 2, 4, 6, 9, 11, 14<br><b>U5:</b> Lessons 1, 3, 4<br><b>U6:</b> Lessons 4, 6, 9, 11, 14<br><b>U8 (The Renaissance):</b> Lessons 4, 9, 11<br><b>U9:</b> Lesson 1 |
| <b>L.5.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | <b>Unit TG:</b><br><b>U4:</b> Lessons 2, 3, 4, 5                                                                                                                                                                                              |
| <b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                                                                                                  | <b>Unit TG:</b><br><b>U1:</b> Lessons 3, 10, 15<br><b>U2:</b> Lesson 11<br><b>U7 (The Phantom Tollbooth):</b> Lessons 1, 2, 4, 6                                                                                                              |
| <b>L.5.5a</b> Interpret figurative language, including similes and metaphors, in context.                                                                                                                         | <b>Unit TG:</b><br><b>U2:</b> Lesson 11<br><b>U4:</b> Lessons 3, 7, 8, 13                                                                                                                                                                     |
| <b>L.5.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.                                                                                                                           | <b>Unit TG:</b><br><b>U2:</b> Lesson 11<br><b>U4:</b> Lessons 3, 4, 8<br><b>U7 (The Phantom Tollbooth):</b> Lesson 2<br><b>U8 (The Renaissance):</b> Lesson 14                                                                                |
| <b>L.5.5c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.                                                                        | <b>Unit TG:</b><br><b>U1:</b> Lesson 2<br><b>U2:</b> Lessons 5, 11<br><b>U6:</b> Lesson 6<br><b>U7 (The Phantom Tollbooth):</b> Lesson 2<br><b>U8 (The Renaissance):</b> Lesson 9                                                             |

GRADES K-5

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| <b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ). | <b>Unit TG:</b><br><b>U4:</b> Lessons 9, 10, 11<br><b>U6:</b> Lessons 6, 9, 10 |
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