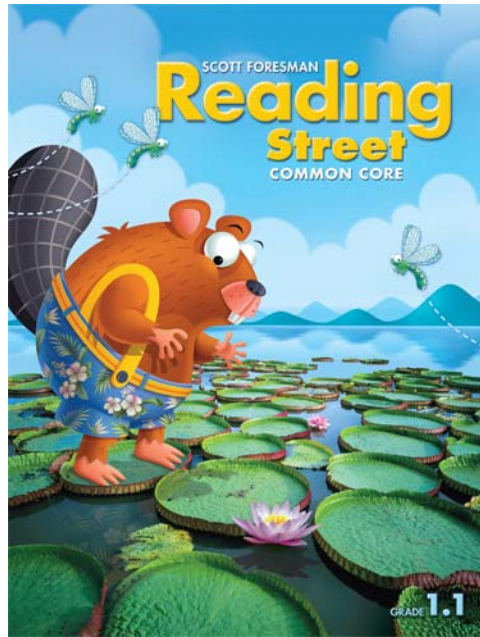


A Correlation of

**Scott Foresman
Reading Street
Common Core**

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to the

**Utah Core State Standards
for English Language Arts**

Grade 1

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INTRODUCTION

This document demonstrates how ***Scott Foresman Reading Street Common Core, ©2013*** meets the Utah Core State Standards for English Language Arts. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher’s Edition contain facsimile Student Edition and ancillary pages.

Teaching ***Scott Foresman Reading Street, Common Core*** is teaching the Common Core. ***Reading Street*** is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

Scott Foresman Reading Street, Common Core is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also been leaders in the creation and review of the Common Core State Standards. These authors include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of ***Reading Street***—and the Utah Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Among the instruction to aid in this goal is the Read for Understanding Routine, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The ***Reading Street Sleuth*** encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

Writing on Reading Street

Writing instruction on ***Reading Street*** emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

Differentiated Instruction for Small Group Time

Reading Street instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. ***Reading Street*** follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student’s progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

ELL Instruction

Daily support for English language learners can be found throughout the ***Reading Street*** Teacher’s Edition. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

21st Century Skills

Technology on ***Scott Foresman Reading Street*** can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

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<p>(Continued) Literature 1. Ask and answer questions about key details in a text.</p>	<p>TE 4: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 44h, 44–45, 51b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 87b–87c, 110–111, 125a, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 181a, 182–183, 189c, 198b, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a, 218–219, 227b–227c TE 5: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 39a, 40–41, 48–49, 49a, 51b–51c, 57a, 60b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 79a, 82i, 87a, 89b–89c, 210b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a, 232–233, 233a, 238–239</p>

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<p>Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>SE R: 28, 54, 80, 106, 132, 145e, 158 SE 1: 30, 58, 84, 138 SE 2: 34, 66, 128 SE 3: 34, 74, 142, 208 SE 4: 44, 78, 182, 218 SE 5: 40, 78, 232</p> <p>TE R: 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 158–159a TE 1: 30–31a, 52–53, 58–59a, 84–85a, 138–139a TE 2: 34–35a, 66–67a, 128–129a TE 3: 20b, 22–23, 30–31, 33b, 34–35a, 74–75a, 117c, 142–143a, 207a, 208–209a TE 4: 44–45a, 57a, 60c, 78–79a, 159a, 180–181, 182–183a, 189c, 218–219a TE 5: 38–39, 40h, 40–41a, 78–79a, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c</p>
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<p>(Continued) Literature 3. Describe characters, settings, and major events in a story, using key details.</p>	<p>TE 2: 17a, 20b, 24–25, 26–27, 28–29, 33a, 33b, 34–35, 49a, 54–55, 60–61, 62–63, 64–65, 65a, 65b, 66h, 67a, 109a, 112b, 114–115, 118–119, 120–121, 122–123, 124–125, 127a, 128h, 128–129, 137c</p> <p>TE 3: 17a–17b, 28–29, 30–31, 33b, 34–35a, 43b, 43c, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 73b, 74h, 74–75a, 112–113, 114–115, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141a–141b, 142h, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 207a, 208h</p> <p>TE 4: 17a, 22–23, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 40–41, 43a, 57a, 64–65, 66–67, 68–69, 70–71, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162b, 164–165, 166–167, 170–171, 174–175, 176–177, 178–179, 181a, 182h, 189b–189c, 195a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 214–215, 216–217, 218h, 227b–227c</p> <p>TE 5: 17a, 22–23, 26–27, 30–31, 32–33, 36–37, 38–39, 39a, 40–41, 41a, 44i, 44–45, 46–47, 51b, 57a–57b, 62–63, 64–65, 68–69, 74–75, 76–77, 77b, 82i, 82–83, 84–85, 86–87, 87a, 89c, 207a–207b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 224–225, 226–227, 230–231, 231a, 232h</p>

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(Continued) Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.	TE 5: 20–21, 22–23, 26–27, 28–29, 30–31, 34–35, 36–37, 43b, 44i, 46–47, 48–49, 64–65, 68–69, 72–73, 77a, 84–85, 86–87, 210–211, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a
8. (Not applicable to literature)	Not applicable according to the Utah Core State Standards for Language Arts
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Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	SE 1: 143 SE 2: EI•4, 194 TE 1: 142–143 TE 2: 146–147, 148–149, 152–153, 160h, 175a, 178b–178c, 180–181, 182–183, 184–185, 186–187, 193a TE 3: 89a–89b, 94–95, 100–101, 102–103, 106h, 117c, 158b, 158–159, 162–163, 164–165, 166–167, 170–171, 172–173, 173a, 174–175, 181c TE 4: 104–105, 108–109, 109a, 132–133, 136–137, 144h TE 5: 95a–95b, 100–101, 102–103, 114–115, 116–117, 118–119, 129b, 152–153, 156h, 171a–171b, 184–185
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<p>Informational Text 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>SE R: 85 SE 1: 88–91 SE 2: 164–167 SE 3: 178–179 SE 5: 194, 198–199</p> <p>TE R: 31b, 57b, 58i, 84i, 85 TE 1: 33c, 83g, 87c, 88i, 88–91, 154b TE 2: 33g, 37c, 38i, 43c, 77c, 95g, 159g, 164i, 164–165, 166–167, 169c, 193f TE 3: 73g, 109c, 141f, 145c, 170–171, 178i–179, 179a, 207g TE 4: 48i, 48–49, 96–97, 143f, 181f, 186i, 186–187, 187a TE 5: 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g</p>
<p>Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>SE R: 58–59, 110–111 SE 1: 88–91, 142–143 SE 2: 72–73 SE 5: 162, 198–199</p> <p>TE R: 58–59, 110i, 110–111 TE 1: 88i, 88–91, 93c, 110–111, 142i, 160–161 TE 2: 70i, 70–71, 72–73, 74–75, 94–95 TE 3: 96–97, 98–99, 149c TE 4: 96–99, 119c, 138–139, 148i, 148–149 TE 5: 102–103, 129c, 146–147, 150–151, 155b, 160i, 162–163, 165c, 198i, 198–199, 199a</p>

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Integration of Knowledge and Ideas	
Informational Text 7. Use the illustrations and details in a text to describe its key ideas.	<p>SE R: 58–59, 84–85, 110–111, 136–137</p> <p>SE 1: 88–91</p> <p>SE 2: 70–75, 100–101, 164–167</p> <p>SE 3: 146–147</p> <p>SE 4: 48–49, 148–149, 150–151</p> <p>SE 5: 124–125, 126–127, 160–163, 198–199</p> <p>TE R: 58c, 58–59, 84i, 84–85, 109b, 110i, 110–111, 136–137</p> <p>TE 1: 87c, 88i, 88–91, 93c, 102–103, 106–107, 111a, 111b, 154–155, 158–159</p> <p>TE 2: 43c, 70i, 70–75, 86b, 90–91, 92–93, 94–95, 95g, 100i, 100–101, 101a, 103c, 146–147, 159a, 159b, 164i, 164–165, 178–179, 182–183, 186–187, 190–191, 193a, 195a</p> <p>TE 3: 92–93, 105a, 106–107, 141f, 146–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 181c</p> <p>TE 4: 48i, 48–49, 49a, 51c, 100–101, 102–103, 106–107, 108–109, 109a, 109g, 114–115, 116–117, 132–133, 136–137, 138–139, 140–141, 143a, 148i, 148–149, 150–151, 153c, 185b, 221b</p> <p>TE 5: 98–99, 102–103, 119a, 119b, 123b, 124i, 124–125, 126–127, 129c, 138–139, 140–141, 142–143, 146–147, 148–149, 150–151, 155a, 155b, 160i, 160–161, 162–163, 165c, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 193a, 198i, 198–199, 199a</p>

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Informational Text 8. Identify the reasons an author gives to support points in a text.	SE 1: 164 SE 2: 75, 96, 160 TE 1: 164, 171b TE 2: 70i, 74–75, 96–97, 97a, 103b, 132–133, 143a, 148–149, 154–155, 161a, 164–165, 169b, 194h
Informational Text 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	SE 1: 91 SE 2: 135, 167, 199 SE 3: 41, 105b, 115, 215 SE 4: 117 SE 5: 162–163 TE 1: 90–91, 163b TE 2: 132i, 134–135, 164i, 166–167, 198–199, 199a TE 3: 115a, 147a TE 4: 116–117 TE 5: 162–163, 190–191
Range and Level of Text Complexity	
Informational Text 10. With prompting and support, read informational texts appropriately complex for grade 1.	SE R: 58–59, 84–85 SE 1: 102–111, 154–163 SE 2: 86–95, 146–159, 178–193 SE 3: 92–105, 158–173 SE 4: 96–109, 128–143 SE 5: 98–119, 138–155, 174–193 TE R: 58i, 84i TE 1: 102c, 102–111, 154b–154c, 154–163, 164h TE 2: 38i, 38–41, 86c, 86–95, 146c, 146–159, 178–193 TE 3: 92c, 92–105, 149c, 158c, 158–173 TE 4: 96c, 96–109, 128c, 128–143 TE 5: 98c, 98–119, 138c, 138–155, 174–193

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Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. Demonstrate understanding of the organization and basic features of print.	TE R: 15l, 16c, 16o, 31b, 32c, 40c, 42c, 42o, 57b, 58c, 66c, 68c, 68o, 83b, 84c, 92c, 94c, 94o, 110c, 118c, 120c, 120o, 135b, 136c
Foundational Skills 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TE R: 91f, 91h, 93b, 94i, 117h, 143f, 144c, 145b, 146c, 146i, 146o, 162c TE 1: 17c, 29c, 32a, 35c, 37g, 99c, 111c, 114a, 117c, 119g, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c, 171g TE 5: 17c, 49c
Phonological Awareness	
Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	SE R: 14–15, 116 SE 1: 68, 96 TE R: 14–15a, 42d, 58d, 84d, 94d, 94q–94r, 110d, 116, 118d, 120d, 136d, 146d, 162d TE 1: 30c–30d, 36c, 58c–58d, 64c, 68–69, 84c–84d, 88c–88d, 92c, 96–97, 112c, 138c–138d, 164c–164d, 170c TE 2: 66c TE 3: 78c, 146c, 148c, 180c, 216c TE 4: 44c, 152c, 188c, 222c TE 5: 58d, 136c
Foundational Skills 2.a. Distinguish long from short vowel sounds in spoken single-syllable words.	SE 1: 14 SE 2: 46, 80, 106, 140, 172 SE 4: 14, 54 TE 1: 14–15, 15a TE 2: 46–47, 76c, 80–81, 102c, 106–107, 136c, 140–141, 141a, 164c–164d, 168c, 172–173, 173a, 200c TE 4: 14–15, 15a, 54–55, 55a

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<p>Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>SE R: 68, 116, 120, 142 SE 1: 14, 40, 68, 122, 124, 148 SE 3: 18, 46, 86, 188 SE 4: 14, 54, 90, 122, 156, 192 SE 5: 14, 96, 204</p> <p>TE R: 16p, 32d, 42p, 58d, 68p, 68, 110d, 120p, 146p TE 1: 14–15, 15a, 18c–18d, 30c–30d, 40–41, 41a, 44c–44d, 58d, 58e, 68–69, 69a, 72c–72d, 116c, 118c, 122–123, 123a, 124, 126c–126d, 126–127a, 138d, 138e, 144c, 148–149, 149a, 152c–152d, 164d, 168d TE 2: 14–15, 15a, 18c, 34c, 38c 42c, 50c, 70c, 84c, 110c, 140–141, 141a, 172–173, 173a, 176c TE 3: 14–15, 18c, 34c, 38c, 42c, 46–47, 74c, 82c, 86–87, 90c, 106c, 110c, 116c, 124c, 142c, 174c, 178c TE 4: 14–15, 15a, 18c–18d, 54–55, 58c, 78c, 86c, 90–91, 91a, 94c, 110c, 118c, 122–123, 123a, 126c, 144c, 148c, 152c, 156–157, 160c, 182c, 186c, 188c, 192–193, 196c, 218c, 222c, 226c TE 5: 14–15, 15a, 54–55, 55a, 58c, 78c, 124c, 132–133, 133a, 156c, 160c, 164c, 168–169, 169a, 204–205, 205a, 208c</p>

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<p>Foundational Skills 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>SE R: 14–15, 16–17, 38–39, 64–65, 90–91, 116–117, 120–121, 142–143 SE 1: 14, 40, 68, 96, 122, 148 SE 2: 14, 46, 80, 140, 172 SE 3: 86, 120, 152, 184 SE 4: 14, 54, 90, 156, 192 SE 5: 92</p> <p>TE R: 14–15, 15a, 15m, 16d, 16q–16r, 38–39a, 40d, 42p, 64–65a, 66d, 84d, 90–91a, 92d, 116–117, 118d, 120–121, 144d TE 1: 14–15, 15a, 18c–18d, 34c–34d, 40–41, 41a, 62c–62d, 68–69, 69a, 72c–72d, 84c–84d, 88c–88d, 92c, 100c–100d, 122–123, 123a, 126c–126d, 126–127a, 142c–142d, 144c, 149a, 152d, 168c–168d, 170c TE 2: 14–15, 15a, 47a, 50d, 80–81, 81a, 100c, 128c–128d, 132c–132d, 140–141, 141a, 164c–164d, 172–173, 173a, 198c–198d TE 3: 38c, 86–87, 90c, 116c, 120–121, 124c, 142c, 152–153, 156c, 188c, 208c TE 4: 14–15, 15a, 18c, 48c–48d, 50c, 54–55, 55a, 78c, 82c, 86c, 90–91, 91a, 94c, 110c, 114c, 118c, 156–157, 182c TE 5: 78c, 82c, 88c, 92–93, 93a, 120c, 164c, 240c</p>

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<p>Foundational Skills 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>SE 1: 40 SE 2: 14, 106 SE 3: 14, 86, 152, 184 SE 4: 14, 90, 122, 156, 192 SE 5: 14, 54, 92, 132, 168, 204</p> <p>TE R: 16p, 42p, 68p, 94p, 146p, 162d TE 1: 41a, 44c–44d, 62c–62d, 64c, 69a, 92c, 122–123, 123a, 126c–126d TE 2: 14–15, 15a, 18c, 106–107, 107a, 110c, 132c, 200c TE 3: 15a, 18c, 50c, 86–87, 90c, 110c, 152–153, 156c, 178c, 184–185, 188c, 212c TE 4: 14–15, 18c, 94c, 122–123, 126c, 152c, 156–157, 160c, 186c, 188c, 192–193, 196c TE 5: 14–15, 18c, 54–55, 92–93, 96c, 132–133, 136c, 168–169, 204–205, 205a, 208c</p>
Phonics and Word Recognition	
<p>Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>SE R: 16, 40, 42, 66, 68, 92, 94, 118, 120, 144 SE 1: 16, 18, 42, 44, 70, 98, 100, 124, 126, 150, 152</p> <p>TE R: 15a, 15b–15c, 15n–15o, 15p, 16e–16f, 16q–16r, 16, 17a–17b, 26–27, 32e, 32g–32h, 35b, 38–39, 39a, 39b–39c, 40e–40f, 40–40g, 42e–42f, 42g, 42–43a, 43b–43c, 50–51, 58e, 58g–58h, 61b, 64–65, 65a, 65b–65c, 66e–66f, 66, 68e–68f, 68g, 68q–68r, 68, 69a–69b, 84e, 84g–84h, 87b, 91a, 91b–91c, 92e–92f, 92, 94e–94f, 94g, 94q–94r, 94, 95a–95b, 102–103, 110e, 110g–110h, 113b, 117a, 117b–117c, 118e–118f, 118, 120e–120f, 120g, 120q–120r, 120, 121a–121b, 130–131, 136e, 136g–136h, 139b, 143a, 143b–143c, 144e–144f, 144, 146e–146f, 146g, 146q–146r, 146, 147a–147b, 162e, 162g–162h, 165b</p>

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<p>(Continued) Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>TE 1: 15a, 16–16a, 16b–16c, 18c–18d, 18–19a, 19b–19c, 19d, 30e, 34d, 34e–34f, 34g, 37d–37e, 37f, 40–41, 41a, 42–42a, 42b–42c, 44c–44d, 44–45a, 45b–45c, 45d, 58d, 58e, 62c–62d, 62e–68f, 62g, 64c, 65d–65e, 69a, 70–70a, 70b–70c, 72c–72d, 72–73a, 73b–73c, 73d, 84c–84d, 84e, 88c–88d, 88e–88f, 88g, 93d, 97a, 96–96a, 98, 98b–98c, 100d, 100–101a, 101b–101c, 101, 112e, 116d, 116e–116f, 116g, 118c, 119d–119e, 122–123, 123a, 124–124a, 124b–124c, 126d, 126–127a, 127b–127c, 127d, 127, 138c–138d, 138e, 142c–142d, 142e–142f, 142g, 144c, 145d–145e, 148–149, 149a, 150–150a, 150b–150c, 152c–152d, 152–153a, 153b–153c, 153d, 164c–164d, 164e, 168c–168d, 168e–168f, 168g, 171d–171e</p> <p>TE 2: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 34c–34d, 34e, 38c–38d, 38e–38f, 38g, 43d, 48–48a, 48b–48c, 50d, 50–51a, 51b–51c, 51d, 66c–66d, 66e, 70c–70d, 70e–70f, 70g, 76c, 77d, 80–81, 81a, 82b–82c, 85d, 85, 96c–96d, 100c–100d, 100e–100f, 107a, 108–108a, 108b–108c, 110d, 110–111a, 111b–111c, 111d, 128d, 128e, 132c–132d, 132e–132f, 136c, 142–142a, 142b–142c, 144c–144d, 144–145a, 145b–145c, 156–157, 160c–160d, 160e, 164e–164f, 164g, 173a, 174–174a, 174b–174c, 176c–176d, 176–177a, 177b–177c, 177d, 194e, 198c–198d, 198e–198f, 198g</p>

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<p>(Continued) Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>TE 3: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 34d, 34e, 38d, 38e–38f, 38g, 42c, 43d–43e, 47a, 48–48a, 48b–48c, 50d, 50–51a, 51b–51c, 51d, 74d, 74e, 78d, 78e–78f, 78g, 82c, 83d–83e, 83f, 88–88a, 88b–88c, 90d, 90–91a, 91b–91c, 91d, 106d, 106e, 110d, 110e–110f, 110g, 116c, 117d–117e, 122–122a, 122b–122c, 124d, 124–125a, 125b–125c, 125d, 142d, 142e, 146d, 146e–146f, 146g, 148c, 149d–149f, 153a, 154–154a, 154b–154c, 156d, 156–157a, 157b–157c, 157d, 157, 174d, 174e, 178d, 178e–178f, 178g, 180c, 181d–181f, 185a, 186–186a, 186b–186c, 188d, 188–189a, 189b–189c, 189d, 208d, 208e, 212d, 212e–212f, 212g, 216c, 217d–217f TE 4: 15a, 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 44d, 44e, 48d, 48e–48f, 48g, 51d–51e, 55a, 56–56a, 56b–56c, 58d, 58–59a, 59b–59c, 59d, 78d, 78e, 82d, 82e–82f, 82g, 86c, 87d–87e, 91a, 92–92a, 92b–92c, 94d, 94–95a, 95b–95c, 95d, 110d, 110e, 114d, 114e–114f, 114g, 118c, 119d–119e, 122–123, 123a, 124–124a, 124b–126c, 126d, 144d, 144e, 148d, 148e–148f, 148g, 152c, 153d, 157a, 158–158a, 158b–158c, 160d, 160–161a, 161b–161c, 161d, 161, 182d, 182e, 186d, 186e–186f, 186g, 188c, 189d–189e, 194–194a, 194b–194c, 196c–196d, 196–197a, 197b–197c, 197d, 218d, 218e, 222e–222f, 222g, 226c, 227d–227e</p>

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<p>(Continued) Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>TE 5: 15a, 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 40d, 40e, 44d, 44e–44f, 44g, 50c, 51d–51e, 55a, 56–56a, 56b–56c, 58d, 58–59a, 59b–59c, 59d, 78d, 78e, 82d, 82e–82f, 82g, 88c, 89d–89e, 93a, 94–94a, 94b–94c, 96d, 96–97a, 97b–97c, 97d, 120d, 120e, 124d, 124e–124f, 124g, 128c, 129d–129e, 133a, 134–134a, 134b–134c, 136d, 136–137a, 137b–137c, 137d, 156d, 156e, 160d, 160e–160f, 160g, 164c, 165d–165e, 169a, 170–170a, 170b–170c, 172d, 172–173a, 173b–173c, 173d, 194d, 194e, 198c–198d, 198e–198f, 198g, 200c, 201d–201e, 205a, 206–206a, 206b–206c, 208d, 208–209a, 209b–209c, 209d, 232d, 232e, 236c–236d, 236e–236f, 236g, 240c, 241d–241e</p>
<p>Foundational Skills 3.a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>SE 1: 18, 126 SE 2: 16, 84 SE 3: 48</p> <p>TE 1: 30d, 30e, 37d–37e, 62d, 62g, 126–127a TE 2: 15a, 16–16a, 16b–16c, 19d, 34c, 34e, 38e–38f, 42c, 43d, 70d, 70g, 84d, 84–85a, 96d, 96e, 100e–100f, 102c, 103d, 132d TE 3: 47a, 48, 48a, 48b–48c, 51d, 74d, 110g</p>

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Foundational Skills 3.b. Decode regularly spelled one-syllable words.	<p>SE R: 16, 42, 66, 68, 92, 94, 118, 120, 144</p> <p>SE 1: 16, 18, 42, 44, 70, 72, 98, 124, 126, 150, 152</p> <p>SE 2: 16, 18, 48, 50, 82, 84, 108, 110, 142, 144, 174</p> <p>SE 3: 16, 18, 48, 90, 124, 154</p> <p>SE 4: 16, 56, 92, 94, 124, 126, 160, 196</p> <p>SE 5: 94, 96, 134, 170, 208</p> <p>TE R: 16, 17a–17b, 32g–32h, 42–43a, 43b–43c, 66e–66f, 66, 66g, 68e–68f, 68g, 68q–68r, 68, 69a–69b, 74–75, 92, 94r, 94, 95a–95b, 113b, 118e–118f, 118, 120e–120f, 120, 121a–121b, 144, 146, 146g, 147a–147b, 154–155, 162g–162h</p> <p>TE 1: 16–16a, 16b–16c, 18–19a, 19b–19c, 19d, 34e–34f, 36c–36d, 37d–37e, 42–42a, 42b–42c, 44–45a, 45b–45c, 58e, 65d–65e, 68–69, 69a, 70–70a, 70b–70c, 72d, 72–73a, 73b–73c, 84d, 88e–88f, 92c, 93d–93e, 98, 98b–98c, 119d–119e, 124–124a, 124b–124c, 126–127a, 127b–127c, 127d, 142e–142f, 145d–145e, 150a, 150b–150c, 152–153a, 153b–153c, 153d, 164e, 170c, 171d–171e</p> <p>TE 2: 16–16a, 16c, 18d, 18–19a, 19b–19c, 19d, 38c, 38e–38f, 38g, 42c, 43d, 48a, 48b–48c, 51a, 51b–51c, 51d, 66d, 70e–70f, 77d, 82–82a, 82b–82c, 84–85a, 85d, 100e–100f, 108–108a, 108b–108c, 110–111a, 111b–111c, 111d, 128e, 132e–132f, 142–142a, 142b–142c, 144–145a, 145b–45c, 174–174a, 174b–174c, 177b–177c, 177d, 198e–198f</p>

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<p>(Continued) Foundational Skills 3.b. Decode regularly spelled one-syllable words.</p>	<p>TE 3: 16b–16c, , 18–19a, 19b–19c, 19d, 38e–38f, 43d–43e, 48–48a, 48b–48c, 51d, 78e–78f, 83d–83e, 110e–110f, 117d–117e, 142e, 146e–146f, 149d–149f, 154–154a, 154b–154c, 157b–157c, 178e–178f, 181d–181f, 186b–186c, 188–189a, 189b–189c, 212d, 212e–212f, 217d–217e TE 4: 16b–16c, 18–19a, 19b–19c, 48e–48f, 51d–51e, 56b–56c, 59b–59c, 59d, 82e–82f, 87d–87e, 92–92a, 92b–92c, 94c–94d, 94–95a, 95b–95c, 114e–114f, 119d–119e, 124b–124c, 126–127a, 127b–127c, 148e–148f, 153d–153e, 158b–158c, 186e–186f, 196–197a, 198a, 222e–222f, 226c TE 5: 16–16a, 19d, 40d–40e, 44e–44f, 51d–51e, 56–56a, 56b–56c, 78d–78e, 82d, 82e–82f, 82g, 89d–89e, 94–94a, 94b–94c, 97d, 124d, 124e–124f, 129d–129e, 134–134a, 134b–134c, 137d, 156c–156d, 160e–160f, 170–170a, 170b–170c, 173d, 194e, 198e–198f, 206b–206c, 208–209a, 209b–209c, 236e–236f, 236g</p>
<p>Foundational Skills 3.c. Know final –e and common vowel team conventions for representing long vowel sounds.</p>	<p>SE 2: 48, 50, 82, 108, 111, 142, 174, 176 SE 4: 16, 56, 92, 94, 124 SE 5: 56</p> <p>TE 2: 38g, 47a, 48–48a, 48b, 50–51a, 51c, 51d, 66d, 66e, 70e–70f, 76c, 77d, 82–82a, 82b–82c, 85d, 96c–96d, 96e, 100d, 100e–100f, 100g, 103d, 107a, 108–108a, 108b–108c, 111, 111d, 128d, 128e, 132d, 132e–132f, 132g, 136c, 137d–137e, 141a, 142–142a, 142b–142c, 142d, 145b–145c, 145d, 160d, 160e, 164c–164d, 164e–164f, 168c, 169d–169e, 173a, 174–174a, 174b–174c, 177c, 177d, 194c–194d, 194e, 198d, 198e–198f, 198g, 200c, 201d–201e</p>

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<p>(Continued) Foundational Skills 3.c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p>	<p>TE 3: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 38d, 38e–38f, 78d TE 4: 15a, 16–16a, 16b–16c, 19d, 44d, 44e, 48e–48f, 50c, 51d, 55a, 56–56a, 56b–56c, 59d, 78d, 78e, 82c–82d, 82e–82f, 87d–87e, 91a, 92–92a, 92b–92c, 95d, 95, 110d, 110e, 114d, 114e–114f, 114g, 118c, 119d–119e, 123a, 124–124a, 124b–124c, 127b–127c, 127d, 144d, 144e, 148d, 148e–148f, 148g, 152c, 153d–153e, 158b–158c, 161b–161c, 186d, 186e–186f, 186g TE 5: 44g, 56–56a, 78d, 78e</p>
<p>Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>SE 2: 176 TE R: 68d, 136d, 146d TE 1: 112c TE 2: 176c, 176d, 176, 177a, 200c TE 3: 110c, 146c, 178c TE 4: 148c, 152c, 186c, 188c, 222c, 226c TE 5: 58d, 58–59a, 96c</p>
<p>Foundational Skills 3.e. Decode two syllable words following basic patterns by breaking the words into syllables.</p>	<p>SE 2: 176 SE 3: 50 SE 4: 194 SE 5: 18, 58, 172 TE 2: 176d, 176–177a, 177b–177c, 194e, 198e–198f, 200c, 201d, 201e TE 3: 38d, 50–51a, 51b–51c, 74d TE 4: 194–194a, 194b–194c TE 5: 18c–18d, 18–19a, 19b–19c, 40e, 44e–44f, 50c, 58c–58d, 58–59a, 59b–59c, 59d, 78c–78d, 78e, 82d, 82e–82f, 88c, 124d, 124g, 172–173a, 173b–173c, 236d</p>

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Foundational Skills 3.f. Read words with inflectional endings.	<p>SE 1: 98, 100 SE 2: 144 SE 3: 88, 91, 122, 125, 186, 189 SE 4: 58 SE 5: 96</p> <p>TE 1: 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e, 102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d TE 2: 144d, 144–145a, 145b–145c, 160e, 164e–164f, 168c, 169d–169e, 198d, 198g TE 3: 49c, 87a, 88–88a, 88b–88c, 91d–91e, 106d–106e, 106f, 110e–110f, 116c, 117d–117e, 121a, 122–122a, 122b–122c, 125d, 126a, 142d, 146d, 146e–146f, 146g, 148c, 149d–149f, 178d, 178g, 185a, 186–186a, 186b–186c, 189d, 216c TE 4: 19d, 48d, 48g, 58–59a, 59b–59c, 82e–82f, 86c, 114d TE 5: 44g, 96d, 96–97a, 97b–97c, 120d, 120e, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g</p>
Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.	<p>SE R: 17, 41, 43, 69, 93, 95, 119, 121, 145, 147 SE 1: 17, 19, 43, 45, 71, 73, 99, 101, 125, 127, 150-151, 152-153</p> <p>TE R: 16h, 17a–17b, 17, 32f, 32g–32h, 35b, 41, 42h, 43b–43c, 43, 58f, 58g–58h, 61b, 67, 68h, 69a–69b, 69, 84f, 84g–84h, 87b, 93, 94h, 95a–95b, 95, 110g–110h, 113b, 119, 120h, 121a–121b, 121, 130–131, 136f, 136g–136h, 139b, 145, 146h, 147a–147b, 147, 162f, 162g–162h, 165b</p>

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<p>(Continued) Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TE 1: 16b–16c, 17, 19b–19c, 30g, 34e–34f, 37b, 37d–37e, 42b–42c, 43, 45b–45c, 45, 58g, 62e–62f, 65b, 65e, 70b–70c, 71, 73, 84g, 88e–88f, 93b, 93d–93e, 99, 101, 112g, 119b, 119d–119e, 124b–124c, 125, 127, 138g, 145d–145e, 151, 153, 164g, 168e–168f, 171b, 171d–171e</p> <p>TE 2: 16b–16c, 17, 19b–19c, 19, 34g, 38f, 43b, 43d, 48b–48c, 51b–51c, 51, 66g, 70e–70f, 77b, 77d, 82b–82c, 83, 85, 96g, 100e–100f, 100g, 103b, 103d, 108c, 108d, 111b–111c, 111, 128g, 132f, 132g, 137b, 137d, 142b–142c, 142d–143, 145b–145c, 145, 154–155, 156–157, 160g, 164g, 169b, 169d–169e, 174b–174c, 175, 177b–177c, 194g, 198e–198f, 198g–198h, 201b, 201d–201e</p> <p>TE 3: 16b–16c, 17, 19b–19c, 19, 34g, 38g, 43b, 43d–43e, 48b–48c, 49, 51b–51c, 51, 52a, 74g, 78e–78f, 78g, 83b, 83d–83e, 88b–88c, 89, 91b–91c, 106g, 110e–110f, 117b, 117d–117e, 122b–122c, 123, 125b–125c, 125, 142g, 146e–146f, 146g, 149b, 149d–149f, 154b–154c, 155, 157b–157c, 157, 178e–178f, 181b, 181d–181f, 186b–186c, 186d, 189b–189c, 189, 208g, 212e–212f, 212g, 217b, 217d–217f</p> <p>TE 4: 16b–16c, 17, 19b–19c, 19, 44g, 48e–48f, 48g, 51b, 51d–51e, 56b–56c, 57, 59b–59c, 78g, 82e–82f, 82g, 87b, 87d–87e, 92c, 93, 95b–95c, 95, 110g, 114e–114f, 119b, 119d–119e, 124b–124c, 125, 127b–127c, 144g, 148e–148f, 148g, 153b, 153d–153e, 158b–158c, 159, 161b–161c, 161, 182e, 182g, 186e–186f, 186g, 189b, 189d–189e, 194b–194c, 197b–197c, 197, 218g, 222f, 222g, 227b, 227d–227e</p>

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(Continued) Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.	TE 5: 16b–16c, 17, 19b–19c, 19, 40g, 44e–44f, 44g, 51b, 51d–51e, 56b–56c, 57, 59c, 59, 78g, 82e–82f, 89b, 89d–89e, 94b–94c, 95, 97b–97c, 97, 120e, 120g, 124e–124f, 129b, 129d–129e, 134b–134c, 135, 137b–137c, 137, 156e, 156g, 160e–160f, 165b, 165d–165e, 170b–170c, 171, 173b–173c, 173, 194e, 194g, 198f, 201b, 201d–201e, 206b–206c, 207, 209b–209c, 209, 232e, 232g, 236e–36f, 241b, 241d–241e
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.	Accuracy: SE 1: 37, 65 SE 2: 43, 137, 201 SE 3: 43 SE 4: 87, 153 Rate: SE 1: 93, 119 SE 2: 43, 137, 201 SE 3: 43 SE 4: 87, 153 SE 5: 51, 89 TE R: 17b, 32h, 43c, 58h, 69b, 84h, 95b, 110h, 121b, 136h, 147b, 162h TE 1: 19c, 31b, 34e–34f, 35b, 37a, 59b, 62e–62f, 63b, 70c, 73b–73c, 85b, 88f, 91a, 93a, 98c, 101c, 113b, 116e–116f, 117b, 124c, 127c, 142f, 150c, 153c, 153, 168f, 169b TE 2: 16c, 19c, 35b, 38f, 41a, 43a, 48c, 51c, 70f, 82c, 100f, 108c, 111c, 132f, 137a, 142c, 145, 164f, 174c, 177c, 198f, 201a

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<p>(Continued) Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>TE 3: 16c, 35b, 38e–38f, 43d–43e, 48b–48c, 51b–51c, 78e–78f, 83d–83e, 91b–91c, 110e–110f, 117d–117e, 122b–122c, 125b–125c, 146e–146f, 149d–149f, 157b–157c, 178e–178f, 181d–181f, 186b–186c, 189b–189c, 212e–212f, 217d–217f TE 4: 16c, 19c, 48f, 51d, 56c, 59c, 79b, 82f, 87d, 92c, 95c, 114f, 119d, 124c, 127c, 148f, 153d, 158c, 161c, 183b, 186f, 189a, 189d, 194c, 197c, 222f, 227d TE 5: 16c, 19c, 44f, 51d–51e, 56c, 59c, 82f, 89d, 94c, 97c, 124f, 129d–129e, 134c, 137c, 160f, 165d, 170c, 173c, 198f, 201d, 206c, 209c, 236f, 241d</p>
<p>Foundational Skills 4.a. Read on-level text with purpose and understanding.</p>	<p>TE R: 18a, 27a, 44a, 53a, 70a–79a, 96a–105a, 122a–131a, 148a, 157b TE 1: 20b–29a, 46b–57a, 74–83a, 102b–111a, 128b–137a, 154b–163a TE 2: 20b–33a, 52b–65a, 86b–95a, 112b–127a, 146b–159a, 178b–193a TE 3: 20b–33a, 52b–73a, 92b–105a, 126b–141a, 158b–173a, 190b–207a TE 4: 20b–43a, 60b–77a, 96b–109a, 128b–143a, 162b–181a, 198b–217a TE 5: 20b–39a, 60b–77a, 98b–119a, 138b–155a, 174b–193a, 210b–231a</p>

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<p>Foundational Skills 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Appropriate Phrasing: SE 1: 65, 145, 171 SE 2: 77, 103, 169 SE 3: 83, 117 SE 5: 51, 89, 241</p> <p>Expression and Intonation: SE 3: 149, 181, 217 SE 4: 51, 119, 153, 227</p> <p>TE 1: 45c, 45, 59b, 63b, 65a, 85b, 91a, 113b, 117b, 119a, 139b, 143b, 145a, 165b, 171a TE 2: 35b, 67b, 75b, 77a, 97b, 101b, 102–103a, 129b, 135a, 137a, 161b, 167a, 169a, 195b, 199b, 201a TE 3: 35b, 41a, 43a, 75b, 81a, 82–83, 107b, 115b, 117a, 143b, 145b, 149a, 175b, 179b, 181a, 209b, 215a, 217a TE 4: 45b, 49b, 51a, 79b, 85a, 87a, 111b, 113b, 117a, 119a, 145b, 151a, 153a, 187b, 219b, 225a, 227a TE 5: 41b, 49b, 51a, 79b, 87b, 89a, 127a, 129a, 157b, 163a, 165a, 195b, 199b, 201a, 233b, 239a, 241a</p>
<p>Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SE 2: 169 SE 3: 217 SE 4: 153 SE 5: 165</p> <p>TE 1: 50–51 TE 2: 52b, 56–57, 72–73, 74–75, 120–121, 122–123, 169a, 196–197, 206–207 TE 3: 26–27, 190a, 194–195 TE 4: 20b, 24–25, 68–69, 128a, 136–137, 153a TE 5: 66–67, 112–113, 138a, 165a, 178–179</p>

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Writing Standards	
Text Types and Purposes	
<p>Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>SE 3: 76–77 SE 4: 184–185 SE 5: 80–81</p> <p>TE 2: 17e, 33d TE 3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i TE 4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i TE 5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p>
<p>Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>SE 1: 112, 166–167 SE 2: 36–37, 68–69, 98–99, 162–163, 196– 197 SE 3: 108–109, 144–145, 176–177 SE 4: 80–81, 112–113. 220–221 SE 5: 80–81, 196–197</p> <p>TE 1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h TE 2: 33d–33e, 36–37a, 41c, 41d, 43h–43i, 49d, 49e, 65d–65e, 68–69, 69a, 75d, 75e, 77h–77i, 83d, 83e, 95d–95e, 98–99, 99a, 101d, 103h–103i, 143d, 143e, 159d–159e, 162–163, 163a, 167c, 167d, 169h–169i, 175d, 175e, 193c–193d, 196–197, 197a, 199d, 199e, 201h–201i TE 3: 89d, 89e, 105d–105e, 108–109a, 115d, 115e, 117h–117i, 123d, 123e, 141c–141d, 144–145a, 147d, 149h–149i, 155d, 155e, 173c–173d, 176–177a, 179d, 179e, 181h–181i TE 4: 57d–57e, 77d–77e, 80–81a, 85c, 85d, 87h–87i, 93d, 93e, 109d–109e, 112–113a, 117c, 117d, 119h–119i, 195d, 195e, 217c–217d, 220–221, 225c, 225d, 227h–227i</p>

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(Continued) Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TE 5: 57d, 57e, 77d–77e, 81a, 89h–89i, 123a, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i
Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<p>SE 1: 60–61, 114–115, 132, 140–141 SE 3: 36–37, 210–211 SE 4: 146–147 SE 5: 42–43, 196–197</p> <p>TE 1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 115a, 117d, 117f, 119h–119i, 125d, 125e, 137d–137e, 140–141a, 143d, 143e, 145h–145i TE 2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i TE 3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d TE 4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e TE 5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p>
Writing 4. (Begins in Grade 3)	Not applicable according to Utah Core State Standards for English Language Arts

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Production and Distribution of Writing	
Writing 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<p>TE R: 28–29, 55a, 81a, 107a, 133a, 159a</p> <p>TE 1: 30–31a, 35d, 35e, 37h–37i, 57c–57d, 58–59, 60–61, 61a, 63d, 63e, 65h–65i, 71d, 71e, 83d–83e, 84–85, 86–87, 87a, 91c, 91d, 93h–93i, 112–113, 117d–117e, 138–139, 140–141, 143d, 143e–143f, 145h–145i, 163d–163e, 164–165, 167a, 167c</p> <p>TE 2: 33d–33e, 35a, 36–37, 37a, 41c, 41d–41e, 67a, 69a, 75d, 95e, 97a, 101d, 101e, 129a, 135c, 135d–135e, 161a, 163a, 167c, 167d–167e, 175f, 193c–193d, 194–195, 199e–199f</p> <p>TE 3: 34–35, 41c, 41d, 74–75, 81c, 81d, 106–107, 115e, 117h–117i, 142–143, 147d, 147e, 173c–173d, 174–175, 176–177a, 179d, 179f, 208–209, 215d, 215e</p> <p>TE 4: 17d, 17e–17f, 43c–43d, 44–45, 46–47a, 49d, 49e–49f, 79a, 85c, 85d–85e, 109d–109e, 111a, 112–113a, 117c, 117d–117e, 118–119, 145a, 151e, 153h–153i, 183a, 187d, 187f, 219a, 225c, 225e</p> <p>TE 5: 41a, 49d, 49f, 77d–77e, 79a, 87d, 87e–87f, 89h–89i, 119d–119e, 121a, 127c, 127e, 129h–129i, 155d–155e, 156–157, 157a, 163c, 163e, 195a, 196–197, 197a, 199e–199f, 233a, 239c, 239d–239e</p>
Writing 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>TE 1: 37i, 65i, 93i, 119i, 145i</p> <p>TE 2: 43i, 77i, 103i, 137i, 169i, 193f</p> <p>TE 3: 43i, 83i, 149i, 181j, 217i</p> <p>TE 4: 87i, 119i, 186i, 186–187, 189i, 227i</p> <p>TE 5: 51i, 89i, 165i, 193f, 241i</p>

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Research to Build Knowledge	
Writing 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	TE 1: 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61c, 63f, 65j, 71f, 83g, 87c, 91e, 93j, 99f, 111g, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 151f, 169f TE 2: 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j TE 3: 17f, 73g, 81e, 147f, 217j TE 4: 181f TE 5: 51j
Writing 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE 1: 17f, 29g, 33c, 35f, 43f, 57f, 61c, 63f, 65j, 83g, 87c, 91e, 93j, 99f, 111g, 115c, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 163g, 167c, 169f TE 2: 33g, 37c, 41e, 65g, 69c, 75f, 99c, 101f, 127f, 131c, 135e, 159g, 163c, 175f, 197c, 199f TE 3: 33g, 37c, 41e, 49f, 77c, 89f, 109c, 123f, 155f, 177c, 187f, 211c TE 4: 17e–17f, 43f, 47c, 57e–57f, 81c, 93e–93f, 113c, 125f, 143f, 147c, 159f, 185c, 195f, 217f, 221c TE 5: 17f, 39f, 57f, 77g, 81c, 95f, 119g, 123b–123c, 135f, 159c, 171f, 193f, 197c, 207e–207f, 231g, 235c
Writing 9. (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts
Range of Writing	
Writing 10. (Begins in Grade 4)	Not applicable according to Utah Core State Standards for English Language Arts

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Speaking and Listening Standards	
Comprehension and Collaboration	
Speaking/Listening 1. Participate in collaborative conversations about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	<p>SE R: 34, 112 SE 1: 38, 64, 66, 94, 120 SE 2: 102, 136 SE 3: 118, 150, 182</p> <p>TE R: 34–35, 91i, 93e, 112–113, 113d, 139d TE 1: 37j, 61b, 64–65, 65k, 66–67, 119j, 170–171 TE 2: 43j, 66a, 69b, 70a, 77j, 99b, 102–103, 131b, 136–137, 169j, 201j TE 3: 43j, 83j, 117j, 118–119, 149j, 150–151, 181j, 182–183, 187f TE 4: 51j, 87j, 119j, 147b, 153j, 185b, 189j, 227j TE 5: 43b, 51j, 129j, 165j, 201j, 241j</p>
Speaking/Listening 1.a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<p>SE R: 34, 60, 112 SE 1: 64, 118 SE 2: 76, 136, 168, 200 SE 3: 12, 82, 180, 216 SE 4: 86, 88 SE 5: 12, 52, 88, 130</p> <p>TE R: 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65c, 65i, 93e, 94l, 112–113 TE 1: 64–65, 115b, 118–119, 167b, 171j TE 2: 42–43, 76–77, 103j, 131b, 137j, 163b, 168–169, 200–201 TE 3: 77b, 82–83, 83j, 117j, 149j, 177b, 180–181, 211b, 216–217, 217j TE 4: 81b, 86–87, 87j, 88–89, 119j, 189j TE 5: 12–13, 52–53, 81b, 88–89, 89j, 130–131, 159b, 201j, 241j</p>

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Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	SE 1: 118 SE 2: 104, 136 SE 3: 180 SE 5: 88, 90, 164, 166 TE R: 15i, 16l TE 1: 115b, 118–119 TE 2: 37b, 104, 131b, 136–137 TE 3: 77b, 82–83, 180–181 TE 4: 51j, 81b TE 5: 81b, 88–89, 90–91, 164–165, 165j, 166–167
Speaking/Listening 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.	SE R: EI•13, 138 SE 1: 36 SE 4: EI•13 TE R: EI•13, 117i, 138–139, 143i TE 1: 33b, 36–37, 171j TE 2: 43j, 102–103, 137j, 201j TE 3: 43j, 109b, 117j, 149j, 181j, 211b TE 4: 50–51, 153j, 189j, 227j TE 5: 51j, 89j, 128–129, 164–165
Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SE R: EI•13, 138 SE 1: 36, 170 SE 4: EI•13, 152 SE 5: 164 TE R: 15j–15k, 16a–16b, 16m–16n, 37a–37b, 40a–40b, 41e, 42a–42b, 42l, 42m–42n, 61e, 63a–63b, 66a–66b, 67e, 68a–68b, 68l, 68m–68n, 86–87, 89a–89b, 92a–92b, 94a–94b, 94m–94n, 112–113, 115a–115b, 118a–118b, 119e, 120a–120b, 120l, 120m–120n, 138–139, 141a–141b, 144a–144b, 145e, 146a–146b, 146m–146n, 161b TE 1: 18a–18b, 30a–30b, 33b, 34a–34b, 36–37, 44a–44b, 58a–58b, 62a–62b, 72a–72b, 84a–84b, 88a–88b, 100a–100b, 112a–112b, 116a, 126a, 138a–138b, 142a–142b, 152a–152b, 164a–164b, 168a–168b

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<p>(Continued) Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>TE 2: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 84a–84b, 96a–96b, 100a–100b, 110a–110b, 128a–128b, 132a–132b, 144a–144b, 160a–160b, 164a–164b, 176a–176b, 194a–194b, 197b, 198a–198b</p> <p>TE 3: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 74a–74b, 78a–78b, 90a–90b, 106a–106b, 110a–110b, 124a–124b, 142a–142b, 146a–146b, 156a–156b, 174a–174b, 178a–178b, 188a–188b, 208a–208b, 212a–212b</p> <p>TE 4: 18a–18b, 44a–44b, 48a–48b, 58a–58b, 78a–78b, 82a–82b, 94a–94b, 110a–110b, 114a–114b, 126a–126b, 144a–144b, 148a–148b, 160a–160b, 182a–182b, 186a–186b, 196a–196b, 218a–218b, 222a–222b</p> <p>TE 5: 18a–18b, 40a–40b, 44a–44b, 58a–58b, 78a–78b, 82a–82b, 96a–96b, 120a–120b, 124a–124b, 136a–136b, 156a–156b, 159b, 160a–160b, 164–165, 172a–172b, 194a–194b, 197b, 198a–198b, 208a–208b, 232a–232b, 236a–236b</p>
<p>Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SE R: EI•13, 138 SE 1: 36, 118 SE 2: 168 SE 4: EI•13, 188</p> <p>TE R: 42l, 60–61, 117i, 138–139, 143i TE 1: 33b, 65j, 118–119, 145j, 171j TE 2: 37b, 43j, 102–103, 137j, 168–169 TE 3: 42–43, 82–83, 149j, 177b, 180–181, 211b, 216–217 TE 4: 50–51, 87j, 188–189, 227j TE 5: 89j, 128–129, 241j</p>

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Presentation of Knowledge and Ideas	
Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p>SE R: 91, 164 SE 1: 12, 38, 92, 144, 146, 170 SE 2: 12, 42, 44, 76, 78, 102, 104, 138, 170 SE 3: 42, 44, 116 SE 4: 50, 118, 152, 226 SE 5: 50, 200</p> <p>TE R: 94i, 146l, 164–165 TE 1: 12, 38, 61b, 65j, 87b, 92–93, 93j, 141b, 144–145, 170–171 TE 2: 37b, 42–43, 44–45, 69b, 76–77, 102–103, 104, 38, 170 TE 3: 37b, 42–43, 43j, 109b, 116–117, 145b, 211b TE 4: 47b, 50–51, 113b, 118–119, 152–153, 226–227 TE 5: 50–51, 200–201, 201j</p>
Speaking/Listening 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<p>SE 1: 60–61, 91 SE 3: 176–177 SE 5: 200, 240</p> <p>TE 1: 60–61a, 65j, 91, 93j, 119j TE 2: 103j, 169j, 201j TE 3: 43j, 117j, 149j, 177a TE 4: 51j, 119j, 153j, 189j TE 5: 51j, 129j, 165j, 235b, 240–241</p>
Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.	<p>SE R: 164 SE 1: 118, 170 SE 3: 180, 216</p> <p>TE R: 15u, 39i, 60–61, 65i, 87d, 164–165 TE 1: 17c–17d, 61b, 64–65, 118–119, 170–171 TE 2: 20–21, 86–87 TE 3: 155d, 180–181, 216–217 TE 4: 119j TE 5: 88–89, 89j, 129j, 235b</p>

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Language Standards	
Conventions in Writing and Speaking	
Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>SE R: 108, 134–135, 161 SE 1: 60–61, 115 SE 2: 68–69, 98–99, 130–131 SE 3: 108–109, 210–211 SE 4: 46–47, 80–81, 112–113, 146–147, 184–185, 220–221 SE 5: 196–197, 234–235</p> <p>TE R: 15t, 16k, 41d, 42k, 67d, 68k, 87d, 91f, 93b, 93d, 94i, 94k, 108–109, 109a, 113d, 117f, 117h, 119b, 119d, 120i, 134–135, 139d, 143f, 143h, 145d, 146i TE 1: 17c–17d, 29c, 32a, 57b, 61a, 63c, 65g, 83c, 99c, 111c, 114a, 114–115, 119g, 125c, 137c, 140a, 145g, 163c, 166a, 171g TE 2: 43g, 49c–49d, 65c, 68a, 75c, 77g, 83c, 95c, 95d–95e, 98a, 99a, 101c, 103g, 109c, 127b, 130a, 130–131, 131a, 135b, 137g, 137h–137i, 196a, 199c TE 3: 89c, 105c, 108–109a, 115c, 115e, 141c–141d, 181g, 187c, 207c, 210–211a, 215b, 215e, 217g TE 4: 43b, 46a, 46–47, 49c, 51g, 57c, 77c, 80a, 80–81, 85b, 87g, 93c, 109c, 112a, 112–113, 117b, 119g, 125c, 146a, 146–147, 147a, 151b, 153g, 159c, 181b, 184a, 187c, 189g, 195c, 217b, 220a, 220–221, 225b, 227g TE 5: 17c, 39b, 42a, 49c, 51g, 57c, 80a, 89g, 95c, 119c, 122a, 127b–127c, 129g, 155c, 165g, 171c, 193b, 196a, 196–197, 197a, 199c, 201g, 207c, 231c, 234–234a, 235a, 239b, 241g</p>

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Language 1.a. Print all upper- and lowercase letters.	<p>SE R: 35, 61, 87, 138-139, 164-165</p> <p>TE R: 15a, 15g, 15n, 15s, 16e, 16j, 16q, 31c, 35a, 39a, 39g, 40e, 41c, 42e, 42j, 57c, 61, 61a, 65a, 65g, 66e, 7c, 68e, 68j, 68q, 83c, 86-87a, 91g, 92e, 93c, 94j, 94q, 109c, 113a, 117a, 117g, 118e, 119c, 120e, 120j, 120q, 135c, 138-139a, 143g, 145c, 146e, 146j, 146q, 161c, 164-165a</p> <p>TE 1: 29f, 57e, 65g, 83f, 111f, 137f, 163f</p> <p>TE 2: 33f, 65f, 95f, 127e, 159f, 193e</p> <p>TE 3: 33f, 73f, 105f, 141e, 173e, 207f</p> <p>TE 4: 43e, 77f, 109f, 143e, 181e, 217e</p> <p>TE 5: 39e, 77f, 119f, 155f, 193e, 231f</p>
Language 1.b. Use common, proper, and possessive nouns.	<p>SE R: 16i, 30-31, 56-57</p> <p>SE 2: 37, 69, 130-131, 163</p> <p>SE 4: 18</p> <p>TE R: 15f, 15h, 15q, 15r, 16i, 16k, 30-31, 35d, 39f, 39h, 41b, 42i, 42k, 56-57, 57a, 61d</p> <p>TE 2: 17c, 33c, 36a, 36-37a, 41b, 43g, 49c, 65c, 68a, 68-69, 75c, 77g, 109c, 127b, 130a, 135b, 137g, 143c, 159c, 162a, 163a, 175c, 193b, 196a, 199c, 201g</p> <p>TE 4: 18d</p>
Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	<p>SE R: 30-31, 56-57</p> <p>SE 2: 163, 197</p> <p>SE 3: 77, 109</p> <p>TE R: 15f, 15h, 15r, 15t, 16i, 16k, 30-31, 31a, 35d, 39f, 39h, 41b, 41d, 42i, 42k, 56-57, 57a, 61d, 65f, 67b, 67d, 68i, 68k, 82-83, 83a, 87d, 93b, 93d, 94i, 94k, 109a, 113d, 143f, 143h, 145c, 146i, 146k, 160-161, 161a, 165d</p> <p>TE 2: 143c, 159c, 162a, 162-163, 167b, 169g, 169h, 175c, 193b, 196-197, 199c, 201g</p>

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(Continued) Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	TE 3: 17c, 33c, 36a, 41b, 43g, 49c, 73c, 81b, 83g, 89c, 105c, 108a, 109a, 115c, 117g
Language 1.d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).	SE 5: 81, 123, 159, 196–197 TE 5: 57c, 77c, 80a, 81a, 87c, 89g, 95c, 119c, 122a, 122–123a, 127b–127c, 129g, 135c, 155c, 158a, 158–159a, 163b, 165a, 165g, 165h–165i
Language 1.e. 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>).	SE R: 82–83 SE 3: 37, 77, 109, 145, 177 TE 3: 33c, 36a, 36–37, 41b, 43g, 49c, 73c, 77a, 81b, 83g, 89c, 105c, 108a, 115c, 117g, 123c, 141b, 144a, 145a, 147c, 149g, 149h–149i, 155c, 173b, 176a, 177a, 179c, 181g, 181h–181i
Language 1.f. Use frequently occurring adjectives.	SE R: 60, 134–135, 139 SE 3: 117 SE 4: 47, 81, 113, 147, 152, 185, 221 TE R: 41a, 61a, 117f, 117h, 119a, 119b, 119d, 120i, 120k, 134–135a, 138–139a, 139d TE 3: 92a, 116–117a TE 4: 17c, 43b, 46a, 46–47, 47a, 49c, 51g, 51h–51i, 57c, 77c, 80a, 80–81, 81a, 85b, 87g, 93c, 109c, 112a, 113a, 117b, 119g, 125c, 143b, 146a, 146–147, 147a, 151b, 152–153a, 153g, 159c, 181b, 184a, 185a, 187c, 189g, 195c, 217b, 220a, 220–221a, 225b, 227g
Language 1.g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	TE 2: 75e TE 3: 109a, 115e, 117h TE 4: 57c, 77c, 85b TE 5: 77c, 80a, 87c, 89g

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Language 1.h. Use determiners (e.g., articles, demonstratives).	SE R: 93 SE 4: 185 TE R: 93 TE 2: 62–63 TE 4: 159c, 181b, 184a, 187c, 189g, 195c, 220a, 225b
Language 1.i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	SE 1.1: 37 SE 5: 235, 240–241 TE 5: 207c, 220–221, 226–227, 231c, 234a, 235a, 239b, 240–241a, 241g, 241h–241i
Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	SE R: 108, 160–161 SE 1: 86–87, 115, 141, 167 SE 4: 147 SE 5: 43, 197 TE R: 91f, 91h, 93b, 93d, 94i, 94k, 108–109a, 113d, 119d, 120k, 145d, 146k, 160–161, 165d TE 1: 43c, 57b, 60a, 63c, 71c, 83c, 83e, 86a, 86–87, 87a, 91b, 93g, 93h, 99c, 111c, 114a, 114–115, 117c, 119g, 125c, 137c, 140a, 140–141a, 143c, 145g, 151c, 163c, 166a, 166–167, 169c, 171g TE 2: 65d–65e, 69a, 131a TE 3: 207d–207e TE 4: 147a, 151c TE 5: 17c, 39b, 42a, 43a, 49c, 51g, 51h–51i, 95c–95d, 95e, 119d–119e, 122–123, 123a, 127c, 127d, 129h–129i, 197a, 201h–201i, 231d–231e

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Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>SE R: 108–109, 161 SE 1: 32–33, 61, 115, 141 SE 2: 99 SE 4: 185</p> <p>TE R: 35d, 61d, 91h, 108–109a, 117h, 134–135, 143f, 145b, 160–161, 161a, 165d TE 1: 32–33, 35c, 37g, 37h–37i, 43c, 61, 61a, 63c, 63e, 93g, 119h, 145h, 169c, 171h TE 2: 37a, 43h–43i, 77h–77i, 98–99, 103h, 137h TE 3: 43h–43i, 83h–83i, 117h–117i, 149h–149i, 181h–181i, 217h–217i TE 4: 51h–51i, 87h–87i, 119h–119i, 181d, 184–185, 185a, 187c, 189h–189i, 227h–227i TE 5: 51h–51i, 89h–89i, 127b–127c, 129h–129i, 165h–165i, 201h–201i, 241h–241i</p>
Language 2.a. Capitalize dates and names of people.	<p>SE 2: 69, 99, 131</p> <p>TE 2: 49c, 65c, 68a, 68–69a, 75c, 77g, 77h–77i, 83c, 95c, 98a, 99a, 101c, 103g, 103h, 109c, 127b, 130a, 130–131a, 135b, 137g, 137h</p>
Language 2.b. Use end punctuation for sentences.	<p>SE R: 108–109, 161 SE 1: 32–33, 115, 141, 167 SE 5: 234–235</p> <p>TE R: 91f, 91h, 108–109a, 113d, 143f, 143h, 145d, 146i, 146k, 160–161, 165d TE 1: 17c–17d, 29c, 32a, 32–33, 35c, 37g, 37h–37i, 99c, 114a, 114–115, 119h, 125c, 137c, 140a, 145g, 145h, 151c, 163c, 166a, 169c, 171g, 171h TE 3: 217h–217i TE 4: 51h–51i, 119h–119i, 189h–189i TE 5: 51h–51i, 235a</p>

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Language 2.c. Use commas in dates and to separate single words in a series.	TE 2: 33e, 37a, 99a, 103h, 137h TE 4: 181d, 184–185, 185a
Language 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TE 1: 16d–17, 19e, 30f, 34h, 36d, 42d, 45e, 58d, 58f, 62h, 64d, 70d, 73e, 84f, 88h, 92d, 98d, 101e, 112f, 116h, 118d, 124d, 127e, 138f, 142h, 144d, 150d, 153e, 164f, 168h, 170d TE 2: 16d–17, 19e, 34f, 38h, 42d, 48d, 51e, 66f, 70h, 76d, 82d–83, 85e, 96f, 100h, 102d, 108d–109, 111e, 128f, 132h, 136d, 142d, 145e, 160f, 164h, 168d, 174d, 177e, 194f, 198h, 200d TE 3: 16d, 19d, 19e, 34f, 38h, 42d, 48d, 51e, 74f, 78h, 82d, 88d, 91e, 106f, 110h, 122d, 125e, 142f, 146h, 148d, 154d, 157e, 174f, 178h, 180d, 186d, 189e, 208f, 212h, 216d TE 4: 16d, 19e, 44f, 48h, 50d, 56d, 59e, 78f, 82h, 86d, 92d, 95e, 110f, 114h, 118d, 124d, 127e, 144f, 148h, 152d, 158d, 161e, 182f, 185a, 186h, 188d, 195, 197e, 218f, 222h, 226d TE 5: 16d, 19e, 40f, 44h, 50d, 56d, 59e, 78f, 82h, 88d, 94d, 97e, 120f, 124h, 128d, 134d, 137e, 156f, 160h, 164d, 170d, 173e, 194f, 198h, 200d, 206d, 209e, 232f, 236h, 240d
Language 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TE R: 16r, 32f, 39b–39c, 40e–40f, 40, 42f, 43a, 58f, 65b, 66e, 68f, 68r, 84f, 91b, 92f, 94f, 94r, 110f, 117b–117c, 118f, 120f, 120q–120r, 136f, 143b–143c, 144f, 146f, 146r, 162f TE 1: 16d–17, 42d, 43, 70d, 71, 73e, 99, 124d, 150d, 151, 153e TE 3: 16d, 19e, 48d, 88d, 91e, 122d, 154d, 157e, 189e TE 4: 16d, 19e, 56d, 92d, 95e, 124d, 127e, 158d, 161e, 195, 197e TE 5: 16d, 56d, 59e, 94d, 97e, 134d, 170d, 206d, 209e

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Vocabulary Acquisition and Use	
Language 4. 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.	SE 2: 169 SE 3: 217 SE 4: 87, 189, 227 TE 1: 26–27, 37a, 67a–67b, 72a, 78–79, 84a, 88b, 102a TE 2: 52a, 86a, 92–93, 103a, 168–169a, 182–183, 184–185 TE 3: 126a, 149a, 158a, 162–163, 168–169, 217a TE 4: 87a, 162a, 168–169, 188–189a, 227a TE 5: 60a, 72–73, 77g, 174a
Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	SE 2: 169 SE 3: 217 SE 4: 153 SE 5: 165 TE 2: 146a, 150–151, 168–169a TE 3: 190a, 194–195, 198–199, 206–207, 216–217a TE 4: 44–45, 128a, 152–153a TE 5: 112–113, 138a, 146–147, 164–165a
Language 4.b. Use frequently occurring affixes as a clue to the meaning of a word.	TE 4: 193a, 195c, 197e TE 5: 44d, 136d, 198d, 205a, 206–206a, 206c, 209d–209e
Language 4.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks looked, looking</i>).	SE 1: 98, 100 SE 2: 144 SE 3: 88, 122 TE 1: 97a, 98, 100, 101b–101c, 101d–101e, 112c–112d, 112e, 112f, 116e–116f TE 2: 144d, 144, 164e–164f TE 3: 87a, 88–88a, 91d, 122, 125d, 178d, 185a TE 4: 114d TE 5: 160d

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Language 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	SE 1: 171 SE 2: 201 SE 3: 43, 83 SE 5: 51, 165 TE 1: 154a, 171a TE 2: 178a, 192–193, 201a, 201c, 201–202 TE 3: 20a, 42–43a, 52a, 82–83a, 132–133 TE 5: 20a, 50–51a, 164–165a
Language 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	SE R: 31, 35, 87, 113, 165 SE 1: 145; 2: 43, 137 SE 4: 119 SE 5: 129 TE R: 15f, 15h, 15q, 31, 31a, 35a, 67a, 86–87a, 93a, 112–113a, 145a, 164–165a TE 1: 20a, 128a, 132–133, 144–145a TE 2: 20a, 42–43a, 112a, 114–115, 136–137a, 193b TE 3: 105g TE 4: 96a, 108–109, 118–119a TE 5: 98a, 108–109, 128–129a
Language 5.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)	SE R: 35, 61, 61a, 87, 113, 165 SE 1: 145 SE 2: 43, 137 SE 4: 119 TE R: 61, 61a, 87, 112–113a, 164–165a TE 1: 128a, 132–133, 144–145, 145a TE 2: 20a, 43a, 112a, 136–137a TE 3: 105g TE 4: 118–119a

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<p>Language 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>SE R: 12–13, 36–37, 62–63, 88–89, 114–115, 140–141</p> <p>TE R: 12–13, 13a–13b, 15k, 16b, 16n, 36–37, 37a–37b, 40b, 42b, 42n, 62–63, 63a–63b, 65h, 66b, 68b, 68n, 88–89, 89a–89b, 92b, 94b, 94n, 114–115, 115a–115b, 118b, 120b, 120n, 140–141, 141a–141b, 144b, 146b, 146n</p> <p>TE 1: 13b, 18b, 30b, 34b, 39b, 44b, 58b, 62b, 67b, 72b, 84b, 88b, 95a, 121a–121b, 126b, 138b, 142b, 147a–147b, 152b, 164b, 168b</p> <p>TE 2: 13a–13b, 18b, 34b, 38b, 45a–45b, 50b, 66b, 70b, 79a–79b, 84b, 96b, 100b, 105a–105b, 110b, 128b, 132b, 139a–139b, 144b, 160b, 164b, 171a–171b, 176b, 194b, 198b</p> <p>TE 3: 13a–13b, 18a–18b, 34a–34b, 38a–38b, 45a–45b, 50a–50c, 74a–74b, 78a–78b, 85a–85b, 90a–90b, 106a–106b, 110a–110b, 119a–119b, 124a–124b, 142a–142b, 146a–146b, 151a–151b, 156a–156b, 174a–174b, 178a–178b, 183a–183b, 188a–188b, 208a–208b, 212a–212b</p> <p>TE 4: 13a–13b, 18b, 44b, 48b, 53a–53b, 58b, 78b, 82b, 89a–89b, 94b, 110b, 114b, 121a–121b, 126b, 144b, 148b, 155a–155b, 160b, 182b, 186b, 191a–191b, 196b, 218b, 222b</p> <p>TE 5: 13a–13b, 18b, 40b, 44b, 53a–53b, 58b, 78b, 82b, 91a–91b, 96b, 120b, 124b, 131a–131b, 136b, 156b, 160b, 167a–167b, 172b, 194b, 198b, 203a–203b, 208b, 232b, 236b</p>

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<p>Language 5.d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>TE 1: 29d–29e, 74a, 93a TE 2: 182–183, 184–185 TE 3: 92a, 117a, 132–133 TE 4: 46a, 51g, 93d, 109c, 112a, 119g, 125c, 153g TE 5: 20a, 24–25, 30–31</p>
<p>Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>TE R: 18a, 44a, 70a, 96a, 122a TE 1: 18a, 18b, 30a, 30b, 34a, 34b, 44a, 44b, 58a, 58b, 62a, 62b, 72a, 72b, 84a, 84b, 88a, 88b, 95b, 100b, 112b, 116b, 126a, 126b, 138a, 138b, 142a, 142b, 152a, 152b, 164a, 164b, 168a, 168b TE 2: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 66a, 66b, 70a, 70b, 84a, 84b, 96a, 96b, 100a, 100b, 110a, 110b, 128a, 128b, 132a, 132b, 144a, 144b, 160a, 160b, 164a, 164b, 176a, 176b, 194a, 194b, 198a, 198b TE 3: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 74a, 74b, 78a, 78b, 90a, 90b, 105g, 106a, 106b, 110a, 110b, 124a, 124b, 142a, 142b, 146a, 146b, 156a, 156b, 174a, 174b, 178a, 178b, 188a, 188b, 208a, 208b, 212a, 212b TE 4: 18a, 18b, 44a, 44b, 48a, 48b, 58a, 58b, 78a, 78b, 82a, 82b, 86–87, 94a, 94b, 110a, 110b, 114a–114b, 126a, 126b, 144a, 144b, 148a, 148b, 160a, 160b, 182a, 182b, 186a, 186b, 196a, 196b, 200–201, 204–205, 206–207, 208–209, 214–215, 216–217, 218a, 218b, 222a–222b, 227b TE 5: 18a, 18b, 40a, 40b, 44a, 44b, 58a, 58b, 78a, 78b, 82a, 82b, 96a, 96b, 120a, 120b, 124a, 124b, 136a, 136b, 156a, 156b, 160a, 160b, 172a–172b, 194a–194b, 198a, 198b, 208a, 208b, 232a, 232b, 236a, 236b</p>