Macmillan/McGraw-Hill

TREASURES ©2009

Kindergarten, Teacher’s Edition

ALIGNED WITH

COMMON CORE

STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies, Science, and Technical Subjects
### College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
## Reading Standards for Literature

### Kindergartners:

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.

   **UNIT 2:** 266, 274, 275, 276, 277, 303, 321, 379, 418, 426, 427, 428, 455, 473  
   **UNIT 6:** 1314, 1322, 1323, 1324, 1325, 1326, 1351, 1368, 1375, 1400  
   **UNIT 9:** 2120, 2128, 2129, 2130, 2131, 2157, 2175  
   **CCSLH:** 1.1.A

2. With prompting and support, retell familiar stories, including key details.

   **UNIT 1:** S23, S47, S63, S71, S72, 109, 110, 128, 186, 204  
   **UNIT 2:** 266, 274, 275, 276, 277, 278, 296, 303, 321, 372, 379, 418, 426, 427, 428, 430, 448, 455, 473  
   **UNIT 3:** 522, 540, 616, 674, 692  
   **UNIT 4:** 764, 782, 840, 858, 916, 934  
   **UNIT 5:** 1008, 1102, 1160, 1178  
   **UNIT 6:** 1314, 1322, 1323, 1324, 1325, 1326, 1344, 1351, 1368, 1375, 1390, 1398, 1399, 1400, 1402, 1427, 1444  
   **UNIT 7:** 1570, 1588, 1646, 1664  
   **UNIT 8:** 1754, 1888, 1930  
   **UNIT 9:** 1998, 2074, 2120, 2128, 2129, 2130, 2131, 2132, 2150, 2157, 2175  
   **UNIT 10:** 2222, 2240, 2298, 2374, 2392  
   **CCSLH:** 1.1.B

3. With prompting and support, identify characters, settings, and major events in a story.

   **UNIT 1:** S11, S13, S14, 98, 106, 107, 108, 109, 135, 152, 184  
   **UNIT 2:** 266, 274, 275, 276, 277, 278, 303, 321, 372, 379, 418, 426, 427, 428, 429, 430, 448, 455, 472, 479  
   **UNIT 3:** 521, 662, 670, 671, 672, 673, 674, 699, 716, 723  
   **UNIT 4:** 764, 782, 840, 858, 916  
   **UNIT 5:** 1008, 1027, 1156, 1178, 1185, 1198  
   **UNIT 6:** 1314, 1322, 1323, 1324, 1325, 1326, 1344, 1351, 1368, 1375, 1390, 1398, 1399, 1400, 1402, 1427, 1444  
   **UNIT 7:** 1570, 1588, 1646, 1664  
   **UNIT 8:** 1754, 1888, 1930  
   **UNIT 9:** 1998, 2074, 2120, 2128, 2129, 2130, 2131, 2132, 2150, 2157, 2175  
   **UNIT 10:** 2222, 2240, 2298, 2374, 2392  
   **CCSLH:** 1.1.C

#### Craft and Structure

4. Ask and answer questions about unknown words in a text.

   **UNIT 1:** 129, 149, 187  
   **UNIT 2:** 279, 297, 317, 363, 449  
   **UNIT 3:** 523, 541, 561, 672, 675, 693, 713  
   **UNIT 4:** 765, 859, 917, 935  
   **UNIT 5:** 1009, 1027, 1161, 1199  
   **UNIT 6:** 1345, 1365, 1403, 1441  
   **UNIT 7:** 1571, 1609, 1665  
   **UNIT 8:** 1775, 1811, 1813, 1885, 1889, 1907  
   **UNIT 9:** 2151  
   **UNIT 10:** 2295, 2299, 2317, 2375, 2393  
   **CCSLH:** 1.2.A
5. Recognize common types of texts (e.g., storybooks, poems).


| CCSLH: | 1.2.B |

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.


| CCSLH: | 1.2.C |

**Integration of Knowledge and Ideas**

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).


| CCSLH: | 1.3.A |

8. (Not applicable to literature) (Not applicable to literature)

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

| UNIT 2: | 275, 276, 278, 379, 426, 427, 430 | UNIT 4: | 858 | UNIT 8: | 1913 | UNIT 9: | 2005 |

| CCSLH: | 1.3.B |

**Range and Level of Text Complexity**

10. Actively engage in group reading activities with purpose and understanding.

# Reading Standards for Informational Text

<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>TREASURES TE PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **1.** With prompting and support, ask and answer questions about key details in a text. | UNIT 1: S11, S12, S13, S14, S36, S37, S38  
UNIT 2: 342, 350, 351, 352, 397  
UNIT 6: 1238, 1248, 1249, 1275, 1292, 1299  
UNIT 7: 1482, 1490, 1491, 1519, 1536, 1543  
CCSLH: 2.1.A |
| **2.** With prompting and support, identify the main topic and retell key details of a text. | UNIT 1: 72, 73, 76, 77  
UNIT 2: 354  
UNIT 3: 598  
UNIT 5: 1084  
UNIT 6: 1250  
UNIT 7: 1494  
UNIT 8: 1736, 1800, 1808, 1809, 1810, 1811, 1812, 1837, 1854, 1861  
UNIT 9: 1980  
CCSLH: 2.1.B |
| **3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | UNIT 1: S35, S38  
UNIT 2: 342, 351, 352  
UNIT 3: 586, 594, 595, 596, 597, 623  
UNIT 5: 1072, 1080, 1081, 1082, 1083  
UNIT 6: 1248  
UNIT 7: 1491  
UNIT 8: 1724, 1732, 1733, 1734, 1735  
CCSLH: 2.1.C |
| **Craft and Structure**      |                    |
| **4.** With prompting and support, ask and answer questions about unknown words in a text. | UNIT 1: 35, 53, 73, 194  
UNIT 2: 373, 393  
UNIT 3: 599, 617, 637  
UNIT 4: 879  
UNIT 5: 1047, 1085, 1103, 1123  
UNIT 6: 1251, 1269  
UNIT 7: 1495, 1513, 1533, 1541  
UNIT 8: 1737, 1755, 1831  
UNIT 9: 1981, 1999, 2053, 2057, 2075  
CCSLH: 2.2.A |
| **5.** Identify the front cover, back cover, and title page of a book. | UNIT 1: 18, 32, 73, 149, 225  
UNIT 2: 317, 338, 392, 468  
UNIT 3: 560, 636, 712  
UNIT 5: 1123, 1199  
UNIT 6: 1288, 1364  
UNIT 8: 1927  
UNIT 9: 2019, 2095, 2171  
UNIT 10: 2261, 2337, 2413  
CCSLH: 2.2.B |
### TREASURES, Kindergarten, TE
Alignment to Common Core State Standards

<table>
<thead>
<tr>
<th></th>
<th>Treasures 2009</th>
</tr>
</thead>
</table>
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | **UNIT 1**: 22, 33, 72  **UNIT 2**: 342  **UNIT 3**: 586, 597  **UNIT 5**: 1072, 1083  **UNIT 6**: 1238  **UNIT 7**: 1482, 1493  **UNIT 8**: 1724, 1735, 1800, 1809  **UNIT 9**: 1968, 2044  
CCSLH: 2.2.C |

### Integration of Knowledge and Ideas

<table>
<thead>
<tr>
<th></th>
<th>Treasures 2009</th>
</tr>
</thead>
</table>
| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | **UNIT 1**: S19, S27, S35, S37, S38, 33, 34, 118, 119, 194  **UNIT 2**: 286, 351, 438  **UNIT 3**: 586, 598, 682  **UNIT 4**: 789, 924  **UNIT 6**: 1410  **UNIT 8**: 1800, 1812, 1837, 1896  
CCSLH: 2.3.A |

<table>
<thead>
<tr>
<th></th>
<th>Treasures 2009</th>
</tr>
</thead>
</table>
| 8. With prompting and support, identify the reasons an author gives to support points in a text. | **UNIT 2**: 353  **UNIT 7**: T6  **UNIT 8**: 1734  **UNIT 9**: 2053  
CCSLH: 2.3.B |

<table>
<thead>
<tr>
<th></th>
<th>Treasures 2009</th>
</tr>
</thead>
</table>
| 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | **UNIT 2**: 379, 403  **UNIT 5**: 995, 1133  **UNIT 9**: 2029, 2105  
CCSLH: 2.3.C |

### Range and Level of Text Complexity

<table>
<thead>
<tr>
<th></th>
<th>Treasures 2009</th>
</tr>
</thead>
</table>

## Reading Standards: Foundational Skills

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>TREASURES TE PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print Concepts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CCLSH:</strong> 3.1.A</td>
<td></td>
</tr>
</tbody>
</table>

### Print Concepts

#### a. Follow words from left to right, top to bottom, and page by page.

|                        | **CCLSH:** 3.1.A |
### Treasures 2009

**b.** Recognize that spoken words are represented in written language by specific sequences of letters.

**UNIT 2:** 264, 272, 348, 360, 370, 416, 446, 454  **UNIT 3:** 584, 592, 594, 604, 668, 680  **UNIT 4:** 750, 758, 762, 763, 839, 846, 856  **UNIT 5:** 1176  **UNIT 6:** 1266, 1342, 1350  **UNIT 7:** 1492, 1518, 1576, 1594  **UNIT 8:** 1742, 1760, 1874, 1882  **UNIT 9:** 1974, 2062, 2118, 2138  **UNIT 10:** 2228, 2314, 2322, 2380

**CCSLH:** 3.1.A

**c.** Understand that words are separated by spaces in print.

**UNIT 1:** 94, 170  **UNIT 2:** 264, 294, 302  **UNIT 3:** 506, 516, 621, 660  **UNIT 4:** 910, 940  **UNIT 5:** 1070, 1176  **UNIT 6:** 1332, 1386, 1426  **UNIT 9:** 1996  **UNIT 10:** 2245

**CCSLH:** 3.1.A

**d.** Recognize and name all upper- and lowercase letters of the alphabet.

**UNIT 1:** S8, S14, S16, S20, S24, S28, S32, S35, S37, S40, S44, S48, S52, S56, S64, S68, S72, S76, 68, 108  **UNIT 2:** 424  **UNIT 4:** 763, 788, 834, 838  **UNIT 5:** 1090, 1154  **UNIT 6:** 1236, 1247, 1320, 1350  **UNIT 7:** 1652, 1760, 1811

**CCSLH:** 3.1.A

### Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**UNIT 1:** S8, S16, S20, S24, S28, S32, S36, S37, S40, S44, S48, S52, S56, S64, S68, S72, S76, 20, 24, 28, 36, 45, 54, 58, 61, 68, 76, 96, 100, 104, 112, 116, 121, 126, 130, 134, 137, 144, 172, 176, 177, 180, 189, 197, 202, 206, 210, 213, 220  **UNIT 2:** 264, 268, 272, 280, 284, 289, 294, 298, 302, 305, 312, 340, 344, 348, 356, 360, 365, 370, 374, 378, 381, 388, 398, 416, 420, 424, 432, 436, 441, 446, 450, 457, 464  **UNIT 3:** 508, 512, 516, 524, 528, 533, 538, 542, 546, 549, 556, 558, 566, 588, 600, 604, 609, 614, 618, 625, 631, 632, 634, 642, 680, 685, 690, 694, 698, 710, 714, 718  **UNIT 4:** 750, 754, 758, 766, 770, 775, 780, 788, 798, 800, 808, 826, 830, 834, 842, 846, 851, 856, 860, 864, 874, 876, 880, 884, 902, 906, 910, 922, 927, 932, 936, 940, 950, 956, 960  **UNIT 5:** 994, 998, 1002, 1010, 1032, 1041, 1042, 1044, 1052, 1074, 1086, 1090, 1095, 1100, 1104, 1118, 1120, 1124, 1128, 1150, 1162, 1180, 1193, 1194, 1196, 1204  **UNIT 6:** 1236, 1240, 1244, 1252, 1261, 1267, 1284, 1286, 1290, 1316, 1328, 1337, 1346, 1359, 1360, 1362, 1370, 1388, 1396, 1404, 1422, 1435, 1436, 1438, 1446  **UNIT 7:** 1480, 1484, 1488, 1496, 1505, 1514, 1518, 1528, 1530, 1538, 1556, 1560, 1572, 1581, 1590, 1603, 1604, 1606, 1612, 1614, 1632, 1636, 1640, 1643, 1648, 1666, 1670, 1680, 1682, 1690  **UNIT 8:** 1722, 1726, 1730, 1738, 1742, 1747, 1752, 1756, 1760, 1770, 1772, 1776, 1780, 1798, 1802, 1806, 1814, 1823, 1836, 1846, 1848,
<table>
<thead>
<tr>
<th>Unit</th>
<th>Pages</th>
<th>Common Core State Standards</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>CCSLH</strong>: 3.2.A, 3.2.B, 3.2.C, 3.2.D, 3.2.E</td>
<td></td>
</tr>
<tr>
<td><strong>a.</strong> Recognize and produce rhyming words.</td>
<td><strong>UNIT 1</strong>: S32, S36, S37, S40, S52, 116, 126, 202</td>
<td><strong>UNIT 2</strong>: 284, 294, 360, 370, 436, 446</td>
<td><strong>UNIT 3</strong>: 528, 538, 690</td>
</tr>
<tr>
<td><strong>b.</strong> Count, pronounce, blend, and segment syllables in spoken words.</td>
<td><strong>UNIT 1</strong>: S44, S48, 20, 28, 58, 172, 180, 210</td>
<td><strong>UNIT 2</strong>: 922</td>
<td><strong>UNIT 6</strong>: 1244, 1388</td>
</tr>
<tr>
<td><strong>c.</strong> Blend and segment onsets and rimes of single-syllable spoken words.</td>
<td><strong>UNIT 1</strong>: S68, S72, 76, 96, 104, 134, 144, 220</td>
<td><strong>UNIT 4</strong>: 826, 834, 864, 902, 910, 940</td>
<td><strong>UNIT 8</strong>: 1899</td>
</tr>
<tr>
<td><strong>d.</strong> 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/.)</td>
<td><strong>UNIT 1</strong>: S56, S64, S76, 24, 45, 68, 100, 121, 176, 220</td>
<td><strong>UNIT 2</strong>: 268, 289, 312, 344, 365, 388, 420, 464</td>
<td><strong>UNIT 3</strong>: 512, 533, 556, 588, 609, 632</td>
</tr>
</tbody>
</table>
**TREASURES, Kindergarten, TE**  
Alignment to **Common Core State Standards**

**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.

**e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**

**UNIT 9:** 2076, 2083, 2122, 2134, 2166  **UNIT 10:** 2242, 2249, 2284, 2292, 2322, 2325, 2380, 2390, 2394, 2401

**CSSLH:** 3.2.E
### a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

- **UNIT 1**: 25, 26, 37, 38, 46, 47, 55, 56, 62, 68, 72, 76, 80, 113, 114, 122, 130, 131, 138, 144, 145, 148, 152, 153, 177, 189, 190, 198, 199, 207, 214, 220, 221, 224, 228, 232
- **UNIT 3**: 513, 514, 519, 525, 526, 534, 550, 557, 564, 596, 601, 602, 610, 622, 626, 636, 665, 677, 678, 686, 702, 712
- **UNIT 4**: 755, 767, 768, 787, 806, 831, 838, 843, 852, 868, 915, 916, 928, 944, 958
- **UNIT 5**: 1075, 1076, 1087, 1088, 1096, 1097, 1112, 1118, 1126, 1130, 1151, 1163, 1164, 1194, 1202, 1203
- **UNIT 6**: 1241, 1242, 1253, 1254, 1262, 1263, 1271, 1292, 1293, 1296, 1317, 1318, 1319, 1329, 1330, 1338, 1339, 1347, 1354, 1360, 1366, 1368, 1369, 1372, 1405, 1406, 1414, 1415, 1444, 1445
- **UNIT 7**: 1514, 1561, 1562, 1573, 1574, 1582, 1583, 1591, 1598, 1602, 1603, 1604, 1610, 1611, 1612, 1613, 1615, 1616, 1618, 1637, 1638, 1649, 1658, 1659, 1691, 1692
- **UNIT 8**: 1726, 1727, 1728, 1738, 1739, 1740, 1747, 1764, 1769, 1772, 1777, 1778, 1779, 1824, 1850, 1879, 1900, 1921, 1929, 1930, 1931, 1934
- **UNIT 10**: 2213, 2214, 2225, 2226, 2243, 2250, 2254, 2255, 2258, 2265, 2267, 2268, 2301, 2310, 2311, 2319, 2331, 2338, 2339, 2340, 2341, 2343, 2344, 2354, 2377, 2406, 2407, 2408, 2415, 2416, 2417

### b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

- **UNIT 1**: 101, 102, 113, 114, 122, 123, 130, 138, 144, 145, 148, 152, 153, 156, 176, 177, 189, 190, 198, 199, 207, 214, 220, 224, 228, 229, 232
- **UNIT 4**: 754, 767, 777, 792, 843, 852, 860, 868, 875, 883, 919, 927, 936, 948
- **UNIT 5**: 999, 1000, 1011, 1012, 1020, 1036, 1043, 1050, 1086, 1105, 1119, 1127, 1151, 1163, 1164, 1193, 1194, 1198, 1202, 1203
- **UNIT 6**: 1271, 1285, 1293,
### TREASURES, Kindergarten, TE
Alignment to Common Core State Standards

<table>
<thead>
<tr>
<th>Unit 7: 1485, 1486, 1497, 1498, 1506, 1507, 1514, 1515, 1526, 1527, 1529, 1532, 1536, 1537, 1540, 1613, 1636, 1637, 1649, 1680, 1688</th>
<th>Treasures 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 8: 1803, 1804, 1815, 1816, 1824, 1825, 1832, 1833, 1850, 1854, 1855, 1858, 1878, 1900, 1920, 1921, 1929</td>
<td>Unit 9: 2018, 2024, 2025, 2135, 2144, 2152, 2153</td>
</tr>
<tr>
<td><strong>CCSLH: 3.3.A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 1:</strong> 23, 44, 50, 60, 99, 104, 120, 126, 136, 175, 180, 196, 202, 212</td>
<td><strong>UNIT 2:</strong> 267, 272, 288, 294, 304, 343, 348, 364, 370, 380, 421, 433, 441, 450, 458</td>
</tr>
<tr>
<td><strong>UNIT 3:</strong> 511, 516, 532, 538, 548, 587, 592, 608, 614, 624, 665, 677, 686, 694, 702</td>
<td><strong>UNIT 4:</strong> 753, 758, 774, 780, 790, 829, 834, 850, 856, 866, 905, 910, 926, 932, 942</td>
</tr>
<tr>
<td><strong>UNIT 5:</strong> 997, 1009, 1018, 1024, 1034, 1073, 1078, 1094, 1100, 1110, 1149, 1154, 1170, 1176, 1186</td>
<td><strong>UNIT 6:</strong> 1239, 1244, 1260, 1266, 1276, 1315, 1320, 1336, 1342, 1352, 1391, 1396, 1412, 1418, 1428</td>
</tr>
<tr>
<td><strong>UNIT 7:</strong> 1483, 1488, 1504, 1510, 1559, 1564, 1580, 1586, 1596, 1635, 1640, 1656, 1662, 1672</td>
<td><strong>UNIT 8:</strong> 1725, 1730, 1746, 1752, 1762, 1801, 1806, 1822, 1828, 1838, 1877, 1882, 1898, 1904, 1914</td>
</tr>
<tr>
<td><strong>UNIT 9:</strong> 1969, 1974, 1990, 1996, 2006, 2045, 2050, 2066, 2072, 2082, 2121, 2126, 2142, 2148, 2158</td>
<td><strong>UNIT 10:</strong> 2211, 2216, 2232, 2238, 2248, 2287, 2292, 2308, 2314, 2324, 2363, 2368, 2384, 2390, 2400</td>
</tr>
<tr>
<td><strong>CCSLH: 3.3.B</strong></td>
<td></td>
</tr>
<tr>
<td>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</td>
<td><strong>UNIT 9:</strong> 2126</td>
</tr>
<tr>
<td><strong>CCSLH: 3.3.C</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td></td>
</tr>
<tr>
<td>4. Read emergent-reader texts with purpose and understanding.</td>
<td><strong>UNIT 1:</strong> S11–S15, S35-S39, 30-34, 56, 106-110, 132, 182-186, 208</td>
</tr>
<tr>
<td><strong>UNIT 3:</strong> 518-522, 544, 594-598, 620, 670-674, 696</td>
<td><strong>UNIT 4:</strong> 760-764, 786, 797, 798 836-840, 862, 912-916, 938</td>
</tr>
<tr>
<td><strong>UNIT 5:</strong> 1004-1008, 1030, 1080-1084, 1106, 1156-1160, 1182</td>
<td><strong>UNIT 6:</strong> 1246-1250, 1272, 1322-1326,1348, 1398-1402, 1424</td>
</tr>
<tr>
<td><strong>UNIT 7:</strong> 1490-1494, 1516, 1566-1570, 1592, 1642-1646, 1668</td>
<td><strong>UNIT 8:</strong> 1732-1736, 1758, 1808-1812,1834, 1884-1888, 1910</td>
</tr>
<tr>
<td><strong>UNIT 9:</strong> 1976-1980, 2002, 2052-2056, 2078, 2128-2132, 2154</td>
<td><strong>UNIT 10:</strong> 2218-2222, 2244, 2294-2298, 2320, 2370-2374, 2396</td>
</tr>
<tr>
<td><strong>CCSLH: 3.4.A</strong></td>
<td></td>
</tr>
</tbody>
</table>
### College and Career Readiness Anchor Standards for Writing

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism.

9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
## Writing Standards

<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>TREASURES TE PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

   **UNIT 1:** S7, 18, 27, 39, 49, 103, 128, 139, 170, 174, 179, 215  **UNIT 2:** 266, 293, 296, 301, 307, 445, 459, 468, 472  **UNIT 3:** 540, 551, 689, 692, 708  **UNIT 4:** 769, 825, 855, 863, 909, 921, 931, 954  **UNIT 5:** 993, 1160  **UNIT 6:** 1331, 1420, 1425  **UNIT 7:** 1478, 1503, 1575, 1585, 1588, 1599, 1630  **UNIT 8:** 1724, 1736, 1765, 1897, 1926  **UNIT 9:** 1968, 2003, 2095, 2120, 2125, 2141  **UNIT 10:** 2240, 2282, 2316, 2321, 2379  

   **CCSLH:** 4.1.A

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

   **UNIT 1:** S21, S41, S45  **UNIT 4:** 845, 869, 855, 863, 869, 901, 921, 931, 939, 945  **UNIT 5:** 1107, 1113, 1169  **UNIT 6:** 1235, 1259, 1310, 1319, 1331, 1341, 1349, 1355, 1417  **UNIT 7:** 1499, 1509, 1517, 1523, 1579, 1585  **UNIT 8:** 1729, 1741, 1751, 1759, 1765, 1805, 1817, 1827, 1835, 1881  **UNIT 9:** 1995, 2049, 2061, 2065, 2141  **UNIT 10:** 2215, 2245, 2383

   **CCSLH:** 4.1.B

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

   **UNIT 1:** S29, 77, 80, 103, 115, 119, 125, 195  **UNIT 2:** 287, 293, 372, 383, 423, 448  **UNIT 3:** 531, 603, 607, 692, 697, 703  **UNIT 4:** 779, 787, 793, 849  **UNIT 5:** 1013, 1023, 1153, 1165, 1175, 1183, 1189  **UNIT 6:** 1243, 1255, 1265, 1273, 1279  **UNIT 7:** 1420, 1655, 1664, 1669, 1675  **UNIT 8:** 1872, 1893, 1903, 1911, 1917  **UNIT 9:** 2147, 2155, 2161  **UNIT 10:** 2282, 2389

   **CCSLH:** 4.1.C

### Production and Distribution of Writing

4. (Begins in grade 3)

   (Begins in grade 3)

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

   **UNIT 1:** 57, 133, 209  **UNIT 2:** 301, 377, 453  **UNIT 3:** 545, 621, 697  **UNIT 4:** 787, 863, 939  **UNIT 5:** 1031, 1107, 1183  **UNIT 6:** 1273, 1349, 1425  **UNIT 7:** 1517, 1593, 1669  **UNIT 8:** 1759, 1835, 1911  **UNIT 9:** 2003, 2079, 2155  **UNIT 10:** 2245, 2321, 2397

   **CCSLH:** 4.2.A
### Research to Build Knowledge

#### 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**UNIT 9:** 2085, 2161  
**UNIT 10:** 2237, 2327, 2403  
**CCSLH:** 4.2.A

#### 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**UNIT 1:** 8, 240  
**UNIT 2:** 252, 484  
**UNIT 3:** 496, 726  
**UNIT 4:** 738, 970  
**UNIT 5:** 982, 1212  
**UNIT 6:** 1224, 1456  
**UNIT 7:** 1468, 1698  
**UNIT 8:** 1710, 1942  
**UNIT 9:** 1954, 2184  
**UNIT 10:** 2196, 2428  
**CCSLH:** 4.3.A

#### 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**UNIT 1:** 8, 240  
**UNIT 2:** 252, 484  
**UNIT 3:** 496, 497, 726  
**UNIT 4:** 738, 739, 970  
**UNIT 5:** 982, 1212  
**UNIT 6:** 1224, 1456  
**UNIT 7:** 1468, 1469, 1698  
**UNIT 8:** 1710, 1711, 1942  
**UNIT 9:** 1954, 1955, 2184  
**UNIT 10:** 2196, 2197, 2428  
**CCSLH:** 4.3.B

#### 9. (Begins in grade 4)

(Begins in grade 4)

#### Range of Writing

#### 10. (Begins in grade 3)

(Begins in grade 3)
## College and Career Readiness Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
## Speaking and Listening Standards

<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>TREASURES TE PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergartners:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Comprehension and Collaboration

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

   **UNIT 1:** S6, S10, S14, S23, S30, S47, S54, S71, 21, 52, 59, 97, 128, 135, 173, 204, 211  
   **UNIT 2:** 265, 296, 303, 326, 341, 372, 379, 417, 448, 455  
   **UNIT 3:** 509, 540, 547, 585, 616, 623, 661, 692, 698  
   **UNIT 4:** 751, 782, 789, 827, 858, 865, 903, 934, 941  
   **UNIT 5:** 995, 1026, 1033, 1071, 1102, 1109, 1147, 1178, 1185  
   **UNIT 6:** 1237, 1268, 1275, 1313, 1344, 1351, 1389, 1420, 1427  
   **UNIT 7:** 1481, 1512, 1519, 1557, 1588, 1595, 1633, 1644, 1671  
   **UNIT 8:** 1723, 1754, 1761, 1799, 1830, 1837, 1875, 1906, 1913  
   **UNIT 9:** 1967, 1998, 2005, 2043, 2074, 2081, 2119, 2150, 2157  
   **UNIT 10:** 2209, 2240, 2247, 2285, 2316, 2323, 2361, 2392, 2399  

   **CCSLH:** 5.1.A

   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

   **UNIT 5:** 1037, 1189  
   **UNIT 6:** 1225, 1431  
   **UNIT 8:** 1711  
   **UNIT 9:** 1955, 2161  
   **UNIT 10:** 2197, 2403, 2428  

   **CCSLH:** 5.1.A

   b. Continue a conversation through multiple exchanges.

   **UNIT 5:** 983, 1037, 1189  
   **UNIT 6:** 1225, 1431  
   **UNIT 7:** 1469, 1698  
   **UNIT 8:** 1711  
   **UNIT 9:** 1955  
   **UNIT 10:** 2197, 2403  

   **CCSLH:** 5.1.A

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

   **UNIT 1:** S11, S23, S31, S35, S47, S55, S59, S71, 22, 30, 52, 98, 106, 128, 174, 182, 204  
   **UNIT 2:** 266, 274, 296, 342, 350, 372, 418, 426, 448  
   **UNIT 3:** 497, 510, 518, 540, 586, 594, 616, 662, 670, 692  
   **UNIT 4:** 752, 760, 782, 828, 836, 858, 904, 912, 934  
   **UNIT 5:** 996, 1004, 1026, 1072, 1080, 1102, 1148, 1156, 1178  
   **UNIT 6:** 1238, 1246, 1268, 1314, 1322, 1344, 1390, 1398, 1420  
   **UNIT 7:** 1482, 1490, 1512, 1558, 1566, 1588, 1634, 1642, 1664  
   **UNIT 8:** 1724, 1732, 1754, 1800, 1808, 1830, 1876, 1884, 1906  
   **UNIT 9:** 1968, 1976, 1998, 2044, 2052, 2074, 2120, 2128, 2150  
   **UNIT 10:** 2210, 2218, 2240, 2286, 2294, 2316, 2362, 2370, 2392  

   **CCSLH:** 5.1.B
### Treasures 2009

<table>
<thead>
<tr>
<th><strong>Treasures, Kindergarten, TE</strong></th>
<th><strong>Alignment to Common Core State Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
<td><strong>UNIT 1</strong>: 240  <strong>UNIT 2</strong>: 484  <strong>UNIT 3</strong>: 726  <strong>UNIT 5</strong>: 1189, 1212  <strong>UNIT 6</strong>: 1431  <strong>UNIT 7</strong>: 1698  <strong>UNIT 8</strong>: 1942  <strong>UNIT 9</strong>: 2169  <strong>CCSLH</strong>: 5.1.B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation of Knowledge and Ideas</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
</tr>
<tr>
<td>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
</tr>
<tr>
<td>6. Speak audibly and express thoughts, feelings, and ideas clearly.</td>
</tr>
</tbody>
</table>
### College and Career Readiness Anchor Standards for Language

#### Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.

#### Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>TREASURES TE PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions in Writing and Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CCSLH:</strong> 6.1.A</td>
<td></td>
</tr>
<tr>
<td><strong>CCSLH:</strong> 6.1.A, 6.1.E</td>
<td></td>
</tr>
<tr>
<td>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</td>
<td>UNIT 2: 368, 444</td>
</tr>
<tr>
<td><strong>CCSLH:</strong> 6.1.A, 6.1.E</td>
<td></td>
</tr>
<tr>
<td><strong>CCSLH:</strong> 6.1.F</td>
<td></td>
</tr>
</tbody>
</table>
**TREASURES, Kindergarten, TE**  
Alignment to **Common Core State Standards**

<table>
<thead>
<tr>
<th></th>
<th>Treasures 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.</td>
<td>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td>
</tr>
<tr>
<td>UNIT 1:</td>
<td>S65, S73, S77</td>
</tr>
<tr>
<td>UNIT 5:</td>
<td>T7</td>
</tr>
<tr>
<td>UNIT 8:</td>
<td>2285</td>
</tr>
<tr>
<td>CCSLH:</td>
<td>6.1.G</td>
</tr>
<tr>
<td>f.</td>
<td>Produce and expand complete sentences in shared language activities.</td>
</tr>
<tr>
<td>UNIT 1:</td>
<td>S25, S53, S65, S73</td>
</tr>
<tr>
<td>UNIT 2:</td>
<td>484</td>
</tr>
<tr>
<td>UNIT 3:</td>
<td>517, 661</td>
</tr>
<tr>
<td>UNIT 5:</td>
<td>1022, 1098, 1156, 1174, 1212</td>
</tr>
<tr>
<td>UNIT 6:</td>
<td>1264, 1340, 1416, 1456</td>
</tr>
<tr>
<td>UNIT 8:</td>
<td>1888, T9</td>
</tr>
<tr>
<td>UNIT 9:</td>
<td>1156, 1174, 1212</td>
</tr>
<tr>
<td>UNIT 10:</td>
<td>2285</td>
</tr>
<tr>
<td>CCSLH:</td>
<td>6.1.B</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>UNIT 1:</td>
<td>26, 102, 178</td>
</tr>
<tr>
<td>UNIT 2:</td>
<td>270, 346, 422, 424</td>
</tr>
<tr>
<td>UNIT 3:</td>
<td>514, 527, 590, 666</td>
</tr>
<tr>
<td>UNIT 4:</td>
<td>756, 788, 832, 834, 839, 887, 908</td>
</tr>
<tr>
<td>UNIT 5:</td>
<td>1000, 1005, 1024, 1031, 1032, 1076, 1090, 1100, 1107, 1152, 1154</td>
</tr>
<tr>
<td>UNIT 6:</td>
<td>1236, 1242, 1318, 1320, 1394, 1425</td>
</tr>
<tr>
<td>UNIT 7:</td>
<td>1486, 1517, 1562, 1575, 1593, 1638, 1652, 1662, 1669</td>
</tr>
<tr>
<td>UNIT 8:</td>
<td>1722, 1728, 1760, 1804, 1809, 1818, 1828, 1836, 1880, 1894</td>
</tr>
<tr>
<td>UNIT 10:</td>
<td>2214, 2227, 2238, 2290, 2304, 2366</td>
</tr>
<tr>
<td>a.</td>
<td>Capitalize the first word in a sentence and the pronoun I.</td>
</tr>
<tr>
<td>UNIT 2:</td>
<td>424</td>
</tr>
<tr>
<td>UNIT 4:</td>
<td>788, 834, 839</td>
</tr>
<tr>
<td>UNIT 5:</td>
<td>1090, 1154</td>
</tr>
<tr>
<td>UNIT 6:</td>
<td>1236, 1320</td>
</tr>
<tr>
<td>UNIT 7:</td>
<td>1652</td>
</tr>
<tr>
<td>UNIT 8:</td>
<td>1722, 1760, 1818</td>
</tr>
<tr>
<td>UNIT 9:</td>
<td>2118</td>
</tr>
<tr>
<td>CCSLH:</td>
<td>6.1.H</td>
</tr>
<tr>
<td>b.</td>
<td>Recognize and name end punctuation.</td>
</tr>
<tr>
<td>UNIT 5:</td>
<td>1005, 1024, 1032, 1100</td>
</tr>
<tr>
<td>UNIT 6:</td>
<td>1320</td>
</tr>
<tr>
<td>UNIT 7:</td>
<td>1575, 1662</td>
</tr>
<tr>
<td>UNIT 8:</td>
<td>1722, 1809, 1828, 1836, 1894</td>
</tr>
<tr>
<td>UNIT 9:</td>
<td>1973, 1985, 2072</td>
</tr>
<tr>
<td>UNIT 10:</td>
<td>2227, 2238, 2304</td>
</tr>
<tr>
<td>CCSLH:</td>
<td>6.1.A, 6.1.I</td>
</tr>
<tr>
<td>c.</td>
<td>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
</tr>
<tr>
<td>UNIT 1:</td>
<td>26, 102, 178</td>
</tr>
<tr>
<td>UNIT 2:</td>
<td>270, 346, 422</td>
</tr>
<tr>
<td>UNIT 3:</td>
<td>514, 590, 666</td>
</tr>
<tr>
<td>UNIT 4:</td>
<td>756, 832, 908</td>
</tr>
<tr>
<td>UNIT 5:</td>
<td>1000, 1076, 1152</td>
</tr>
<tr>
<td>UNIT 6:</td>
<td>1242, 1318, 1394</td>
</tr>
<tr>
<td>UNIT 7:</td>
<td>1486, 1562, 1638</td>
</tr>
<tr>
<td>UNIT 8:</td>
<td>1728, 1804, 1880</td>
</tr>
<tr>
<td>UNIT 9:</td>
<td>1972, 2048, 2124</td>
</tr>
<tr>
<td>UNIT 10:</td>
<td>2214, 2290, 2366</td>
</tr>
<tr>
<td>CCSLH:</td>
<td>6.1.A</td>
</tr>
<tr>
<td>d.</td>
<td>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
</tr>
<tr>
<td>UNIT 3:</td>
<td>527</td>
</tr>
<tr>
<td>UNIT 4:</td>
<td>887</td>
</tr>
<tr>
<td>UNIT 5:</td>
<td>1031, 1107</td>
</tr>
<tr>
<td>UNIT 6:</td>
<td>1425</td>
</tr>
<tr>
<td>UNIT 7:</td>
<td>1517, 1593, 1638, 1669</td>
</tr>
<tr>
<td>UNIT 8:</td>
<td>T4</td>
</tr>
<tr>
<td>CCSLH:</td>
<td>6.1.J</td>
</tr>
<tr>
<td>3. (Begins in grade 2)</td>
<td>(Begins in grade 2)</td>
</tr>
</tbody>
</table>
### Vocabulary Acquisition and Use

**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35, 53, 73, 129, 149, 187, 194</td>
</tr>
<tr>
<td>2</td>
<td>279, 297, 317, 363, 373, 393, 449</td>
</tr>
<tr>
<td>3</td>
<td>523, 541, 561, 599, 617, 637, 672, 675, 693, 713</td>
</tr>
<tr>
<td>4</td>
<td>765, 859, 879, 917, 935</td>
</tr>
<tr>
<td>5</td>
<td>1009, 1027, 1047, 1085, 1103, 1123, 1161, 1199</td>
</tr>
<tr>
<td>6</td>
<td>1251, 1269, 1345, 1365, 1403, 1441</td>
</tr>
<tr>
<td>7</td>
<td>1495, 1513, 1533, 1541, 1571, 1609, 1665</td>
</tr>
<tr>
<td>8</td>
<td>1737, 1775, 1811, 1813, 1831, 1885, 1889, 1907</td>
</tr>
<tr>
<td>9</td>
<td>1981, 1999, 2053, 2057, 2075, 2151</td>
</tr>
<tr>
<td>10</td>
<td>2295, 2299, 2317, 2375, 2393</td>
</tr>
</tbody>
</table>

CCSLH: 6.2.A, 6.2.B

**a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

<table>
<thead>
<tr>
<th>Unit</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>645</td>
</tr>
<tr>
<td>5</td>
<td>1055, 1103, 1179, 1207</td>
</tr>
<tr>
<td>6</td>
<td>1449</td>
</tr>
<tr>
<td>7</td>
<td>1617</td>
</tr>
<tr>
<td>10</td>
<td>2320</td>
</tr>
</tbody>
</table>

CCSLH: 6.2.A

**b.** Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>536, 688</td>
</tr>
<tr>
<td>6</td>
<td>T10</td>
</tr>
</tbody>
</table>

CCSLH: 6.2.B

**5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>541, 549, 553, 29, 35, 41, 53, 60, 105, 117, 181, 184, 187, 193, 212</td>
</tr>
<tr>
<td>3</td>
<td>517, 523, 529, 541, 548, 593, 599, 605, 617, 624, 669, 672, 675, 681, 693, 700</td>
</tr>
<tr>
<td>4</td>
<td>759, 765, 771, 790, 835, 841, 847, 859, 866, 911, 917, 923, 935, 942</td>
</tr>
<tr>
<td>5</td>
<td>1003, 1015, 1079, 1091, 1155, 1167</td>
</tr>
<tr>
<td>6</td>
<td>1245, 1257, 1321, 1333, 1397, 1409</td>
</tr>
<tr>
<td>7</td>
<td>1489, 1495, 1501, 1513, 1520, 1565, 1577, 1641, 1647, 1653, 1665, 1672</td>
</tr>
<tr>
<td>8</td>
<td>1731, 1743, 1807, 1819, 1883, 1895</td>
</tr>
<tr>
<td>10</td>
<td>2217, 2219, 2220, 2223, 2229, 2241, 2248, 2293, 2295, 2299, 2305, 2317, 2324, 2369, 2372, 2375, 2381, 2393, 2400</td>
</tr>
</tbody>
</table>

CCSLH: 6.2.C

**a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35, 53, 60, 184, 187, 212</td>
</tr>
<tr>
<td>2</td>
<td>279, 297, 304, 355, 373, 380, 431, 449, 456</td>
</tr>
<tr>
<td>3</td>
<td>523, 541, 548, 599, 617, 624, 672, 675, 693, 700</td>
</tr>
<tr>
<td>4</td>
<td>765, 790, 841, 859, 866, 917, 935, 942</td>
</tr>
<tr>
<td>7</td>
<td>1495, 1513, 1520, 1647, 1672</td>
</tr>
<tr>
<td>10</td>
<td>2219, 2223, 2241, 2248, 2295, 2299, 2317, 2324, 2372, 2375, 2393, 2400</td>
</tr>
</tbody>
</table>

CCSLH: 6.2.C
**b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSLH: 6.2.C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSLH: 1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.**

<table>
<thead>
<tr>
<th>UNIT 4: 841</th>
<th>UNIT 7: 1647, 1665</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSLH: 6.2.C</td>
<td></td>
</tr>
</tbody>
</table>

**6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>CCSLH: 6.2.D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>