



# Common Core State Standards

Grades K-5

*correlated to*

**National Geographic School Publishing/Hampton-Brown  
AVENUES**

Levels A, B, C, D, E, and F



# Common Core State Standards

Grade K

*correlated to*

**National Geographic School Publishing/Hampton-Brown**

**AVENUES**

Level A

**Common Core State Standards for English Language Arts**  
**Kindergarten**  
 correlated to  
**AVENUES Level A**  
**National Geographic School Publishing/Hampton-Brown**

Kindergarten Common Core State Standards	AVENUES Level A Teacher's Edition Page References
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about key details in a text.	<b>AVENUES Level A TE Page References:</b> Volume 1: T6, T39, T94, T127, T138, T182 Volume 2: T6, T39, T138
2. With prompting and support, retell familiar stories, including key details.	<b>AVENUES Level A TE Page References:</b> Volume 2: T172
3. With prompting and support, identify characters, settings, and major events in a story.	<b>AVENUES Level A TE Page References:</b> Volume 1: T6, T94, T138, T182 Volume 2: T6, T94, T129, T138, T161
<b>Craft and Structure</b>	
4. Ask and answer questions about unknown words in a text.	<b>AVENUES Level A TE Page References:</b> Volume 2: T172
5. Recognize common types of texts (e.g., storybooks, poems).	<b>AVENUES Level A TE Page References:</b> Volume 1: T162-T163 Volume 2: T29, T206-T207, T215, T222
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>AVENUES Level A TE Page References:</b> Volume 1: T137, T181, T187 Volume 2: T93
<b>Integration of Knowledge and Ideas</b>	
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).	<b>AVENUES Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T107, T137, T181 Volume 2: T9, T19, T93, T97, T141
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>AVENUES Level A TE Page References:</b> Volume 2: T162-T163, T205
<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding.	<b>AVENUES Level A TE Page References:</b> Volume 1: T107, T127, T128-T129, T138, T172-T173 Volume 2: T17, T19, T40-T41, T94, T107, T129, T195

Kindergarten Common Core State Standards	AVENUES Level A Teacher's Edition Page References
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about key details in a text.	<b>AVENUES Level A TE Page References:</b> Volume 1: T19, T29, T73, T117, T161 Volume 2: T50, T73, T117
2. With prompting and support, identify the main topic and retell key details of a text.	<b>AVENUES Level A TE Page References:</b> Volume 1: T161 Volume 2: T50, T74, T83
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>AVENUES Level A TE Page References:</b> Volume 1: T117, T161
<b>Craft and Structure</b>	
4. With prompting and support, ask and answer questions about unknown words in a text.	<b>AVENUES Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T84, T117, T161, T205 Volume 2: T49, T63, T73, T117
5. Identify the front cover, back cover, and title page of a book.	<b>AVENUES Level A TE Page References:</b> Volume 1: T11, T19, T29, T117, T151, T195, T205 Volume 2: T49, T63, T117, T151
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>AVENUES Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T29, T205 Volume 2: T53, T118
<b>Integration of Knowledge and Ideas</b>	
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).	<b>AVENUES Level A TE Page References:</b> Volume 1: T19, T74, T83, T84, T117, T161, T205 Volume 2: T50
8. With prompting and support, identify the reasons an author gives to support points in a text.	<b>AVENUES Level A TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i> .
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).	<b>AVENUES Level A TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i> .
<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding.	<b>AVENUES Level A TE Page References:</b> Volume 1: T19, T29, T151, T195 Volume 2: T63, T151

Kindergarten Common Core State Standards	AVENUES Level A Teacher's Edition Page References
<b>Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T55, T73, T143, T151, T195 Volume 2: T63, T65, T151</p>
<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T68, T99, T112, T143 Volume 2: T24, T68, T112, T156</p>
<p>c. Understand that words are separated by spaces in print.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T99, T143</p>
<p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T1d-T1e, T45d-T45e, T89d-T89e, T133d-T133e, T177d-T177e Volume 2: T1d-T1e, T45d-T45e, T89d-T89e, T133d-T133e, T177d-T177e</p>
<b>Phonological Awareness</b>	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T69, T72, T76, T79, T82, T86 Volume 2: T123, T126, T130, T133, T136, T142</p>
<p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T25, T28, T32, T35, T38, T89, T92, T102, T106</p>
<p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 2: T89, T92, T102, T106, T110, T113, T116, T120, T146, T150, T154, T157</p>
<p>d. 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/.)</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 2: T177, T180, T186, T190, T194, T198</p>
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 2: T211, T214, T218</p>
<b>Phonics and Word Recognition</b>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T1d-T1e, T45d-T45e, T89d-T89e, T133d-T133e, T177d-T177e Volume 2: T1d-T1e, T45d-T45e, T89d-T89e, T133d-T133e, T177d-T177e</p>

Kindergarten Common Core State Standards	AVENUES Level A Teacher's Edition Page References
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<b>AVENUES Level A TE Page References:</b> Volume 1: T1d-T1e, T45d-T45e, T89d-T89e, T133d-T133e, T177d-T177e Volume 2: T1d-T1e, T45d-T45e, T89d-T89e, T133d-T133e, T177d-T177e
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<b>AVENUES Level A TE Page References:</b> This objective is addressed extensively throughout. See, for example: Volume 1: T12-T13, T56-T57, T65, T100-T101, T109, T144-T145, T153, T188-T189 Volume 2: T12-T13, T56-T57, T100-T101, T144-T145, T188-T189
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<b>AVENUES Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T69, T72, T76, T79, T82, T86 Volume 2: T123, T126, T130, T133, T136, T142
<b>Fluency</b>	
4. Read emergent-reader texts with purpose and understanding.	<b>AVENUES Level A TE Page References:</b> Volume 1: T19, T63, T107, T151, T195 Volume 2: T19, T63, T107, T151, T195
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
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...).	<b>AVENUES Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T9, T53, T94, T97, T141, T171, T185 Volume 2: T9, T29, T53, T73, T138
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>AVENUES Level A TE Page References:</b> Volume 1: T34, T43, T74, T87, T94, T122, T166, T200 Volume 2: T24, T34, T41, T131
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>AVENUES Level A TE Page References:</b> Volume 1: T131 Volume 2: T43, T87, T122
<b>Production and Distribution of Writing</b>	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>AVENUES Level A TE Page References:</b> Volume 1: T34 Volume 2: T87, T131, T175
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>AVENUES Level A TE Page References:</b> Volume 1: T43, T45g, T133g, T169 Volume 2: T1g, T41, T45g, T131, T175, T217

Kindergarten Common Core State Standards	AVENUES Level A Teacher's Edition Page References
<b>Research to Build and Present Knowledge</b>	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>AVENUES Level A TE Page References:</b> Volume 1: T34, T112, T166, T175, T210 Volume 2: T41, T173, T200, T210, T217
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>AVENUES Level A TE Page References:</b> Volume 1: T222 Volume 2: T17, T34, T41, T173, T217
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<b>AVENUES Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T73, T76, T177, T201 Volume 2: T14, T25, T28, T66, T86
b. Continue a conversation through multiple exchanges.	<b>AVENUES Level A TE Page References:</b> Volume 1: T62, T73, T104, T165, T172, T173, T212 Volume 2: T66, T214
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.	<b>AVENUES Level A TE Page References:</b> Volume 1: T29, T94
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>AVENUES Level A TE Page References:</b> Volume 1: T16, T103, T111, T128, T172, T187, T221-T224 Volume 2: T40, T59, T67, T173, T191
<b>Presentation of Knowledge and Ideas</b>	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>AVENUES Level A TE Page References:</b> Volume 1: T5, T60, T93, T147, T199, T221-T224 Volume 2: T23, T24, T42, T102, T125, T147
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>AVENUES Level A TE Page References:</b> Volume 1: T127, T155, T187, T215, T216, T221-T224 Volume 2: T41, T125
6. Speak audibly and express thoughts, feelings, and ideas clearly.	<b>AVENUES Level A TE Page References:</b> Volume 1: T42, T59, T85, T87, T111, T128, T147, T155, T172 Volume 2: T33, T82, T87, T125

Kindergarten Common Core State Standards	AVENUES Level A Teacher's Edition Page References
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T1d, T45d, T88d, T133d, T177d Volume 2: T1d, T45d, T88d, T133d, T177d</p>
<p>b. Use frequently occurring nouns and verbs.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T177f, T192, T195, T202, T212, T217, T220 Volume 2: T2, T24, T36-T37, T85, T90, T134, T178</p> <p><i>Nouns and verbs are not directly addressed. Page citations refer to naming words and action words.</i></p>
<p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p><b>AVENUES Level A TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T191, T199 Volume 2: T59</p>
<p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 2: T113, T114, T132</p> <p><i>Prepositions are not directly addressed.</i></p>
<p>f. Produce and expand complete sentences in shared language activities.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T40, T77, T111, T155, T156 Volume 2: T26, T33, T80, T90, T103, T111</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T156 Volume 2: T55, T99</p>
<p>b. Recognize and name end punctuation.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T156 Volume 2: T55, T98-T99, T122</p>
<p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p><b>AVENUES Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T13, T57, T101, T145, T189 Volume 2: T13, T57, T101, T145, T189</p>
<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><b>AVENUES Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T13, T57, T101, T145, T156, T189, T200 Volume 2: T13, T24, T57, T101, T145, T189</p>



Kindergarten Common Core State Standards	AVENUES Level A Teacher's Edition Page References
<b>Vocabulary Acquisition and Use</b>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p><b>AVENUES Level A TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p><b>AVENUES Level A TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T26-T27, T44, T89g, T118-T119 Volume 2: T33</p>
<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T25, T26, T44, T157, T158-T159, T165, T166 Volume 2: T100-T101</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T89, T90, T104, T124, T132 Volume 2: T33, T176, T192, T199</p>
<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p><b>AVENUES Level A TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>AVENUES Level A TE Page References:</b> Volume 1: T23, T103, T124, T132, T209, T216, T219 Volume 2: T33, T36, T90, T176, T212, T220</p>

# Common Core State Standards

Grade 1

*correlated to*

**National Geographic School Publishing/Hampton-Brown**

**AVENUES**

Level B

**Common Core State Standards for English Language Arts**  
**Grade 1**  
 correlated to  
**AVENUES Level B**  
 National Geographic School Publishing/Hampton-Brown

Grade 1 Common Core State Standards	AVENUES Level B Teacher's Edition Page References
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer questions about key details in a text.	<b>AVENUES Level B TE Page References:</b> Volume 1: T12e-T12f, T14-15-T26, T28-T29, T32-T33, T54-T55, T72-73 Volume 2: T50-51, T110-111, T121, T142-143,
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>AVENUES Level B TE Page References:</b> Volume 1: T28-T29, T68e-T68f, T86-T87, T120e-T120f, T142, T143 Volume 2: T54-T55, T90e-T90f, T102-103, T120-T121
3. Describe characters, settings, and major events in a story, using key details.	<b>AVENUES Level B TE Page References:</b> Volume 1: T65m-T65n, T86-T87, T120a-T120b, T136-137, T142-T143 Volume 2: T34e-T34f, T90a, T110-111, T134e-T134f, T166-T167
<b>Craft and Structure</b>	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>AVENUES Level B TE Page References:</b> Volume 1: T48-49, T169 Volume 2: T106-107, T110-111
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>AVENUES Level B TE Page References:</b> Volume 1: T175a-T175b Volume 2: T90a, T119, T187
6. Identify who is telling the story at various points in a text.	<b>AVENUES Level B TE Page References:</b> Volume 1: T9g, T117i, T134-135
<b>Integration of Knowledge and Ideas</b>	
7. Use illustrations and details in a story to describe its characters, setting, or events.	<b>AVENUES Level B TE Page References:</b> Volume 1: T28-T29 Volume 2: T92-93, T94-95, T96-97, T102-103, T110-111, T119, T145, T150-151
9. Compare and contrast the adventures and experiences of characters in stories.	<b>AVENUES Level B TE Page References:</b> Volume 1: T55, T65i, T162-163 Volume 2: T116-117
<b>Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>AVENUES Level B TE Page References:</b> Volume 1: T12i, T36i, T60, T120i, T176 Volume 2: T34i, T60, T90i, T134i, T194

Grade 1 Common Core State Standards	AVENUES Level B Teacher's Edition Page References
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer questions about key details in a text.	<b>AVENUES Level B TE Page References:</b> Volume 1: T96-T97, T98-99, T102-103 Volume 2: T9i, T9m-T9n, T16-17, T72-73, T78-79, T80
2. Identify the main topic and retell key details of a text.	<b>AVENUES Level B TE Page References:</b> Volume 1: T104-105, T146-T147, T150e-T150f, T166, T170-T171 Volume 2: T9i, T9m-T9n, T12e-T12f, T26-T27, T80
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>AVENUES Level B TE Page References:</b> Volume 1: T160-161 Volume 2: T9i, T65i, T68e-T68f, T70-71, T72-73, T74-75, T80, T82-T83
<b>Craft and Structure</b>	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>AVENUES Level B TE Page References:</b> Volume 2: T16-17, T74-75
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>AVENUES Level B TE Page References:</b> Volume 1: T91a-91b Volume 2: T9g, T28b, T31a-T31b, T59a-T59b, T68a, T87a-T87b, T125a-T125b, T174e-T174f, T193a-T193b
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>AVENUES Level B TE Page References:</b> Volume 1: T156-157, T158-159 Volume 2: T20-21, T22-23, T24, T68a, T70-71, T87a-T87b
<b>Integration of Knowledge and Ideas</b>	
7. Use the illustrations and details in a text to describe its key ideas.	<b>AVENUES Level B TE Page References:</b> Volume 1: T150a, T150e-T150f, T156-157, T158-159 Volume 2: T9i, T9m-T9n, T12e-T12f, T26-T27, T76-77
8. Identify the reasons an author gives to support points in a text.	<b>AVENUES Level B TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i> .
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>AVENUES Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 2: T27, T83, T189
<b>Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, read informational texts appropriately complex for grade 1.	<b>AVENUES Level B TE Page References:</b> Volume 1: T94i, T112, T150i, T176 Volume 2: T12i, T60, T126, T171b, T174i, T194

Grade 1 Common Core State Standards	AVENUES Level B Teacher's Edition Page References
<b>Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>AVENUES Level B TE Page References:</b>            Volume 1: T65o-T65p, T68-69, T94-T95, T102-103, T150-151            Volume 2: T9o-T9p, T34-35, T58, T65o-T65p, T118</p>
<b>Phonological Awareness</b>	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><b>AVENUES Level B TE Page References:</b>            Volume 1: T10g-T10h, T34g-T34h, T66g-T66h, T92g-T92h, T118g-T118h, T148g-T148h            Volume 2: T10g-T10h, T32g-T32h, T66g-T66h, T88g-T88h, T132g-T132h, T172g-T172h</p>
<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p><b>AVENUES Level B TE Page References:</b>            Volume 1: T149a, T150h            Volume 2: T65e, T65f, T66g, T67a, T68h, T131e</p>
<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p><b>AVENUES Level B TE Page References:</b>            Volume 1: T119a, T120h            Volume 2: T9f, T10g, T11a, T12h, T32g, T33a, T34h, T65e, T88g</p>
<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><b>AVENUES Level B TE Page References:</b>            Volume 2: T88g, T89a, T90h, T131e, T131f</p>
<b>Phonics and Word Recognition</b>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p><b>AVENUES Level B TE Page References:</b>            Volume 1: T10g-T10h, T34g-T34h, T66g-T66h, T92g-T92h, T118g-T118h, T148g-T148h            Volume 2: T10g-T10h, T32g-T32h, T66g-T66h, T88g-T88h, T132g-T132h, T172g-T172h</p>
<p>b. Decode regularly spelled one-syllable words.</p>	<p><b>AVENUES Level B TE Page References:</b>            Volume 1: T117e-T117f, T149a, T150h            Volume 2: T9e, T65e-T65f, T66g, T68h, T88g, T89a, T90h, T131e-T131f</p>
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p><b>AVENUES Level B TE Page References:</b>            The opportunity to address this objective is available. See, for example:            Volume 1: T117e-T117f, T149a, T150h            Volume 2: T9e-T9f, T66g, T131e-T131f</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p><b>AVENUES Level B TE Page References:</b>            The opportunity to address this objective is available. See, for example:            Volume 1: T65e-T65f, T66g, T67a, T68h, T92g, T117e</p>
<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p><b>AVENUES Level B TE Page References:</b>            Volume 1: T66g, T67a, T68h</p>

Grade 1 Common Core State Standards	AVENUES Level B Teacher's Edition Page References
f. Read words with inflectional endings.	<b>AVENUES Level B TE Page References:</b> Volume 1: T65u-T65v, T110-T111 Volume 2: T42, T44-45, T65u-T65v, T81, T90c-T90d
g. Recognize and read grade-appropriate irregularly spelled words.	<b>AVENUES Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T9q-T9r, T10-11, T68h, T148-T149 Volume 2: T12h, T25b, T32-T33, T53b, T65q-T65r, T88-T89, T131q-T131r
<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.	<b>AVENUES Level B TE Page References:</b> This objective is addressed extensively throughout. See, for example: Volume 1: T38-39, T70-71, T96-T97, T122-123, T152-153 Volume 2: T14-15, T36-37, T70-71, T92-93, T136-137, T176-177
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>AVENUES Level B TE Page References:</b> Volume 1: T27a, T85a, T105c, T169a Volume 2: T25a, T53a, T81a, T119a, T165a
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>AVENUES Level B TE Page References:</b> Volume 2: T18-19, T40-41, T106-107
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
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.	<b>AVENUES Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T112, T117p, T143, T171, T175b Volume 2: T126
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>AVENUES Level B TE Page References:</b> Volume 1: T57c-T57d, T89c-T89d, T109c-T109d, T173c-T173d, T177a-T177i Volume 2: T169c-T169d
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.	<b>AVENUES Level B TE Page References:</b> Volume 2: T65s, T85c-T85d, T195a-T195i
<b>Production and Distribution of Writing</b>	
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.	<b>AVENUES Level B TE Page References:</b> Volume 1: T31c-T31d, T57c-T57d, T109c-T109d, T145c-T145d, T177i-T177j Volume 2: T29c-T29d, T57c-T57d, T123c-T123d, T169c-T169d, T191c-T191d

Grade 1 Common Core State Standards	AVENUES Level B Teacher's Edition Page References
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>AVENUES Level B TE Page References:</b> Volume 1: T145a-145b, T177g, T177k-T177l Volume 2: T85c-T85d, T169c-T169d, T195a-T195l
<b>Research to Build and Present Knowledge</b>	
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).	<b>AVENUES Level B TE Page References:</b> Volume 1: T30b, T57a-57b, T89c-T89d, T109a-T109b, T173c-T173d Volume 2: T28b, T57a-T57b, T85c-T85d
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>AVENUES Level B TE Page References:</b> Volume 1: T57a-T57b, T172a, T173c
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  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).	<b>AVENUES Level B TE Page References:</b> Volume 1: T144a Volume 2: T123b
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<b>AVENUES Level B TE Page References:</b> Volume 1: T144a, T148f Volume 2: T132e-T132f, T155, T165, T168a
c. Ask questions to clear up any confusion about the topics and texts under discussion.	<b>AVENUES Level B TE Page References:</b> Volume 1: T144a Volume 2: T16-17, T29a-T29b, T57b
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>AVENUES Level B TE Page References:</b> Volume 1: T12e-T12f, T28-T29, T66f, T144a Volume 2: T9i, T12e-T12f, T26-T27, T167
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>AVENUES Level B TE Page References:</b> Volume 1: T172a Volume 2: T29a-T29b
<b>Presentation of Knowledge and Ideas</b>	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>AVENUES Level B TE Page References:</b> Volume 1: T9n, T34f, T57a-T57b, T109a-T109b, T136-137 Volume 2: T42, T65n, T65s-T65t, T84a, T128-129
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>AVENUES Level B TE Page References:</b> Volume 1: T9n, T56a, T57a-T57b, T109a-T109b Volume 2: T28b, T62-63, T85a-T85b, T123a-T123b, T191a-T191b
6. Produce complete sentences when appropriate to task and situation.	<b>AVENUES Level B TE Page References:</b> Volume 1: T28, T65o-T65p, T65s-T65t Volume 2: T12c-T12d, T54, T81, T132f

Grade 1 Common Core State Standards	AVENUES Level B Teacher's Edition Page References
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p>	<p><b>AVENUES Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T57d, T89d</p>
<p>b. Use common, proper, and possessive nouns.</p>	<p><b>AVENUES Level B TE Page References:</b> Volume 1: T9u-T9v, T12c-T12d, T27, T58-T59, T141 Volume 2: T131o-T131p, T145, T163, T187</p>
<p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>	<p><b>AVENUES Level B TE Page References:</b> Volume 1: T27, T65u-T65v, T105b, T110-T111 Volume 2: T65u-T65v, T81</p>
<p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p>	<p><b>AVENUES Level B TE Page References:</b> Volume 1: T117u-T117v, T120c-T120d, T150c-T150d, T167, T174-T175 Volume 2: T25, T53</p>
<p>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>).</p>	<p><b>AVENUES Level B TE Page References:</b> Volume 2: T68c-T68d, T90c-T90d, T105, T124-T125</p>
<p>f. Use frequently occurring adjectives.</p>	<p><b>AVENUES Level B TE Page References:</b> Volume 1: T36c-T36d, T53, T57c-T57d Volume 2: T14-15, T29c-T29d</p>
<p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	<p><b>AVENUES Level B TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>h. Use determiners (e.g., articles, demonstratives).</p>	<p><b>AVENUES Level B TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	<p><b>AVENUES Level B TE Page References:</b> Volume 2: T131u-T131v, T134c-T134d, T174c-T174d, T192-T193</p>
<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><b>AVENUES Level B TE Page References:</b> Volume 1: T9p, T59b Volume 2: T9p, T12c-T12d, T25, T29c-T29d, T32f, T43, T65o-T65p, T85c-T85d, T124-T125</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p>	<p><b>AVENUES Level B TE Page References:</b> Volume 2: T131o-T131p, T145, T163, T195k-T195l  <i>dates not specifically addressed</i></p>



Grade 1 Common Core State Standards	AVENUES Level B Teacher's Edition Page References
b. Use end punctuation for sentences.	<b>AVENUES Level B TE Page References:</b> Volume 1: T65p, T177l Volume 2: T9p, T25, T57c-T57d, T58-T59, T65o-T65p, T123c-T123d, T195k-T195l
c. Use commas in dates and to separate single words in a series.	<b>AVENUES Level B TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i> .
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<b>AVENUES Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T9q, T27b, T36h, T65q-T65r, T117q-T117r Volume 2: T9q, T65q-T65r, T88-T89, T131q-T131r
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<b>AVENUES Level B TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i> .
<b>Vocabulary Acquisition and Use</b>	
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.  a. Use sentence-level context as a clue to the meaning of a word or phrase.	<b>AVENUES Level B TE Page References:</b> Volume 1: T40-41 Volume 2: T18-19, T40-41
b. Use frequently occurring affixes as a clue to the meaning of a word.	<b>AVENUES Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 2: T148-149
c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).	<b>AVENUES Level B TE Page References:</b> Volume 2: T90c, T124-T125, T148-149
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<b>AVENUES Level B TE Page References:</b> Volume 1: T12d, T18-19, T89a-T89b, T94e-T94f, T106-T107, T108b
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).	<b>AVENUES Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T62d, T62-63, T65b, T65s-T65t, T76-77, T105a, T128-129, T162-163 Volume 2: T9b, T10e
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	<b>AVENUES Level B TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i> .

Grade 1 Common Core State Standards	AVENUES Level B Teacher's Edition Page References
<p>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><b>AVENUES Level B TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>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><b>AVENUES Level B TE Page References:</b> Volume 1: T46-47, T58-T59, T94c, T105c, T111a-T111b, T117b, T141a Volume 2: T12c, T25a, T65s-T65t, T188</p>

# Common Core State Standards

Grade 2

*correlated to*

**National Geographic School Publishing/Hampton-Brown**

**AVENUES**

Level C

**Common Core State Standards for English Language Arts**  
**Grade 2**  
 correlated to  
**AVENUES Level C**  
 National Geographic School Publishing/Hampton-Brown

Grade 2 Common Core State Standards	AVENUES Level C Teacher's Edition Page References
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>AVENUES Level C TE Page References:</b> T34-T35, T104f, T197i, T197m-T197n
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>AVENUES Level C TE Page References:</b> T95, T96, T98-T99, T186-T187, T234-T235, T339m-T339n
3. Describe how characters in a story respond to major events and challenges.	<b>AVENUES Level C TE Page References:</b> T77i, T80e, T103a-T103b, T314-315, T317, T320-321, T327
<b>Craft and Structure</b>	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b>AVENUES Level C TE Page References:</b> T32, T64, T65, T230-231, T233a, T306-307
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>AVENUES Level C TE Page References:</b> T80e-T80f, T164e-T164f, T296e-T296f
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T56, T90-91, T304, T320-321
<b>Integration of Knowledge and Ideas</b>	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>AVENUES Level C TE Page References:</b> T30-31, T25, T26, T46-47, T54-55, T58-59, T84-85, T182-183, T220-221
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T67, T187
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>AVENUES Level C TE Page References:</b> T42i, T80i, T164i, T200i, T296i, T342i

Grade 2 Common Core State Standards	AVENUES Level C Teacher's Edition Page References
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<b>AVENUES Level C TE Page References:</b> T104f, T125, T268e-T268f, T287
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<b>AVENUES Level C TE Page References:</b> T106e-T106f, T128-T129, T272-273, T382e-T382f, T400-T401
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>AVENUES Level C TE Page References:</b> T142e-T142f, T154, T156-T157
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<b>AVENUES Level C TE Page References:</b> T146, T147, T244-245, T272-273, T386-387, T388-389, T405a-T405b
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>AVENUES Level C TE Page References:</b> T106a, T110-111, T118-119, T129a, T189a, T270a, T333a-T333b
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>AVENUES Level C TE Page References:</b> T127, T255a, T398
<b>Integration of Knowledge and Ideas</b>	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>AVENUES Level C TE Page References:</b> T108-109, T114, T146, T246-247, T396-397
8. Describe how reasons support specific points the author makes in a text.	<b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T106e-T106f, T128-T129, T382e-T382f, T400-T401
9. Compare and contrast the most important points presented by two texts on the same topic.	<b>AVENUES Level C TE Page References:</b> T67, T401
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>AVENUES Level C TE Page References:</b> T106i, T142i, T242i, T270i, T382i

Grade 2 Common Core State Standards	AVENUES Level C Teacher's Edition Page References
<b>Reading Standards: Foundational Skills</b>	
<b><i>Phonics and Word Recognition</i></b>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p><b>AVENUES Level C TE Page References:</b> T14g, T78g, T162g, T268g, T294g, T340g, T380g</p>
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p><b>AVENUES Level C TE Page References:</b> T80-81, T164-165, T382-383</p>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p><b>AVENUES Level C TE Page References:</b> T77e-T77f, T78g, T79a, T80h</p>
<p>d. Decode words with common prefixes and suffixes.</p>	<p><b>AVENUES Level C TE Page References:</b> T311, T317</p>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T106-107, T142-143, T164-165, T296-297, T342-343, T382-383</p>
<p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T13q, T41b, T79b, T139q, T141b, T197q, T199b, T241b, T341b</p>
<b><i>Fluency</i></b>	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p><b>AVENUES Level C TE Page References:</b> This objective is addressed extensively throughout. See, for example: T18-19, T51, T108-109, T144-145, T202-203, T220-221, T244-245, T272-273, T344-345</p>
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>AVENUES Level C TE Page References:</b> T33a, T65a, T97a, T127a, T155a, T233c, T255c, T287a, T327a, T373a</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>AVENUES Level C TE Page References:</b> T20-21, T51, T82-83, T146, T147, T168, T246-247, T248-249, T272-273, T300-301, T302-303, T318-319, T352-353, T386-387, T405a-T405b</p>

Grade 2 Common Core State Standards	REACH Level C Teacher's Edition Page References
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T32, T62, T96, T124, T154, T184, T228, T254-255, T286, T326, T372, T398
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>AVENUES Level C TE Page References:</b> T193a-T193l, T377c-T377d, T403c-T403d
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>AVENUES Level C TE Page References:</b> T159c-T159d, T331c-T331d, T335a-T335l, T339o-T339p, T407a-T407l
<b>Production and Distribution of Writing</b>	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>AVENUES Level C TE Page References:</b> T37c-T37d, T69c-T69d, T101c-T101d, T159c-T159d, T189c-T189d, T237c-T237d, T291c-T291d, T331c-T331d, T377c-T377d, T403c-T403d
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>AVENUES Level C TE Page References:</b> T37c-T37d, T69c-T69d, T101c-T101d, T189c-T189d, T193k, T237c-T237d, T291c-T291d, T331c-T331d, T377c-T377d, T403c-T403d, T407k
<b>Research to Build and Present Knowledge</b>	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<b>AVENUES Level C TE Page References:</b> T35a-T35b, T69a-T69b, T237a-T237b, T289a-T289b, T401a-T401b
8. Recall information from experiences or gather information from provided sources to answer a question.	<b>AVENUES Level C TE Page References:</b> T129a-T129b, T187a-T187b, T289a-T289b, T401a-T401b

Grade 2 Common Core State Standards	REACH Level C Teacher's Edition Page References
<b>Speaking and Listening Standards</b>	
<b><i>Comprehension and Collaboration</i></b>	
<p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>AVENUES Level C TE Page References:</b> This objective is addressed extensively throughout. See, for example: T14e, T27, T39a-T39b, T65, T125, T185, T229, T327, T367, T373</p>
<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p><b>AVENUES Level C TE Page References:</b> T65, T80g, T104f, T125, T164g, T185, T200g, T296g, T327, T342g, T373</p>
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>AVENUES Level C TE Page References:</b> T42c, T68a, T242c, T346-347, T402a</p>
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>AVENUES Level C TE Page References:</b> T77m-T77n, T95, T128-T129, T186-T187, T339m-T339n</p>
<p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p><b>AVENUES Level C TE Page References:</b> T78f, T287, T376a, T402a</p>
<b><i>Presentation of Knowledge and Ideas</i></b>	
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>AVENUES Level C TE Page References:</b> T67a-T67b, T99a-T99b, T157a-T157b, T235a-T235b, T329a-T329b</p>
<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T99a-T99b, T157a-T157b, T235a-T235b, T329a-T329b</p>
<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T129a-T129b, T289a-T289b, T401a-T401b</p>



Grade 2 Common Core State Standards	REACH Level C Teacher's Edition Page References
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T42c-T42d, T57, T63, T70-T71</p>
<p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T42c-T42d, T57, T63, T70-T71</p>
<p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T197u-T197v, T200c-T200d, T211, T219, T229, T260-T261, T342c-T342d, T351, T361</p>
<p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> T311</p>
<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>AVENUES Level C TE Page References:</b> T139u-T139v, T164c-T164d, T169, T185, T190-T191</p> <p><i>Adverbs are not specifically addressed.</i></p>
<p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> T142c-T142d, T147, T193i-T193j, T267p, T331c-T331d, T377c-T377d</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T69c-T69d, T237c-T237d</p>
<p>b. Use commas in greetings and closings of letters.</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T69c-T69d, T189c-T189d, T377c-T377d</p>
<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p><b>AVENUES Level C TE Page References:</b> T33, T50, T279, T361</p>
<p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> →<i>badge</i>; <i>boy</i> →<i>boil</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>AVENUES Level C TE Page References:</b> T73k, T101c-T101d, T193k, T335k, T407k</p>

Grade 2 Common Core State Standards	REACH Level C Teacher's Edition Page References
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p><b>AVENUES Level C TE Page References:</b> T39a-T39b, T71b, T340f, T367, T376a</p>
<p><b>Vocabulary Acquisition and Use</b></p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>AVENUES Level C TE Page References:</b> T97, T146, T147, T248-249, T318-319, T352-353, T386-387, T405a-T405b</p>
<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> T317</p>
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> T311, T317</p>
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> T155</p>
<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>AVENUES Level C TE Page References:</b> T168, T191a-T191b, T246-T247, T161a-T161b, T293a-T293b, T405a-T405b</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T13s-T13t, T77s-T77t, T139s-T139t, T197s-T197t, T267s-T267t, T339s-T339t</p>
<p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T118-119, T177, T224-225</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p><b>AVENUES Level C TE Page References:</b> T24, T28-29, T90-91, T95, T120-121, T174-175, T216-217, T229, T255b, T340f, T384-385, T390</p>



# Common Core State Standards

Grade 3

*correlated to*

**National Geographic School Publishing/Hampton-Brown**

**AVENUES**

Level D

**Common Core State Standards for English Language Arts**  
**Grade 3**  
 correlated to  
**AVENUES Level D**  
**National Geographic School Publishing/Hampton-Brown**

Grade 3 Common Core State Standards	AVENUES Level D Teacher’s Edition Page References
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>AVENUES Level D TE Page References:</b> T75, T93, T136-137
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<b>AVENUES Level D TE Page References:</b> T96-T97, T150-T151, T206-T207, T290b, T454-T455
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>AVENUES Level D TE Page References:</b> T88-89, T209c-T209d, T282-283, T284-285, T330-T331, T399
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<b>AVENUES Level D TE Page References:</b> T272-273, T329, T450-451, T467
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T18e-T18f, T32-T33, T130e-T130f, T150-T151, T205, T207, T464-465, T469
6. Distinguish their own point of view from that of the narrator or those of the characters.	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T97, T206-T207
<b>Integration of Knowledge and Ideas</b>	
7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>AVENUES Level D TE Page References:</b> T76-77, T194, T200-201, T276-277, T374-375
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T151, T152b
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>AVENUES Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T18i, T70i, T130i, T176, T184i, T238, T270i, T302i, T360, T368i, T424, T432i, T462i

Grade 3 Common Core State Standards	AVENUES Level D Teacher’s Edition Page References
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>AVENUES Level D TE Page References:</b> T112, T220-221, T342
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>AVENUES Level D TE Page References:</b> T40e-T40f, T56-T57, T100-T101, T104e-T104f, T116-T117, T406e-T406f, T418-T419
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<b>AVENUES Level D TE Page References:</b> T110, T162, T252, T262-T263, T416
<b>Craft and Structure</b>	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<b>AVENUES Level D TE Page References:</b> T111, T113, T163, T248-249, T408-409, T414-415, T417
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>AVENUES Level D TE Page References:</b> T40a, T44, T104a, T108, T158a, T170, T246a, T342, T406a
6. Distinguish their own point of view from that of the author of a text.	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T263
<b>Integration of Knowledge and Ideas</b>	
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>AVENUES Level D TE Page References:</b> T44, T102, T110, T250, T251, T252, T267a-T267b
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>AVENUES Level D TE Page References:</b> T170-T171, T214e-T214f, T223, T228-229, T232-T233, T338e-T338f, T354-T355, T418-T419
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T57, T117, T171, T263
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>AVENUES Level D TE Page References:</b> T40i, T104i, T158i, T214i, T246i, T338i, T406i

Grade 3 Common Core State Standards	AVENUES Level D Teacher's Edition Page References
<b>Reading Standards: Foundational Skills</b>	
<b><i>Phonics and Word Recognition</i></b>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><b>AVENUES Level D TE Page References:</b> T237a-T237b, T253, T323, T334-T335, T403a-T403b, T423a-T423b</p>
<p>b. Decode words with common Latin suffixes.</p>	<p><b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T253, T334-T335, T403a-T403b, T423a-T423b</p> <p><i>Latin not directly addressed</i></p>
<p>c. Decode multi-syllable words.</p>	<p><b>AVENUES Level D TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>d. Read grade-appropriate irregularly spelled words.</p>	<p><b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T287, T338c-T338d, T343, T358-359</p>
<b><i>Fluency</i></b>	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p><b>AVENUES Level D TE Page References:</b> This objective is addressed throughout. See, for example: T18i, T40i, T70i, T104i, T130i, T158i, T214i, T246i, T270i, T302i, T338i, T368i, T406i, T432i, T462i</p>
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>AVENUES Level D TE Page References:</b> T31a, T149a, T205a, T261a, T287a, T329a, T397a, T417a</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>AVENUES Level D TE Page References:</b> T37a-T37b, T42-43, T266-T267, T272-273, T343, T417</p>

Grade 3 Common Core State Standards	REACH Level D Teacher's Edition Page References
<b>Writing Standards</b>	
<b><i>Text Types and Purposes</i></b>	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p><b>AVENUES Level D TE Page References:</b> T457c-T457d</p>
<p>b. Provide reasons that support the opinion.</p>	<p><b>AVENUES Level D TE Page References:</b> T457c-T457d</p>
<p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p><b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T457d</p>
<p>d. Provide a concluding statement or section.</p>	<p><b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T457d</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p><b>AVENUES Level D TE Page References:</b> T59c-T59d, T63a-T63l, T119c-T119d, T173c-T173d, T333c-T333d, T357c-T357d, T421c-T421d</p>
<p>b. Develop the topic with facts, definitions, and details.</p>	<p><b>AVENUES Level D TE Page References:</b> T59c-T59d, T63g-T63h, T119c-T119d, T173c-T173d, T333c-T333d, T357c-T357d, T421c-T421d</p>
<p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p><b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T59c-T59d, T63g-T63h, T119c-T119d, T173c-T173d, T333c-T333d, T357c-T357d, T421c-T421d</p>
<p>d. Provide a concluding statement or section.</p>	<p><b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T59c-T59d, T63g-T63h, T119c-T119d, T173c-T173d, T333c-T333d, T357c-T357d, T421c-T421d</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>AVENUES Level D TE Page References:</b> T177e-T177f, T177g-T177h, T235c-T235d, T295e-T295f, T295g-T295h</p>

Grade 3 Common Core State Standards	REACH Level D Teacher's Edition Page References
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T177g-T177h, T235c-T235d, T295g-T295h
c. Use temporal words and phrases to signal event order.	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T177g-T177h, T235c-T235d, T295g-T295h
d. Provide a sense of closure.	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T177g-T177h, T235c-T235d, T295g-T295h
<b>Production and Distribution of Writing</b>	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>AVENUES Level D TE Page References:</b> T59c-T59d, T119c-T119d, T235c-T235d, T291c-T291d, T357c-T357d
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	<b>AVENUES Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T35c-T35d, T63a-T63l, T119c-T119d, T177a-T177l, T235c-T235d, T295a-T295l, T357c-T357d, T425a-T425l
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>AVENUES Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T59c-T59d, T99c-T99d, T173c-T173d, T209c-T209d, T265c-T265d, T333c-T333d, T421c-T421d
<b>Research to Build and Present Knowledge</b>	
7. Conduct short research projects that build knowledge about a topic.	<b>AVENUES Level D TE Page References:</b> T117a-T117b, T171a-T171b, T291a-T291b, T333a-T333b, T419a-T419b
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>AVENUES Level D TE Page References:</b> T117a-T117b, T171a-T171b, T291a-T291b, T333a-T333b, T357a-T357b, T419a-T419b
<b>Range of Writing</b>	
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 discipline-specific tasks, purposes, and audiences.	<b>AVENUES Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T35c-T35d, T63a-T63l, T99c-T99d, T119c-T119d, T173c-T173d, T177a-T177l, T235c-T235d, T295a-T295l, T357c-T357d, T425a-T425l, T479c-T479d



Grade 3 Common Core State Standards	REACH Level D Teacher's Edition Page References
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>AVENUES Level D TE Page References:</b> T70g, T98a, T172a, T270g, T432g</p>
<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>AVENUES Level D TE Page References:</b> T98a, T172a, T270g, T368g, T432g</p>
<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p><b>AVENUES Level D TE Page References:</b> T70c, T98c, T130c, T432g</p>
<p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p><b>AVENUES Level D TE Page References:</b> T18g, T70g, T98a, T130g, T172a, T214g, T270g, T302g, T368g, T432g</p>
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>AVENUES Level D TE Page References:</b> T40e-T40f, T56-T57, T100-T101, T104e-T104f, T116-T117, T171a-T171b, T402-T403, T406e-T406f, T418-T419</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>AVENUES Level D TE Page References:</b> T70c, T130c, T171b</p>
<b>Presentation of Knowledge and Ideas</b>	
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><b>AVENUES Level D TE Page References:</b> T33a-T33b, T97a-T97b, T151a-T151b, T171a-T171b, T233a-T233b, T331a-T331b, T355a-T355b, T455a-T455b</p>
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T97a-T97b, T151a-T151b, T152a, T207a-T207b, T289a-T289b, T290b, T331a-T331b, T399a-T399b, T477a-T477b</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>	<p><b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T246c-T246d, T355a-T355b</p>

Grade 3 Common Core State Standards	REACH Level D Teacher's Edition Page References
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p><b>AVENUES Level D TE Page References:</b> T130c-T130d, T135, T184c-T184d, T189, T195, T202, T214c-T214d, T222, T225, T231, T236-T237, T432c-T432d, T446, T462c-T462d, T480-481</p>
<p>b. Form and use regular and irregular plural nouns.</p>	<p><b>AVENUES Level D TE Page References:</b> T141, T158c-T158d, T163, T168, T174-T175</p>
<p>c. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p><b>AVENUES Level D TE Page References:</b> T174-T175</p>
<p>d. Form and use regular and irregular verbs.</p>	<p><b>AVENUES Level D TE Page References:</b> T18c-T18d, T29, T45, T60-T61, T104c-T104d, T109, T113, T120-T121, T251, T270c-T270d, T280, T292-T293, T338c-T338d, T343</p>
<p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p><b>AVENUES Level D TE Page References:</b> T29, T45, T270c-T270d, T275, T292-T293, T453, T475</p>
<p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p>	<p><b>AVENUES Level D TE Page References:</b> T40c-T40d, T53, T60-T61, T104c-T104d, T109, T113, T189, T202, T261, T310, T401c-T401d, T432c-T432d, T446, T457c-T457d, T462c-T462d, T480-T481</p>
<p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>AVENUES Level D TE Page References:</b> T368c-T368d, T385, T397, T406c-T406d, T422-T423</p> <p><i>comparative and superlative adverbs are not directly addressed</i></p>
<p>h. Use coordinating and subordinating conjunctions.</p>	<p><b>AVENUES Level D TE Page References:</b> T317, T323</p>
<p>i. Produce simple, compound, and complex sentences.</p>	<p><b>AVENUES Level D TE Page References:</b> T23, T68e-T68f, T70c-T70d, T101a-T101b, T102e-T102f, T317, T323</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p>	<p><b>AVENUES Level D TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>b. Use commas in addresses.</p>	<p><b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T35c-T35d</p>

Grade 3 Common Core State Standards	REACH Level D Teacher's Edition Page References
c. Use commas and quotation marks in dialogue.	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T177g-T177h
d. Form and use possessives.	<b>AVENUES Level D TE Page References:</b> T173c-T173d
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	<b>AVENUES Level D TE Page References:</b> T63k, T153c-T153d, T177k, T235c-T235d, T295k, T333c-T333d, T421c-T421d, T425k, T479c-T479d
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T141, T163, T237a-T237b, T385, T423a-T423b
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>AVENUES Level D TE Page References:</b> T63k, T177k, T295k, T421c-T421d, T425k, T479c-T479d
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.	<b>AVENUES Level D TE Page References:</b> T61a-T61b, T153c-T153d, T203, T209c-T209d, T235c-T235d, T295i-T295j, T333c-T333d, T366f, T388-389, T400a, T450-451, T467, T469
b. Recognize and observe differences between the conventions of spoken and written standard English.	<b>AVENUES Level D TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i> .
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	<b>AVENUES Level D TE Page References:</b> T37a-T37b, T42-43, T266-T267, T272-273, T343, T417
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).	<b>AVENUES Level D TE Page References:</b> T237a-T237b, T253, T323, T334-T335, T403a-T403b, T423a-T423b
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).	<b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T237a-T237b, T253, T323, T334-T335, T403a-T403b, T423a-T423b
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>AVENUES Level D TE Page References:</b> T37a-T37b, T115, T155a-T155b, T194, T408-409

Grade 3 Common Core State Standards	REACH Level D Teacher's Edition Page References
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p><b>AVENUES Level D TE Page References:</b> T329, T450-451, T467</p>
<p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p><b>AVENUES Level D TE Page References:</b> T18h, T40h, T70h, T104h, T130h, T158h, T184h, T214h, T246h, T270h, T302h, T338h, T368h, T406h, T432h, T462h</p>
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p><b>AVENUES Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T31, T134, T211a-T211b</p>
<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p><b>AVENUES Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T31b, T55b, T95b, T115b, T149b, T169b, T205b, T231b, T261b, T329b, T417b, T475b</p>



# Common Core State Standards

Grade 4

*correlated to*

**National Geographic School Publishing/Hampton-Brown**

**AVENUES**

Level E

**Common Core State Standards for English Language Arts**  
**Grade 4**  
 correlated to  
**AVENUES Level E**  
 National Geographic School Publishing/Hampton-Brown

Grade 4 Common Core State Standards	AVENUES Level E Teacher's Edition Page References
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>AVENUES Level E TE Page References:</b> T22, T28-29, T38, T39, T140-141, T162-163, T212-213, T222, T280-281, T282, T285, T384-385, T389, T440-441, T450
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>AVENUES Level E TE Page References:</b> T92a, T172-T173, T303, T354
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<b>AVENUES Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T22, T18e-T18f, T40-T41, T134e-T134f, T136-137, T168-T169, T176e-T176f, T208e-T208f, T272e-T272f, T392-393, T448-449
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<b>AVENUES Level E TE Page References:</b> T30, T44-T45, T45a-T45b, T384-385, T450  <i>allusions not directly addressed</i>
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<b>AVENUES Level E TE Page References:</b> T119, T167, T301
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>AVENUES Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T342, T453
<b>Integration of Knowledge and Ideas</b>	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<b>AVENUES Level E TE Page References:</b> T233a-T233b
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>AVENUES Level E TE Page References:</b> T90, T92a, T303, T367, T455

Grade 4 Common Core State Standards	AVENUES Level E Teacher's Edition Page References
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>AVENUES Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T18i-T38, T76i-T88, T118, T134i-T164, T166, T208i-T230, T272i-T282, T380i-T398, T438i-T452
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>AVENUES Level E TE Page References:</b> T50-51, T58-59, T114-115, T116, T252-253, T256, T410-411, T412, T425
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>AVENUES Level E TE Page References:</b> T54-55, T193, T194-195, T258-T259, T422, T462e-T462f, T474, T476-T477
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>AVENUES Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T62-T63, T120-T121, T194-T195, T302-T303, T332-T333, T424-T425, T476-T477
<b>Craft and Structure</b>	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>AVENUES Level E TE Page References:</b> T60-61, T109, T186, T187, T190-191, T337a-T337b, T418
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>AVENUES Level E TE Page References:</b> T98e-T98f, T120-T121, T176e-T176f, T194-T195, T240e-T240f, T258-T259, T316e-T316f, T332-T333, T408e-T408f, T424-T425, T462e-T462f, T476-T477
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>AVENUES Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T195, T259, T303, T425, T477
<b>Integration of Knowledge and Ideas</b>	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>AVENUES Level E TE Page References:</b> T102, T106-107, T178-179, T184-185, T188-189, T190-191, T412, T419, T468-469, T459a-T459b
8. Explain how an author uses reasons and evidence to support particular points in a text.	<b>AVENUES Level E TE Page References:</b> T365
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>AVENUES Level E TE Page References:</b> T63, T121, T195, T303, T333, T367, T425

Grade 4 Common Core State Standards	AVENUES Level E Teacher's Edition Page References
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>AVENUES Level E TE Page References:</b> T48i-T60-61, T98i-T116, T176i-T192, T240i-T256, T292i-T300, T316i-T328, T408i-T422, T462i-T474
<b>Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>AVENUES Level E TE Page References:</b> T36-37, T187, T216, T236-T237, T248-249, T394-395, T405a-T405b, T429a-T429b, T475
<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.	<b>AVENUES Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T20-21, T50-51, T80, T100-101, T136-137, T178-179, T210-211, T242-243, T274-275, T318-319, T342-343, T410-411, T464-465
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>AVENUES Level E TE Page References:</b> T39a, T61c, T89a, T167a, T231a, T283a, T294-295, T331a, T365a, T399a, T423a, T453a, T464-465, T475a
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>AVENUES Level E TE Page References:</b> T44-T45, T45a-T45b, T320, T384-385, T418



Grade 4 Common Core State Standards	AVENUES Level E Teacher's Edition Page References
<b>Writing Standards</b>	
<b><i>Text Types and Purposes</i></b>	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>	<p><b>AVENUES Level E TE Page References:</b> T369c-T369d, T403c-T403d</p>
<p>b. Provide reasons that are supported by facts and details.</p>	<p><b>AVENUES Level E TE Page References:</b> T369c-T369d, T403c-T403d</p>
<p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p><b>AVENUES Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T369c-T369d, T403c-T403d</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>AVENUES Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T369c-T369d, T403c-T403d</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><b>AVENUES Level E TE Page References:</b> T65c-T65d, T69a-T69l, T123c-T123d, T197c-T197d, T261c-T261d, T305c-T305d, T425a-T425b</p>
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>AVENUES Level E TE Page References:</b> T65c-T65d, T69a-T69l, T123c-T123d, T197c-T197d, T261c-T261d, T305c-T305d, T425a-T425b, T479c-T479d</p>
<p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p><b>AVENUES Level E TE Page References:</b> T65c-T65d, T69g-T69h, T69i-T69j, T479c-T479d</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>AVENUES Level E TE Page References:</b> T261c-T261d</p>
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>AVENUES Level E TE Page References:</b> T425a-T425b</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>AVENUES Level E TE Page References:</b> T43c-T43d, T93a, T309a-T309l, T335c-T335d, T431a-T431l, T457c-T457d</p>

Grade 4 Common Core State Standards	AVENUES Level E Teacher’s Edition Page References
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<b>AVENUES Level E TE Page References:</b> T43c-T43d, T431e-T431f, T431g-T431h, T457c-T457d
c. Use a variety of transitional words and phrases to manage the sequence of events.	<b>AVENUES Level E TE Page References:</b> T431i-T431j
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>AVENUES Level E TE Page References:</b> T43c-T43d, T457c-T457d
e. Provide a conclusion that follows from the narrated experiences or events.	<b>AVENUES Level E TE Page References:</b> T431g-T431h
<b>Production and Distribution of Writing</b>	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>AVENUES Level E TE Page References:</b> T43c-T43d, T197c-T197d, T261c-T261d, T287c-T287d, T305c-T305d, T369c-T369d, T403c-T403d, T457c-T457d
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	<b>AVENUES Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T65c-T65d, T69a-T69l, T93c-T93d, T123c-T123d, T171c-T171d, T201a-T201l, T235c-T235d, T305c-T305d, T309a-T309l, T403c-T403d, T431a-T431l
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<b>AVENUES Level E TE Page References:</b> T69a-T69l, T197c-T197d, T201a-T201l, T261c-T261d, T305c-T305d, T309a-T309l, T403c-T403d
<b>Research to Build and Present Knowledge</b>	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>AVENUES Level E TE Page References:</b> T197c-T197d, T261c-T261d, T305c-T305d, T333a-T333b, T425a-T425b, T477a-T477b, T479c-T479d
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<b>AVENUES Level E TE Page References:</b> T197c-T197d, T261c-T261d, T305c-T305d, T333a-T333b, T425a-T425b, T479c-T479d, T477a-T477b  <i>providing a list of sources is not directly addressed</i>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	<b>AVENUES Level E TE Page References:</b> T38, T88, T164, T230, T282, T362, T398, T452
b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	<b>AVENUES Level E TE Page References:</b> T60-61, T116, T192, T256, T300, T328, T422, T474

Grade 4 Common Core State Standards	AVENUES Level E Teacher's Edition Page References
<b>Range of Writing</b>	
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 discipline-specific tasks, purposes, and audiences.	<b>AVENUES Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T69a-T69l, T93c-T93d, T171c-T171d, T201a-T201l, T261c-T261d, T305c-T305d, T335c-T335d, T403c-T403d, T431a-T431l, T457c-T457d, T479c-T479d
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>AVENUES Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T18g, T76g, T117, T176g, T193, T272g, T277, T365, T380g, T450
b. Follow agreed-upon rules for discussions and carry out assigned roles.	<b>AVENUES Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T46f, T61b, T117, T251, T314f, T365, T399, T420, T450
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<b>AVENUES Level E TE Page References:</b> T53, T46e-T46f, T64a, T132e-T132f, T285a-T285b, T303a-T303b, T314e-T314f, T329, T478a
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<b>AVENUES Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T18g, T46e-T46f, T61b, T132e-T132f, T176g, T206e-T206f, T270e-T270f, T290e-T290f, T314e-T314f, T338e-T338f, T365
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>AVENUES Level E TE Page References:</b> T193, T246-247, T334a, T442
3. Identify the reasons and evidence a speaker provides to support particular points.	<b>AVENUES Level E TE Page References:</b> T195a-T195b, T285a-T285b, T286a, T305a-T305b, T334a, T338e-T338f, T355, T365, T456a, T478a
<b>Presentation of Knowledge and Ideas</b>	
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>AVENUES Level E TE Page References:</b> T41a-T41b, T91a-T91b, T121a-T121b, T169a-T169b, T195a-T195b, T196a, T235a-T235b, T259a-T259b, T303a-T303b, T334a, T360-361, T440-441, T455a-T455b, T456a

Grade 4 Common Core State Standards	AVENUES Level E Teacher's Edition Page References
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<b>AVENUES Level E TE Page References:</b> T41a-T41b, T91a-T91b, T121a-T121b, T169a-T169b, T259a-T259b, T303a-T303b, T334a, T401a-T401b, T455a-T455b
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)	<b>AVENUES Level E TE Page References:</b> T28-29, T43a-T43b, T186, T296-297, T360-361
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	<b>AVENUES Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T283, T299b, T472, T481a-T481b
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	<b>AVENUES Level E TE Page References:</b> T380c-T380d, T388, T428-T429
c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	<b>AVENUES Level E TE Page References:</b> T338f
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	<b>AVENUES Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T206f, T208c-T208d
e. Form and use prepositional phrases.	<b>AVENUES Level E TE Page References:</b> T245, T481a-T481b
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<b>AVENUES Level E TE Page References:</b> T18c-T18d, T23, T31, T39, T408c-T408d
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*	<b>AVENUES Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T348 <i>homonyms</i>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use correct capitalization.	<b>AVENUES Level E TE Page References:</b> T65c-T65d, T69k, T93c-T93d, T197c-T197d, T201k, T309k, T431k, T479c-T479d
b. Use commas and quotation marks to mark direct speech and quotations from a text.	<b>AVENUES Level E TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>

Grade 4 Common Core State Standards	AVENUES Level E Teacher's Edition Page References
c. Use a comma before a coordinating conjunction in a compound sentence.	<b>AVENUES Level E TE Page References:</b> T479c-T479d
d. Spell grade-appropriate words correctly, consulting references as needed.	<b>AVENUES Level E TE Page References:</b> T69k, T171c-T171d, T201k, T305c-T305d, T309k, T431k
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases to convey ideas precisely.	<b>AVENUES Level E TE Page References:</b> T43c-T43d, T93c-T93d, T171c-T171d, T201g-T201h, T261c-T261d, T287c-T287d, T309i-T309j, T335c-T335d, T360-361, T457c-T457d
b. Choose punctuation for effect.	<b>AVENUES Level E TE Page References:</b> T65c-T65d
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<b>AVENUES Level E TE Page References:</b> T28-29, T43a-T43b, T138-139, T186, T296-297, T360-361, T369c-T369d
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.  a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<b>AVENUES Level E TE Page References:</b> T44-T45, T45a-T45b, T109, T384-385, T418, T450
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ).	<b>AVENUES Level E TE Page References:</b> T36-37, T216, T236-T237, T248-249, T352-353, T394-395, T405a-T405b, T429a-T429b, T475
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>AVENUES Level E TE Page References:</b> T30, T157, T199a-T199b, T263a-T263b, T337a-T337b, T354, T412
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	<b>AVENUES Level E TE Page References:</b> T237a-T237b, T384-385
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>AVENUES Level E TE Page References:</b> T20-21, T45a-T45b
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<b>AVENUES Level E TE Page References:</b> T80, T157, T245

Grade 4 Common Core State Standards	AVENUES Level E Teacher's Edition Page References
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal reservation).</p>	<p><b>AVENUES Level E TE Page References:</b> T54-55, T186, T190-191, T318-319, T354, T448-449, T450, T467</p>



# Common Core State Standards

Grade 5

*correlated to*

**National Geographic School Publishing/Hampton-Brown**

**AVENUES**

Level F

**Common Core State Standards for English Language Arts**  
**Grade 5**  
 correlated to  
**AVENUES Level F**  
**National Geographic School Publishing/Hampton-Brown**

Grade 5 Common Core State Standards	AVENUES Level F Teacher's Edition Page References
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>AVENUES Level F TE Page References:</b> T22, T28-29, T87, T192-193, T200-201, T208-209, T210, T215, T290-291, T295, T322-323, T403, T427
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<b>AVENUES Level F TE Page References:</b> T88b, T333, T340-T341, T389, T399, T482
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<b>AVENUES Level F TE Page References:</b> T294, T304-T305, T318e-T318f, T336-T337
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>AVENUES Level F TE Page References:</b> T27b, T309a-T309b, T388
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>AVENUES Level F TE Page References:</b> T18e-T18f, T68e-T68f, T188e-T188f, T286e-T286f, T374e-T374f
6. Describe how a narrator's or speaker's point of view influences how events are described.	<b>AVENUES Level F TE Page References:</b> T333, T389, T404a, T423, T442-443, T482
<b>Integration of Knowledge and Ideas</b>	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<b>AVENUES Level F TE Page References:</b> T26-27, T334, T400, T451, T455a
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>AVENUES Level F TE Page References:</b> T87, T88b, T303, T399, T403
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>AVENUES Level F TE Page References:</b> T18i-T32, T52, T68i-T84, T188i-T212, T276, T286i-T302, T318i-T332, T334, T374i-T400, T482



Grade 5 Common Core State Standards	AVENUES Level F Teacher's Edition Page References
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>AVENUES Level F TE Page References:</b> T48, T50, T136, T145, T148-149, T150, T232-233, T352-353, T470-471
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>AVENUES Level F TE Page References:</b> T94e-T94f, T112-T113, T260e-T260f, T278-T279, T348, T352-353, T410e-T410f, T426-T427
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>AVENUES Level F TE Page References:</b> T277, T464e-T464f, T478, T484-T485
<b>Craft and Structure</b>	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<b>AVENUES Level F TE Page References:</b> T134-135, T142-143, T170-171, T266-267, T268-269, T349, T352-353, T418-419
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>AVENUES Level F TE Page References:</b> The opportunity to address this objective is available. See, for example: T175, T279, T361, T427, T485
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>AVENUES Level F TE Page References:</b> T279, T485
<b>Integration of Knowledge and Ideas</b>	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>AVENUES Level F TE Page References:</b> T104-105, T113a-T113b, T165, T175a-T175b, T228-229, T247a-T247b, T279a-T279b, T427a-T427b
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>AVENUES Level F TE Page References:</b> T108-109, T111, T213, T279
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>AVENUES Level F TE Page References:</b> T55, T153, T175, T279, T427, T485
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>AVENUES Level F TE Page References:</b> T42i-T50, T94i-T110, T126i-T150, T160i-T172, T222i-T244, T260i-T274-275, T344i-T356, T358, T410i-T422, T464i-T480

Grade 5 Common Core State Standards	AVENUES Level F Teacher's Edition Page References
<b>Reading Standards: Foundational Skills</b>	
<b><i>Phonics and Word Recognition</i></b>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>AVENUES Level F TE Page References:</b> T47, T173, T179a-T179b, T237, T245, T260-261, T282-T283</p>
<b><i>Fluency</i></b>	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p><b>AVENUES Level F TE Page References:</b> This objective is addressed extensively throughout. See, for example: T24-25, T44-45, T72-73, T96-97, T132-133, T198-199, T224-225, T288-289, T320-321, T390-391, T444-445</p>
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>AVENUES Level F TE Page References:</b> T33a, T85a, T111a, T213a, T245a, T303a, T335a, T359a, T401a, T425a, T455c, T483a</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>AVENUES Level F TE Page References:</b> T48, T134-135, T142-143, T170-171, T200-201, T268-269, T296, T350-351, T352-353, T418-419</p>
<b>Writing Standards</b>	
<b><i>Text Types and Purposes</i></b>	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>	<p><b>AVENUES Level F TE Page References:</b> T217c-T217d, T429c-T429d, T433a-T433l</p>
<p>b. Provide logically ordered reasons that are supported by facts and details.</p>	<p><b>AVENUES Level F TE Page References:</b> T217c-T217d, T429c-T429d, T433g-T433h</p>
<p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p><b>AVENUES Level F TE Page References:</b> T429c-T429d, T433g-T433h</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>AVENUES Level F TE Page References:</b> The opportunity to address this objective is available. See, for example: T429c-T429d, T433g-T433h</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>AVENUES Level F TE Page References:</b> T36a, T62g, T113a-T113b, T177c-T177d, T181a-T181l, T247a-T247b, T249c-T249d, T281c-T281d, T339c-T339d, T361a-T361b, T363c-T363d, T427a-T427b</p>

Grade 5 Common Core State Standards	AVENUES Level F Teacher's Edition Page References
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>AVENUES Level F TE Page References:</b> T62g, T113a-T113b, T177c-T177d, T181e-T181f, T181g-T181h, T247a-T247b, T249c-T249d, T281c-T281d, T339c-T339d, T361a-T361b, T363c-T363d, T427a-T427b
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<b>AVENUES Level F TE Page References:</b> T181i-T181j
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>AVENUES Level F TE Page References:</b> T249c-T249d, T281c-T281d, T363c-T363d
e. Provide a concluding statement or section related to the information or explanation presented.	<b>AVENUES Level F TE Page References:</b> T181i-T181j, T361a-T361b
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>AVENUES Level F TE Page References:</b> T61a-T61l, T89c-T89d, T307c-T307d, T311a-T311l, T405c-T405d, T433a-T433l, T459c-T459d
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>AVENUES Level F TE Page References:</b> T89c-T89d, T307c-T307d, T311g-T311h, T405c-T405d, T459c-T459d
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>AVENUES Level F TE Page References:</b> T307c-T307d, T311g-T311h, T459c-T459d
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>AVENUES Level F TE Page References:</b> T89c-T89d, T307c-T307d, T311g-T311h, T311i-T311j, T405c-T405d, T459c-T459d
e. Provide a conclusion that follows from the narrated experiences or events.	<b>AVENUES Level F TE Page References:</b> T61e-T61f, T61g-T61h, T61i-T61j, T459c-T459d
<b><i>Production and Distribution of Writing</i></b>	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>AVENUES Level F TE Page References:</b> T37c-T37d, T89c-T89d, T155c-T155d, T177c-T177d, T217c-T217d, T307c-T307d, T429c-T429d
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	<b>AVENUES Level F TE Page References:</b> This objective is addressed extensively throughout. See, for example: T57c-T57d, T61a-T61l, T115c-T115d, T181a-T181l, T249c-T249d, T281c-T281d, T311a-T311l, T363c-T363d, T429c-T429d, T487c-T487d

Grade 5 Common Core State Standards	AVENUES Level F Teacher's Edition Page References
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<b>AVENUES Level F TE Page References:</b> T57c-T57d, T61a-T61l, T155c-T155d, T181a-T181l, T281c-T281d, T311a-T311l, T429c-T429d, T433a-T433l, T459c-T459d
<b>Research to Build and Present Knowledge</b>	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>AVENUES Level F TE Page References:</b> T37a-T37b, T113a-T113b, T177a-T177b, T247a-T247b, T249c-T249d, T307a-T307b, T405a-T405b, T429a-T429b, T485a-T485b
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<b>AVENUES Level F TE Page References:</b> T36b, T89a-T89b, T114a, T175a-T175b, T217a-T217b, T249a-T249b, T339c-T339d, T427a-T427b, T459a-T459b, T487a-T487b
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	<b>AVENUES Level F TE Page References:</b> T32, T84, T210, T302, T332, T400, T454-455
b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	<b>AVENUES Level F TE Page References:</b> T50, T110, T150, T172, T244, T274-275, T422, T480
<b>Range of Writing</b>	
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 discipline-specific tasks, purposes, and audiences.	<b>AVENUES Level F TE Page References:</b> This objective is addressed extensively throughout. See, for example: T37c-T37d, T61a-T61l, T115c-T115d, T155c-T155d, T181a-T181l, T249c-T249d, T281c-T281d, T311a-T311l, T363c-T363d, T405c-T405d, T433a-T433l, T487c-T487d

Grade 5 Common Core State Standards	REACH Level F Teacher's Edition Page References
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>AVENUES Level F TE Page References:</b> T42g, T66e-T66f, T145, T186e-T186f, T213, T222g, T277, T286g, T318g, T359</p>
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>AVENUES Level F TE Page References:</b> T85, T145, T213, T277, T359, T398</p>
<p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><b>AVENUES Level F TE Page References:</b> T66e-T66f, T85, T306a</p>
<p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>AVENUES Level F TE Page References:</b> T53, T145, T186e-T186f, T213, T222g, T277, T286g, T318g, T410g</p>
<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>AVENUES Level F TE Page References:</b> T278-T279, T426-T427</p>
<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>AVENUES Level F TE Page References:</b> T176a, T186e-T186f, T213, T404a</p>
<b>Presentation of Knowledge and Ideas</b>	
<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>AVENUES Level F TE Page References:</b> T113a-T113b, T174-T175, T175a-T175b, T215a-T215b, T217c-T217d, T279a-T279b, T305a-T305b, T337a-T337b, T403a-T403b, T485a-T485b</p>
<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>AVENUES Level F TE Page References:</b> T35a-T35b, T55a-T55b, T87a-T87b, T113a-T113b, T174-T175, T175a-T175b, T215a-T215b, T279a-T279b, T305a-T305b, T337a-T337b, T403a-T403b, T457a-T457b</p>
<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p><b>AVENUES Level F TE Page References:</b> T124f, T131, T154a, T217c-T217d, T281a-T281b, T362b, T398, T458a</p>

Grade 5 Common Core State Standards	REACH Level F Teacher's Edition Page References
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p><b>AVENUES Level F TE Page References:</b> T167, T270, T349, T357, T410c-T410d, T415, T421, T430-T431</p>
<p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p>	<p><b>AVENUES Level F TE Page References:</b> T440c-T440d, T455b, T464c-T464d, T472, T479, T481, T488-T489</p>
<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p><b>AVENUES Level F TE Page References:</b> T42c-T42d, T188c-T188d, T197, T211, T222c-T222d, T227, T237, T250-T251, T379, T451, T455a</p>
<p>d. Recognize and correct inappropriate shifts in verb tense.</p>	<p><b>AVENUES Level F TE Page References:</b> T49, T57c-T57d, T58-T59, T374c-T374d, T398, T459c-T459d</p>
<p>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<p><b>AVENUES Level F TE Page References:</b> The opportunity to address this objective is available. See, for example: T415, T421, T430-T431</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p>	<p><b>AVENUES Level F TE Page References:</b> T203</p>
<p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p><b>AVENUES Level F TE Page References:</b> The opportunity to address this objective is available. See, for example: T349, T357, T410d</p>
<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p><b>AVENUES Level F TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><b>AVENUES Level F TE Page References:</b> This objective is not directly addressed in this level of <i>Avenues</i>.</p>
<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>AVENUES Level F TE Page References:</b> T37c-T37d, T61k, T89c-T89d, T179a-T179b, T181k, T227, T245, T311k, T333, T363c-T363d, T433k</p>

Grade 5 Common Core State Standards	REACH Level F Teacher's Edition Page References
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p><b>AVENUES Level F TE Page References:</b> T61i-T61j, T181i, T429c-T429d, T433i-T433j</p>
<p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><b>AVENUES Level F TE Page References:</b> T396-397, T401, T404b</p>
<p><b>Vocabulary Acquisition and Use</b></p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p><b>AVENUES Level F TE Page References:</b> T27b, T48, T134-135, T156-157, T170-171, T200-201, T266-267, T333, T349, T352-353</p>
<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p><b>AVENUES Level F TE Page References:</b> T47, T173, T179a-T179b, T237, T245, T251a-T251b, T282-T283, T472</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>AVENUES Level F TE Page References:</b> T165, T228-229, T307c-T307d, T487c-T487d</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p>	<p><b>AVENUES Level F TE Page References:</b> T59a-T59b, T146-147, T268-269, T274-275, T309a-T309b, T341a-T341b, T422, T446-447, T449, T454-455</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>AVENUES Level F TE Page References:</b> T219a-T219b, T324-325, T339a-T339b, T341a-T341b</p>
<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>AVENUES Level F TE Page References:</b> T74-75, T165, T227, T290-291, T333</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p><b>AVENUES Level F TE Page References:</b> T100, T352-353, T355, T423, T479</p>