



**Common Core State Standards for English Language Arts  
Grades K-5**

correlated to

**REACH Levels A, B, C, D, E, and F  
National Geographic School Publishing/Hampton-Brown**



**Common Core State Standards for English Language Arts  
Grade K**

correlated to

**REACH Level A  
National Geographic School Publishing/Hampton-Brown**

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

Common Core State Standards Kindergarten	REACH 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>REACH Level A TE Page References:</b> Volume 1: T121, T180 Volume 2: T268, T273
2. With prompting and support, retell familiar stories, including key details.	<b>REACH Level A TE Page References:</b> Volume 1: T29, T326-T327 Volume 2: T142-T143
3. With prompting and support, identify characters, settings, and major events in a story.	<b>REACH Level A TE Page References:</b> Volume 1: T287 Volume 2: T102, T194, T196, T286, T287, T343
<b>Craft and Structure</b>	
4. Ask and answer questions about unknown words in a text.	<b>REACH Level A TE Page References:</b> Volume 1: T46, T84, T89
5. Recognize common types of texts (e.g., storybooks, poems).	<b>REACH Level A TE Page References:</b> Volume 1: T8, T100, T192, T251, T284, T304, T343 Volume 2: T8, T67, T100, T192, T251, T284, T343
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>REACH Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T8, T13, T100, T105, T192, T197, T284, T289 Volume 2: T8, T13, T100, T105, T192, T197, T284, T289
<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>REACH Level A TE Page References:</b> Volume 1: T11, T12, T13, T29, T196, T288 Volume 2: T196, T344
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>REACH Level A TE Page References:</b> Volume 1: T250, T273, T345, T365 Volume 2: T121, T123, T181, T322, T345, T360, T365

Common Core State Standards Kindergarten	REACH Level A Teacher's Edition Page References
<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding.	<b>REACH Level A TE Page References:</b> Volume 1: T50-T51, T80, T172, T226, T318 Volume 2: T80, T134, T264, T356
<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>REACH Level A TE Page References:</b> Volume 1: T121, T180 Volume 2: T268, T273
2. With prompting and support, identify the main topic and retell key details of a text.	<b>REACH Level A TE Page References:</b> Volume 1: T121, T138, T176, T181, T344
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>REACH Level A TE Page References:</b> Volume 2: T121, T123, T181
<b>Craft and Structure</b>	
4. With prompting and support, ask and answer questions about unknown words in a text.	<b>REACH Level A TE Page References:</b> Volume 2: T252
5. Identify the front cover, back cover, and title page of a book.	<b>REACH Level A TE Page References:</b> Volume 1: T8, T100, T192, T284 Volume 2: T8, T100, T192, T284
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>REACH Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T8, T13, T100, T105, T192, T197, T284, T289 Volume 2: T8, T13, T100, T105, T192, T197, T284, T289
<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>REACH Level A TE Page References:</b> Volume 1: T11, T12, T13, T29, T196, T288 Volume 2: T196, T344
8. With prompting and support, identify the reasons an author gives to support points in a text.	<b>REACH Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T105, T197, T289 Volume 2: T13, T105, T197, T289

Common Core State Standards Kindergarten	REACH Level A Teacher's Edition Page References
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>REACH Level A TE Page References:</b> Volume 1: T253, T273, T345, T365 Volume 2: T322, T344, T360, T365 Students compare texts, although not always on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding.	<b>REACH Level A TE Page References:</b> Volume 1: T42, T172, T264, T356 Volume 2: T80, T134, T264, T318
<b>Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
1. Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page by page.	<b>REACH Level A TE Page References:</b> Volume 1: T87, T134, T141, T179, T233, T271, T363 Volume 2: T80, T87, T141, T363
b. Recognize that spoken words are represented in written language by specific sequences of letters.	<b>REACH Level A TE Page References:</b> Volume 1: T42, T49 Volume 2: T325
c. Understand that words are separated by spaces in print.	<b>REACH Level A TE Page References:</b> Volume 1: T318, T356 Volume 2: T42, T49, T134, T141, T356
d. Recognize and name all upper- and lowercase letters of the alphabet.	<b>REACH Level A TE Page References:</b> Volume 1: T28, T40, T66, T78, T120, T132, T170, T212, T224, T250, T262, T304, T342, T354 Volume 2: T28, T40, T66, T120, T132, T170, T224, T250, T262, T304, T316, T354
<b>Phonological Awareness</b>	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.	<b>REACH Level A TE Page References:</b> Volume 1: T58, T62, T66, T262 Volume 2: T124, T128, T136, T305, T307
b. Count, pronounce, blend, and segment syllables in spoken words.	<b>REACH Level A TE Page References:</b> Volume 1: T78, T112, T116, T120, T170
c. Blend and segment onsets and rimes of single-syllable spoken words.	<b>REACH Level A TE Page References:</b> Volume 1: T228, T254, T258

Common Core State Standards Kindergarten	REACH Level A Teacher's Edition Page References
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/.)	<b>REACH Level A TE Page References:</b> Volume 1: T216, T220, T242, T246, T250, T358 Volume 2: T32, T36, T44, T70, T74, T174, T224
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>REACH Level A TE Page References:</b> Volume 2: T124, T128, T136, T254, T258, T266, T308, T312, T320
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words.  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.	<b>REACH Level A TE Page References:</b> Volume 1: T28, T66, T120, T132, T212, T250, T262, T342 Volume 2: T28, T120, T158, T250, T304
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<b>REACH Level A TE Page References:</b> Volume 1: T158, T304 Volume 2: T66, T78, T212, T342
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<b>REACH Level A TE Page References:</b> This objective is addressed extensively throughout. See, for example: Volume 1: T26, T38, T64, T76, T118, T156, T222 Volume 2: T26, T38, T76, T260, T302, T352
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<b>REACH Level A TE Page References:</b> Volume 1: T58, T62, T66, T262 Volume 2: T124, T128, T136, T254, T258, T266, T305, T307, T308, T312, T320
<b>Fluency</b>	
4. Read emergent-reader texts with purpose and understanding.	<b>REACH Level A TE Page References:</b> This objective is addressed extensively throughout. See, for example: Volume 1: T80, T134, T264, T356 Volume 2: T42, T172, T226, T318

Common Core State Standards Kindergarten	REACH Level A Teacher's Edition Page References
<b>Writing Standards</b>	
<b><i>Text Types and Purposes</i></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>REACH Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T51, T143, T235, T327 Volume 2: T51, T143, T235, T327
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>REACH Level A TE Page References:</b> Volume 2: T245, T249, T253, T257, T261
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>REACH Level A TE Page References:</b> Volume 1: T337, T341, T345, T349 Volume 2: T337, T341, T345, T349, T353
<b><i>Production and Distribution of Writing</i></b>	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>REACH Level A TE Page References:</b> Volume 1: T73, T165, T257, T349 Volume 2: T73, T165, T257, T349
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>REACH Level A TE Page References:</b> Volume 2: T249, T253, T257
<b><i>Research to Build and Present Knowledge</i></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>REACH Level A TE Page References:</b> Volume 2: T245, T249, T253, T257, T261
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>REACH Level A TE Page References:</b> Volume 2: T245, T249, T253

Common Core State Standards Kindergarten	REACH Level A 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 kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><b>REACH Level A TE Page References:</b> Volume 1: T151, T190, T198, T282 Volume 2: T297, T317</p>
<p>b. Continue a conversation through multiple exchanges.</p>	<p><b>REACH Level A TE Page References:</b> Volume 1: T151 Volume 2: T297, T317</p>
<p>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.</p>	<p><b>REACH Level A TE Page References:</b> Volume 1: T59, T79, T125, T133, T255, T263 Volume 2: T163, T268, T273</p>
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>REACH Level A TE Page References:</b> Volume 1: T59, T79, T133, T243, T263 Volume 2: T163, T230, T268, T273</p>
<b><i>Presentation of Knowledge and Ideas</i></b>	
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>REACH Level A TE Page References:</b> Volume 1: T41, T42, T205, T225, T309, T317 Volume 2: T347, T355</p>
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>REACH Level A TE Page References:</b> Volume 1: T85, T91, T177, T183, T269, T275 Volume 2: T85, T91, T177, T183, T269, T275</p>
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>REACH Level A TE Page References:</b> Volume 1: T98, T136, T171, T335 Volume 2: T217, T225, T243, T263</p>



Common Core State Standards Kindergarten	REACH Level A Teacher's Edition Page References
<b>Language Standards</b>	
<b><i>Conventions of Standard English</i></b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Print many upper- and lowercase letters.	<b>REACH Level A TE Page References:</b> Volume 2: T119, T248, T260
b. Use frequently occurring nouns and verbs.	<b>REACH Level A TE Page References:</b> Volume 1: T24, T36, T45, T83, T208, T220-T221, T229, T246, T258-T259, T267 Volume 2: T141, T179, T233, T363
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	<b>REACH Level A TE Page References:</b> Volume 1: T62, T74
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	<b>REACH Level A TE Page References:</b> Volume 1: T59, T125 Volume 2: T74, T230-T231
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	<b>REACH Level A TE Page References:</b> Volume 2: T300, T312, T321, T338, T359
f. Produce and expand complete sentences in shared language activities.	<b>REACH Level A TE Page References:</b> Volume 2: T62, T83
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize the first word in a sentence and the pronoun I.	<b>REACH Level A TE Page References:</b> Volume 1: T73, T257, T349 Volume 2: T245, T248, T257
b. Recognize and name end punctuation.	<b>REACH Level A TE Page References:</b> Volume 1: T349 Volume 2: T45, T74, T77, T83, T165, T169, T179, T245
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<b>REACH Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T28, T66, T120, T212, T250, T304, T342 Volume 2: T28, T66, T120, T158, T250, T304 Also addressed extensively in <i>Alphachants</i>

Common Core State Standards Kindergarten	REACH Level A Teacher's Edition Page References
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<b>REACH Level A TE Page References:</b> Volume 1: T26, T64, T118, T156, T210, T248, T302, T348 Volume 2: T26, T64, T118, T156, T210, T248, T302, T340
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .  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> ).	<b>REACH Level A TE Page References:</b> This objective is beyond the scope of <i>REACH</i> at this grade level.
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.	<b>REACH Level A TE Page References:</b> This objective is beyond the scope of <i>REACH</i> at this grade level.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<b>REACH Level A TE Page References:</b> Volume 1: T226 Volume 2: T134, T213, T215, T226, T318
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<b>REACH Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 2: T347
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).	<b>REACH Level A TE Page References:</b> This objective is addressed extensively throughout. See, for example: Volume 1: T23, T60, T115, T206, T245, T298, T336 Volume 2: T23, T60, T298, T336
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.	<b>REACH Level A TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T208, T220, T229
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<b>REACH Level A TE Page References:</b> This objective is addressed extensively throughout. See, for example: Volume 1: T71, T125, T163, T225, T255, T317 Volume 2: T59, T151, T217, T309, T347, T355



**Common Core State Standards for English Language Arts  
Grade 1**

correlated to

**REACH Level B  
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**Common Core State Standards for English Language Arts**  
**Grade 1**  
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Grade 1 Common Core State Standards	REACH 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>REACH Level B TE Page References:</b> Volume 1: T166, T169, T174-175, T180-181, T262 Volume 2: T72c, T72d, T239
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>REACH Level B TE Page References:</b> Volume 1: T94-95, T120a, T128g Volume 2: T259c
3. Describe characters, settings, and major events in a story, using key details.	<b>REACH Level B TE Page References:</b> Volume 1: T39, T50-51, T55, T96a-T96, T101, T106-107, T112-113, T119c-T119 Volume 2: T100-101, T102a-T102, T112-113, T206c, T206e, T258c-T258
<b>Craft and Structure</b>	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>REACH Level B TE Page References:</b> Volume 2: T116-117, T118-119, T126, T134h, T195
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>REACH Level B TE Page References:</b> Volume 1: T126, T194a-T194, T240a-T240, T264a-T264 Volume 2: T38a-T38, T132a-T132, T230a-T230, T266a-T266
6. Identify who is telling the story at various points in a text.	<b>REACH Level B TE Page References:</b> Volume 1: T266a Volume 2: T206f
<b>Integration of Knowledge and Ideas</b>	
7. Use illustrations and details in a story to describe its characters, setting, or events.	<b>REACH Level B TE Page References:</b> Volume 2: T98-99, T112-113, T124-125, T194, T196, T206c, T206d, T228
9. Compare and contrast the adventures and experiences of characters in stories.	<b>REACH Level B TE Page References:</b> Volume 2: T31c-T31

Grade 1 Common Core State Standards	REACH Level B Teacher's Edition Page References
<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>REACH Level B TE Page References:</b> This objective is addressed extensively throughout. See, for example: Volume 1: T38-T52-53, T100-T116-117, T168-T186, T206-T230-231, T261a-T262 Volume 2: T8-T28-29, T97a-T100-101, T176-T188-189, T193a-T196, T227a-T230
<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>REACH Level B TE Page References:</b> Volume 1: T166, T169, T174-175, T180-181, T262 Volume 2: T72c, T72d, T239
2. Identify the main topic and retell key details of a text.	<b>REACH Level B TE Page References:</b> Volume 1: T244a-T244, T250-251, T252-253, T254-255, T259a, T259c-T259 Volume 2: T4c, T40a, T54-55, T140c, T142a-T142, T147, T148-149, T156-157, T163c-T163
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>REACH Level B TE Page References:</b> Volume 1: T26-27, T90, T91, T146-147, T192, T193 Volume 2: T63
<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>REACH Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T57, T146-147 Volume 2: T88-89, T130
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>REACH Level B TE Page References:</b> Volume 1: T26-27, T91, T124-125, T141, T192, T242a Volume 2: T34-35, T156-157, T160-161, T165, T166-167, T168-169, T218-219
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>REACH Level B TE Page References:</b> Volume 1: T16-17, T26-27, T58, T122-123, T141, T192, T250-251 Volume 2: T52-53, T61, T88-89, T156-157, T165
<b>Integration of Knowledge and Ideas</b>	
7. Use the illustrations and details in a text to describe its key ideas.	<b>REACH Level B TE Page References:</b> Volume 1: T25, T57, T58, T191, T252-253 Volume 2: T88-89, T140d, T140e, T147

Grade 1 Common Core State Standards	REACH Level B Teacher's Edition Page References
8. Identify the reasons an author gives to support points in a text.	<b>REACH Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T238-239 Volume 2: T86-87, T140f
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>REACH Level B TE Page References:</b> Volume 1: T92a-T92, T126a-T126, T240a-T240, T264a-T264 Volume 2: T38a-T38, T64a-T64
<b>Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, read informational texts appropriately complex for grade 1.	<b>REACH Level B TE Page References:</b> This objective is addressed extensively throughout. See, for example: Volume 1: T10-T20-21, T89a-T91, T140-T152-153, T191a-T193, T202a-T202f, T248-T254-255 Volume 2: T4a-T4f, T33a-T36-37, T78-T92-93, T146-T160-161, T212-T223, T261a-T264-265
<b>Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
1. Demonstrate understanding of the organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>REACH Level B TE Page References:</b> Volume 1: T235, T249, T262 Volume 2: T22-23, T30a, T36-37, T39a-T39, T62, T79, T98-99, T103a-T103, T114-115, T130
<b>Phonological Awareness</b>	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.	<b>REACH Level B TE Page References:</b> Volume 1: T74, T86a, T206a, T242a, T246b Volume 2: T8a, T10, T232a
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>REACH Level B TE Page References:</b> Volume 1: T8c, T22b, T23b, T31a, T36c, T54a, T55b, T61a, T98a, T128a, T138a, T140, T162a
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>REACH Level B TE Page References:</b> Volume 1: T4, T7a, T23b, T32, T35a, T55b, T56a, T94, T97a, T120a
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>REACH Level B TE Page References:</b> Volume 1: T68, T71a, T87b, T88a, T118b

Grade 1 Common Core State Standards	REACH Level B Teacher's Edition Page References
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words.  a. Know the spelling-sound correspondences for common consonant digraphs.	<b>REACH Level B TE Page References:</b> Volume 1: T166a, T168, T266a
b. Decode regularly spelled one-syllable words.	<b>REACH Level B TE Page References:</b> Volume 1: T8c, T22b, T23b, T31a, T36c, T68, T88a, T118b
c. Know final -e and common vowel team conventions for representing long vowel sounds.	<b>REACH Level B TE Page References:</b> Volume 1: T206a, T242a, T246b Volume 2: T8a, T10, T44a, T66a, T76a, T104a, T110, T232a
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>REACH Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T35 Volume 2: T75, T94a, T95b, T176c, T190b, T210c, T235a, T258a, T259b, T260a, T267a
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<b>REACH Level B TE Page References:</b> Volume 2: T76c, T94a, T95b, T176c, T190b, T225b, T232, T235a, T260a
f. Read words with inflectional endings.	<b>REACH Level B TE Page References:</b> Volume 1: T161 Volume 2: T171, T212
g. Recognize and read grade-appropriate irregularly spelled words.	<b>REACH Level B TE Page References:</b> Volume 2: T162a, T171a-T171
<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.	<b>REACH Level B TE Page References:</b> Volume 1: T39, T75, T89, T101, T141, T157, T169, T191, T209, T235, T249, T261 Volume 2: T11, T33, T47, T61, T79, T97, T111, T129, T147, T165, T179, T193
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>REACH Level B TE Page References:</b> Volume 1: T20-21, T52-53, T84-85, T116-117, T152-153, T230-231 Volume 2: T28-29, T56-57, T92-93, T124-125, T160-161, T188-189, T256-257
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>REACH Level B TE Page References:</b> Volume 1: T234, T240, T241, T242b, T260, T265

Grade 1 Common Core State Standards	REACH Level B Teacher's Edition Page References
<b>Writing Standards</b>	
<b><i>Text Types and Purposes</i></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>REACH Level B TE Page References:</b> Volume 2: T268k-T269
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>REACH Level B TE Page References:</b> Volume 1: T128k-T129 Volume 2: T66k-T67, T134k-T135
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>REACH Level B TE Page References:</b> Volume 1: T266k-T267
<b><i>Production and Distribution of Writing</i></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>REACH Level B TE Page References:</b> Volume 1: T63e-T63f, T129e-T129f, T197e-T197f, T267e-T267f Volume 2: T67e-T67f, T135e-T135f, T201e-T201f, T269e-T269f
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>REACH Level B TE Page References:</b> This objective is beyond the scope of National Geographic School Publishing/Hampton-Brown's <i>REACH Level B</i> .
<b><i>Research to Build and Present Knowledge</i></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>REACH Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T128k-T129 Volume 2: T134k-T135
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>REACH Level B TE Page References:</b> Volume 1: T63a, T129a, T267a Volume 2: T67a, T135a



Grade 1 Common Core State Standards	REACH Level B 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 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T166c Volume 2: T108c</p>
<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T36c-T36d, T166c Volume 2: T108c</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T55a, T166a-T166b, T206c-T206d, T246c-T246d</p>
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T138a-T138b, T141, T142-143, T148-149, T158, T159, T166a-T166b, T169, T174-175, T180-181, T192, T193 Volume 2: T88-89, T239</p>
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T55a, T206c-T206d, T246c-T246d Volume 2: T133a-T133</p>
<b><i>Presentation of Knowledge and Ideas</i></b>	
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T4-T5, T68-T69, T87c, T94g, T119c Volume 2: T174a-T174</p>
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T32c, T131, T162c, T266c, T269 Volume 2: T44d, T66c, T67, T69, T137</p>
<p>6. Produce complete sentences when appropriate to task and situation.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T166c Volume 2: T7a, T43a, T58a, T94a, T126a</p>

Grade 1 Common Core State Standards	REACH Level B Teacher's Edition Page References
<b>Language Standards</b>	
<b><i>Conventions of Standard English</i></b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Print all upper- and lowercase letters.	<b>REACH Level B TE Page References:</b> This objective is addressed extensively throughout. See, for example: Volume 1: T63g, T129c, T131, T197g, T267, T267g Volume 2: T67d, T74, T135d, T142, T201g, T269g
b. Use common, proper, and possessive nouns.	<b>REACH Level B TE Page References:</b> Volume 1: T31, T35a, T36b, T54a, T54, T61a-T61, T62g, T63, T265
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).	<b>REACH Level B TE Page References:</b> Volume 1: T162b, T162g, T195a-T195, T196b, T197g, T197, T199a Volume 2: T65a-T65, T66b, T66g
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i> ).	<b>REACH Level B TE Page References:</b> Volume 1: T205a, T230-231, T232a, T232, T241a-T241
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> ).	<b>REACH Level B TE Page References:</b> Volume 1: T161a-T161, T162g Volume 2: T143a, T144b, T162a, T162, T171a-T171, T172b, T172g, T201
f. Use frequently occurring adjectives.	<b>REACH Level B TE Page References:</b> Volume 1: T71a, T86a, T86, T93a-T93, T94g, T127a-T127, T128g, T129, T245a, T246b, T258a, T258, T265a, T266g
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	<b>REACH Level B TE Page References:</b> This objective is beyond the scope of National Geographic School Publishing/Hampton-Brown's <i>REACH Level B</i> .
h. Use determiners (e.g., articles, demonstratives).	<b>REACH Level B TE Page References:</b> This objective is beyond the scope of National Geographic School Publishing/Hampton-Brown's <i>REACH Level B</i> .
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	<b>REACH Level B TE Page References:</b> Volume 2: T235a, T235, T258a-T258b, T258, T267a-T267, T268g
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>REACH Level B TE Page References:</b> Volume 1: T154 Volume 2: T39, T94a, T103a-T103, T104b, T133

Grade 1 Common Core State Standards	REACH Level B Teacher's Edition Page References
<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>REACH Level B TE Page References:</b> Volume 1: T61a, T61, T62g, T63g Volume 2: T201g</p>
<p>b. Use end punctuation for sentences.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T129g, T262 Volume 2: T39, T67g, T103, T135g</p>
<p>c. Use commas in dates and to separate single words in a series.</p>	<p><b>REACH Level B TE Page References:</b> This objective is beyond the scope of National Geographic School Publishing/Hampton-Brown's <i>REACH Level B</i>.</p>
<p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T63g, T129g, T197g, T267g Volume 2: T67g, T135g, T201g</p>
<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><b>REACH Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T63g, T129g, T197g, T267g Volume 2: T67g, T135g, T201g</p>
<b>Vocabulary Acquisition and Use</b>	
<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T234, T240, T241, T242b, T260, T264, T266b, T266h Volume 2: T206e</p>
<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p><b>REACH Level B TE Page References:</b> Volume 2: T226, T230, T231, T232h, T260, T267, T268h</p>
<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T161 Volume 2: T65, T171</p>
<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p><b>REACH Level B TE Page References:</b> Volume 1: T94h, T127, T128h</p>

Grade 1 Common Core State Standards	REACH Level B Teacher's Edition Page References
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>REACH Level B TE Page References:</b> Volume 1: T33, T69, T135, T163, T203, T243 Volume 2: T5, T41, T73, T105, T141, T173, T207
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	<b>REACH Level B TE Page References:</b> Volume 1: T7, T35, T71, T97, T137, T165, T205, T245 Volume 2: T7, T43, T75, T107, T143, T175, T209, T235
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.	<b>REACH Level B TE Page References:</b> The opportunity to address this objective is available. See, for example: Volume 1: T71a, T86a, T86, T127a-T127, T137a, T156, T162h, T195
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> ).	<b>REACH Level B TE Page References:</b> Volume 1: T24a, T56a, T72c, T138c, T260a Volume 2: T6a, T32b, T60a, T95a, T128a, T172, T210c



**Common Core State Standards for English Language Arts  
Grade 2**

correlated to

**REACH Level C  
National Geographic School Publishing/Hampton-Brown**

**Common Core State Standards for English Language Arts**  
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Grade 2 Common Core State Standards	REACH 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>REACH Level C TE Page References:</b> T140-T141, T150-151, T154-155, T158, T170-171, T194h, T348-349, T420-421, T483
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>REACH Level C TE Page References:</b> T214-215, T230h, T268a-T268, T278-279, T284-285, T289c-T289, T298h
3. Describe how characters in a story respond to major events and challenges.	<b>REACH Level C TE Page References:</b> T145, T152-153, T230h, T488-489
<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>REACH Level C TE Page References:</b> T123, T124, T128a, T307, T308-309, T362-363, T498-499, T500-501
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>REACH Level C TE Page References:</b> T91a, T91c-T91
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>REACH Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T343, T350-351
<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>REACH Level C TE Page References:</b> T78-79, T80-81, T146-147, T152-153, T218-219, T275, T276-277, T350-351, T488-489, T490-491
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>REACH Level C TE Page References:</b> T366a-T366
<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>REACH Level C TE Page References:</b> This objective is addressed extensively throughout. See, for example: T12-T23, T76-T88-89, T123a-T125, T208-T221, T274-T286-287, T359a-T365, T414-T426-427

Grade 2 Common Core State Standards	REACH 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>REACH Level C TE Page References:</b> T161, T162, T178-179, T182-183
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<b>REACH Level C TE Page References:</b> T27, T118, T185, T322, T378-379, T380-381, T384-385, T386, T391, T392-393, T394-395, T434-435, T448-449, T454-455, T456, T462
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>REACH Level C TE Page References:</b> T162, T163, T294-295
<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>REACH Level C TE Page References:</b> T42-43, T176-177, T180-181, T190
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>REACH Level C TE Page References:</b> T27, T32a, T41, T56, T110-111, T112-113, T116-117, T118, T161, T180-181, T239, T251, T252-253, T291, T447
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>REACH Level C TE Page References:</b> T41, T163, T256a-T256, T296a-T296
<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>REACH Level C TE Page References:</b> T28, T41, T162, T163, T176-177, T180-181, T244-245, T291, T292-293
8. Describe how reasons support specific points the author makes in a text.	<b>REACH Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T118, T434-435, T513, T518-519, T520-521
9. Compare and contrast the most important points presented by two texts on the same topic.	<b>REACH Level C TE Page References:</b> T98a-T98, T192a-T192, T296a-T296
<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>REACH Level C TE Page References:</b> This objective is addressed extensively throughout. See, for example: T27a-T28, T108-T119, T161a-T163, T238-T246-247, T291a-T294-295, T376-T387, T431a-T434-435

Grade 2 Common Core State Standards	REACH 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>REACH Level C TE Page References:</b> T8, T12, T32a, T36, T40, T140, T166a, T170, T194a, T234</p>
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p><b>REACH Level C TE Page References:</b> T206, T230a, T302, T326a, T446</p>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p><b>REACH Level C TE Page References:</b> T208a, T222a, T248a, T250a, T257a, T527b</p>
<p>d. Decode words with common prefixes and suffixes.</p>	<p><b>REACH Level C TE Page References:</b> T410, T414, T478</p>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p><b>REACH Level C TE Page References:</b> T270, T326a, T438a, T446, T482</p>
<p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>REACH Level C TE Page References:</b> T63a, T469a</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>REACH Level C TE Page References:</b> This objective is addressed extensively throughout. See, for example: T13, T41, T77, T145, T189, T239, T307, T377, T415, T483, T513</p>
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>REACH Level C TE Page References:</b> This objective is addressed extensively throughout. See, for example: T30, T91, T121c, T192, T288c, T386, T429c, T466h, T526c, T536</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>REACH Level C TE Page References:</b> T26, T122, T160, T320, T350-351, T390, T460</p>



Grade 2 Common Core State Standards	REACH Level C Teacher's Edition Page References
<b>Writing Standards</b>	
<b><i>Text Types and Purposes</i></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>REACH Level C TE Page References:</b> T438b
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>REACH Level C TE Page References:</b> T128k-T131, T466k-T469
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>REACH Level C TE Page References:</b> T194k-T197, T398k-T401, T538k-T541
<b><i>Production and Distribution of Writing</i></b>	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>REACH Level C TE Page References:</b> T62a-T62, T130a-T130, T196a-T196, T260a-T260, T328a-T328, T400a-T400, T468a-T468, T540a-T540
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>REACH Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T467a-T467b
<b><i>Research to Build and Present Knowledge</i></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>REACH Level C TE Page References:</b> T466k-T469
8. Recall information from experiences or gather information from provided sources to answer a question.	<b>REACH Level C TE Page References:</b> T467a-T467b, T467

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>REACH Level C TE Page References:</b> T266, T272a, T290a</p>
<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p><b>REACH Level C TE Page References:</b> T266, T272a, T290a</p>
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>REACH Level C TE Page References:</b> T32, T54a, T170-171, T223a</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>REACH Level C TE Page References:</b> T91c-T91, T159c-T159, T187c-T187, T249c-T249, T289c-T289</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>REACH Level C TE Page References:</b> T32-T33, T54a, T223a</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>REACH Level C TE Page References:</b> T91, T268, T336, T401, T403, T408, T476, T480a</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>REACH Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T166c-T166d, T368c-T368d, T403, T466c-T466d</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>REACH Level C TE Page References:</b> T229a-T229</p>

Grade 2 Common Core State Standards	REACH Level C Teacher's Edition Page References
<b>Language Standards</b>	
<b><i>Conventions of Standard English</i></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>REACH Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T572-575</p>
<p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p><b>REACH Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T572-575</p>
<p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p><b>REACH Level C TE Page References:</b> This objective is beyond the scope of National Geographic School Publishing/Hampton-Brown's <i>REACH Level C</i>.</p>
<p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p><b>REACH Level C TE Page References:</b> T428a, T437a-T437, T438g, T469a</p>
<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>REACH Level C TE Page References:</b> T139a, T158a, T165a, T166g, T169a, T186a, T193a, T193, T194g, T197a, T371a</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>REACH Level C TE Page References:</b> T229a-T229, T230g, T261a-T261</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>REACH Level C TE Page References:</b> T59a-T59, T63a</p>
<p>b. Use commas in greetings and closings of letters.</p>	<p><b>REACH Level C TE Page References:</b> T592 Other opportunities include: T199, T248, T428, T592</p>
<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p><b>REACH Level C TE Page References:</b> T59a-T59, T127, T131a-T131</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>REACH Level C TE Page References:</b> T31a, T437a</p>
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>REACH Level C TE Page References:</b> T63a, T197a, T261a, T401a</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>REACH Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T60c-T60d, T159a, T248, T495a, T541</p>
<b>Vocabulary Acquisition and Use</b>	
<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>REACH Level C TE Page References:</b> T26, T122, T160, T320, T350-351, T390, T460</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>REACH Level C TE Page References:</b> T261a, T358, T367, T368h, T528, T537, T538h</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>REACH Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T229, T548-T551</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>REACH Level C TE Page References:</b> T274</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>REACH Level C TE Page References:</b> T165, T197a, T430, T437, T438h</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>REACH Level C TE Page References:</b> T7, T34, T71, T103, T139, T205, T233, T269, T301, T337, T371, T409, T441, T477, T507</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>REACH Level C TE Page References:</b> The opportunity to address this objective is available. See, for example: T71a, T139a, T165a-T165</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>REACH Level C TE Page References:</b> This objective is addressed extensively throughout. See, for example: T26a, T54a, T92a, T188a, T250a, T290a, T320a, T390a, T430a</p>



**Common Core State Standards for English Language Arts  
Grade 3**

correlated to

**REACH Level D  
National Geographic School Publishing/Hampton-Brown**

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Grade 3 Common Core State Standards	REACH 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>REACH Level D TE Page References:</b> T29, T81, T82-83, T90-91, T97, T100-101, T156-157, T402, T426-427, T493, T509, T514-515
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>REACH Level D TE Page References:</b> T212, T219, T226-227, T230-231, T233, T235, T236, T264-265, T404a-T404
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>REACH Level D TE Page References:</b> T20-21, T26a, T30, T156-157, T238a-T238, T264-265
<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>REACH Level D TE Page References:</b> T43, T46-47, T458-459
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>REACH Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T27c-T27, T34a, T165a, T165c-T165, T285
6. Distinguish their own point of view from that of the narrator or those of the characters.	<b>REACH Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T44-45, T50-51, T62a-T62, T116-117, T222-223, T235, T454-455
<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>REACH Level D TE Page References:</b> T13, T16-17, T29, T46-47, T262-263, T285, T390-391
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>REACH Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T232, T238a-T238,

Grade 3 Common Core State Standards	REACH Level D 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, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>REACH Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T12-T26a, T80-T92-93, T167a-T170-171, T218-T230-231, T261a-T264-265, T284-T296, T422-T433, T509-T516-517
<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>REACH Level D TE Page References:</b> T113, T116-117, T122-123, T129, T132-133, T198, T250-251, T301, T367, T437, T529, T542-543
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>REACH Level D TE Page References:</b> T176a-T176, T195c-T195, T530-531, T532-533, T534-535, T536-537, T539c-T539, T541, T548a
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>REACH Level D TE Page References:</b> T113, T114-115, T118-119, T129, T199, T249, T317, T318-319, T320-321, T384-385, T386-387, T388-389, T467, T468-469
<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>REACH Level D TE Page References:</b> T44-45, T48-49, T122-123, T302-303, T470-471
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>REACH Level D TE Page References:</b> T130-131, T308a, T383, T384-385, T386-387, T388-389, T467
6. Distinguish their own point of view from that of the author of a text.	<b>REACH Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T50-51, T116-117
<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>REACH Level D TE Page References:</b> T46-47, T57, T183, T184-185, T190-191, T249, T324, T332-333, T384-385, T467, T468-469, T529
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>REACH Level D TE Page References:</b> T113, T114-115, T122-123, T129, T130-131, T132-133, T199, T249, T317, T318-319, T320-321, T322-323, T384-385, T386-387, T388-389, T467

Grade 3 Common Core State Standards	REACH Level D Teacher's Edition Page References
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>REACH Level D TE Page References:</b> T200a-T200, T306a-T306
<b><i>Range of Reading and Level of Text Complexity</i></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>REACH Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T42-T53, T112-T124-125, T182-T193, T248-T256-257, T316-T325, T382-T388-389, T467a-T470-471, T528-T536-537
<b>Reading Standards: Foundational Skills</b>	
<b><i>Phonics and Word Recognition</i></b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>REACH Level D TE Page References:</b> T196, T201, T202b, T234, T239, T240h
b. Decode words with common Latin suffixes.	<b>REACH Level D TE Page References:</b> T196, T201
c. Decode multi-syllable words.	<b>REACH Level D TE Page References:</b> T96, T103
d. Read grade-appropriate irregularly spelled words.	<b>REACH Level D TE Page References:</b> T506a, T519a-T519
<b><i>Fluency</i></b>	
4. Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.	<b>REACH Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T13, T43, T81, T113, T183, T249, T317, T353, T423, T453, T493
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>REACH Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T27c, T32, T94c, T172, T238, T268h, T308h, T334, T395c, T462, T518, T548h
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>REACH Level D TE Page References:</b> T166, T320-321, T540



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>REACH Level D TE Page References:</b> T269a-T269b, T269c-T269, T364</p>
<p>b. Provide reasons that support the opinion.</p>	<p><b>REACH Level D TE Page References:</b> T126, T269a-T269b, T269c-T269, T270a-T270, T364</p>
<p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p><b>REACH Level D TE Page References:</b> T126</p>
<p>d. Provide a concluding statement or section.</p>	<p><b>REACH Level D TE Page References:</b> This objective is beyond the scope of National Geographic School Publishing/Hampton-Brown's <i>REACH Level D</i>.</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>REACH Level D TE Page References:</b> T68-T69, T340-T341, T406b, T474b, T476-T477, T478a-T478b, T478c-T478, T479, T480-T481</p>
<p>b. Develop the topic with facts, definitions, and details.</p>	<p><b>REACH Level D TE Page References:</b> T340-T341, T406b, T474b, T478a-T478b, T478c-T478</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>REACH Level D TE Page References:</b> T68-T69, T126</p>
<p>d. Provide a concluding statement or section.</p>	<p><b>REACH Level D TE Page References:</b> T474b</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>REACH Level D TE Page References:</b> T65a-T65b, T65c-T65, T549a-T549b, T549c-T549</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>REACH Level D TE Page References:</b> T549b, T549c-T549, T550a-T550
c. Use temporal words and phrases to signal event order.	<b>REACH Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T549b
d. Provide a sense of closure.	<b>REACH Level D TE Page References:</b> T65a-T65b, T549
<b><i>Production and Distribution of Writing</i></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>REACH Level D TE Page References:</b> T65a-T65b, T137a-T137b, T203a-T203b, T269a-T269b, T337a-T337b, T407a-T407b, T476-478b, T549a-T549b
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>REACH Level D TE Page References:</b> T64k-T67, T136k-T139, T202k-T205, T268k-T271, T336k-T339, T406k-T409, T474-T479, T548k-T551
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>REACH Level D TE Page References:</b> T67, T205, T271, T339, T477, T479
<b><i>Research to Build and Present Knowledge</i></b>	
7. Conduct short research projects that build knowledge about a topic.	<b>REACH Level D TE Page References:</b> T474-T479
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>REACH Level D TE Page References:</b> T203a-T203b, T477, T478a-T478b
<b><i>Range of Writing</i></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>REACH Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T9, T64b, T95, T136k-T139, T174b, T240f, T336k-T339, T374b, T444b, T520b, T548k-T551

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>REACH Level D TE Page References:</b> T69, T336c-T336d, T548c-T548d</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>REACH Level D TE Page References:</b> T216a, T350a, T548c-T548d</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>REACH Level D TE Page References:</b> T40a, T69, T139, T380a, T548c-T548d</p>
<p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p><b>REACH Level D TE Page References:</b> T3, T62, T200, T306, T395, T444, T450a, T474g</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>REACH Level D TE Page References:</b> T27c, T95a, T127, T195c-T195, T205, T327c-T327, T465c, T507c-T507, T539c-T539</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>REACH Level D TE Page References:</b> T40a, T72-73, T96a, T139, T548c-T548d</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>REACH Level D TE Page References:</b> T4-T5, T6, T75, T205, T212, T414-T415, T416, T434, T447</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>REACH Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T207, T240c-T240d, T308c-T308d, T474c-T474d, T520c-T520d</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 on pages 28 and 29 for specific expectations.)</p>	<p><b>REACH Level D TE Page References:</b> T7a, T26b, T33a-T33, T216a-T216b, T299a, T350a-T350b</p>

Grade 3 Common Core State Standards	REACH Level D Teacher's Edition Page References
<b>Language Standards</b>	
<b><i>Conventions of Standard English</i></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>REACH Level D TE Page References:</b> T164a, T173, T177a, T213a, T239a-T239, T279a, T307a-T307, T347a, T364a, T373a-T373, T409a, T417a, T434a, T443a-T443</p>
<p>b. Form and use regular and irregular plural nouns.</p>	<p><b>REACH Level D TE Page References:</b> T173a-T173, T177a, T201a-T201, T205</p>
<p>c. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p><b>REACH Level D TE Page References:</b> T177a, T201a-T201</p>
<p>d. Form and use regular and irregular verbs.</p>	<p><b>REACH Level D TE Page References:</b> T267a-T267, T506a, T519a-T519, T551</p>
<p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p><b>REACH Level D TE Page References:</b> T67, T213a, T232a, T239a-T239, T240g, T267a-T267, T271, T487a, T519a-T519, T520g, T523a, T538a, T547a-T547, T548g, T551a</p>
<p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p>	<p><b>REACH Level D TE Page References:</b> T54a, T63a-T63, T64g, T267a-T267, T271, T373a-T373, T405a-T405</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>REACH Level D TE Page References:</b> T298c, T434a, T443a-T443, T444g</p>
<p>h. Use coordinating and subordinating conjunctions.</p>	<p><b>REACH Level D TE Page References:</b> T126a coordinating conjunctions only</p>
<p>i. Produce simple, compound, and complex sentences.</p>	<p><b>REACH Level D TE Page References:</b> T7a, T33a-T33, T34g, T67a, T107a, T126a, T135a-T135, T136g, T139a-T139 simple and compound sentences only</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>REACH Level D TE Page References:</b> The opportunity to introduce this objective is available. See, for example: T9, T64, T67a, T67, T475, T477, T599, T600</p>
<p>b. Use commas in addresses.</p>	<p><b>REACH Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T39, T489</p>

Grade 3 Common Core State Standards	REACH Level D Teacher's Edition Page References
c. Use commas and quotation marks in dialogue.	<b>REACH Level D TE Page References:</b> T551a
d. Form and use possessives.	<b>REACH Level D TE Page References:</b> T311a, T326a, T335a-T335, T336g, T339a, T394a, T406g
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>REACH Level D TE Page References:</b> T147a, T196, T201, T205a-T205, T271a, T339a
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<b>REACH Level D TE Page References:</b> T67a, T147a, T173a-T173, T201a-T201, T205a-T205, T271a, T339, T479a, T551a
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>REACH Level D TE Page References:</b> T67a
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases for effect.*	<b>REACH Level D TE Page References:</b> T66a-T66, T137c, T259a, T269c-T269, T299a, T407c, T478c, T549c
b. Recognize and observe differences between the conventions of spoken and written standard English.	<b>REACH Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T139, T259a, T299a, T539a
<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>REACH Level D TE Page References:</b> T166, T243, T320-321, T540
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>REACH Level D TE Page References:</b> T196, T201, T234, T239, T240h
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>REACH Level D TE Page References:</b> T436, T443

Grade 3 Common Core State Standards	REACH Level D Teacher's Edition Page References
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>REACH Level D TE Page References:</b> The opportunity to address this objective is available. See, for example: T56, T63
5. Demonstrate understanding of word relationships and nuances in word meanings.  a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i> ).	<b>REACH Level D TE Page References:</b> T43, T46-47, T358-359, T458-459
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	<b>REACH Level D TE Page References:</b> T7, T37, T75, T107, T147, T177, T213, T243, T279, T311, T347, T377, T417, T447, T487, T523
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> ).	<b>REACH Level D TE Page References:</b> This objective falls outside the scope of National Geographic School Publishing/Hampton-Brown's <i>REACH Level D</i> .
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> ).	<b>REACH Level D TE Page References:</b> This objective is addressed extensively throughout. See, for example: T40a-T40b, T78a-T78b, T166a, T216a-T216b, T246a-T246b, T350a-T350b, T447a, T473a-T473, T474g



**Common Core State Standards for English Language Arts  
Grade 4**

correlated to

**REACH Level E  
National Geographic School Publishing/Hampton-Brown**

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

Grade 4 Common Core State Standards	REACH 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>REACH Level E TE Page References:</b> T45, T84-85, T92-93, T99, T156-157, T170, T258-259, T294-295, T296-297, T298-299, T370-371, T374-375, T463, T470-471
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>REACH Level E TE Page References:</b> T54-55, T148a-T148, T160-161, T162-163, T164, T167c-T167, T290a
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>REACH Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T46-47, T48-49, T83, T84-85, T100-101, T156-157, T162-163, T256-257, T293, T366-367, T370-371, T466-467, T472-473, T501, T508-509
<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>REACH Level E TE Page References:</b> T50-51, T52-53, T54-55, T60, T90-91, T155, T164, T256-257, T272, T366-367, T374-375, T470-471, T502-503, T506-507, T508-509, T516
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>REACH Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T99, T100-101, T255, T260-261, T271, T272, T364-365, T368-369, T370-371, T463, T464-465
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>REACH Level E TE Page References:</b> T66a, T293, T476, T551, T558a-T558
<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>REACH Level E TE Page References:</b> T386c-T386d



Grade 4 Common Core State Standards	REACH Level E Teacher's Edition Page References
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>REACH Level E TE Page References:</b> T104a-T104
<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>REACH Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T44-T56-57, T82-T84-85, T154-T165, T254-T266-267, T292-T300-301, T360-T377, T462-T474-475, T498-T512-513
<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>REACH Level E TE Page References:</b> T18-19, T29, T62, T116-117, T118-119, T192-193, T199, T226-227, T230-231, T306-307, T310, T326-327, T334-335, T339, T340-341, T404-405, T520-521, T535
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>REACH Level E TE Page References:</b> T13, T18-19, T132-133, T134-135, T381, T383, T414-415
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>REACH Level E TE Page References:</b> T115, T116-117, T120-121, T122-123, T132-133, T134-135, T228-229, T232-233, T306-307, T310, T330-331, T382, T383, T395, T398-399, T402-403
<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>REACH Level E TE Page References:</b> T225, T228-229, T332-333, T517
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>REACH Level E TE Page References:</b> T228-229, T323, T324-325, T330-331, T334-335, T342-343, T382, T383, T395, T398-399, T400-401, T402-403, T412-413, T435, T438-439, T450-451
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>REACH Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T244a-T244, T383, T416a-T416
<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>REACH Level E TE Page References:</b> T13, T183, T184-185, T188-189, T310, T324-325, T330-331, T342-343, T381, T396-397, T402-403, T411, T435, T438-439

Grade 4 Common Core State Standards	REACH Level E Teacher's Edition Page References
8. Explain how an author uses reasons and evidence to support particular points in a text.	<b>REACH Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T200-201, T240-241, T242-243, T244a-T244, T540-541
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>REACH Level E TE Page References:</b> T136a-T136, T383
<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>REACH Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T10-T24-25, T61a-T63, T114-T126-127, T182-T194-195, T239a-T242-243, T322-T334-335, T381a-T383, T447a-T450-451, T534-T546-547
<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>REACH Level E TE Page References:</b> T154, T198, T205, T206h, T530, T534
<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.	<b>REACH Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T13, T45, T99, T115, T155, T255, T293, T395, T463, T535
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>REACH Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T64, T92-93, T172, T269c, T274, T372-373, T384, T472-473, T524
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>REACH Level E TE Page References:</b> T238, T245, T270, T275, T381, T446

Grade 4 Common Core State Standards	REACH 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>REACH Level E TE Page References:</b> T347a-T347b, T347c-T347</p>
<p>b. Provide reasons that are supported by facts and details.</p>	<p><b>REACH Level E TE Page References:</b> T347c-T347, T348a-T348</p>
<p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p><b>REACH Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T347c-T347, T348a-T348</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>REACH Level E TE Page References:</b> T347b, T347</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>REACH Level E TE Page References:</b> T208a-T208, T209-T210a, T210b-T214, T431, T561a-T561b</p>
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>REACH Level E TE Page References:</b> T209-T210a, T210b-T214, T431, T561a-T561b, T561c-T561, T562a-T562</p>
<p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p><b>REACH Level E TE Page References:</b> T561c-T561</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>REACH Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T210b-T210, T211a-T211b</p>
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>REACH Level E TE Page References:</b> T431</p>

Grade 4 Common Core State Standards	REACH Level E Teacher's Edition Page References
<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>REACH Level E TE Page References:</b> T277a-T277b, T419a-T419b, T485a-T485b</p>
<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p><b>REACH Level E TE Page References:</b> T278a-T278, T419c-T419, T485c-T485</p>
<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p><b>REACH Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T277b, T419c-T419, T485c-T485</p>
<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><b>REACH Level E TE Page References:</b> T277c-T277, T278a-T278, T486a-T486</p>
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>REACH Level E TE Page References:</b> T277b, T419c-T419</p>
<p><b><i>Production and Distribution of Writing</i></b></p>	
<p>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.)</p>	<p><b>REACH Level E TE Page References:</b> T66k-T69, T138k-T141, T206-T211, T276k-T279, T346k-T349, T418k-T421, T484k-T487, T560k-T563</p>
<p>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.)</p>	<p><b>REACH Level E TE Page References:</b> T67a-T69, T139a-T141, T208a-T211, T277a-T279, T347a-T349, T418k-T421, T485a-T487, T561a-T563</p>
<p>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.</p>	<p><b>REACH Level E TE Page References:</b> T141, T208, T209, T279, T349, T563</p>
<p><b><i>Research to Build and Present Knowledge</i></b></p>	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>REACH Level E TE Page References:</b> T208a-T211</p>

Grade 4 Common Core State Standards	REACH Level E Teacher's Edition Page References
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>REACH Level E TE Page References:</b> T209-210a, T485a-T485b
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>REACH Level E TE Page References:</b> T561a-T561, T562a-T562
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>REACH Level E TE Page References:</b> T237, T336, T524, T548
<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>REACH Level E TE Page References:</b> This objective is addressed extensively throughout. See, for example: T9, T66k-T69, T106b, T138b, T206-T211, T237, T276b, T346k-T349, T386b, T445, T484k-T487, T560b

Grade 4 Common Core State Standards	REACH Level E 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 4 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>REACH Level E TE Page References:</b> T138c-T138d</p>
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>REACH Level E TE Page References:</b> T80a, T98a, T106, T128c, T138c-T138d</p>
<p>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.</p>	<p><b>REACH Level E TE Page References:</b> T80a, T98a, T138c-T138d</p>
<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>REACH Level E TE Page References:</b> T80a, T98a, T106, T138g</p>
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>REACH Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T193, T197c, T303a, T487, T514, T563</p>
<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>REACH Level E TE Page References:</b> T349, T563</p>
<b>Presentation of Knowledge and Ideas</b>	
<p>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.</p>	<p><b>REACH Level E TE Page References:</b> T112a, T130a, T211, T279, T357, T386, T410a, T418g, T421, T487</p>
<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>REACH Level E TE Page References:</b> T69, T421, T487</p>
<p>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 on pages 28 and 29 for specific expectations.)</p>	<p><b>REACH Level E TE Page References:</b> T139c, T140, T141, T197a, T269a</p>

Grade 4 Common Core State Standards	REACH Level E 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 relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p><b>REACH Level E TE Page References:</b> The opportunity to address this objective is available. See, for example: T389a, T417a-T417, T429a, T453a-T453</p>
<p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p><b>REACH Level E TE Page References:</b> T236a, T514a, T529a, T559</p>
<p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p><b>REACH Level E TE Page References:</b> T268a</p>
<p>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>).</p>	<p><b>REACH Level E TE Page References:</b> This objective is beyond the scope of National Geographic School Publishing/Hampton-Brown's <i>REACH Level E</i>.</p>
<p>e. Form and use prepositional phrases.</p>	<p><b>REACH Level E TE Page References:</b> T487a</p>
<p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<p><b>REACH Level E TE Page References:</b> T7a, T35a-T35, T36g, T277, T485, T561</p>
<p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p><b>REACH Level E TE Page References:</b> T98, T205, T421a-T421</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p>	<p><b>REACH Level E TE Page References:</b> T141a, T279a</p>
<p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p><b>REACH Level E TE Page References:</b> T487a</p>
<p>c. Use a comma before a coordinating conjunction in a compound sentence.</p>	<p><b>REACH Level E TE Page References:</b> T137a-T137, T141</p>
<p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>REACH Level E TE Page References:</b> T69a, T211a, T279a, T421a</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p>	<p><b>REACH Level E TE Page References:</b> T67c-T67, T277c-T277, T347c-T347, T348a-T348, T485c-T485</p>

Grade 4 Common Core State Standards	REACH Level E Teacher's Edition Page References
b. Choose punctuation for effect.	<b>REACH Level E TE Page References:</b> T487a
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>REACH Level E TE Page References:</b> T66k, T138k, T141, T206, T276k, T346k, T418k, T484k, T560k
<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>REACH Level E TE Page References:</b> T238, T245, T270, T275, T381, T446
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>REACH Level E TE Page References:</b> T168, T173, T380, T410, T478
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>REACH Level E TE Page References:</b> T28, T35, T105, T130, T275, T385, T417, T453
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>REACH Level E TE Page References:</b> T172a-T172, T256-257
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>REACH Level E TE Page References:</b> T60, T65, T516, T525
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<b>REACH Level E TE Page References:</b> T304, T313, T314h, T338, T345b, T346h
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, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal reservation).	<b>REACH Level E TE Page References:</b> The opportunity to address this objective is available throughout. See, for example: T59a-T59b, T98a, T168a, T198a, T303a-T303b, T338a, T380a, T477a-T477b, T515a-T515b





**Common Core State Standards for English Language Arts  
Grade 5**

correlated to

**REACH Level F  
National Geographic School Publishing/Hampton-Brown**

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

Grade 5 Common Core State Standards	REACH 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>REACH Level F TE Page References:</b> T87, T228-T229, T234-235, T236-237, T260-T261, T265, T268-269, T272-273, T276
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>REACH Level F TE Page References:</b> T226a-T226, T238-239, T240-241, T244, T588-589
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>REACH Level F TE Page References:</b> T518c-T518
<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>REACH Level F TE Page References:</b> T13, T22-T23, T32-T33, T103, T168-169, T170-171, T234-235, T242, T362-363, T367, T444-445, T447, T506-507
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>REACH Level F TE Page References:</b> The opportunity to address this objective is available. See, for example: T423, T444-445
6. Describe how a narrator’s or speaker’s point of view influences how events are described.	<b>REACH Level F TE Page References:</b> T94-95, T266-267, T516, T584-585, T592c
<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>REACH Level F TE Page References:</b> T18-T19, T90-91, T97, T506-507, T582-583, T588-589, T590
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>REACH Level F TE Page References:</b> T110a-T110, T361, T368a-T368, T448a-T448, T524a-T524

Grade 5 Common Core State Standards	REACH Level F 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, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>REACH Level F TE Page References:</b> T12-T24-T25, T86-T98, T103a-T109, T160-T172-173, T232-T244, T342-T357, T361a-T367, T422-T437, T441a-T447, T502-T517, T521a-T523, T576-T591
<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>REACH Level F TE Page References:</b> T54-55, T63, T66-67, T121, T139, T198-199, T212-213, T249, T252-253, T281, T282-283, T284-285, T387, T396-397, T398-399
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>REACH Level F TE Page References:</b> T124-125, T132, T144a, T177, T178-179, T193, T194-195, T200-201, T203, T212-213, T314-315, T316-317, T328, T330, T334a, T408-409, T490
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>REACH Level F TE Page References:</b> T47, T48-49, T50-51, T54-55, T128-129, T130, T198-199, T200-201, T252-253, T287, T310-311, T316-317, T387, T405, T406-407
<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>REACH Level F TE Page References:</b> This objective is addressed extensively throughout. See, for example: T7, T41, T81, T115, T155, T187, T227, T303, T381, T417, T461, T537
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>REACH Level F TE Page References:</b> T214a-T214
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>REACH Level F TE Page References:</b> T68a-T68, T142a-T142, T214a-T214, T288a-T288, T332a-T332, T412a-T412, T492a-T492
<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>REACH Level F TE Page References:</b> T122-123, T124-125

Grade 5 Common Core State Standards	REACH Level F Teacher's Edition Page References
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>REACH Level F TE Page References:</b> T467, T470-471, T472-473, T474-475, T480, T485, T486-487, T488-489
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>REACH Level F TE Page References:</b> T142a-T142, T182a-T182, T214a-T214, T292a-T295, T332a-T332, T412a-T412, T492a-T492, T566a-T566
<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>REACH Level F TE Page References:</b> This objective is addressed extensively throughout. See, for example: T46-T59, T120-T133, T192-T205, T209a-T212-213, T281a-T287, T308-T323, T327a-T330, T386-T401, T405a-T411, T466-T481, T485a-T490, T542-T557, T595a-T601
<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>REACH Level F TE Page References:</b> T160, T382, T440, T498, T502, T538, T542, T572, T576
<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.	<b>REACH Level F TE Page References:</b> T13, T47, T87, T121, T161, T193, T233, T265, T309, T343, T362-363, T387, T423, T467, T503, T543, T577
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>REACH Level F TE Page References:</b> This objective is addressed extensively throughout. See, for example: T22-T23, T58, T90-91, T162-163, T242, T276, T356, T448, T516, T524, T566, T590
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>REACH Level F TE Page References:</b> T404, T440, T484, T520, T525

Grade 5 Common Core State Standards	REACH Level F 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 ideas are logically grouped to support the writer's purpose.</p>	<p><b>REACH Level F TE Page References:</b> T463, T494b, T526k-T529</p>
<p>b. Provide logically ordered reasons that are supported by facts and details.</p>	<p><b>REACH Level F TE Page References:</b> T463, T494b, T527b, T527c-T527, T528a-T528</p>
<p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p><b>REACH Level F TE Page References:</b> The opportunity to address this objective is available. See, for example: T463, T527c-T527</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>REACH Level F TE Page References:</b> T527b, T527c-T527</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>REACH Level F TE Page References:</b> T290-T295, T414b, T463, T526k-T529, T604k-T607</p>
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>REACH Level F TE Page References:</b> T293-294a, T294b-T294, T414b, T463, T527b, T527c-T527, T528a-T528, T605c-T605</p>
<p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p><b>REACH Level F TE Page References:</b> T605c-T605</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>REACH Level F TE Page References:</b> T294b-T294, T463, T527c-T527, T605c-T605</p>
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>REACH Level F TE Page References:</b> T527b, T527, T528a, T605b, T605</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>REACH Level F TE Page References:</b> T71a-T71b, T71c-T71, T112b, T145a-T145b, T145c-T145, T157</p>

Grade 5 Common Core State Standards	REACH Level F Teacher's Edition Page References
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>REACH Level F TE Page References:</b> T71a-T71b, T71c-T71, T112b, T145c-T145, T157, T245
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>REACH Level F TE Page References:</b> T147a-T147
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>REACH Level F TE Page References:</b> T71a-T71b, T71c-T71, T112b
e. Provide a conclusion that follows from the narrated experiences or events.	<b>REACH Level F TE Page References:</b> T71c, T145
<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>REACH Level F TE Page References:</b> T70k-T73, T144k-T147, T216k-T219, T290-T295, T370k-T373, T450k-T453, T526k-T529, T604k-T607
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>REACH Level F TE Page References:</b> T71a-T73, T145a-T147, T217a-T219, T292a-T295, T371a-T373, T451a-T453, T527a-T529, T605a-T607
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>REACH Level F TE Page References:</b> T217a, T219, T292, T293, T295, T373, T527a, T607
<b><i>Research to Build and Present Knowledge</i></b>	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>REACH Level F TE Page References:</b> T292a-T295
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>REACH Level F TE Page References:</b> T292a-T292, T293-294a, T294b-T294, T371a-T371b, T527a-T527b

Grade 5 Common Core State Standards	REACH Level F Teacher's Edition Page References
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]").</p>	<p><b>REACH Level F TE Page References:</b> T26c-T26, T100c-T100, T174c-T174, T246c-T246, T358c-T358, T438c-T438, T518c-T518, T592c-T592</p>
<p>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]").</p>	<p><b>REACH Level F TE Page References:</b> T60c-T60, T134c-T134, T206c-T206, T324c-T324, T402c-T402, T482c-T482</p>
<b><i>Range of Writing</i></b>	
<p>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.</p>	<p><b>REACH Level F TE Page References:</b> This objective is addressed extensively throughout. See, for example: T9, T70k-T73, T134, T182, T216k-T219, T288, T370k-T373, T414f, T438, T492, T568f, T604k-T607</p>

Grade 5 Common Core State Standards	REACH Level F Teacher's Edition Page References
<b>Speaking and Listening Standards</b>	
<b><i>Comprehension and Collaboration</i></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>REACH Level F TE Page References:</b> The opportunity to address this objective is available. See, for example: T216c-T216d, T334c-T334d</p>
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>REACH Level F TE Page References:</b> T184-T185, T208a, T216c-T216d, T334c-T334d, T540a</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>REACH Level F TE Page References:</b> T38-T39, T62a, T70g, T184-T185, T208a, T216c-T216d, T334c-T334d, T334-T335, T414d, T540a</p>
<p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>REACH Level F TE Page References:</b> T216c-T216d, T256-257, T280a, T325a, T334c-T334d, T334-335, T360a, T420a, T519a</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>REACH Level F TE Page References:</b> T135a, T207a, T290d, T439a, T526d, T594a</p>
<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>REACH Level F TE Page References:</b> T175a, T216c-T216d, T279a, T359a, T519a, T529, T568a, T568d, T593a, T594a</p>
<b><i>Presentation of Knowledge and Ideas</i></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>REACH Level F TE Page References:</b> T73, T290c-T290d, T295, T414c-T414d, T483a, T494c-T494d, T529, T568c-T568d</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>REACH Level F TE Page References:</b> T112c-T112d, T219, T290c-T290d, T295</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>REACH Level F TE Page References:</b> T70c-T70d, T334c-T334d, T403a, T559a, T568c-T568d</p>



Grade 5 Common Core State Standards	REACH Level F Teacher's Edition Page References
<b>Language Standards</b>	
<b><i>Conventions of Standard English</i></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>REACH Level F TE Page References:</b> T73a-T73, T143a-T143, T497a</p> <p>No interjections.</p>
<p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p>	<p><b>REACH Level F TE Page References:</b> T558a, T592a, T604g</p>
<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p><b>REACH Level F TE Page References:</b> T246a, T255a-T255, T295c, T537a, T558a, T567a-T567, T571a, T592a, T603a-T603</p>
<p>d. Recognize and correct inappropriate shifts in verb tense.</p>	<p><b>REACH Level F TE Page References:</b> T69a-T69</p>
<p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p><b>REACH Level F TE Page References:</b> This objective is beyond the scope of National Geographic School Publishing <i>REACH Level F</i>.</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>REACH Level F TE Page References:</b> The opportunity to address this objective is available. See, for example: T658-659</p>
<p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p><b>REACH Level F TE Page References:</b> T607a</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>REACH Level F TE Page References:</b> The opportunity to address this objective is available. See, for example: T658-659</p>
<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><b>REACH Level F TE Page References:</b> T295c</p>
<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>REACH Level F TE Page References:</b> T147a, T219a, T373a, T453a, T529a</p>
<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>REACH Level F TE Page References:</b> T143a-T143, T147a-T147</p>

Grade 5 Common Core State Standards	REACH Level F Teacher's Edition Page References
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<b>REACH Level F TE Page References:</b> The opportunity to address this objective is available. See, for example: T343, T432-433, T504-505
<b>Vocabulary Acquisition and Use</b>	
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.  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>REACH Level F TE Page References:</b> T48-49, T404, T440, T484, T504-505, T520, T525, T560, T567, T568h
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	<b>REACH Level F TE Page References:</b> T102, T111, T136, T143, T176, T183, T208, T215
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>REACH Level F TE Page References:</b> T28, T37, T62, T69, T215, T369, T413, T449, T493
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.	<b>REACH Level F TE Page References:</b> T13, T22-T23, T32-T33, T103, T168-169, T170-171, T234-235, T242, T362-363, T367, T444-445, T447, T506-507
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>REACH Level F TE Page References:</b> T48-49, T504-505, T560, T567, T603, T604h
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>REACH Level F TE Page References:</b> T62, T248, T255, T280, T289, T326, T360, T404, T413
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> ).	<b>REACH Level F TE Page References:</b> This objective is addressed extensively throughout. See, for example: T27a-T27b, T61a-T61b, T135a-T135b, T143a-T143, T175a-T175b, T279a-T279b, T518a-T518b, T525a-T525