

CCSS: Reading

Taylor County Elementary School: Common Core Continuum			
Cluster	Basic Skills	Level	Standard
LITERATURE: Key Ideas & Details	Question & Support	K.RL.1	With prompting and support ask and answer questions about key details in a text.
		1.RL.1	Ask and answer questions about key details in a text.
		2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	Summarize Identify Theme	K.RL.2	With prompting and support familiar stories, including key details.
		1.RL.2	Retell stories, including key details and demonstrate understanding of their central message or lesson.
		2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
		3.RL.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.
		4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
		5.RL.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 challenge or how the speaker in a poem reflects upon a topic; summarize the text.
	Story Elements: Character, Setting, & Plot	K.RL.3	With prompting and support, identify characters, settings, and major events in a story.
		1.RL.3	Describe characters, settings, and major events in a story.
		2.RL.3	Describe how characters in a story respond to a major events and challenges.
		3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
		4.RL.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).
		5.RL.3	Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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Cluster	Basic Skills	Level	Standard
LITERATURE: Craft & Structure	Words & Phrases	K.RL.4	Ask and answer questions about unknown words in a text.
		1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
	Meaning Rhythm	3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
		4.RL.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).
		5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	Identify Genre	K.RL.5	Recognize common types of texts (e.g., storybooks, poems).
		1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.
		2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	Structure Organization Terms	3.RL.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.
		4.RL.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., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
		5.RL.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem
	Point of View	K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling a story.
		1.RL.6	Identify who is telling the story at various points in a text.
		2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	Author Narrator Self	3.RL.6	Distinguish their own point of view from that of the narrator or those of the other characters.
		4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
		5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.

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LITERATURE: Integration of Knowledge & Ideas	Visual Elements: Illustrations Multi-Media	K.RL.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).	
		1.RL.7	Use illustrations and details in a story to describe its characters, setting or events.	
		2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	
		3.RL.7	Explain how a specific aspect of a text’s illustrations contributes to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
		4.RL.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.	
		5.RL.7	Analyze how visual/multimedia elements contribute to the meaning, tone, or beauty of a text. (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
			K.RL.8	(Not Applicable to Literature)
			1.RL.8	
			2.RL.8	
			3.RL.8	
			4.RL.8	
			5.RL.8	
		Compare & Contrast: Events, Settings, Characters, Plot, Structures, Versions, Themes	K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
			1.RL.9	Compare and contrast the adventures and experiences of characters in stories.
			2.RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
			3.RL.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).
			4.RL.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.
			5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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Cluster	Basic Skills	Level	Standard
Range of Reading & Complexity of Text	Level of Proficiency	K.RL.10	Actively engage in group reading activities with purpose and understanding.
		1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
		2.RL.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 range.
		3.RL.10	By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
		4.RL.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.
		5.RL.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.

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Cluster	Basic Skills	Level	Standard
INFORMATIONAL: Key Ideas & Details	Question & Support	K.RI.1	With prompting and support, ask and answer questions about key details in a text.
		1.RI.1	Ask and answer questions about key details in a text.
		2.RI.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.
		3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		4.RI.1	Refer to details/examples in a text when the text says explicitly and when drawing inferences from the text.
		5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	Main Idea Support Summarize	K.RI.2	With prompting and support, identify the main topic and retell key details of a text.
		1.RI.2	Identify the main topic and retell key details of a text.
		2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
		3.RI.2	Determine the main idea of a text; recount the details and explain how they support the main idea.
		4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		5.RI.2	Two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	Relationships Among Ideas	K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
		1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
		2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text.
		3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and contrast.
		4.RI.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.
		5.RI.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.

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INFORMATIONAL: Craft & Structure	Context Clues & Vocabulary	K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.
		1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
		3.RI.4	Determine the meaning of general academic and domain-specific words/ phrases in a text relevant to a grade 3 topic or subject area.
		4.RI.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.
		5.RI.4	Determine the meaning of general academic and domain-specific words/ phrases in a text relevant to a grade 5 topic or subject area.
	Structure & Text Features	K.RI.5	Identify the front cover, back cover, and title page of a book.
		1.RI.5	Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
		2.RI.5	Know and use various text features (e.g., captions, bold prints, subheading, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
		3.RI.5	Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.
		4.RI.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.
		5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
	Point of View	K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
		1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
		2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe.
		3.RI.6	Distinguish their own point of view from that of the author of a text.
		4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
		5.RI.6	Analyze multiple accounts of the same event or topic noting important similarities and differences in the point of view they represent.

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INFORMATIONAL: Integration of Knowledge & Ideas	Visual Elements	K.RI.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).
		1.RI.7	Use the illustrations and details in a text to describe its key ideas.
		2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
		3.RI.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).
		4.RI.7	Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). Explain how the information contributes to an understanding of the text in which it appears.
		5.RI.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.
	Using Evidence to Support Claims	K.RI.8	With prompting and support identify the reasons an author gives to support points in a text.
		1.RI.8	Identify the reason an author gives to support points in a text.
		2.RI.8	Describe how reasons support specific points the author makes in a text.
		3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
		4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
		5.RI.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).
	Combining Ideas From Different Texts	K.RI.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).
		1.RI.9	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
		2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.
		3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
		4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
		5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject.

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Cluster	Basic Skills	Level	Standard
Range of Reading and Level of Text Complexity	Level of Proficiency	K.RI.10	Actively engage in group reading activities with purpose and understanding.
		1.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.
		2.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		3.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band independently and proficiently.
		4.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band independently and proficiently.

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Cluster	Basic Skills	Level	Standard
FOUNDATIONAL: Phonics & Word Recognition	Print Concepts	K.RF.1	Demonstrate understanding of the organization and basic features of print.
		K.RF.1a	Follow words from the left to right, top to bottom, and page by page.
		K.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
		K.RF.1c	Understand that words are separated by spaces in print.
		K.RF.1d	Recognize and name all upper and lowercase letters of the alphabet
		1.RF.1	Demonstrate understanding of the organization and basic features of print.
		1.RF.1a	Recognize the distinguishing features of a sentence (e.g. first word capitalization, ending punctuation)
		Phonological Awareness	K.RF.2
	K.RF.2a		Recognize and produce rhyming words.
	K.RF.2b		Count, pronounce, blend and segment syllables in spoken words.
	K.RF.2c		Blend and segment onsets and rhymes of single-syllable spoken words.
	K.RF.2d		Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. 1 (This does not include CVCs ending with /l/, /r/, /x/.)
	K.RF.2e		Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.
	1.RF.2		Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	1.RF.2a		Distinguish long from short vowel sounds in spoken single-syllable words.
	1.RF.2b		Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
	1.RF.2c		Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	1.RF.2d		Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

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Cluster	Basic Skills	Level	Standard
FOUNDATIONAL: Phonics & Word Recognition	Phonics, Syllables & Word Recognition	K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
		K.RF.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
		K.RF.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
		K.RF.3c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
		K.RF.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
		1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
		1.RF.3a	Know the spelling-sound correspondences for common consonant digraphs.
		1.RF.3b	Decode regularly spelled one-syllable words.
		1.RF.3c	Know final –e and common vowel team conventions for representing long vowel sounds.
		1.RF.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
		1.RF.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
		1.RF.3f	Read words with inflectional endings.
		1.RF.3g	Recognize and read grade-appropriate irregularly spelled words.
		2.RF.3	Know and apply grade-level phonics and words analysis skills in decoding words.
		2.RF.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
		2.RF.3b	Know spelling-sound correspondences for additional common vowel teams.
		2.RF.3c	Decode regularly spelled two-syllable words with long vowels.
		2.RF.3d	Decode words with common prefixes and suffixes.
		2.RF.3e	Identify words with inconsistent but common spelling-sound correspondences.
		2.RF.3f	Recognize and read grade-appropriate irregularly spelled words.
		3.RF.3	Know and apply grade-level phonics and words analysis skills in decoding words.
		3.RF.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
		3.RF.3b	Decode words with common Latin suffixes.
		3.RF.3c	Decode multisyllable words.
		3.RF.3d	Read grade-appropriate irregularly spelled words.

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Cluster	Basic Skills	Level	Standard
Phonics & Word Recognition	Phonics, Syllables & Word Recognition	4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
		4.RF.3a	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.
		5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
		5.RF.3a	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.
FOUNDATIONAL: Fluency	Accuracy, Rate, Expression, Context Clues	K.RF.4	Read emergent-reader texts with purpose and understanding.
		1.RF.4	Read with sufficient accuracy and fluency to support comprehension
		1.RF.4a	Read on-level text with purpose and understanding.
		1.RF.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		1.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		2.RF.4	Read with sufficient accuracy and fluency to support comprehension
		2.RF.4a	Read on-level text with purpose and understanding.
		2.RF.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		2.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		3.RF.4	Read with sufficient accuracy and fluency to support comprehension
		3.RF.4a	Read on-level text with purpose and understanding.
		3.RF.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		3.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		4.RF.4	Read with sufficient accuracy and fluency to support comprehension
		4.RF.4a	Read on-level text with purpose and understanding.
		4.RF.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		4.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		5.RF.4	Read with sufficient accuracy and fluency to support comprehension
		5.RF.4a	Read on-level text with purpose and understanding.
		5.RF.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
5.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

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SPEAKING & LISTENING: Comprehension & Collaboration	DISCUSSION	K.SL.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
		K.SL.1a	<ul style="list-style-type: none"> Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
		K.SL.1b	<ul style="list-style-type: none"> Continue a conversation through multiples exchanges.
		1.SL.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
		1.SL.1a	<ul style="list-style-type: none"> Follow agreed-upon rules for discussion (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion).
		1.SL.1b	<ul style="list-style-type: none"> Build on others' talk in conversation by responding to the comments of others through multiple exchanges.
		1.SL.1c	<ul style="list-style-type: none"> Ask questions to clear up any confusion about the topics and texts under discussion.
		2.SL.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
		2.SL.1a	<ul style="list-style-type: none"> Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion).
		2.SL.1b	<ul style="list-style-type: none"> Build on others' talk in conversation by linking their comments to the remarks of others.
		2.SL.1c	<ul style="list-style-type: none"> Ask for clarification and further explanation as needed about the topics and texts under discussion.
		3.SL.1	Participate in collaborative conversations with diverse partners about <i>grade 3 topics and texts</i> with peers and adults in small and larger groups.
		3.SL.1a	<ul style="list-style-type: none"> 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.
		3.SL.1b	<ul style="list-style-type: none"> Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion).
		3.SL.1c	<ul style="list-style-type: none"> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
		3.SL.1d	<ul style="list-style-type: none"> Explain their own ideas and understanding in light of the discussion.

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SPEAKING & LISTENING: Comprehension & Collaboration	DISCUSSION Prepare	4.SL.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.	
		4.SL.1a	<ul style="list-style-type: none"> 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. 	
		4.SL.1b	<ul style="list-style-type: none"> Follow agreed-upon rules for discussions and carry out assigned roles. 	
		4.SL.1c	<ul style="list-style-type: none"> 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. 	
	Follow Agreed Upon Rules	4.SL.1d	<ul style="list-style-type: none"> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	
		5.SL.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.	
	Ask Questions Respond & Elaborate	5.SL.1a	<ul style="list-style-type: none"> 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. 	
		5.SL.1b	<ul style="list-style-type: none"> Follow agreed-upon rules for discussions and carry out assigned roles. 	
		5.SL.1c	<ul style="list-style-type: none"> 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. 	
		5.SL.1d	<ul style="list-style-type: none"> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	
	Review Key Ideas			

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SPEAKING & LISTENING: Comprehension & Collaboration	Respond to Text	K.SL.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.
		1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		3.SL.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.
		4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	Respond to a Speaker	K.SL.3	Ask and answer questions in order to seek help, get information or clarify something that is not understood.
		1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
		2.SL.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.
		3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
		4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.
		5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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Taylor County Elementary School: Common Core Continuum			
Cluster	Basic Skills	Level	Standard
SPEAKING & LISTENING: Presentation of Knowledge & Ideas	Give Oral Presentation	K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
		1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
		3.SL.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 understanding pace.
		4.SL.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.
		5.SL.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.
	Create Audio Recordings/ Multi Media Presentations	K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
		1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
		2.SL.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.
		3.SL.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.
		4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
		5.SL.5	Include multimedia components, (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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Taylor County Elementary School: Common Core Continuum			
Cluster	Basic Skills	Level	Standard
S & L: Presentation of Knowledge & Ideas	Vary Speech in Different Situations	K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.
		1.SL.6	Produce complete sentences when appropriate to task and situation.
		2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
		3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
		4.SL.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.
		5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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Taylor County Elementary School: Common Core Continuum

Cluster	Basic Skills	Level	Standard
LANGUAGE: Conventions of Standard English	Grammar & Usage	K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		K.L.1.a	<ul style="list-style-type: none"> Print many upper and lowercase letters.
		K.L.1.b	<ul style="list-style-type: none"> Use frequently occurring nouns and verbs.
		K.L.1.c	<ul style="list-style-type: none"> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
		K.L.1.d	<ul style="list-style-type: none"> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
		K.L.1.e	<ul style="list-style-type: none"> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
		K.L.1.f	<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities.
		1.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		1.L.1.a	<ul style="list-style-type: none"> Print all upper and lowercase letters
		1.L.1.b	<ul style="list-style-type: none"> Use common, proper, and possessive nouns.
		1.L.1.c	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
		1.L.1.d	<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, anything).
		1.L.1.e	<ul style="list-style-type: none"> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)
		1.L.1.f	<ul style="list-style-type: none"> Use frequently occurring adjectives.
		1.L.1.g	<ul style="list-style-type: none"> Use frequently occurring conjunctions (e.g., and, but, or, so, because).
		1.L.1.h	<ul style="list-style-type: none"> Use determiners (e.g., articles, demonstratives).
		1.L.1.i	<ul style="list-style-type: none"> Use frequently occurring prepositions (e.g., during, beyond, toward).
		2.L.1	Demonstrate command of the conventions of standard English grammar when writing or speaking.
		2.L.1.a	<ul style="list-style-type: none"> Use collective nouns (e.g., group).
		2.L.1.b	<ul style="list-style-type: none"> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
		2.L.1.c	<ul style="list-style-type: none"> Use reflexive pronouns (e.g., myself, ourselves).
		2.L.1.d	<ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
		2.L.1.e	<ul style="list-style-type: none"> Use adjectives and adverbs, and choose between them depending on what is to be modified.

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Cluster	Basic Skills	Level	Standard
LANGUAGE: Conventions of Standard English	Grammar & Usage	2.L.1.f	<ul style="list-style-type: none"> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
		3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		3.L.1.a	<ul style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
		3.L.1.b	<ul style="list-style-type: none"> Form and use regular and irregular plural nouns.
		3.L.1.c	<ul style="list-style-type: none"> Use abstract nouns (e.g., childhood).
		3.L.1.d	<ul style="list-style-type: none"> Form and use regular and irregular verbs.
		3.L.1.e	<ul style="list-style-type: none"> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
		3.L.1.f	<ul style="list-style-type: none"> Ensure subject-verb and pronoun-antecedent agreement.
		3.L.1.g	<ul style="list-style-type: none"> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
		3.L.1.h	<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions.
		3.L.1.i	<ul style="list-style-type: none"> Produce simple, compound, and complex sentences.
		4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		4.L.1.a	<ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
		4.L.1.b	<ul style="list-style-type: none"> Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
		4.L.1.c	<ul style="list-style-type: none"> Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
		4.L.1.d	<ul style="list-style-type: none"> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
		4.L.1.e	<ul style="list-style-type: none"> Form and use prepositional phrases.
		4.L.1.f	<ul style="list-style-type: none"> Produce and complete sentences, recognizing and correcting inappropriate fragments and run-ons.
		4.L.1.g	<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., to, too, two; there, their).

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Cluster	Basic Skills	Level	Standard
LANGUAGE: Conventions of Standard English	Grammar & Usage	5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		5.L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in
		5.L.1.b	Form and use the perfect (I had walked, I have walked, I will have walked) verb tenses.
		5.L.1.c	Use verb tense to convey various times, sequences, states, and conditions.
		5.L.1.d	Recognize and correct inappropriate shifts in verb tense.
		5.L.1.e	Use correlative conjunctions (either/or, neither/nor).
	Capitalization, Punctuation, & Spelling	K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		K.L.2.a	Capitalize the first word in a sentence and the pronoun.
		K.L.2.b	Recognize and name end punctuation.
		K.L.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
		K.L.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships
		1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		1.L.2.a	Capitalize dates and names of people.
		1.L.2.b	Use end punctuation for sentences.
		1.L.2.c	Use commas in dates and to separate single words in a series.
		1.L.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
		1.L.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
		2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		2.L.2.a	Capitalize holidays, product names, and geographic names.

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Cluster	Basic Skills	Level	Standard
LANGUAGE: Conventions of Standard English	Capitalization, Punctuation, & Spelling	2.L.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
		3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		3.L.2.a	<ul style="list-style-type: none"> Capitalize appropriate words in titles.
		3.L.2.b	<ul style="list-style-type: none"> Use commas in addresses.
		3.L.2.c	<ul style="list-style-type: none"> Use commas and quotation marks in dialogue.
		3.L.2.d	<ul style="list-style-type: none"> Form and use possessives.
		3.L.2.e	<ul style="list-style-type: none"> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
		3.L.2.f	<ul style="list-style-type: none"> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
		3.L.2.g	<ul style="list-style-type: none"> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
		4.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		4.L.2.a	<ul style="list-style-type: none"> Use correct capitalization.
		4.L.2.b	<ul style="list-style-type: none"> Use commas and quotation marks to mark direct speech and quotations from a text.
		4.L.2.c	<ul style="list-style-type: none"> Use a comma before a coordinating conjunction in a compound sentence.
		4.L.2.d	<ul style="list-style-type: none"> Spell grade-appropriate words correctly, consulting references as needed.
		5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		5.L.2.a	<ul style="list-style-type: none"> Use punctuation to separate items in a series.
		5.L.2.b	<ul style="list-style-type: none"> Use a comma to separate an introductory element from the rest of the sentence.
		5.L.2.c	<ul style="list-style-type: none"> Use a comma to set off the words yes and no (e.g., yes, thank you), to set off a tag question from the rest of the sentence (e.g., it's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)
		5.L.2.d	<ul style="list-style-type: none"> Use underlining quotation marks or italics to indicate titles of work.
		5.L.2.e	<ul style="list-style-type: none"> Spell grade-appropriate words correctly, consulting references as needed.

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Cluster	Basic Skills	Level	Standard
Knowledge of Language	Word Choice & Variations on English Language (DIALECTS, FORMAL, INFORMAL, ETC)	K.L.3	Starts in 2nd grade
		1.L.3	Starts in 2nd grade
		2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		2.L.3.a	<ul style="list-style-type: none"> Compare formal and informal uses of English.
		3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		3.L.3.a	<ul style="list-style-type: none"> Choose words and phrases for effect.
		3.L.3.b	<ul style="list-style-type: none"> Recognize and observe differences between the conventions of spoken and written standard English.
		4.L.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.
		4.L.3.a	<ul style="list-style-type: none"> Choose words and phrases to convey ideas precisely.
		4.L.3.b	<ul style="list-style-type: none"> Choose punctuation for effect.
		4.L.3.c	<ul style="list-style-type: none"> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
		5.L.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.
		5.L.3.a	<ul style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
		5.L.3.b	<ul style="list-style-type: none"> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition & Use	Vocabulary: General	K.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.
		K.L.4.a	<ul style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).
		K.L.4.b	<ul style="list-style-type: none"> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
		1.L.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.

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Cluster	Basic Skills	Level	Standard
LANGUAGE: Vocabulary Acquisition & Use	Vocabulary: General	1.L.4.a	<ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase.
		1.L.4.b	<ul style="list-style-type: none"> Use frequently occurring affixes as a clue to the meaning of a word.
		1.L.4.c	<ul style="list-style-type: none"> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
		2.L.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.
		2.L.4.a	<ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase.
		2.L.4.b	<ul style="list-style-type: none"> Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)
		2.L.4.c	<ul style="list-style-type: none"> Use a known root word as a clue to the meaning or an unknown word with the same root (e.g., addition, additional)
		2.L.4.d	<ul style="list-style-type: none"> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
		2.L.4.e	<ul style="list-style-type: none"> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		3.L.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.
		3.L.4.a	<ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase.
		3.L.4.b	<ul style="list-style-type: none"> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
		3.L.4.c	<ul style="list-style-type: none"> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
		3.L.4.d	<ul style="list-style-type: none"> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
		4.L.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.
4.L.4.a	<ul style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 		

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Cluster	Basic Skills	Level	Standard
LANGUAGE: Vocabulary Acquisition & Use	Vocabulary: General	4.L.4.b	<ul style="list-style-type: none"> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph)
		4.L.4.c	<ul style="list-style-type: none"> 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.
		5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
		5.L.4.a	<ul style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
		5.L.4.b	<ul style="list-style-type: none"> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)
		5.L.4.c	<ul style="list-style-type: none"> 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.
	Figurative Language & Relationship Between Words	K.L.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
		K.L.5.a	<ul style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods)
		K.L.5.b	<ul style="list-style-type: none"> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
		K.L.5.c	<ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., note places at school that are colorful)
		K.L.5.d	<ul style="list-style-type: none"> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
		1.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
		1.L.5.a	<ul style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
		1.L.5.b	<ul style="list-style-type: none"> 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).

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Cluster	Basic Skills	Level	Standard
LANGUAGE: Vocabulary Acquisition & Use	Figurative Language & Relationship Between Words	1.L.5.c	<ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., note places at home that are cozy).
		1.L.5.d	<ul style="list-style-type: none"> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
		2.L.5	Demonstrate understanding of word relationships and nuances in word meanings.
		2.L.5.a	<ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
		2.L.5.b	<ul style="list-style-type: none"> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurt) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
		3.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
		3.L.5.a	<ul style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
		3.L.5.b	<ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
		3.L.5.c	<ul style="list-style-type: none"> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believes, suspected, heard, wondered).
		4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		4.L.5.a	<ul style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
		4.L.5.b	<ul style="list-style-type: none"> Recognize and explain the meaning of common idioms, adages, and proverbs.
		4.L.5.c	<ul style="list-style-type: none"> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar, but not identical, meanings (synonyms).
		5.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
		5.L.5.a	<ul style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context.
		5.L.5.b	<ul style="list-style-type: none"> Recognize and explain the meaning of common idioms, adages, and proverbs.
5.L.5.c	<ul style="list-style-type: none"> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 		

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Cluster	Basic Skills	Level	Standard
Vocabulary Acquisition & Use	Age Appropriate Development	K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
		1.L.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., because).
		2.L.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>).
		3.L.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., After dinner that night we went looking for them).
		4.L.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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conversation, and endangered when discussing animal preservation).
		5.L.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., however, although, nonetheless, similarly, moreover, in addition).