



**TIMELINKS**  
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**Grade K**

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades K-5**

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**● KEY IDEAS AND DETAILS**

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

**Teacher’s Edition:**

14, 22, 24, 46, 48, 51C, 51D, 51F, 68, 71C, 71F, 99

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

**Teacher’s Edition:**

1D, 1F, 19D, 19F, 51D, 51F, 71D, 71F, 93C, 93F

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

**Teacher’s Edition:**

48, 51D, 51I, 54, 55, 56, 57, 58, 59, 71D, 71E, 95

**● CRAFT AND STRUCTURE**

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

**Teacher’s Edition:**

1C, 1E, 5, 7, 9, 11, 13, 15, 17, 18, 19C, 19E, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 50, 51C, 51E, 55, 57, 59, 61, 63, 65, 67, 69, 70, 71C, 71E, 75, 77, 79, 81, 83, 87, 89, 91, 92, 93C, 93E, 97, 99, 101, 103, 105, 107, 109, 110

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

**Teacher’s Edition:**

1, 1D, 1F, 18P, 19D, 19F, 19, 50P, 51D, 51F, 51, 70P, 71D, 71F, 71, 92P, 93D, 93F, 93, 110P

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

**Teacher’s Edition:**

51C, 84

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades K-5**

**● INTEGRATION OF KNOWLEDGE AND IDEAS**

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

**Teacher's Edition:**  
8, 13, 15, 23, 29, 34, 36, 37, 43, 51G, 59, 63, 69

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

**Teacher's Edition:**  
51C, 71C

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

**Teacher's Edition:**  
69, 95, 107

**● RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Teacher's Edition:**  
1C-1D, 1E-1F, 19C-19D, 19E-19F, 51C-51D, 51E-51F, 71C-71D, 71E-71F, 93C-93D, 93E-93F

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**● TEXT TYPES AND PURPOSES**

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

**Teacher's Edition:**  
19D, 51D, 85, 107

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

**Teacher's Edition:**  
1D, 13, 19D, 19F, 29, 35, 47, 49, 51D, 51F, 71D, 71F, 73, 85, 89, 93D, 93F

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

**Teacher's Edition:**  
1D, 1F, 19F

**● PRODUCTION AND DISTRIBUTION OF WRITING**

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

**Teacher's Edition:**  
11, 15, 19F, 51D, 51G, 53, 73, 93F

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades K-5**

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>Teacher's Edition:</b> 3, 9, 25, 53, 67, 71D, 71G, 89, 93G, 97, 99, 103
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>Teacher's Edition:</b> 3, 21, 53, 73, 95

**● RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<b>Teacher's Edition:</b> 17, 59, 95, 107
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<b>Teacher's Edition:</b> 17, 19G, 27, 59, 95, 107
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Teacher's Edition:</b> 1D, 1F, 17, 19D, 19F, 51D, 51F, 71D, 71F, 93D, 93F

**● RANGE OF WRITING**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>Teacher's Edition:</b> 1D, 1F, 13, 19D, 19F, 29, 35, 47, 49, 51D, 51F, 71D, 71F, 73, 85, 89, 93D, 93F, 107
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**English Language Arts Standards » Reading: Informational Text » Kindergarten**

**● KEY IDEAS AND DETAILS**

1. With prompting and support, ask and answer questions about key details in a text.	<b>Teacher's Edition:</b> 1C-1D, 19C-19D, 19E-19F, 51C-51D, 51E-51F, 71C-71D, 93C-93D, 93E-93F
2. With prompting and support, identify the main topic and retell key details of a text.	<b>Teacher's Edition:</b> 1D, 19D, 19F, 50, 51D, 51F, 51I, 70, 71D, 71I, 92, 93D, 93F, 93I, 110
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Teacher's Edition:</b> 17, 56, 57, 58, 59, 64, 65, 68, 69, 106, 107

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades K-5**

**● CRAFT AND STRUCTURE**

4. With prompting and support, ask and answer questions about unknown words in a text.	<b><u>Teacher's Edition:</u></b> 1C, 5, 7, 9, 11, 13, 15, 17, 18, 19C, 19E, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 50, 51C, 51E, 55, 57, 59, 61, 63, 65, 67, 69, 70, 71C, 75, 77, 79, 81, 83, 87, 89, 91, 92, 93C, 93E, 97, 99, 101, 103, 105, 107, 109, 110
5. Identify the front cover, back cover, and title page of a book.	<b><u>Teacher's Edition:</u></b> 1E
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><u>Teacher's Edition:</u></b> Opportunities to address: 1C-1D, 19C-19D, 19E-19F, 51C-51D, 51E-51F, 71C-71D, 93C-93D, 93E-93F

**● INTEGRATION OF KNOWLEDGE AND IDEAS**

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><u>Teacher's Edition:</u></b> 15, 23, 31, 37, 43, 52, 59, 78, 81, 88, 89, 97, 109
8. With prompting and support, identify the reasons an author gives to support points in a text.	<b><u>Teacher's Edition:</u></b> 51C, 51D, 71C
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><u>Teacher's Edition:</u></b> 17, 95, 105, 107

**● RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

10. Actively engage in group reading activities with purpose and understanding	<b><u>Teacher's Edition:</u></b> 1C-1D, 19C-19D, 19E-19F, 51C-51D, 51E-51F, 71C-71D, 93C-93D, 93E-93F
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