

**Correlation of:**  
**Reading Trends**  
**to the**  
**Common Core State Standards**  
**for**  
**English, Language Arts and Literacy**  
**Grades 2 – 5**



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**Abrams Learn Trends Reading Trends, Level B Correlated to the  
Common Core State Standards for English Language Arts and Literacy  
Grade 2**

Common Core State Standards for English Language Arts	Reading Trends, Level B
<b>Reading Standards for Literature</b>	
Key Ideas and Details	
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.	Opportunities throughout. See for example, 13, 43, 77, 107,
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	The following matches provide opportunities to meet this objective: 73-80.
3. Describe how characters in a story respond to major events and challenges.	103
Craft and Structure	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	103, 109
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	The following matches provide opportunities to meet this objective: 13, 43, 77, 107
Integration of Knowledge and Ideas	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Each literature selection includes illustrations that support students' understanding of the characters, setting and plot. See 103-109 for example.
8. (Not applicable to literature)	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Students' understanding of comparison and contrast supports this objective: 99-128, 131, 132, 135 TG: 54-63
Range of Reading and Level of Text Complexity	
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.	Reading Trends provides a range of text types and reading levels across the units.
<b>Reading Standards for</b>	

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Common Core State Standards for English Language Arts	Reading Trends, Level B
<b>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.	Opportunities throughout. See for example, 21, 29, 59, 85, 93, 115, 123
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	69-98, 131, 135, 136 TG: 44-53
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	5-34, 66, 68, 131, 132, 135 TG: 24-33
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	
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.	
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
<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.	
8. Describe how reasons support specific points the author makes in a text.	
9. Compare and contrast the most important points presented by two texts on the same topic.	Students' understanding of comparison and contrast supports this objective: 99-128, 131, 132, 135 TG: 54-63
<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.	Reading Trends provides a range of text types and reading levels across the units.

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<b>Reading Standards: Foundational Skills</b>	
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Know spelling-sound correspondences for additional common vowel teams.</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> <li>• Decode words with common prefixes and suffixes.</li> <li>• Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	13, 43, 77, 107
<b>Writing Standards</b>	
Text Types and Purposes	
<p>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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	
<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to</p>	<p>Selected Examples: Writing a Poster: 24, 96 Writing a Short Report: 54</p>

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develop points, and provide a concluding statement or section.	Writing an email: 62, 118
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.	Closest Match: Writing a new ending: 46
<b>Production and Distribution of Writing</b>	
4. (Begins in grade 3)	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Each writing activity supports this objective: 16, 24, 32, 46, 54, 62, 80, 96, 110, 118, 126
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
<b>Research to Build and Present Knowledge</b>	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	
8. Recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins in grade 4)	
<b>Range of Writing</b>	
10. (Begins in grade 3)	
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
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. <ul style="list-style-type: none"> <li>• 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).</li> <li>• Build on others' talk in conversations by linking their</li> </ul>	Each paired activity supports this objective: 5, 6, 8, 9, 13, 16, 17, 21, 24, 25, 29, 35, 36, 38, 39, 43, 46, 48, 51, 54, 59, 62, 69, 70, 72, 73, 77, 80, 81, 85, 88, 89, 93, 96, 99, 100, 102, 103, 107, 110, 111, 115, 118, 119, 123, 126

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<p>comments to the remarks of others.</p> <ul style="list-style-type: none"> <li>• Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>	
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Summarizing tasks support this objective: 15, 23, 31, 45, 53, 61, 79, 87, 95, 109, 117, 125, 132, 136
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.	
<b>Presentation of Knowledge and Ideas</b>	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
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.	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
<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> <ul style="list-style-type: none"> <li>• Use collective nouns (e.g., <i>group</i>).</li> <li>• Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>• Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>• Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>• Use adjectives and adverbs, and choose between them depending on what is to be</li> </ul>	Each writing activity provides the opportunity to meet this objective: 16, 24, 32, 46, 54, 62, 80, 96, 110, 118, 126

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<p>modified.</p> <ul style="list-style-type: none"> <li>• 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>).</li> </ul>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Use commas in greetings and closings of letters.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<p>Each writing activity provides the opportunity to meet this objective: 16, 24, 32, 46, 54, 62, 80, 96, 110, 118, 126</p>
<p>Knowledge of Language</p>	
<p>3. (Begins in grade 3)</p>	
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• 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>).</li> <li>• 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>).</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of</li> </ul>	<p>Each passage includes vocabulary words highlighted and defined in the margins.</p>

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<p>compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <ul style="list-style-type: none"> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	
<p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>• 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>).</li> </ul>	
<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>	

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<b>Common Core State Standards for English Language Arts</b>	<b>Reading Trends, Level C</b>
<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.	Opportunities throughout. See for example, 9, 73, 76, 77, 103, 106, 107, 137, 140, 141
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.	The following matches provide opportunities to meet this objective: 36, 41, 43, 44, 105, 163-168
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	12, 56, 57, 104
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
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.	
6. Distinguish their own point of view from that of the narrator or those of the characters.	
<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).	Each literature selection includes illustrations that support students' understanding of the characters, setting and plot. See x-x for example.
8. (Not applicable to literature)	
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).	Students' understanding of comparison and contrast supports this objective: 15, 69-98, 117, 125, 129-130, 143, 151, 159, 163-168 TG: 44-53
<b>Range of Reading and Complexity of Text</b>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and	Reading Trends provides a range of text types and reading levels across the units.

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poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	
<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.	Opportunities throughout. See for example, 17, 21, 25, 29, 39, 43, 81, 85, 89, 93, 111, 115, 119, 123, 145, 149, 153, 157
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	35-64, 65-66, 67-68, 129-132, 163-168 TG: 34-43
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.	99-128, 129-132, 163-168 TG: 54-63
<b>Craft and Structure</b>	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
6. Distinguish their own point of view from that of the author of a text.	
<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).	
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	99-128, 129-132, 163-168 TG: 54-63
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	
<b>Range of Reading and Level of Text Complexity</b>	

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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.	Reading Trends provides a range of text types and reading levels across the units.
<b>Reading Standards: Foundational Skills</b>	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multisyllable words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	12, 58, 76, 106, 140
<b>Writing Standards</b>	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> <li>• Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>• Provide reasons that support the opinion.</li> <li>• Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</li> </ul>	152

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<ul style="list-style-type: none"> <li>• Provide a concluding statement or section.</li> </ul>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>• Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, and details.</li> <li>• Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</li> <li>• Provide a concluding statement or section.</li> </ul>	<p>Writing a brief report 95</p> <p>Writing a short article 126</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>• Use temporal words and phrases to signal event order.</li> <li>• Provide a sense of closure.</li> </ul>	<p>Writing a new ending 16, 110</p>
<b>Production and Distribution of Writing</b>	
<p>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.)</p>	<p>Each writing activity supports this objective: 15, 24, 32, 46, 54, 62, 80, 88, 95, 110, 118, 144, 152, 160</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Each writing activity supports this objective: 15, 24, 32, 46, 54, 62, 80, 88, 95, 110, 118, 144, 152, 160</p>

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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>Research to Build Knowledge</b>	
7. Conduct short research projects that build knowledge about a topic.	
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
9. (Begins in grade 4)	
<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.	Each writing activity supports this objective: 15, 24, 32, 46, 54, 62, 80, 88, 95, 110, 118, 144, 152, 160
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> </ul>	6, 7, 8, 9, 12, 13, 17, 21, 25, 29, 35, 36, 37, 38, 39, 43, 47, 51, 55, 58, 59, 70, 72, 73, 76, 77, 81, 85, 89, 93, 99, 100, 101, 102, 103, 106, 107, 111, 115, 119, 123, 133, 134, 135, 136, 137, 140, 141, 145, 149, 153, 157

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<ul style="list-style-type: none"> <li>• Explain their own ideas and understanding in light of the discussion.</li> </ul>	
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.	35-64, 65-66, 67-68, 129-132, 163-168 TG: 34-43
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	The following matches provide opportunities to meet this objective: 9, 15, 17, 19, 20, 23, 25, 31, 39, 45, 47, 48, 53, 55, 61, 73, 79, 81, 87, 89, 95, 103, 109, 111, 117, 119, 125, 137, 143, 145, 151, 153, 159
<b>Presentation of Knowledge and Ideas</b>	
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.	
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.	
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use abstract nouns (e.g., <i>childhood</i>).</li> <li>• Form and use regular and irregular verbs.</li> <li>• Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>• Ensure subject-verb and</li> </ul>	The following matches provide opportunities to meet this objective: 15, 24, 32, 46, 54, 62, 80, 88, 95, 110, 118, 144, 152, 160

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<p>pronoun-antecedent agreement.*</p> <ul style="list-style-type: none"> <li>• Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• Use coordinating and subordinating conjunctions.</li> <li>• Produce simple, compound, and complex sentences.</li> </ul>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Capitalize appropriate words in titles.</li> <li>• Use commas in addresses.</li> <li>• Use commas and quotation marks in dialogue.</li> <li>• Form and use possessives.</li> <li>• 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>).</li> <li>• Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<p>The following matches provide opportunities to meet this objective: 15, 24, 32, 46, 54, 62, 80, 88, 95, 110, 118, 144, 152, 160</p>
<b>Knowledge of Language</b>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose words and phrases for effect.*</li> <li>• Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>	
<b>Vocabulary Acquisition and Use</b>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a</p>	

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<p>clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li>• 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>).</li> <li>• 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>).</li> <li>• Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	
<p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	
<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Vocabulary is highlighted in text and defined in sidebars in each selection.</p>

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Common Core State Standards for English Language Arts	Reading Trends, Level D
<b>Reading Standards for Literature</b>	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Making Inferences 5-18, 65-68, 109, 117, 129-130, 143, 159, 163-166 TG: 24-33
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	14, 22, 30, 44, 52, 55, 60, 65-66, 78, 86, 94, 108, 116, 124, 142, 150, 158
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).	55, 56, 79, 105
Craft and Structure	
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. 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.	
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
Integration of Knowledge and Ideas	
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.	
8. (Not applicable to literature)	
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.	The following matches support this objective: 55, 65-66
Range and Level of Text Complexity	
10. By the end of the year, read	Reading Trends provides a range of text types and reading levels

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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.	across the units.
<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.	17-34, 109, 117, 151, 159, 166-168 TG: 24-33
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	35-68, 129-132, 163-168 TG: 34-43
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.	The following matches provide opportunities to meet this objective: 17-24, 25-32, 34, 39-46, 47-54, 64, 67-68, 73-80, 81-88, 89-96, 97, 98, 103-110, 111-118, 119-126, 131-132, 145-152, 153-160, 161-162, 166-168
<b>Craft and Structure</b>	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	
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.	The following matches provide opportunities to meet this objective: 31, 45, 53, 69-98, 99-132, 151, 159, 163-168 TG: 44-63
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>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.	
8. Explain how an author uses reasons and evidence to support particular points in a text.	The following matches include opportunities to meet this objective:133-168 TG: 64-73

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9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Range of Reading and Level of Text Complexity	
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.	Reading Trends provides a range of text types and reading levels across the units.
<b>Reading Standards for Foundation Skills</b>	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	12, 58, 76, 106
<b>Writing Standards</b>	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support</li> </ul>	160

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<p>the writer's purpose.</p> <ul style="list-style-type: none"> <li>• Provide reasons that are supported by facts and details.</li> <li>• Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>• Provide a concluding statement or section related to the opinion presented.</li> </ul>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>• Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p>Writing a magazine article 126</p> <p>Writing a newspaper article 62, 144</p> <p>Writing a paragraph 46</p> <p>Writing a travel brochure 88</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and description to develop experiences and events or show the responses of characters to</li> </ul>	<p>Writing a story 16</p> <p>Writing a brief description 118</p>

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<p>situations.</p> <ul style="list-style-type: none"> <li>• Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	
<b>Production and Distribution of Writing</b>	
<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>	Each unit includes a writing task that provides the opportunity to meet this objective: 16, 24, 32, 46, 54, 62, 80, 88, 96, 110, 118, 126, 144, 152, 160
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	Each unit includes a writing task that provides the opportunity to meet this objective: 16, 24, 32, 46, 54, 62, 80, 88, 96, 110, 118, 126, 144, 152, 160
<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>	
<b>Research to Build Knowledge</b>	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	
<p>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.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>• Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on</li> </ul>	

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<b>Common Core State Standards for English Language Arts</b>	<b>Reading Trends, Level D</b>
<p>specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <ul style="list-style-type: none"> <li>Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ul>	
<p>Range of Writing</p> <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>Each unit includes a writing task that provides the opportunity to meet this objective: 16, 24, 32, 46, 54, 62, 80, 88, 96, 110, 118, 126, 144, 152, 160</p>
<b>Speaking and Listening Standards</b>	
<p>Comprehension and Collaboration</p> <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> <ul style="list-style-type: none"> <li>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.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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.</li> <li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>5, 6, 7, 8, 9, 12, 13, 17, 21, 25, 29, 35, 36, 37, 38, 39, 43, 47, 51, 55, 58, 59, 69, 70, 71, 72, 73, 76, 77, 81, 85, 89, 93, 99, 100, 101, 102, 103, 106, 107, 111, 115, 119, 123, 133, 134, 135, 136, 137, 140, 141, 145, 149, 153, 157</p>
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,</p>	

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quantitatively, and orally.	
3. Identify the reasons and evidence a speaker provides to support particular points.	
Presentation of Knowledge and Ideas	
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. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
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.	
<b>Language Standards</b>	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>• Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>• Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>• Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>• Form and use prepositional phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate</li> </ul>	Each unit includes a writing task that provides the opportunity to meet this objective: 16, 24, 32, 46, 54, 62, 80, 88, 96, 110, 118, 126, 144, 152, 160

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<p>fragments and run-ons.*</p> <ul style="list-style-type: none"> <li>• Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</li> </ul>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use correct capitalization.</li> <li>• Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>• Use a comma before a coordinating conjunction in a compound sentence.</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<p>Each unit includes a writing task that provides the opportunity to meet this objective: 16, 24, 32, 46, 54, 62, 80, 88, 96, 110, 118, 126, 144, 152, 160</p>
<b>Knowledge of Language</b>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose words and phrases to convey ideas precisely.*</li> <li>• Choose punctuation for effect.*</li> <li>• Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ul>	
<b>Vocabulary Acquisition and Use</b>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>• 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>).</li> <li>• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and</li> </ul>	

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<p>digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>Vocabulary is highlighted in text and defined in sidebars in each selection.</p>

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Common Core State Standards for English Language Arts	Reading Trends, Level E
<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.	The following matches provide opportunities to meet this objective: 5-17, 61, 65-66, 129-130, 143, 163-165 TG: 24-33
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.	55, 58-59
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).	69-98, 129-132, 159, 163-168 TG: 44-53
<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.	
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
6. Describe how a narrator's or speaker's point of view influences how events are described.	
<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).	
8. (Not applicable to literature)	
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
<b>Range 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.	Reading Trends provides a range of text types and reading levels across the units.

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Common Core State Standards for English Language Arts	Reading Trends, Level E
<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.	17-34, 53, 65-68, 87, 117, 131-132, 151, 166-168 TG: 24-33
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	35-68, 129-132, 163-168 TG: 34-43
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.	The following matches provide opportunities to meet this objective: 17-24, 25-32, 34, 39-46, 47-54, 64, 67-68, 81-88, 89-96, 98, 111-118, 119-126, 131-132, 145-152, 153-160, 161-162, 166-168
<b>Craft and Structure</b>	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	
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.	The following matches provide opportunities to meet this objective: Compare/Contrast: 69-98, 129-132, 159, 163-168 TG: 44-53 Cause/Effect: 99-128, 163-168 TG: 54-63
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
<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.	
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).	
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read	Reading Trends provides a range of text types and reading levels

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<b>Common Core State Standards for English Language Arts</b>	<b>Reading Trends, Level E</b>
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.	across the units.
<b>Reading Standards for Foundation Skills</b>	
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	12, 106, 140
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide logically ordered reasons that are supported by facts and details.</li> <li>• Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> <li>• Provide a concluding</li> </ul>	Writing a short speech 88, 160

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statement or section related to the opinion presented.	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p>Writing a brief report 32</p> <p>Writing a brief report 32</p> <p>Writing a travel brochure 24</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>• Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> </ul>	<p>Writing a story 16, 110, 144</p>

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Common Core State Standards for English Language Arts	Reading Trends, Level E
<ul style="list-style-type: none"> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	
<b>Production and Distribution of Writing</b>	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Each writing activity supports this objective: 15, 24, 32, 46, 54, 62, 80, 88, 95, 110, 118, 144, 152, 160
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.	Each writing activity supports this objective: 15, 24, 32, 46, 54, 62, 80, 88, 95, 110, 118, 144, 152, 160
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>Research to Build Knowledge</b>	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
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.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>• Apply <i>grade 5 Reading standards</i> 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]”).</li> <li>• Apply <i>grade 5 Reading</i></li> </ul>	

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Common Core State Standards for English Language Arts	Reading Trends, Level E
<p><i>standards</i> 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>Range of Writing</p> <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>Each writing activity meets this objective: 15, 24, 32, 46, 54, 62, 80, 88, 95, 110, 118, 144, 152, 160</p>
<p><b>Speaking and Listening Standards</b></p>	
<p>Comprehension and Collaboration</p> <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> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	<p>5, 6, 7, 8, 9, 12, 13, 17, 21, 25, 29, 35, 36, 37, 38, 39, 43, 47, 51, 55, 58, 59, 69, 70, 71, 72, 73, 76, 77, 81, 85, 89, 93, 99, 100, 101, 102, 103, 106, 107, 111, 115, 119, 123, 133, 134, 135, 136, 137, 140, 141, 145, 149, 153, 157</p>
<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Summarizing activities provide opportunities to meet this objective: 14, 22, 30, 44, 52, 60, 78, 87, 94, 108, 116, 124, 142, 150, 158</p>
<p>3. Summarize the points a speaker</p>	

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makes and explain how each claim is supported by reasons and evidence.	
<b>Presentation of Knowledge and Ideas</b>	
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.	
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>• Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>• Use verb tense to convey various times, sequences, states, and conditions.</li> <li>• Recognize and correct inappropriate shifts in verb tense.*</li> <li>• Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul>	Each writing activity supports this objective: 15, 24, 32, 46, 54, 62, 80, 88, 95, 110, 118, 144, 152, 160
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• Use punctuation to separate items in a series.*</li> <li>• Use a comma to separate an introductory element from</li> </ul>	Each writing activity supports this objective: 15, 24, 32, 46, 54, 62, 80, 88, 95, 110, 118, 144, 152, 160

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<p>the rest of the sentence.</p> <ul style="list-style-type: none"> <li>• 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>).</li> <li>• Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	
<b>Knowledge of Language</b>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>• Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</li> </ul>	
<b>Vocabulary Acquisition and Use</b>	
<p>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.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</li> <li>• 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.</li> </ul>	
<p>5. Demonstrate understanding of figurative language, word</p>	

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<p>relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figurative language, including similes and metaphors, in context.</li> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>Vocabulary is highlighted in text and defined in sidebars in each selection.</p>