



Okapi
Educational Publishing



Explorations[®]

Explorations Correlation to
Common Core State Standards

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

KINDERGARTEN		
Code	Standard	Where Taught
READING: INFORMATIONAL TEXT		
Key Ideas and Details		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	<p>All Lesson Plans: Throughout the Lesson Plan of each text, there are question prompts to encourage discussion about the key details of the text in the “Before Reading,” “During Reading,” and “After Reading” sections. Specifically addressed in:</p> <p>1/A: <i>My Toys, Stripes</i></p> <p>3/C: <i>Water Moves</i></p> <p>5/D: <i>One Step, Two Steps</i></p> <p>Additional support can be found in:</p> <p>2/B: <i>In My Family (Interactive Digital Text)</i></p>
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	<p>All Lesson Plans: The “After Reading” section of each Lesson Plan contains multi-level questions prompting the student to retell key details and ask increasingly complex comprehension questions. The first question is literal, the second calls upon the child to make inferences and the last requires critical literacy. Specifically addressed in:</p> <p>1/A: <i>Playing Outside</i></p> <p>3/C: <i>Tails</i></p> <p>5/D: <i>Our Favorite Food</i></p> <p>Additional support can be found in:</p> <p>2/B: <i>In My Family (Interactive Digital Text)</i></p>
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>1/A: <i>Flowers</i></p> <p>3/C: <i>Leaves</i></p> <p>Additional support can be found in:</p> <p>2/B: <i>In My Family (Interactive Digital Text)</i></p>
Craft and Structure		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	<p>All Lesson Plans: Teachers support new and repeating vocabulary in the “Before Reading Vocabulary building” section of the Lesson Plan. During guided reading, teachers observe and support students when they come across unknown words in a text. Specifically addressed in:</p> <p>2/B: <i>We Go Shopping</i></p> <p>4/C: <i>Favorite Places</i></p> <p>5/D: <i>Ice and Snow</i></p> <p>Additional support can be found in:</p> <p>2/B: <i>In My Family (Interactive Digital Text)</i></p>

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RI.K.5	Identify the front cover, back cover, and title page of a text.	Can be done with each text. Specifically addressed in: <i>2/B: At the Aquarium</i> <i>4/C: Pets</i> <i>5/D: Hurry Up</i> Additional support can be found in: <i>2/B: In My Family (Interactive Digital Text)</i>
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Can be done with each text. Specifically addressed in: <i>2/B: Soft and Hard</i> <i>4/C: When I Was Sick</i> Additional support can be found in: <i>2/B: In My Family (Interactive Digital Text)</i>
Integration of Knowledge and Ideas		
RI.K.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).	All Lesson Plans: Throughout the Lesson Plan and specifically in the “After Reading Assessing comprehension” section of each text, there are question prompts about the text, photos, and nonfiction elements to encourage discussion about the relationship of pictures and text. Specifically addressed in: <i>3/C: Big Brother</i> <i>4/C: Using Rocks</i> Additional support can be found in: <i>2/B: In My Family (Interactive Digital Text)</i>
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	<i>2/B: In My Family</i>
RI.K.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).	Though not explicitly taught or referenced in the lesson plans, teachers can use the texts to address this standard.
Range of Reading and Level of Text Complexity		
RI.K.10	Actively engage in group reading activities with purpose and understanding.	All Lesson Plans: Explorations informational texts are carefully leveled and highly supportive of students as they learn to read and read to learn in small groups. In the “Returning to the Book” section of the Lesson Plan, teachers can choose a variety of activities for the students to participate in pairs and groups to continue developing fluency, vocabulary, and comprehension. Additional support can be found in: <i>2/B: In My Family (Interactive Digital Text)</i>
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		
RF.K.1	Demonstrate understanding of the organization and basic features of print.	Print concept behaviors to notice, support, and assess increase in complexity through the levels encouraging students to distinguish features of print. Additional support can be found in: <i>2/B: In My Family (Interactive Digital Text)</i>

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RF.K.1a	Follow words from left to right, top to bottom, and page by page.	Can be done with each text. Specifically addressed in: 3/C: Leaves Additional support can be found in: 2/B: In My Family (Interactive Digital Text)
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	Can be done with each text. Specifically addressed in: 1/A: My Toys Additional support can be found in: 2/B: In My Family (Interactive Digital Text)
RF.K.1c	Understand that words are separated by spaces in print.	Can be done with each text. Specifically addressed in: 1/A: Playing Outside 3/C: Water Moves Additional support can be found in: 2/B: In My Family (Interactive Digital Text)
RF.K.1d	Recognize and name all uppercase and lowercase letters of the alphabet.	Can be done with each text. Specifically addressed in: 1/A: Flowers 2/B: In My Family Additional support can be found in: 2/B: In My Family (Interactive Digital Text)
Phonological Awareness		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	All Lesson Plans: In the “Returning to the Book Word work” section of each Lesson Plan, Explorations teaches students how to read and understand spoken words, syllables, and phonemes. Additional support can be found in: 2/B: In My Family (Interactive Digital Text)
RF.K.2a	Recognize and produce rhyming words.	2/B: Soft and Hard 5/D: One Steps, Two Steps Additional support can be found in: 2/B: In My Family (Interactive Digital Text)
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	2/B: At the Aquarium 4/C: Favorite Places Additional support can be found in: 2/B: In My Family (Interactive Digital Text)
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	3/C: Big Brother Additional support can be found in: 2/B: In My Family (Interactive Digital Text)
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	See K.2-Additional support can be found in: 2/B: In My Family (Interactive Digital Text)

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RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	4/C: <i>Pets</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
Phonics and Word Recognition		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	All Lesson Plans: In the “Returning to the Book Word work & Exploring words” sections of each Lesson Plan Explorations teaches students how to read and understand spoken words, syllables, and phonemes. Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	Can be done with each text. Specifically addressed in: 2/B: <i>We Go Shopping</i> 4/C: <i>Using Rocks</i> 5/D: <i>Our Favorite Food</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard during lessons.
RF.K.3c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	All Lesson Plans: The high frequency words of each text can be found on the front cover of each Lesson Plan. Additional work is done in the “Before Reading: Vocabulary building” section and “Returning to the Book Work work & Exploring words.” Specifically addressed in: 1/A: <i>Stripes</i> 3/C: <i>Tails</i> 4/C: <i>When I Was Sick</i> 5/D: <i>Hurry Up</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	5/D: <i>Ice and Snow</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
Fluency		
RF.K.4	Read emergent-reader texts with purpose and understanding.	All Lesson Plans: Explorations has been carefully structured and leveled. The texts are highly supportive of students as they learn to read and read to learn. In the “Returning to the Book Fluency” section of each Lesson Plan, teachers provide multiple opportunities for the students to read and interact with the text again – with teacher support, with a partner, and independently. Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>

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Writing Standards		
<p>The different genres in nonfiction texts are wonderful models for children to use in their writing. Every nonfiction text is based on several choices about how to select and present information for the reader. When children write their own nonfiction texts they must make decisions about how to organize and present information in interesting ways. Each of the Explorations text can be used as a model for students to write similarly informational text pieces.</p>		
Text Types and Purposes		
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the text they are writing about and state an opinion or preference about the topic or text (e.g., <i>My favorite text is . . .</i>).	1/A: <i>My Toys</i> 3/C: <i>Big Brother</i> 4/C: <i>Favorite Places</i> 5/D: <i>Our Favorite Food</i>
W.K.2	Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.	1/A: <i>Flowers, Stripes</i> 2/B: <i>At the Aquarium, Soft and Hard</i> 3/C: <i>Leaves</i> 4/C: <i>Pets, Using Rocks</i> 5/D: <i>Ice and Snow</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	2/B: <i>We Go Shopping</i> 3/C: <i>Water Moves</i> 4/C: <i>When I Was Sick</i> 5/D: <i>One Step, Two Steps</i>
Production and Distribution of Writing		
W.K.4	(Begins in grade 3).	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	2/B: <i>In My Family</i> 5/D: <i>Hurry Up!</i>
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard during writing projects.
Research to Build and Present Knowledge		
W.K.7	Participate in shared research and writing projects.	Though not explicitly taught or referenced in the Explorations program, texts can be used in research and writing projects.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1/A: <i>Playing Outside</i> 3/C: <i>Tails</i>
W.K.9	(Begins in grade 4).	

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KINDERGARTEN		
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SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	All Lesson Plans: In the “Returning to the Book” section of each Lesson Plan, teachers provide multiple opportunities for the students to read and interact with the text again – with teacher support, with a partner, and independently. Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
SL.K.1a	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Can be done with each text. Specifically addressed in: 1/A: <i>My Toys</i> 2/B: <i>At the Aquarium</i> 4/C: <i>Pets</i> 5/D: <i>Ice and Snow</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
SL.K.1b	b. Continue a conversation through multiple exchanges.	Can be done with each text. Specifically addressed in: 1/A: <i>Playing Outside</i> 2/B: <i>Soft and Hard</i> 3/C: <i>Leaves</i> 4/C: <i>Using Rocks</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
SL.K.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.	All Lesson Plans: In small groups students discuss the text with the teacher and their peers. The students are encouraged to ask questions throughout the reading of the text. There is a “Sharing and presenting” section of each Lesson Plan as well. Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	All Lesson Plans: Throughout the Lesson Plan of each text, there are question prompts to encourage discussion about the text and encourage discussion in the, “Before Reading,” “During Reading,” and, “After Reading” sections. Specifically addressed in: 1/A: <i>Flowers</i> 3/C: <i>Big Brother</i> 4/C: <i>When I was Sick</i> 5/D: <i>Hurry Up</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
Presentation of Knowledge and Ideas		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	All Lesson Plans: In the “Returning to the Book,” section of the Lesson Plan students are asked to share a variety of thoughts regarding the text. In the

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		Sharing and Presenting section the students present their writing to partners or whole group. Specifically addressed in: 2/B: <i>We Go Shopping</i> 3/C: <i>Tails</i> 5/D: <i>One Step, Two Steps</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	All Lesson Plans: Students are encouraged to draw pictures and add visual elements to go along with their writing in the “Returning to the Book Writing” section of each Lesson Plan. Some of the Blackline Masters also ask students to draw pictures. Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	All Lesson Plans: Using complete sentences is modeled and encouraged throughout the program. Specifically addressed in: 1/A: <i>Stripes</i> 2/B: <i>In My Family</i> 3/C: <i>Water Moves</i> 4/C: <i>Favorite Places</i> 5/D: <i>Our Favorite Food</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
LANGUAGE STANDARDS		
Conventions of Standard English		
L.K.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	All Lesson Plans: Conventions of standard English standards can be taught, reinforced and assessed during activities in the “Writing” section of each Lesson Plan and some of the Black Line Masters. Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
L.K.1a	Print many uppercase and lowercase letters.	Each Lesson Plan has activities that can address this standard. Specifically addressed in: 1/A: <i>My Toys</i> 2/B: <i>We Go Shopping</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>

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L.K.1b	Use frequently occurring nouns and verbs.	Each Lesson Plan has activities that can address this standard. Specifically addressed in: 1/A: <i>Playing Outside</i> 2/B: <i>In My Family</i> 3/C: <i>Tails</i> 5/D: <i>Ice and Snow</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	Each Lesson Plan has activities that can address this standard. Specifically addressed in: 5/D: <i>Hurry Up!</i> 5/D: <i>One Step, Two Steps</i>
L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.K.1f	Produce and expand complete sentences in shared language activities.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.K.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	All Lesson Plans: Conventions of standard English standards can be taught, reinforced and assessed during activities in the “Writing” section of each Lesson Plan and some of the Black Line Masters. Specifically addressed in: 2/B: <i>In My Family</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
L.K.2a	Capitalize the first word in a sentence and the pronoun <i>I</i> .	Can be done with each text. Specifically addressed in: 1/A: <i>Flowers</i> 2/B: <i>At the Aquarium</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
L.K.2b	Recognize and name end punctuation.	Can be done with each text. Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Can be done with each text. Specifically addressed in: 4/C: <i>Pets, Using Rocks</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Can be done with each text. Specifically addressed in: 3/C: <i>Big Brother</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>

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Knowledge of Language		
L.K.3	(Begins in grade 2).	
Vocabulary Acquisition and Use		
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	All Lesson Plans: Explorations introduces new vocabulary words during each lesson in the “Before Reading” section. In the “Returning to the Book” section, students continue working on vocabulary skills.
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	Can be done with each text. Specifically addressed in: 3/C: <i>Leaves</i> 5/D: <i>Our Favorite Food</i>
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	4/C: <i>When I Was Sick</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	All Lesson Plans: In the “Returning to the Book” section, students continue working on vocabulary skills. Students also work on vocabulary words using Blackline Masters Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	1/A: <i>Stripes</i> Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	2/B: <i>Soft and Hard</i>
L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	3/C: <i>Water Moves</i> 4/C: <i>Favorite Places</i>
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard during lessons.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	All Lesson Plans: A range of follow-up activities are supplied to encourage children to reflect on the text, use new vocabulary, and consolidate reading skills in the “Returning to the Book” section and the blackline masters. Additional support can be found in: 2/B: <i>In My Family (Interactive Digital Text)</i>

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FIRST GRADE		
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READING: INFORMATIONAL TEXT		
Key Ideas and Details		
RI.1.1	Ask and answer questions about key details in a text.	<p>All Lesson Plans: Throughout the Lesson Plan of each text, there are question prompts to encourage discussion about the key details of the text in the “Before Reading,” “During Reading,” and “After Reading” sections. Specifically addressed in:</p> <p>6/D: <i>Dog School</i> 8/E: <i>Wheels</i> 11/G: <i>Kites</i> 12/G: <i>On the Weekend</i> 14/H: <i>At Lunchtime</i> 16/I: <i>Coral Reef Diary</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
RI.1.2	Identify the main topic and retell key details of a text.	<p>All Lesson Plans: The “After Reading” section of each Lesson Plan contains multi-level questions prompting the student to retell key details and ask increasingly complex comprehension questions. The first question is literal, the second calls upon the child to make inferences, and the last requires critical literacy. Specifically addressed in:</p> <p>6/D: <i>Rough and Smooth</i> 9/F: <i>A Present For Our Teacher</i> 11/G: <i>Deserts</i> 12/G: <i>Shadows and Shade</i> 13/H: <i>Going Swimming</i> 15/I: <i>Magnets</i> 17/J: <i>What am I? Weird and Wonderful Sea Animals</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>6/D: <i>Dangerous Plants</i> 7/E: <i>Seeds on the Move</i> 9/F: <i>Eyes</i> 10/F: <i>Old Cans and Cars, Amazing Plants</i> 11/G: <i>Classroom Animals</i> 12/G: <i>The Land Around Us</i> 15/I: <i>Amazing Sea Lizards</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>

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Craft and Structure		
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>All Lesson Plans: Teachers support new and repeating vocabulary in the “Before Reading Vocabulary building” section of the Lesson Plan. “During Reading,” teachers observe and support students when they come across unknown words in a text. Specifically addressed in: 7/E: <i>Our Market</i> 9/F: <i>Kitchen Garden</i> 11/G: <i>Animal Close-ups</i> 14/H: <i>A Day at the Market</i> 16/I: <i>Looking in Mirrors</i> 17/J: <i>Tunnels</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<p>All Lesson Plans: Throughout the Lesson Plan and specifically in the “After Reading Assessing comprehension” section of each text, there are question prompts about the nonfiction graphic elements such as photographs, diagrams, maps, indexes, and charts. Specifically addressed in: 7/E: <i>Wings</i> 10/F: <i>Using Color</i> 13/H: <i>Pushing and Pulling</i> 14/H: <i>The River</i> 16/I: <i>Shark Attack!</i> 17/J: <i>Silkworms</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p>All Lesson Plans: “During Reading,” children will use reading strategies to self-monitor and to integrate information to do with meaning, sentence structure, and graphic elements such as photographs, diagrams, maps, indexes and charts. Specifically addressed in: 7/E: <i>On the Playground</i> 10/F: <i>Saving Up</i> 13/H: <i>The Children’s Farm</i> 15/I: <i>Special Places at School</i> 16/I: <i>In the Treetops</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>

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FIRST GRADE		
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Integration of Knowledge and Ideas		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	<p>All Lesson Plans: Throughout the Lesson Plan and specifically in the “After Reading Assessing comprehension” section of each text, there are question prompts about the text, photos, and nonfiction elements to encourage discussion about the relationship of pictures and text.</p> <p>Specifically addressed in: 8/E: <i>After School</i> 13/H: <i>The Tree House</i> 15/I: <i>Mighty Mountains</i> 17/J: <i>We Made a Dragon</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
RI.1.8	Identify the reasons an author gives to support points in a text.	<p>6/D: <i>Stay Away</i> 8/E: <i>After the Storm</i> 9/F: <i>A Storm is Coming</i> 12/G: <i>Life Cycles</i> 14/H: <i>Mushrooms and Toadstools</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i></p>
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>8/E: <i>Food for Animals</i></p>
Range of Reading and Level of Text Complexity		
RI.1.10	With prompting and support read informational texts appropriately complex for Grade 1.	<p>All Lesson Plans: Explorations is a carefully structured and leveled informational text, guided reading, supplemental program. The texts are highly supportive of students as they learn to read and read to learn in small groups. Teachers support students with the grade appropriate text in the “Before Reading,” and “During Reading,” sections of the Lesson Plan through discussion of the text. In the “Returning to the Book” section of the Lesson Plan, teachers can choose a variety of activities for the students to participate in pairs and groups to continue developing fluency, vocabulary, and comprehension. Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

FIRST GRADE		
Code	Standard	Where Taught
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		
RF.1.1	Demonstrate understanding of the organization and basic features of print.	All Lesson Plans: Reading behaviors to notice, support, and assess increase in complexity through the levels encouraging students to distinguish features of print. Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	All Lesson Plans: Reading behaviors to notice, support, and assess increase in complexity through the levels encouraging students to distinguish features of a sentence. Specifically addressed in: 6/D: <i>Dog School</i> 8/E: <i>Wheels</i> 10/F: <i>Saving Up</i> 12/G: <i>Shadows and Shade</i> 16/I: <i>Looking in Mirrors</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
Phonological Awareness		
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	All Lesson Plans: In the “Returning to the Book Word Work” section of each Lesson Plan, Explorations teaches students how to read and understand spoken words, syllables, and phonemes.
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	All Lesson Plans: In the “Returning to the Book Word Work” section of each Lesson Plan, Explorations teaches students how to read and understand spoken words, syllables, and phonemes. Specifically addressed in: 8/E: <i>Food for Animals</i> 11/G: <i>Deserts</i> 14/H: <i>At Lunchtime</i> 16/I: <i>In the Treetops</i>
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	All Lesson Plans: In the “Returning to the Book Word Work” section of each Lesson Plan, Explorations teaches students how to read and understand spoken words, syllables, and phonemes. Can be done with each text. Specifically addressed in: 6/D: <i>Stay Away</i> 7/E: <i>On the Playground</i> 8/E: <i>After the Storm</i> 12/G: <i>On the Weekend</i> 14/H: <i>Mushrooms and Toadstools</i> 16/I: <i>Coral Reef Diary</i> Additional support can be found in:

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FIRST GRADE		
Code	Standard	Where Taught
		12/G: <i>The Land Around Us (Interactive Digital Text)</i>
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	7/E: <i>Seeds on the Move</i> 14/H: <i>The River</i> 17/J: <i>What am I? Weird and Wonderful Sea Animals</i>
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard during lessons.
Phonics and Word Recognition		
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	All Lesson Plans: In the “Returning to the Book Word Work” section of each Lesson Plan, Explorations teaches students how to read and understand spoken words, syllables, and phonemes.
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	7/E: <i>Wings</i> 13/H: <i>Going Swimming</i> 14/H: <i>A Day at the Market</i> 15/I: <i>Magnets</i>
RF.1.3b	Decode regularly spelled one-syllable words.	Can be done with each text. Specifically addressed in: 6/D: <i>Rough and Smooth</i> 9/F: <i>Eyes, Kitchen Garden</i> 12/G: <i>Life Cycles</i> 15/I: <i>Special Places at School</i> 16/I: <i>Shark Attack!</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	9/F: <i>A Present For Our Teacher</i> 10/F: <i>Amazing Plants</i> 13/H: <i>The Tree House</i>
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard during lessons.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard during lessons.
RF.1.3f	Read words with inflectional endings.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard during lessons.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	All Lesson Plans: The irregularly spelled words of each text can be found on the front cover of the Lesson Plan under key vocabulary. Additional work is done in the “Before Reading: Vocabulary building” section and “Returning to the Book Word work & Exploring words”.

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FIRST GRADE		
Code	Standard	Where Taught
Fluency		
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	<p>All Lesson Plans: The high frequency words of each text can be found on the front cover of the Lesson Plan. Additional work is done in the “Before Reading: Vocabulary building” section and “Returning to the Book Word work & Exploring words”. Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
RF.1.4a	Read on-level text with purpose and understanding.	<p>All Lesson Plans: Explorations has been carefully structured and leveled. The texts are highly supportive of students as they learn to read and read to learn. The front cover of the student texts detail what the student should accomplish when they are finished reading giving them purpose. Throughout the Lesson Plan, teacher-led discussions enable the student to demonstrate understanding. Specifically addressed in: 6/D: <i>Dangerous Plants</i> 9/F: <i>A Storm is Coming</i> 11/G: <i>Kites</i> 12/G: <i>The Land Around Us</i> 15/I: <i>Amazing Sea Lizards</i> 17/J: <i>We Made a Dragon</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>All Lesson Plans: In the “Returning to the Book Fluency” section, students practice their fluency skills. Fluency can be assessed as the teacher observes the child's reading of each text. Specifically addressed in: 7/E: <i>Our Market</i> 10/F: <i>Old Cans and Cars, Using Color</i> 13/H: <i>The Children’s Farm</i> 15/I: <i>Mighty Mountains</i> 17/J: <i>Tunnels</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>

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FIRST GRADE		
Code	Standard	Where Taught
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>All Lesson Plans: Teachers take note of behaviors observed and have students return to the text for specific teaching opportunities. Records of Reading Behavior (running records) are also available for some of the text for a more formal assessment. Specifically addressed in:</p> <p>8/E: <i>After School</i> 11/G: <i>Animal Close-ups</i> 11/G: <i>Classroom Animals</i> 13/H: <i>Pushing and Pulling</i> 17/J: <i>Silkworms</i></p> <p>Additional support can be found in:</p> <p>6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
WRITING STANDARDS		
The different genres in nonfiction texts are wonderful models for children to use in their writing. Every nonfiction text is based on several choices about how to select and present information for the reader. When children write their own nonfiction texts they must make decisions about how to organize and present information in interesting ways. Each of the Explorations text can be used as a model for students to write similar informational text pieces.		
Text Types and Purposes		
W.1.1	Write opinion pieces, in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<p>6/D: <i>Rough and Smooth</i> 8/E: <i>After School</i> 9/F: <i>A Storm is Coming</i> 12/G: <i>The Land Around Us</i> 15/I: <i>Special Places at School</i> 17/J: <i>Tunnels</i></p>
W.1.2	Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<p>6/D: <i>Stay Away</i> 7/E: <i>Seeds on the Move</i> 8/E: <i>Wheels</i> 9/F: <i>Eyes, A Present for Our Teacher</i> 10/F: <i>Using Color</i> 12/G: <i>Shadows and Shade</i> 13/H: <i>The Tree House</i> 14/H: <i>A Day at the Market, The River</i> 15/I: <i>Mighty Mountains, Amazing Sea Lizards</i> 16/I: <i>Shark Attack!, In the Treetops</i> 17/J: <i>Silkworms</i></p> <p>Additional support can be found in:</p> <p>6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>

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FIRST GRADE		
Code	Standard	Where Taught
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	6/D: <i>Dog School</i> 7/E: <i>On the Playground, Our Market</i> 8/E: <i>After the Storm</i> 10/F: <i>Saving Up</i> 11/G: <i>Kites</i> 12/G: <i>On the Weekend</i> 13/H: <i>The Children's Farm, Going Swimming</i> 17/J: <i>We Made a Dragon</i>
Production and Distribution of Writing		
W.1.4	(Begins in Grade 3)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	6/D: <i>Dangerous Plants</i> 7/E: <i>Wings</i> 8/E: <i>After School, Food for Animals</i> 10/F: <i>Old Cans and Cars</i> 11/G: <i>Animal Close-ups</i> 12/G: <i>Life Cycles</i> 14/H: <i>Mushrooms and Toadstools</i> 17/J: <i>What am I? Weird and Wonderful Sea Animals</i>
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard during writing projects.
Research to Build and Present Knowledge		
W.1.7	Participate in shared research and writing projects (e.g., explore a number of —how-to texts on a given topic and use them to write a sequence of instructions).	14/H: <i>At Lunchtime</i>
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	9/F: <i>Kitchen Garden</i> 10/F: <i>Amazing Plants</i> 11/G: <i>Classroom Animals, Desserts</i> 13/H: <i>Pushing and Pulling</i> 15/I: <i>Magnets</i> 16/I: <i>Coral Reef Diary, Looking in Magnets</i>
W.1.9	(Begins in grade 4)	
Range of Writing		
W.1.10	(Begins in grade 3)	

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FIRST GRADE		
Code	Standard	Where Taught
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
SL.1.1	Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and larger groups.	<p>All Lesson Plans: In the “Returning to the Book” section of each Lesson Plan, teachers provide multiple opportunities for the students to read and interact with the text again – with teacher support, with a partner, and independently. Additional support can be found in:</p> <p>6/D: <i>Stay Away (Interactive Digital Text)</i></p> <p>12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<p>7/E: <i>Seeds on the Move</i></p> <p>10/F: <i>Amazing Plants</i></p> <p>11/G: <i>Desserts</i></p> <p>12/G: <i>On the Weekend</i></p> <p>14/H: <i>At Lunchtime</i></p> <p>16/I: <i>Coral Reef Diary</i></p> <p>Additional support can be found in:</p> <p>6/D: <i>Stay Away (Interactive Digital Text)</i></p> <p>12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	<p>All Lesson Plans: In small groups students discuss the text with the teacher and their peers. The students are encouraged to ask and answer questions throughout the reading of the text. Specifically addressed in:</p> <p>6/D: <i>Rough and Smooth</i></p> <p>10/F: <i>Saving Up</i></p> <p>11/G: <i>Kites</i></p> <p>12/G: <i>Shadow and Shade</i></p> <p>14/H: <i>A Day at the Market</i></p> <p>16/I: <i>Looking in Mirrors</i></p> <p>Additional support can be found in:</p> <p>6/D: <i>Stay Away (Interactive Digital Text)</i></p> <p>12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

FIRST GRADE		
Code	Standard	Where Taught
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	<p>All Lesson Plans: Throughout the Lesson Plan of each text, there are question prompts to encourage discussion about the text and encourage discussion in the, “Before Reading,” “During Reading,” and, “After Reading” sections. Specifically addressed in: 6/D: <i>Dangerous Plants, Dog School</i> 8/E: <i>Food for Animals, After the Storm</i> 9/F: <i>Kitchen Garden</i> 11/G: <i>Classroom Animals</i> 12/G: <i>The Land Around Us</i> 14/H: <i>Mushrooms and Toadstools</i> 16/I: <i>Shark Attack!</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>All Lesson Plans: During shared reading with Big Books or IWB software, students discuss their ideas and ask or answer questions to understand the text after text is read aloud. Specifically addressed in: 7/E: <i>Our Market</i> 10/F: <i>Using Color</i> 11/G: <i>Animal Close-ups</i> 12/G: <i>Life Cycles</i> 14/H: <i>The River</i> 16/I: <i>In the Treetops</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<p>All Lesson Plans: During shared reading with Big Books or IWB software, students discuss their ideas and ask or answer questions to understand the text after each text is read aloud. Specifically addressed in: 7/E: <i>Wings</i> 9/F: <i>Eyes</i> 10/F: <i>Old Cans and Cars</i> 13/H: <i>The Tree House</i> 15/I: <i>Special Places at School, Mighty Mountains</i> 17/J: <i>We Made a Dragon</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>

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FIRST GRADE		
Code	Standard	Where Taught
Presentation of Knowledge and Ideas		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p>All Lesson Plans: In the “Returning to the Book,” section of the Lesson Plan students are asked to share a variety of thoughts regarding the text. In the Sharing and Presenting section the students present their writing to partners or whole group. Specifically addressed in: 7/E: <i>On the Playground</i> 9 /F: <i>A Present For Our Teacher, A Storm is Coming</i> 13/H: <i>The Children's Farm</i> 15/I: <i>Amazing Sea Lizards</i> 17/J: <i>Tunnels</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<p>All Lesson Plans: Students are encouraged to draw pictures to go along with their writing in the “Returning to the Book Writing” section of each Lesson Plan. Some of the Blackline Masters also ask students to draw pictures. Specifically addressed in: 8/E: <i>After School, Wheels</i> 17/J: <i>Silkworms</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
SL.1.6	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 1 and 3 for specific expectations).	<p>All Lesson Plans: Using complete sentences is modeled and encouraged throughout the program. Specifically addressed in: 13/H: <i>Pushing and Pulling, Going Swimming</i> 15/I: <i>Might Mountains, Magnets</i> 17/I: <i>What Am I? Weird and Wonderful Sea Animals</i></p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>
LANGUAGE STANDARDS		
Conventions of Standard English		
L.1.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<p>All Lesson Plans: Conventions of standard English standards can be taught, reinforced and assessed during activities in the “Returning to the Book” section of each Lesson Plan and some of the Black Line Masters.</p> <p>Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>

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FIRST GRADE		
Code	Standard	Where Taught
L.1.1a	Print all uppercase and lowercase letters.	Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
L.1.1b	Use common, proper, and possessive nouns.	Each Lesson Plan has activities that can address this standard. Specifically addressed in: 9/F: <i>Dog School</i> 6/D: <i>A Present for our Teacher</i> 12/G: <i>On the Weekend</i> 15/I: <i>Amazing Sea Lizards</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	8/E: <i>After the Storm</i> 12/G: <i>Life Cycles</i> 17/J: <i>Silkworms</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i>
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	6/D: <i>Rough and Smooth</i> 11/G: <i>Animal Close-ups</i>
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	10/F: <i>Amazing Plants</i> 13/H: <i>The Tree House</i>
L.1.1f	Use frequently occurring adjectives.	6/D: <i>Dangerous Plants</i> 12/G: <i>Shadow and Shade</i> 14/H: <i>A Day and the Market</i> 15/I: <i>Mighty Mountains</i>
L.1.1g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	7/E: <i>Our Market</i> 9/F: <i>Eyes</i> 12/G: <i>The Land Around Us</i> 14/H: <i>Mushrooms and Toadstools</i>
L.1.1h	Use determiners (e.g., articles, demonstratives).	Can be done with each text. Specifically addressed in: 7/E: <i>Wings</i> 9/F: <i>Kitchen Gardens</i> 16/I: <i>Looking in Mirrors</i> Additional support can be found in: 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
L.1.1i	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	7/E: <i>On the Playground</i> 14/H: <i>The River</i> 17/J: <i>We Made a Dragon</i>

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FIRST GRADE		
Code	Standard	Where Taught
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Can be done with each text. Specifically addressed in: 9/F: <i>A Storm is Coming</i> 10/F: <i>Using Color</i> 13/H: <i>The Children's Farm</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
L.1.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	All Lesson Plans: Conventions of standard English standards can be taught, reinforced and assessed during activities in the “Returning to the Book” section of each Lesson Plan and some of the Black Line Masters. Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
L.1.2a	Capitalize dates and names of people.	14/H: <i>At Lunchtime</i>
L.1.2b	Use end punctuation for sentences.	Can be done with each text. Specifically addressed in: 7/E: <i>Seeds on the Move</i> 11/G: <i>Deserts</i> 13/H: <i>Pushing and Pulling</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
L.1.2c	Use commas in dates and to separate single words in a series.	16/I: <i>Coral Reef Diary</i>
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Can be done with each text. Specifically addressed in: 10/F: <i>Old Cans and Cars</i> 13/H: <i>Going Swimming</i> 17/J: <i>Tunnels</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Can be done with each text. Specifically addressed in: 8/E: <i>After School</i> 11/G: <i>Classroom Animals</i> 15/I: <i>Magnets</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>

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FIRST GRADE		
Code	Standard	Where Taught
KNOWLEDGE OF LANGUAGE		
L.1.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		
L.1.4	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.	All Lesson Plans: Explorations introduces new vocabulary words during each lesson in the “Before Reading” section. In the “Returning to the Book” section, students continue working on vocabulary skills.
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	All Lesson Plans: Throughout the Lesson Plan of each text, there are question prompts encouraging children to integrate visual, phonological, syntactic and semantic cues and thereby become strategic readers. Specifically addressed in: 8/E: <i>Wheels</i> 11/G: <i>Kites</i> 16/I: <i>Shark Attack!</i> 17/J: <i>What am I? Weird and Wonderful Sea Animals</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	15/I: <i>Special Places at School</i> 16/I: <i>In the Treetops</i>
L.1.4c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	10/F: <i>Saving Up</i> 12/G: <i>The Land Around Us (Interactive Digital Text)</i>
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	All Lesson Plans: In the “Returning to the Book” section, students continue working on vocabulary skills. Students also work on vocabulary words using Blackline Masters.
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	8/E: <i>Food for Animals</i> Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i>
L.1.5b	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).	Additional support can be found in: 6/D: <i>Stay Away (Interactive Digital Text)</i>
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Each Lesson Plan has activities that can address this standard.
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Each Lesson Plan has activities that can address this standard.

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

FIRST GRADE		
Code	Standard	Where Taught
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	<p>All Lesson Plans: A range of follow-up activities are supplied to encourage children to reflect on the text, use new vocabulary, and consolidate reading skills in the “Returning to the Book” section and the blackline masters. Additional support can be found in:</p> <p>6/D: <i>Stay Away (Interactive Digital Text)</i></p> <p>12/G: <i>The Land Around Us (Interactive Digital Text)</i></p>

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

GRADE 2		
Code	Standard	Where Taught
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
RI.2.1	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.	<p>All Lesson Plans: Throughout the Lesson Plan of each text, there are question prompts to encourage discussion about the key details of the text in the “Before Reading,” “During Reading,” and “After Reading” sections. Specifically addressed in:</p> <p>18/J: <i>Frog Alert</i> 19/K: <i>How Spiders Catch Their Food</i> 20/K: <i>The Port</i> 21/L: <i>Amazing Lifetimes</i> 23/M: <i>Things People Make</i> 24/M: <i>By Land, Sea and Air</i></p> <p>Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<p>All Lesson Plans: Throughout the Lesson Plan of each text, there are question prompts to encourage discussion about the key details of the multi-paragraph text. Specifically addressed in:</p> <p>18/J: <i>Star Gazing</i> 20/K: <i>Frog Bog</i> 22/L: <i>Animal Champions</i> 23/M: <i>Monster Machines</i></p> <p>Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p>18/J: <i>Let’s Party</i> 23/M: <i>Summer in Antarctica</i> 24/M: <i>Some Things Keep Changing</i></p> <p>Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>
Craft and Structure		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>Grade 2 topic or subject area</i> .	<p>All Lesson Plans: Teachers support new and repeating vocabulary in the “Before Reading Vocabulary building” section of the Lesson Plan. “During Reading,” teachers observe and support students when they come across unknown words in a text. Specifically addressed in:</p> <p>19/K: <i>Now I am Eight</i> 20/K: <i>Looking After Eggs</i> 22/L: <i>Robots</i></p> <p>Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

GRADE 2		
Code	Standard	Where Taught
RI.2.5	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.	<p>All Lesson Plans: Throughout the Lesson Plan of each text, there are question prompts encouraging children to integrate visual, phonological, syntactic and semantic cues and thereby become strategic readers. Specifically addressed in:</p> <p>18/J: <i>Killer Plants</i></p> <p>21/L: <i>Bridges</i></p> <p>22/L: <i>Fixing Things</i></p> <p>24/M: <i>Animals of the African Grasslands</i></p> <p>Additional support can be found in:</p> <p>19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p>All Lesson Plans: Throughout the Lesson Plan of each text, there are question prompts to encourage discussion about the key details of the text in the “Before Reading,” “During Reading,” and “After Reading” sections. Specifically addressed in:</p> <p>21/L: <i>Moving Home</i></p> <p>24/M: <i>Side by Side</i></p> <p>Additional support can be found in:</p> <p>19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>
Integration of Knowledge and Ideas		
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>All Lesson Plans: Throughout the Lesson Plan of each text, there are question prompts about the text, photos, and nonfiction elements to encourage discussion about the key details of the text. Specifically addressed in:</p> <p>19/K: <i>How Do Plants Grow Here, Making Work Easy</i></p> <p>22/L: <i>Weather</i></p> <p>23/M: <i>Erosion: The Changing Shape of the Land</i></p> <p>Additional support can be found in:</p> <p>19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>
RI.2.8	Describe how reasons support specific points the author makes in a text.	<p>20/K: <i>Saving the Rainforests</i></p> <p>21/L: <i>Saving the Oceans</i></p> <p>Additional support can be found in:</p> <p>19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	Though not explicitly taught or referenced in the lesson plans, teachers can use the texts to address this standard.

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

GRADE 2		
Code	Standard	Where Taught
Range of Reading and Level of Text Complexity		
RI.2.10	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.	All Lesson Plans: Explorations is a carefully structured and leveled informational text, guided reading, supplemental program. The texts are highly supportive of students as they learn to read and read to learn in small groups. Teachers support students with the grade appropriate text in the “Before Reading,” and “During Reading,” sections of the Lesson Plan through discussion of the text. In the “Returning to the Book” section of the Lesson Plan, teachers can choose a variety of activities for the students to participate in pairs and groups to continue developing fluency, vocabulary, and comprehension. Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
READING STANDARDS FOUNDATIONAL SKILLS		
Phonics and Word Recognition		
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	All Lesson Plans: Reading behaviors to notice, support, and assess increase in complexity through the levels encouraging students to distinguish features of print. Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	18/J: <i>Frog Alert</i> 19/K: <i>How Do Plants Grow Here</i> 21/L: <i>Saving the Oceans</i>
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	18/J: <i>Let’s Party</i> 19/K: <i>Making Work Easy</i> 22/L: <i>Animal Champions</i> 24/M: <i>Side by Side</i>
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	Can be done with each text. Specifically addressed in: 20/K: <i>Saving the Rainforests</i> 22/L: <i>Weather</i> 24/M: <i>By Land, Sea and Air</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
RF.2.3d	Decode words with common prefixes and suffixes.	18/J: <i>Star Gazing</i> 21/L: <i>Amazing Lifetimes</i> 23/M: <i>Erosion: The Changing Shape of the Land, Summer in Antarctica</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	20/K: <i>The Port</i> 22/L: <i>Robots</i>

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GRADE 2		
Code	Standard	Where Taught
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	Can be done with each text. Specifically addressed in: 19/K: <i>How Spiders Catch Their Food</i> 20/K: <i>Frog Bog</i> 22/L: <i>Fixing Things</i> 24/M: <i>Some Things Keep Changing</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	All Lesson Plans: The high frequency words of each text can be found on the front cover of the Lesson Plan. Additional work is done in the “Before Reading: Vocabulary building” section and “Returning to the Book Work work & Exploring words.” Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
RF.2.4a	Read on-level text with purpose and understanding.	Can be done with each text. Specifically addressed in: 18/J: <i>Killer Plants</i> 20/K: <i>Looking After Eggs</i> 23/M: <i>Things People Make</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	All Lesson Plans: In the “Returning to the Book Fluency” section, students practice their fluency skills. Fluency can be assessed as the teacher observes the child's reading of each text. Specifically addressed in: 21/L: <i>Bridges</i> 23/M: <i>Monster Machines</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	All Lesson Plans: Teachers take note of behaviors observed and have students return to the text for specific teaching opportunities in the “During Reading” section of the Lesson Plan. Specifically addressed in: 19/K: <i>Now I Am Eight</i> 21/L: <i>Moving Home</i> 24/M: <i>Animals of the African Grasslands</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

GRADE 2		
Code	Standard	Where Taught
WRITING STANDARDS		
The different genres in nonfiction texts are wonderful models for children to use in their writing. Every nonfiction text is based on several choices about how to select and present information for the reader. When children write their own nonfiction texts they must make decisions about how to organize and present information in interesting ways. Each of the Explorations text can be used as a model for students to write similar informational text pieces.		
Text Types and Purposes		
W.2.1	Write opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	18/J: <i>Frog Alert</i> 20/K: <i>Frog Bog, Saving the Rainforest</i> 21/L: <i>Moving Home, Saving the Oceans</i>
W.2.2	Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	18/J: <i>Let's Party, Killer Plants</i> 19/K: <i>How Do Plants Grow Here, How Spiders Catch Their Food, Making Work Easy</i> 20/K: <i>The Port</i> 21/L: <i>Bridges</i> 22/L: <i>Animal Champions, Weather</i> 23/M: <i>Monster Machines, Erosion: The Changing Shape of the Land</i> 24/M: <i>Side by Side</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
W.2.3	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.	18/J: <i>Star Gazing</i> 19/K: <i>Now I am Eight</i> 22/L: <i>Robots</i>
Production and Distribution of Writing		
W.2.4	(Begins in grade 3).	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	23/M: <i>Things People Make</i>
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	20/K: <i>Looking After Eggs</i> 22/L: <i>Fixing Things</i>
Research to Build and Present Knowledge		
W.2.7	Participate in shared research and writing projects (e.g., read a number of texts on a single topic to produce a report; record science observations).	21/L: <i>Amazing Lifetimes</i> 23/M: <i>Summer in Antarctica</i> 24/M: <i>Animals of the African Grasslands, By Land, Sea and Air</i>
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	24/M: <i>Some Things Keep Changing</i>
W.2.9	Begins in grade 4).	

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GRADE 2		
Code	Standard	Where Taught
Range of Writing		
W.2.10	(Begins in grade 3).	
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
SL.2.1	Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.	All Lesson Plans: In the “Returning to the Book” section of each Lesson Plan, teachers provide multiple opportunities for the students to read and interact with the text again – with teacher support, with a partner, and independently. Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
SL.2.1a	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).	See 2.1- Specifically addressed in: 18/J: <i>Frog Alert</i> 20/K: <i>Saving the Rainforests</i> 21/L: <i>Amazing Lifetimes</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.	Can be done with each text. Specifically addressed in: 18/J: <i>Star Gazing</i> 19/K: <i>How Spiders Catch Their Food</i> 22/L: <i>Animal Champions</i> 23/M: <i>Monster Machines</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	All Lesson Plans: In small groups students discuss the text with the teacher and their peers. The students are encouraged to ask questions throughout the reading of the text. Specifically addressed in: 18/J: <i>Let’s Party</i> 20/K: <i>Frog Bog</i> 21/L: <i>Moving Home</i> 24/M: <i>Animals of the African Grasslands</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	All Lesson Plans: During shared reading with Big Books or IWB software, students discuss their ideas and ask or answer questions to understand the text after each text is read aloud. Specifically addressed in: 18/J: <i>Killer Plants</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>

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GRADE 2		
Code	Standard	Where Taught
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p>All Lesson Plans: During shared reading with Big Books or IWB software, students discuss their ideas and ask or answer questions to understand the text after each text is read aloud. Specifically addressed in:</p> <p>19/K: <i>Now I Am Eight</i> 20/K: <i>Looking After Eggs</i> 22/L: <i>Robots</i> 23/M: <i>Erosion: The Changing Shape of the Land</i> 24/M: <i>By Land, Sea and Air</i></p> <p>Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>
Presentation of Knowledge and Ideas		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>All Lesson Plans: In the “Returning to the Book,” section of the Lesson Plan students are asked to share a variety of thoughts regarding the text. In the Sharing and Presenting section the students present their writing to partners or whole group. Specifically addressed in:</p> <p>19/K: <i>How Do Plants Grow Here?</i> 21/L: <i>Bridges</i> 22/L: <i>Fixing Things</i> 24/M: <i>Some Things Keep Changing</i></p> <p>Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<p>All Lesson Plans: Students are encouraged to draw pictures to go along with their writing in the “Returning to the Book Writing” section of each Lesson Plan. Some of the Blackline Masters also ask students to draw pictures. Specifically addressed in:</p> <p>20/K: <i>The Port</i> 22/L: <i>Weather</i> 23/M: <i>Summer in Antarctica</i></p> <p>Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.)	<p>All Lesson Plans: Using complete sentences is modeled and encouraged throughout the program. Specifically addressed in:</p> <p>19/K: <i>Making Work Easy</i> 21/L: <i>Saving the Oceans</i> 23/M: <i>Things People Make</i> 24/M: <i>Side by Side</i></p> <p>Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

GRADE 2		
Code	Standard	Where Taught
LANGUAGE STANDARDS		
Conventions of Standard English		
L.2.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	All Lesson Plans: Conventions of standard English standards can be taught, reinforced and assessed during activities in the “Returning to the Book” section of each Lesson Plan and some of the Black Line Masters. Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
L.2.1a	Use collective nouns (e.g., <i>group</i>).	24/M: <i>Animals of the African Grasslands, Side by Side</i>
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	19/K: <i>Now I am Eight</i> 20/K: <i>Saving the Rainforests</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
L.2.1c	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	22/L: <i>Robots</i>
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	20/K: <i>Frog Bog</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.2.1f	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>).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.2.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	All Lesson Plans: Conventions of standard English standards can be taught, reinforced and assessed during activities in the “Writing” section of each Lesson Plan and some of the Black Line Masters. Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
L.2.2a	Capitalize holidays, product names, and geographic names.	18/J: <i>Star Gazing</i> 21/L: <i>Bridges</i>
L.2.2b	Use commas in greetings and closings of letters.	18/J: <i>Let’s Party</i>
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	18/J: <i>Frog Alert</i> 19/K: <i>How Spiders Catch Their Food</i> 24/M: <i>Some Things Keep Changing</i>
L.2.2d	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	See 2.2- Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.

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GRADE 2		
Code	Standard	Where Taught
KNOWLEDGE OF LANGUAGE		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	All Lesson Plans: Conventions of standard English standards can be taught, reinforced and assessed during activities in the “Writing” section of each Lesson Plan and some of the Black Line Masters.
L.2.3a	Compare formal and informal uses of English.	N/A
Vocabulary Acquisition and Use		
L.2.4	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.	All Lesson Plans: In the “Returning to the Book,” section of the Lesson Plan students are asked to share a variety of thoughts regarding the text. In the Sharing and Presenting section the students present their writing to partners or whole group. Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	19/K: <i>How Do Plants Grow Here</i> 21/L: <i>Moving Home</i> 22/L: <i>Weather</i> 23/M: <i>Things People Make</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
L.2.4b	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>).	20/K: <i>The Port</i> 21/L: <i>Saving the Oceans</i> 24/M: <i>By Land, Sea and Air</i>
L.2.4c	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>).	21/L: <i>Amazing Lifetimes</i> Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i>
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words.	18/J: <i>Killer Plants</i> 19/K: <i>Making Work Easy</i> 22/L: <i>Fixing Things</i> 23/M: <i>Monster Machines</i>
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	20/K: <i>Looking After Eggs</i>
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	All Lesson Plans: Explorations introduces new vocabulary words during each lesson in the “Before Reading” section. In the “Returning to the Book” section, students continue working on vocabulary skills.
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.2.5b	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>).	22/L: <i>Animal Champions</i> 23/M: <i>Summer in Antarctica, Erosion: The Changing Shape of the Land</i>

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GRADE 2		
Code	Standard	Where Taught
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	<p>All Lesson Plans: A range of follow-up activities is supplied to encourage children to reflect on the text, use new vocabulary, and consolidate reading skills in the “Returning to the Book” section and Blackline Masters.</p> <p>Additional support can be found in: 19/K: <i>How Spiders Catch Their Food (Interactive Digital Text)</i></p>

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

GRADE 3		
Code	Standard	Where Taught
READING: INFORMATIONAL TEXT		
Key Ideas and Details		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>All Lesson Plans: Questions to encourage comprehension are provided for each lesson. From the list, teachers can select those questions most appropriate to their students. The questions are grouped to help teachers determine the nature of student comprehension. The variety of follow-up activities provided for each lesson encourages students to respond to the text and synthesize information. Black line masters support these activities. Specifically addressed in :</p> <p>22-28/L-M: <i>About Animals, Our Bodies</i> 30/N: <i>Hand in Hand, Looking After Our World</i> 34/O: <i>Animal Lifetimes, Then and Now</i></p> <p>Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>All Lesson Plans: Questions to encourage comprehension are provided for each lesson. From the list, teachers can select those questions most appropriate to their students. The questions are grouped to help teachers determine the nature of student comprehension. The variety of follow-up activities provided for each lesson encourages students to respond to the text and synthesize information. Black line masters support these activities. Specifically addressed in:</p> <p>22-28/L-M: <i>Families</i> 30/N: <i>The Coral Reef, Looking After Our World</i></p> <p>Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>
RI.3.3	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 and effect.	<p>34/O: <i>Then and Now, Pedal Power</i></p> <p>Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>
Craft and Structure		
RI.3.4	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> .	<p>All Lesson Plans: Each text has a Glossary section. Glossary words are bolded the first time they appear in each chapter of the students' readers. Blackline masters are provided for word work. Specifically addressed in:</p> <p>22-28/L-M: <i>The Weather Today</i> 30/N: <i>Caring for Animals, The Coral Reef</i> 34/O: <i>Then and Now, Pedal Power, Tell Me a Story</i></p>

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GRADE 3		
Code	Standard	Where Taught
		Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	All Lesson Plans: Students are asked to reference text features in the comprehension section of each Lesson Plan. Digital anchor texts and transparency go into more detail. Specifically addressed in: 22-28/L-M: <i>About Animals</i> 30/N: <i>Hand in Hand, Caring for Animals</i> 34/O: <i>Animal Lifetimes</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
RI.3.6	Distinguish their own point of view from that of the author of a text.	30/N: <i>Caring for Animals</i> Additional support can be found in: 30/N: <i>Do We Need Aquariums</i> (Digital anchor text)
Integration of Knowledge and Ideas		
RI.3.7	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).	All Lesson Plans: “Comprehension questions to ask” section after each chapter is read focuses on “Literal,” “Main idea,” and “Supporting details,” asking students to reference supporting text and text features. “Follow-up activities” at the end of Lesson Plan. Specifically addressed in: 22-28/L-M: <i>About Animals, Families, Our Bodies, The Weather Today</i> 30/N: <i>The Coral Reef, Hand in Hand, Looking After Our World</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).	All Lesson Plans: Students to continue to synthesize the information looking for connections throughout the text. Specifically addressed in: 22-28/L-M: <i>Our Bodies, The Weather Today</i> 34/O: <i>Pedal Power, Tell Me a Story</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	22-28/L-M: <i>Families</i> 34/O: <i>Animal Lifetimes, Tell Me a Story</i>

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GRADE 3		
Code	Standard	Where Taught
Range of Reading and Level of Text Complexity		
RI.3.10	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.	<p>All Lesson Plans: Explorations focuses on science and social studies topics increasing in complexity throughout the grade levels. The reading level of students can be assessed using Assessment Kits.</p> <p>Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<p>All Lesson Plans: Explorations has been carefully structured and leveled. The texts are highly supportive of students as they learn to read and read to learn.</p> <p>Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	<p>30/N: <i>Caring for Animals</i> 34/O: <i>Pedal Power</i></p>
RF.3.3b	Decode words with common Latin suffixes.	N/A
RF.3.3c	Decode multi-syllable words.	<p>All Lesson Plans—Specifically addressed in: 22-28/L-M: <i>About Animals</i> 30/N: <i>The Coral Reef</i> 34/O: <i>Tell Me a Story</i></p> <p>Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>
RF.3.3d	Read grade-appropriate irregularly spelled words.	<p>All Lesson Plans—Specifically addressed in: 22-28/L-M: <i>Families</i> 30/N: <i>Hand in Hand</i></p> <p>Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>

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GRADE 3		
Code	Standard	Where Taught
Fluency		
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	All Lesson Plans: Fluency can be assessed as the teacher observes the child's reading of each text. Formal assessment of reading fluency is contained in the assessment kit. Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
RF.3.4a	Read on-level text with purpose and understanding.	All Lesson Plans —Specifically addressed in: 22-28/L-M: <i>Our Bodies</i> 34/O: <i>Animal Lifetimes</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	All Lesson Plans —Specifically addressed in: 22-28/L-M: <i>The Weather Today</i> 30/N: <i>Looking After Our World</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	All Lesson Plans —Specifically addressed in: 34/O: <i>Then and Now</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)

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GRADE 3		
Code	Standard	Where Taught
WRITING STANDARDS		
The different genres in nonfiction texts are wonderful models for children to use in their writing. Every nonfiction text is based on several choices about how to select and present information for the reader. When children write their own nonfiction texts they must make decisions about how to organize and present information in interesting ways. Each of the Explorations text can be used as a model for students to write similarly informational text pieces.		
Text Types and Purposes		
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	“Task cards” located on the back of the Lesson Plans present several different activities, including writing, for the students to complete. Digital anchor texts and accompanying blackline masters explicitly teach and assess the students’ ability to write in a variety of nonfiction genres. Explorations Assessment also assesses students’ ability to write nonfiction. Additional support can be found in: 30/N: Do We Need Aquariums (Digital anchor text)
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	30/N: Caring for Animals 34/O: Pedal Power Additional support can be found in: 30/N: Do We Need Aquariums (Digital anchor text)
W.3.1b	Provide reasons that support the opinion.	See 3.1-Additional support can be found in: 30/N: Do We Need Aquariums (Digital anchor text)
W.3.1c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	See 3.1-Additional support can be found in: 30/N: Do We Need Aquariums (Digital anchor text)
W.3.1d	Provide a concluding statement or section.	See 3.1-Additional support can be found in: 30/N: Do We Need Aquariums (Digital anchor text)
W.3.2	Write informative or explanatory texts to examine a topic and convey ideas and information clearly.	“Task cards” located on the back of the Lesson Plans present several different activities, including writing, for the students to complete. Digital anchor texts and accompanying blackline masters explicitly teach and assess the students’ ability to write in a variety of nonfiction genres. Explorations Assessment also assesses students’ ability to write nonfiction. Additional support can be found in: 22-28/L-M: Death Valley (Digital anchor text) 30/N: Do We Need Aquariums (Digital anchor text) 34/O: Amazing Journeys (Digital anchor text)
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	22-28/L-M: About Animals, The Weather Today 34/O: Animal Lifetimes Additional support can be found in: 22-28/L-M: Death Valley (Digital anchor text) 30/N: Do We Need Aquariums (Digital anchor text) 34/O: Amazing Journeys (Digital anchor text)
W.3.2b	Develop the topic with facts, definitions, and details.	30/N: Hand in Hand Additional support can be found in:

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GRADE 3		
Code	Standard	Where Taught
		22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
W.3.2c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	See 3.2-Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
W.3.2d	Provide a concluding statement or section.	See 3.2-Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	“Task cards” located on the back of the Lesson Plans present several different activities, including writing, for the students to complete. Digital anchor texts and accompanying blackline masters explicitly teach and assess the student’s ability to write in a variety of nonfiction genres. Explorations Assessment also assesses student’s ability to write nonfiction. Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
W.3.3a	Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.	See 3.3-Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	See 3.3-Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
W.3.3c	Use temporal words and phrases to signal event order.	See 3.3-Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
W.3.3d	Provide a sense of closure.	See 3.3-Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)

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GRADE 3		
Code	Standard	Where Taught
Production and Distribution of Writing		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<p>All Lesson Plans—Specifically addressed in: 22-28/L-M: <i>Families</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p>34/O: <i>Then and Now</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>
W.3.6	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.	<p>22-28/L-M: <i>Our Bodies</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>
Research to Build and Present Knowledge		
W.3.7	Conduct short research projects that build knowledge about a topic.	30/N: <i>The Coral Reef, Looking After Our World</i>
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	34/O: <i>Tell Me a Story</i>
W.3.9	(Begins in grade 4)	
Range of Writing		
W.3.10	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.	<p>All Lesson Plans: Nonfiction writing is an integral part of <i>Explorations</i>. Every lesson has multiple opportunities for the student to practice writing short pieces that can be turned into longer assignments. Nonfiction writing is modeled and practiced in depth during the Digital anchor text lessons. Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)</p>

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GRADE 3		
Code	Standard	Where Taught
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
SL.3.1	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.	All Lesson Plans: During every section of Lesson Plan for the student text and during group work with the Digital anchor texts, students are asked to participate in discussions as a whole group, in a small group, with partners, and/or with the teacher. Teachers can model effective communication techniques and reinforce them throughout. Informal assessment occurs throughout the lesson and during Sharing and Presenting time. Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
SL.3.1a	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.	See SL.3.1—Specifically addressed in: 34/O: <i>Pedal Power</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
SL.3.1b	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).	See SL.3.1—Specifically addressed in: 34/O: <i>Tell Me a Story</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	See SL.3.1—Specifically addressed in: 22-28/L-M: <i>About Animals</i> 34/O: <i>Then and Now</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	See SL.3.1—Specifically 22-28/L-M: <i>Families</i> 34/O: <i>Animal Lifetimes</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)

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Code	Standard	Where Taught
SL.3.2	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.	See SL.3.1—Specifically addressed in: 30/N: <i>Looking After Our World</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	See SL.3.1—Specifically addressed in: 22-28/L-M: <i>Our Bodies</i> 30/N: <i>Caring for Animals</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
Presentation of Knowledge and Ideas		
SL.3.4	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.	Using the “Task cards” on the back of the Lesson Plans, teachers can instruct students to present their projects to the whole class. Specifically addressed in: 30/N: <i>Hand in Hand</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
SL.3.5	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.	Using the “Task cards” on the back of the Lesson Plans, teachers can have students create recordings of their completed projects. Specifically addressed in: 30/N: <i>The Coral Reef</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)	22-28/L-M: <i>The Weather Today</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)

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GRADE 3		
Code	Standard	Where Taught
LANGUAGE STANDARDS		
Conventions of Standard English		
L.3.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	All Lesson Plans: Conventions of standard English standards can be taught, reinforced and assessed during activities in the “Returning to the Book” section of each Lesson Plan and some of the Black Line Masters. Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	See 3.1-Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
L.3.1b	Form and use regular and irregular plural nouns.	30/N: <i>The Coral Reef</i>
L.3.1c	Use abstract nouns (e.g., <i>childhood</i>).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.1d	Form and use regular and irregular verbs.	30/N: <i>Looking After Our World</i>
L.3.1e	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	22-28/L-M: <i>About Animals</i>
L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.1h	Use coordinating and subordinating conjunctions.	22-28 /L-M: <i>Families</i>
L.3.1i	Produce simple, compound, and complex sentences.	All Lesson Plans —Specifically addressed in: 30/N: <i>Hand in Hand</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
L.3.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard during lessons. Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
L.3.2a	Capitalize appropriate words in titles.	34/O: <i>Animal Lifetimes</i>
L.3.2b	Use commas in addresses.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.

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GRADE 3		
Code	Standard	Where Taught
L.3.2c	Use commas and quotation marks in dialogue.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.2d	Form and use possessives.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.2e	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>).	All Lesson Plans —Specifically addressed in: 22-28/L-M: <i>Our Bodies</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	All Lesson Plans —Specifically addressed in: 34/O: <i>Then and Now</i> Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
KNOWLEDGE OF LANGUAGE		
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Teachers can address this standard when students are writing or speaking. See 3a and 3b for specific resources.
L.3.3a	Choose words and phrases for effect.	22-28/L-M: <i>The Weather Today</i>
L.3.3b	Recognize and observe differences between the conventions of spoken and written Standard English.	All Lesson Plans —Specifically addressed in: 34/O: <i>Tell Me a Story</i>
Vocabulary Acquisition and Use		
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i> , choosing flexibly from a range of strategies.	In each lesson of the Explorations program, students learn new strategies to determine the meaning of new and multiple-meaning words. Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	All Lesson Plans: Students write down new or interesting words with their definitions as they come across them during reading. Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)

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GRADE 3		
Code	Standard	Where Taught
L.3.4b	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>).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.4c	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>).	30/N: <i>Caring for Animals</i> 34/O: <i>Pedal Power</i>
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.5c	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>).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.3.6	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>).	Additional support can be found in: 22-28/L-M: <i>Death Valley</i> (Digital anchor text) 30/N: <i>Do We Need Aquariums</i> (Digital anchor text) 34/O: <i>Amazing Journeys</i> (Digital anchor text)

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GRADE 4		
Standard	Where Taught	
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>All Lesson Plans: Questions to encourage comprehension are provided for each lesson. From the list, teachers can select those questions most appropriate to their students. The questions are grouped to help teachers determine the nature of student comprehension. The variety of follow-up activities provided for each lesson encourages students to respond to the text and synthesize information. Black line masters support these activities. Specifically addressed in: 38/P: <i>Don't Throw It Away!</i> 40/Q: <i>Animal Shelters, Cities</i> 40/R: <i>Awesome Oceans, Your Rights, Wild, Wild Weather</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>All Lesson Plans: After a few chapters, teachers ask students comprehension questions about the main idea and have them summarize at end of text. Specifically addressed in: 38/P: <i>Talented Animals, Heroes</i> 40/Q: <i>Places We Call Home, Living Away From it All</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
RI.4.3	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.	<p>All Lesson Plans: After students have read each of the texts they are encouraged to synthesize the information contained in the whole text, to relate it to the key concepts, and to make connections between the texts in the topic strand. Specifically addressed in: 40/Q: <i>Places We Call Home</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
Craft and Structure		
RI.4.4	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> .	<p>All Lesson Plans: Each text has a Glossary section. Glossary words are bolded the first time they appear in each chapter of the students' readers. Blackline masters are provided for word work. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>

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GRADE 4		
	Standard	Where Taught
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.	<p>All Lesson Plans: Each Lesson Plan has “text type questions” asking the students before, during, and after reading about the different text types they encountered in the text. Specifically addressed in: 38/P: <i>Heroes, Don’t Throw It Away!</i> 40/Q: <i>Places We Call Home, Living Away From it All</i> 40/R: <i>Awesome Oceans, Keeping Well</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Though not explicitly taught or referenced in the Explorations program, texts can be used in conjunction with other classroom resources to address this standard.
Integration of Knowledge and Ideas		
RI.4.7	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.	<p>All Lesson Plans: “Comprehension questions to ask” section after each chapter is read focuses on “Literal,” “Main idea,” and “Supporting details,” asking students to reference supporting text and text features. “Follow-up activities” at the end of Lesson Plan ask students to continue to synthesize the information looking for connections throughout the text. Specifically addressed in: 38/P: <i>Talented Animals, That’s a Good Idea!</i> 40/Q: <i>Animal Shelters, Cities, Living Away from It All</i> 40/R: <i>Awesome Oceans, Keeping Well, Wild, Wild Weather</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<p>All Lesson Plans: The “Critical” section of “Comprehension questions to ask after reading” frequently delves into authors’ choices. Specifically addressed in: 38/P: <i>Don’t Throw It Away!, That’s a Good Idea!</i> 40/R: <i>Your Rights</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>38/P: <i>Talented Animals, Heroes, That’s a Good Idea!</i> 40/Q: <i>Animal Shelters, Cities</i> 40/R: <i>Keeping Well, Your Rights, Wild, Wild Weather</i></p>

Okapi Educational Publishing, Inc. Explorations Correlation to Common Core State Standards

GRADE 4		
Standard	Where Taught	
Range of Reading and Level of Text Complexity		
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.	All Lesson Plans: Explorations focuses on science and social studies topics increasing in complexity throughout the grade levels. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	All Lesson Plans: Explorations focuses on teaching students strategies to learn how to read as well as reading to learn. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
RF.4.3a	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.	All Lesson Plans —Specifically addressed in: 38/P: <i>Heroes</i> 40/Q: <i>Animal Shelters</i> 40/R: <i>Awesome Oceans</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
Fluency		
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Fluency can be assessed as the teacher observes the child’s reading of each text. Formal assessment of reading fluency is contained in the assessment kit. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
RF.4.4a	Read on-level text with purpose and understanding.	All Lesson Plans —Specifically addressed in: 38/P: <i>Don’t Throw It Away!</i> 40/Q: <i>Living Away From it All</i> 40/R: <i>Keeping Well</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)

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GRADE 4		
	Standard	Where Taught
RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>All Lesson Plans—Specifically addressed in: 38/P: <i>That’s a Good Idea!</i> 40/Q: <i>Cities</i> 40/R: <i>Your Rights</i></p> <p>Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>All Lesson Plans—Specifically addressed in: 38/P: <i>Talented Animals</i> 40/Q: <i>Places We Call Home</i> 40/R: <i>Wild, Wild Weather</i></p> <p>Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
WRITING STANDARDS		
<p>The different genres in nonfiction texts are wonderful models for children to use in their writing. Every nonfiction text is based on several choices about how to select and present information for the reader. When children write their own nonfiction texts they must make decisions about how to organize and present information in interesting ways. Each of the Explorations text can be used as a model for students to write similarly informational text pieces.</p>		
Text Types and Purposes		
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p>“Task cards” located on the back of the Lesson Plans present several different activities, including writing, for the students to complete. Digital anchor texts and accompanying blackline masters explicitly teach and assess the students’ ability to write in a variety of nonfiction genres. Explorations Assessment also assesses students’ ability to write nonfiction.</p> <p>Additional support can be found in: 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	<p>See 4.1—Specifically addressed in: 38/P: <i>Don’t Throw It Away!</i> 40/Q: <i>Cities</i> 40/R: <i>Your Rights</i></p> <p>Additional support can be found in: 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
W.4.1b	Provide reasons that are supported by facts and details.	<p>See 4.1— Additional support can be found in: 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>

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GRADE 4		
	Standard	Where Taught
W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	See 4.1— Additional support can be found in: 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.1d	Provide a concluding statement or section related to the opinion presented.	See 4.1— Additional support can be found in: 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.2	Write informative or explanatory texts to examine a topic and convey ideas and information clearly.	“Task cards” located on the back of the Lesson Plans present several different activities, including writing, for the students to complete. Digital anchor texts and accompanying blackline masters explicitly teach and assess the student’s ability to write in a variety of nonfiction genres. Explorations Assessment also assesses student’s ability to write nonfiction. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.2a	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.	See 4.2—Specifically addressed in: 38/P: <i>Heroes, That’s a Good Idea!</i> 40/Q: <i>Animal Shelters</i> 40/R: <i>Wild, Wild Weather</i> See 4.2— Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	See 4.2— Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	See 4.2— Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	See 4.2—Specifically addressed in: 38/P: <i>Talented Animals</i> 40/Q: <i>Places We Call Home</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)

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GRADE 4		
	Standard	Where Taught
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.	See 4.2— Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	“Task cards” located on the back of the Lesson Plans present several different activities, including writing, for the students to complete. Digital anchor texts and accompanying blackline masters explicitly teach and assess the student’s ability to write in a variety of nonfiction genres. Explorations Assessment also assesses student’s ability to write nonfiction. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.3a	Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.	See 4.3— Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	See 4.3— Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	See 4.3— Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	See 4.3— Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	See 4.3— Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)

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GRADE 4		
Standard	Where Taught	
Production and Distribution of Writing		
W.4.4	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.)	All Lesson Plans —Specifically addressed in: 40/Q: <i>Living Away From It All</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	Editing is not explicitly taught in the small group lesson plans, but support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.6	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.	Not explicitly taught, but teachers can have students use the computer to produce their writing and collaborate with their peers. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
Research to Build and Present Knowledge		
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.8	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.	Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
W.4.9a	Apply Grade 4 Reading standards to literature	N/A
W.4.9b	Apply Grade 4 Reading standards to informational texts (e.g., —Explain how an author uses reasons and evidence to support particular points in a text!).	Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)

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GRADE 4		
	Standard	Where Taught
W.4.10	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.	<p>All Lesson Plans: Nonfiction writing is an integral part of <i>Explorations</i>. Every lesson has multiple opportunities for the student to practice writing short pieces that can be turned into longer assignments. Nonfiction writing is modeled and practiced in depth during the Digital anchor text lessons.</p> <p>Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	<p>All Lesson Plans: During every section of Lesson Plan for the student text and during group work with the Digital anchor texts, students are asked to participate in discussions as a whole group, in a small group, with partners, and/or with the teacher. Teachers can model effective communication techniques and reinforce them throughout. Informal assessment occurs throughout the lesson and during Sharing and Presenting time.</p> <p>Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p>38/P: <i>Heroes</i> 40/R: <i>Awesome Oceans</i></p> <p>Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	<p>38/P: <i>Don't Throw It Away!</i> 40/Q: <i>Cities</i></p> <p>Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>

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GRADE 4		
	Standard	Where Taught
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<p>All Lesson Plans: In small groups students discuss the text with the teacher and their peers. The students are encouraged to ask questions throughout the reading of the text. Specifically addressed in: 38/P: <i>Talented Animals</i> 40/Q: <i>Living Away From it All</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<p>All Lesson Plans: Students discuss their ideas and understanding of the text after each section in the text. Specifically addressed in: 38/P: <i>That's a Good Idea!</i> 40/R: <i>Keeping Well</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>All Lesson Plans: Text can be read aloud to students and Digital anchor texts and/or transparencies can also be used to present information to students. Specifically addressed in: 40/Q: <i>Animal Shelters</i> 40/R: <i>Your Rights</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	<p>All Lesson Plans—Specifically addressed in: 40/Q: <i>Places We Call Home</i> 40/R: <i>Wild, Wild Weather</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)</p>

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GRADE 4		
Standard	Where Taught	
Presentation of Knowledge and Ideas		
SL.4.4	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.	Using the “Task cards” on the back of the Lesson Plans, teachers can instruct students to present their projects to the whole class. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Using the “Task cards” on the back of the Lesson Plans, teachers can have students create recordings of their completed projects. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standard 1 for specific expectations.)	Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
LANGUAGE STANDARDS		
Conventions of Standard English		
L.4.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	All Lesson Plans: Conventions of standard English standards can be taught, reinforced and assessed during activities in the “Returning to the Book” section of each Lesson Plan and some of the Black Line Masters. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	38/P: <i>Don’t Throw It Away!</i>
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.1e	Form and use prepositional phrases.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.

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GRADE 4		
	Standard	Where Taught
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	All Lesson Plans —Specifically addressed in: 38/P: <i>That’s a Good Idea!</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
L.4.1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	Teachers can address this standard when students are writing or speaking. See 2a for specific resources. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
L.4.2a	Use correct capitalization.	All Lesson Plans —Specifically addressed in: 38/P: <i>Talented Animals</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	All Lesson Plans —Specifically addressed in: 38/P: <i>Heroes</i> 40/R: <i>Awesome Oceans</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
Knowledge of Language		
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Teachers can address this standard when students are writing or speaking. See 3a for specific resources. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)

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GRADE 4		
	Standard	Where Taught
L.4.3a	Choose words and phrases to convey ideas precisely.	All Lesson Plans —Specifically addressed in: 40/Q: <i>Animal Shelters</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
L.4.3b	Choose punctuation for effect.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
Vocabulary Acquisition and Use		
L.4.4	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.	All Lesson Plans: In each lesson of the Explorations program, students learn new strategies to determine the meaning of new and multiple-meaning words. Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	All Lesson Plans: Students write down new or interesting words with their definitions as they come across them during reading. Specifically addressed in: 40/Q: <i>Places We Call Home</i> 40/R: <i>Your Rights</i> Additional support can be found in: 38/P: <i>Helping Out</i> (Digital anchor text) 40/Q: <i>Island Homes</i> (Digital anchor text) 40/R: <i>In Antarctica</i> (Digital anchor text)
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	40/Q: <i>Living Away From it All</i> 40/R: <i>Keeping Well</i>
L.4.4c	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.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.

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GRADE 4		
	Standard	Where Taught
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.4.6	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, conservation, and endangered when discussing animal preservation).	<p>All Lesson Plans: In each lesson of the Explorations program, students learn new strategies to determine the meaning of new and multiple-meaning words. Specifically addressed in:</p> <p>40/Q: <i>Cities</i></p> <p>40/R: <i>Wild, Wild Weather</i></p> <p>Additional support can be found in:</p> <p>38/P: <i>Helping Out</i> (Digital anchor text)</p> <p>40/Q: <i>Island Homes</i> (Digital anchor text)</p> <p>40/R: <i>In Antarctica</i> (Digital anchor text)</p>

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GRADE 5		
Standard	Where Taught	
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>All Lesson Plans: Comprehension checks occur throughout the reading of the text. Literal questions require students to answer directly from text. Specifically addressed in: 44/S: <i>The Salmon Stream</i> 44/T: <i>From Me to You, Time Detectives</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p>All Lesson Plans: After a few chapters, teachers ask students comprehension questions about the main idea and have students summarize at end of text. Specifically addressed in: 44/S: <i>Animals and Us</i> 44/T: <i>How Animals Communicate, Time Detectives</i> 50/U: <i>Wetlands, Adventures in Wild Places</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
RI.5.3	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.	<p>All Lesson Plans: After students have read each of the texts they are encouraged to synthesize the information contained in the whole text, to relate it to the key concepts, and to make connections between the texts in the topic strand. Specifically addressed in: 44/S: <i>Who Are You?, Animals and Us, The Earth, the Sun, and the Moon</i> 44/T: <i>News Travels Quickly, From Me to You</i> 50/U: <i>Climate Change</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
Craft and Structure		
RI.5.4	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> .	<p>All Lesson Plans: Content vocabulary is introduced at the beginning of the text and checks on vocabulary can happen throughout the small-group instruction. Vocabulary activities are also part of task card activities.</p>

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GRADE 5		
	Standard	Where Taught
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts.	<p>All Lesson Plans: After students have read each of the texts they are encouraged to synthesize the information contained in the whole text, to relate it to the key concepts, and to make connections between the texts in the topic strand. Specifically addressed in: 44/S: <i>The Salmon Stream, Who Are You?</i> 44/T: <i>How Animals Communicate, Time Detectives</i> 50/U: <i>Wetlands, Climate Change, Sharing the Environment, Adventures in Wild Places</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>All Lesson Plans: Each text has comprehension “Follow-up activities” at end of text. These activities explore opinions and ideas throughout the text and between the texts in the topic strand. Specifically addressed in: 44/S: <i>The Earth, the Sun, and the Moon</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
Integration of Knowledge and Ideas		
RI.5.7	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.	<p>All Lesson Plans—Specifically addressed in: 44/S: <i>Animals and Us</i> 44/T: <i>News Travels Quickly</i></p>
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<p>All Lesson Plans: The “Critical” section of “Comprehension questions to ask after reading” frequently delves into authors' choices. Specifically addressed in: 44/S: <i>The Salmon Stream</i> 44/T: <i>How Animals Communicate, From Me to You</i> 50/U: <i>Climate Change, Sharing the Environment, Adventures in Wild Places</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<p>44/S: <i>Who Are You?, The Earth, the Sun, and the Moon</i> 44/T: <i>News Travels Quickly</i> 50/U: <i>Wetlands, Sharing the Environment</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>

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GRADE 5		
Standard	Where Taught	
Range of Reading and Level of Text Complexity		
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.	<p>All Lesson Plans: Explorations focuses on science and social studies topics increasing in complexity throughout the grade levels. Additional support can be found in:</p> <p>44/S: <i>Amazing Whales</i> (Digital anchor text)</p> <p>44/T: <i>Sending Messages</i> (Digital anchor text)</p> <p>50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<p>Explorations has been carefully structured and leveled. The texts are highly supportive of students as they learn to read and read to learn. Additional support can be found in:</p> <p>44/S: <i>Amazing Whales</i> (Digital anchor text)</p> <p>44/T: <i>Sending Messages</i> (Digital anchor text)</p> <p>50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
RF.5.3a	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.	<p>All Lesson Plans—Specifically addressed in:</p> <p>44/S: <i>Animals and Us</i></p> <p>44/T: <i>How Animals Communicate</i></p> <p>50/U: <i>Wetlands</i></p> <p>Additional support can be found in:</p> <p>44/S: <i>Amazing Whales</i> (Digital anchor text)</p> <p>44/T: <i>Sending Messages</i> (Digital anchor text)</p> <p>50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
Fluency		
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	<p>Fluency can be assessed as the teacher observes the child's reading of each text. Formal assessment of reading fluency is contained in the assessment kit. Additional support can be found in:</p> <p>44/S: <i>Amazing Whales</i> (Digital anchor text)</p> <p>44/T: <i>Sending Messages</i> (Digital anchor text)</p> <p>50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
RF.5.4a	Read on-level text with purpose and understanding.	<p>All Lesson Plans—Specifically addressed in:</p> <p>44/S: <i>The Earth, the Sun, and the Moon</i></p> <p>44/T: <i>News Travels Quickly</i></p> <p>50/U: <i>Adventures in Wild Places</i></p> <p>Additional support can be found in:</p> <p>44/S: <i>Amazing Whales</i> (Digital anchor text)</p> <p>44/T: <i>Sending Messages</i> (Digital anchor text)</p> <p>50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>

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GRADE 5		
	Standard	Where Taught
RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>All Lesson Plans—Specifically addressed in: 44/S: <i>Who Are You?</i> 44/T: <i>From Me to You</i> 50/U: <i>Sharing the Environment</i></p> <p>Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>All Lesson Plans—Specifically addressed in:</p> <p>44/S: <i>The Salmon Stream</i> 44/T: <i>Time Detectives</i> 50/U: <i>Climate Change</i></p> <p>Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
WRITING STANDARDS		
<p>The different genres in nonfiction texts are wonderful models for children to use in their writing. Every nonfiction text is based on several choices about how to select and present information for the reader. When children write their own nonfiction texts they must make decisions about how to organize and present information in interesting ways. Each of the Explorations text can be used as a model for students to write similarly informational text pieces.</p>		
Text Types and Purposes		
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p>“Task cards” located on the back of the Lesson Plans present several different activities, including writing, for the students to complete. Digital anchor texts and accompanying blackline masters explicitly teach and assess the students’ ability to write in a variety of nonfiction genres. Explorations Assessment also assesses students’ ability to write nonfiction.</p> <p>Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	<p>See 5.1—Specifically addressed in: 44/T: <i>News Travels Quickly</i></p> <p>Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>

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GRADE 5		
	Standard	Where Taught
W.5.1b	Provide logically ordered reasons that are supported by facts and details.	See 5.1—Specifically addressed in: 44/S: <i>Animals and Us</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	See 5.1—Specifically addressed in: 50/U: <i>Sharing the Environment</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
W.5.1d	Provide a concluding statement or section related to the opinion presented.	See 5.1-Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
W.5.2	Write informative or explanatory texts to examine a topic and convey ideas and information clearly.	“Task cards” located on the back of the Lesson Plans present several different activities, including writing, for the students to complete. Digital anchor texts and accompanying blackline masters explicitly teach and assess the students ability to write in a variety of nonfiction genres. Explorations Assessment also assesses student’s ability to write nonfiction. Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
W.5.2a	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.	See 5.2—Specifically addressed in: 44/S: <i>Who Are You?</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	See 5.2—Specifically addressed in: 44/T: <i>How Animals Communicate</i> 50/U: <i>Adventures in Wild Places</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	See 5.2— Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)

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GRADE 5		
	Standard	Where Taught
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	See 5.2— Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	See 5.2— Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	“Task cards” located on the back of the Lesson Plans present several different activities, including writing, for the students to complete. Digital anchor texts and accompanying blackline masters explicitly teach and assess the students ability to write in a variety of nonfiction genres. Explorations Assessment also assesses student’s ability to write nonfiction. Additional support can be found in: 44/T: <i>Sending Messages</i> (Digital anchor text)
W.5.3a	Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.	See 5.3— Additional support can be found in: 44/T: <i>Sending Messages</i> (Digital anchor text)
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	See 5.3— Additional support can be found in: 44/T: <i>Sending Messages</i> (Digital anchor text)
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	See 5.3— Additional support can be found in: 44/T: <i>Sending Messages</i> (Digital anchor text)
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	See 5.3— Additional support can be found in: 44/T: <i>Sending Messages</i> (Digital anchor text)
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.	See 5.3— Additional support can be found in: 44/T: <i>Sending Messages</i> (Digital anchor text)
Production and Distribution of Writing		
W.5.4	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.)	All Lesson Plans —Specifically addressed in: 44/S: <i>The Salmon Stream</i> 44/T: <i>Time Detectives</i> 50/U: <i>Wetlands</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)

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GRADE 5		
	Standard	Where Taught
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards 1-3 in Grades K-5).	Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
W.5.6	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.	Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
Research to Build and Present Knowledge		
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	44/S: <i>The Earth, the Sun, and the Moon</i> 44/T: <i>From Me to You</i> 50/U: <i>Climate Change</i>
W.5.8	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.	Though not explicitly taught or referenced in the Explorations program, texts can be used in writing projects.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Though not explicitly taught or referenced in the Explorations program, texts can be used in research and writing projects.
W.5.9a	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]).	N/A
W.5.9b	Apply <i>Grade 5 Reading 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]).	Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
Range of Writing		
W.5.10	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.	All Lesson Plans: Nonfiction writing is an integral part of <i>Explorations</i> . Every lesson has multiple opportunities for the student to practice writing short pieces that can be turned into longer assignments. Nonfiction writing is modeled and practiced in depth during the Digital anchor text lessons. Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)

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GRADE 5		
Standard	Where Taught	
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
SL.5.1	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.	All Lesson Plans: During every section of Lesson Plan for the student text and during group work with the Digital anchor texts, students are asked to participate in discussions as a whole group, in a small group, with partners, and/or with the teacher. Teachers can model effective communication techniques and reinforce them throughout. Informal assessment occurs throughout the lesson and during Sharing and Presenting time. Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
SL.5.1a	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.	See 5.1—Specifically addressed in: 44/S: <i>The Earth, the Sun, and the Moon</i> 44/T: <i>Time Detectives</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	See 5.1—Specifically addressed in: 44/T: <i>News Travels Quickly</i> 50/U: <i>Climate Change</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	All Lesson Plans: In small groups students discuss the text with the teacher and their peers. The students are encouraged to ask questions throughout the reading of the text. Specifically addressed in: 44/S: <i>The Salmon Stream</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Students discuss their ideas and understanding of the text after each section in the text. Task Cards at end of Lesson Plan also encourage sharing. Specifically addressed in: 44/T: <i>From Me to You</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text)

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GRADE 5		
	Standard	Where Taught
		50/U: <i>Our Changing Climate</i> (Digital anchor text)
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Text can be read aloud to students. Digital anchor texts and/or transparencies can also be used to present information to students. Specifically addressed in: 50/U: <i>Wetlands</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Students discuss their ideas and understanding of the text after each section in the text. Task Cards at end of Lesson Plan also encourage sharing. Specifically addressed in: 44/S: <i>Who Are You?</i>
Presentation of Knowledge and Ideas		
SL.5.4	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.	Using the “Task cards” on the back of the Lesson Plans, teachers can instruct students to present their projects to the whole class. Specifically addressed in: 44/S: <i>Animals and Us</i> 50/U: <i>Sharing the Environment</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Using the “Task cards” on the back of the Lesson Plans, teachers can have students use multimedia components in their projects. Specifically addressed in: 44/T: <i>How Animals Communicate</i> 50/U: <i>Adventures in Wild Places</i> Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1-3 for specific expectations.)	Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
LANGUAGE STANDARDS		
Conventions of Standard English		
L.5.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	All Lesson Plans: Conventions of standard English standards can be taught, reinforced and assessed during activities in the “Returning to the Book” section of each Lesson Plan and some of the Black Line Masters.

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GRADE 5		
	Standard	Where Taught
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.5.1b	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	50/U: <i>Climate Change</i>
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	44/S: <i>Who Are You?</i>
L.5.1d	Recognize and correct inappropriate shifts in verb tense.	44/T: <i>News Travels Quickly</i>
L.5.1e	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.5.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.5.2a	Use punctuation to separate items in a series.	44/T: <i>Time Detectives</i>
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.
L.5.2c	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>).	50/U: <i>Adventures in Wild Places</i>
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	44/S: <i>Animals and Us</i>
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking. Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
Knowledge of Language		
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Teachers can address this standard when students are writing or speaking. See 3a for specific resources.
L.5.3a	Expand, combine, and reduce sentences for meaning, reader or listener interest, and style.	44/S: <i>The Earth, the Sun, and the Moon</i> 50/U: <i>Wetlands</i>
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	N/A

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GRADE 5		
Standard	Where Taught	
Vocabulary Acquisition and Use		
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 5 reading and content</i> , choosing flexibly from a range of strategies.	All Lesson Plans: In each lesson of the Explorations program, students learn new strategies to determine the meaning of new and multiple-meaning words. Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	All Lesson Plans: Students are asked about specific vocabulary words in the “Literal” section of comprehension questions. Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).	N/A
L.5.4c	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.	All Lesson Plans: In each text the students are asked to consult the glossary and a dictionary to help define content vocabulary. Additional support can be found in: 44/S: <i>Amazing Whales</i> (Digital anchor text) 44/T: <i>Sending Messages</i> (Digital anchor text) 50/U: <i>Our Changing Climate</i> (Digital anchor text)
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Teachers can address this standard when students are writing or speaking. See 5a for specific resources.
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	44/S: <i>The Salmon Stream</i> 44/T: <i>How Animals Communicate</i>
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	N/A
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Though not explicitly taught or referenced in the Explorations program, teachers can address this standard when students are writing or speaking.

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GRADE 5		
	Standard	Where Taught
L.6.6	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>All Lesson Plans: In each lesson of the Explorations program, students learn new strategies to determine the meaning of new and multiple-meaning words. Specifically addressed in:</p> <p>44/T: <i>From Me to You</i></p> <p>50/U: <i>Sharing the Environment</i></p> <p>Additional support can be found in:</p> <p>44/S: <i>Amazing Whales</i> (Digital anchor text)</p> <p>44/T: <i>Sending Messages</i> (Digital anchor text)</p> <p>50/U: <i>Our Changing Climate</i> (Digital anchor text)</p>