

## Common Core State Standard Correlations for Barker Creek's® LL-1605 Collective Nouns Activity Book [\(link to site\)](#)

Kindergarten

Common Language Standards	Collective Nouns Activity Book
<p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</p>	<p>1c. On page 10 of the Collective Nouns Activity Book students are prompted to “put a box around the three nouns that are made plural by adding an “s”.</p>
<p><b>Conventions of Standard English</b></p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p>	<p>2a. On page 4, students are prompted to circle all of the capitalized words.</p> <p>2b. While reading through the poems for each lesson, have students recognize and name the end punctuation for each sentence. Have students circle the end punctuation and name the punctuation mark.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>5. Guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>5b. On pages 4, 5, 10, 12, 30, 32, and 42, students are prompted to identify types of objects by circling them in the poem provided.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>6. Using the common nouns acquired throughout the activity book, have students correctly construct sentences.</p>

Common Reading State Standards for Literature	Common Nouns Activity Book
<p><b>Key Ideas and Details</b></p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>1. Each lesson features a multi-line poem for students to read. To demonstrate understanding of the poem, students are asked to add details to an illustration on the following page based on what they have read in the poem.</p>
<p><b>Key Ideas and Details</b></p> <p>2. With prompting and support, retell familiar stories, including key details.</p>	<p>2. Each lesson features a multi-line poem for students to read. Have students summarize and retell the poem they have read.</p>
<p><b>Craft and Structure</b></p> <p>4. Ask and answer questions about unknown words in a text.</p>	<p>4. While reading through the poem featured in each lesson, have students circle unknown words and ask questions to determine the meaning.</p>
<p><b>Craft and Structure</b></p> <p>5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>5. Familiarize students with poems and their structure, and have students distinguish between poems and other types of texts.</p>



**Range of Reading and Level of Text Complexity**

10. Actively engage in group reading activities with purpose and understanding.

10. Have students group read the poems included in each lesson.

**Reading Standards Foundational Skills****Print Concepts**

1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.

- 1a. Have students correctly follow words from left to right and top to bottom while reading the poem included in each lesson.
- 1b. Familiarize students with the idea that spoken words are represented in written language by specific sequences of letters. Read the poems aloud to students while they follow along in the activity book.
- 1c. Familiarize students with the idea that words are separated by spaces in print by having students read through the poems included in the Collective Nouns Activity Book.

**Phonological Awareness**

2. Demonstrate understanding of spoken words, syllables, and sounds.
  - a. Recognize and produce rhyming words.

2a. Use the poems throughout the activity book to familiarize students with rhyming words. Have students highlight or underline rhyming words. Many lessons prompt students to circle the rhyming words.

**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills decoding words.
  - c. Read common high-frequency words by sight.

3c. Use the poems included throughout the activity book to help students become familiar with common high-frequency words. Have students practice reading the poems throughout the book.

**Fluency**

4. Read emergent-reader texts with purpose and understanding.

4. Have students read the poem in each lesson to strengthen their reading skills. Test students' understanding by having them add details to the illustration provided on the following page based on information learned in the poem.

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Grade 1

**Common Reading Standards for Literature****Key Ideas and Details**

1. Ask and answer questions about key details in a text.

**Collective Nouns Activity Book**

1. Have students ask and answer questions about the poems included for each lesson. Each lesson also prompts students to use the information learned in the poem to add details to an illustration.

**Key Ideas and Details**

2. Retell stories, including key details, and

2. After reading the poem included in each lesson have students recount the key details of the poem.



demonstrate understanding of their central message or lesson.	
<b>Craft and Structure</b> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Have students read through the poem included in each lesson. Afterwards, have students circle words and phrases that suggest feelings or appeal to the senses.
<b>Range of Reading and Level of Text Complexity</b> 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. Have students correctly read the poems included in each lesson.

Common Reading Standards: Foundational Skills	Collective Nouns Activity Book
<b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence.	1a. Have students point out the distinguishing features of a sentence using the poems included in each lesson. Have students circle ending punctuation, underline the beginning word, and highlight capital letters.
<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling sound correspondences for common consonant digraphs. g. Recognize and read grade appropriate irregularly spelled words.	3a. The lesson on page 18 of the Collective Nouns Activity Book prompts students to circle the word that begins with the “ch” sound. 3g. In the poems included in each lesson, pick out the irregularly spelled words and have students recognize and read each one.
<b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4a. Have students read the poem in each lesson to strengthen their reading skills. Test students understanding by having them add details to the illustration provided on the following page based on information learned in the poem. 4b. Have students read the poems included in each lesson aloud, with accuracy, appropriate rate, and expression on successive readings. 4c. While reading through the poems included in each lesson, have students use the context of the poem to decipher unknown words.

Common Language Standards	Collective Nouns Activity Book
<b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. e. Use verbs to convey a sense of past, present, and future. f. Use frequently occurring adjectives.	1b. Pages 6 and 22 prompt students to identify the proper and possessive nouns, respectively. 1e. Pages 8, 12, 30, and 38 prompt students to identify past tense and present tense verbs. 1f. Pages 12, 14, 22, 24, and 34 ask students to identify adjectives by meaning.
<b>Conventions of Standard English</b>	2a. Page 4 asks students to circle all the capitalized



<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p>	<p>words. Have students do this with any of the poems included, specifically when names of people are capitalized.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>4a. While reading through the poems included in each lesson, have students determine the meaning of words using sentence-level context.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories to gain a sense of the concepts the categories represent.</p>	<p>5a. Pages 4, 6, 10, 12, 30, 32, and 42 prompt students to identify all the words in a poem that fit into a category.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>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.</p>	<p>6. Have students construct word banks with the new words they have learned throughout the Collective Nouns Activity Book. Then have students construct sentences using the words.</p>

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Grade 2

Common Core Language Standards	Collective Nouns Activity Book
<p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns.</p>	<p>1a. Use the Collective Nouns Activity Book to familiarize students with common collective nouns.</p>
<p><b>Conventions of Standard English</b></p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>2c. Pages 8, 14, and 34 prompt students to identify contractions.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<p>4. Have students read through the poems in each lesson. When they come across unknown or multiple-meaning words and phrases, have them circle them and use learned skills to figure out the meanings.</p>



**Vocabulary Acquisition and Use**

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

6. Using the words learned throughout the Collective Nouns Activity Book, have students correctly construct sentences.

Common Reading Standards for Literature	Collective Nouns Activity Book
<b>Key Ideas and Details</b> 1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	1. While reading through the poems in the Collective Nouns Activity Book, have students ask and answer questions about the poems.
<b>Craft and Structure</b> 4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	4. After reading through the poems, have students explain how words supply rhythm. Have students underline rhyming words.
<b>Range of Reading and Level of Text Complexity</b> 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. Have students read and comprehend the poems included throughout the book.

Common Reading Standards: Foundational Skills	Collective Nouns Activity Book
<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. f. Recognize and read grade-appropriate irregularly spelled words.	3f. Point out the irregularly spelled words in each poem and have students read each word correctly.
<b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4a. Have students read the poem in each lesson to strengthen their reading skills. Test students' understanding by having them add details to the illustration provided on the following page based on information learned in the poem. 4b. Have students read the poems included in the activity book aloud with accuracy, appropriate rate, and expression on successive readings. c. While reading through the poems included in the activity book, have students use context to confirm or self-correct the meaning of words.

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Grade 3

Common Core Language Standards	Collective Nouns Activity Book
<b>Conventions of Standard English</b>	1b. Page 10 prompts students to circle the regular



<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use regular and irregular plural nouns.</p>	<p>plural nouns. Point out irregular nouns to students and have them write out the plural form.</p>
<p><b>Conventions of Standard English</b></p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives.</p>	<p>2d. Page 22 prompts students to identify the plural noun in the poem.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>4a. While reading through the poems in the Collective Nouns Activity Book, have students use sentence-level context to determine the meaning of unknown words.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>6. Using the words acquired throughout the readings and activities in the Collective Nouns Activity Book, have students form a word bank. Have students use words from the word bank to correctly construct sentences.</p>

Common Reading Standards for Literature	Collective Nouns Activity Book
<p><b>Key Ideas and Details</b></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1. Use the poems included in each lesson to have students practice their reading comprehension skills. After the poem has been read, have students ask and answer questions regarding the key details of the poem.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>10. Use the Collective Nouns Activity Book to have students practice reading poetry independently and proficiently.</p>

Common Reading Standards: Foundational Skills	Collective Nouns Activity Book
<p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Read grade appropriate irregularly spelled words.</p>	<p>3d. Circle all the irregularly spelled words through the lesson being taught, have students read each word correctly.</p>
<p><b>Fluency</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding.</p>	<p>4a. Have students read the poem in each lesson to strengthen their reading skills. Test students' understanding by having them add details to the illustration provided on the following page based on information learned in the poem.</p>



b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

b. Have students read the poem included in each lesson aloud. Make sure they read with accuracy, at the appropriate rate, and with expression on successive readings.

c. While reading through the poems in each lesson, guide students to use context to confirm or self-correct word recognition and understanding.

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Grade 4

Common Core Language Standards	Collective Nouns Activity Book
<p><b>Conventions of Standard English</b></p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p>	<p>2a. Page 4 prompts students to identify the capitalized words in the poem provided. This can be done with any of the poems. Have students highlight capitalized words, giving them insight on how capitalization should be properly used.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p>	<p>4a. While reading through the poems included for each lesson, guide students to use context to determine the meaning of words or phrases they do not fully understand or recognize. Pages 28, 32, 34, 40, and 42 prompt students to circle words that have a specific meaning.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p>	<p>5c. Pages 14 and 16 prompt students to identify homonyms.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>6. Using the words acquired by using the Collective Nouns Activity Book, have students create a word bank. Have students correctly construct sentences with the words from the word bank.</p>

Common Reading Standards for Literature	Collective Nouns Activity Book
<p><b>Key Ideas and Details</b></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. After reading through the poems included in the Collective Nouns Activity Book, have students retell key details in the text. Have students draw inferences from the text using a bubble-web.</p>



<p><b>Key Ideas and Details</b></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, summarize the text.</p>	<p>2. After reading the poem included in each lesson, have students determine the theme of the poem. Have students explain how they came to their conclusion about the theme of the poem by providing details from the poem.</p>
<p><b>Craft and Structure</b></p> <p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</p>	<p>5. Familiarize students with the structural elements of poems with the poems provided in the Collective Nouns Activity Book. Have students explain the differences between the poems in the Collective Nouns Activity Book and drama or prose pieces.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>10. Have students correctly read the poems included in each lesson. Test comprehension by asking questions about the details of each poem.</p>

Common Reading Standards: Foundational Skills	
<p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>3. Have students highlight words in the poems included in the Collective Nouns Activity Book that are unfamiliar to them. Then have students go back to the unfamiliar words and read them accurately using phonics skills.</p>
<p><b>Fluency</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p>	<p>4a. Have students read the poem in each lesson to strengthen their reading skills. Test students' understanding by having them add details to the illustration provided on the following page based on information learned in the poem.</p> <p>4b. Have students read the poem included in each lesson aloud. Make sure they read with accuracy, at the appropriate rate, and with expression on successive readings.</p> <p>c. While reading through the poems in each lesson, guide students to use context to confirm or self-correct word recognition and understanding.</p>

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Grade 5

Common Language Standards	Collective Nouns Activity Book
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown</p>	<p>4. While reading through the poems included in each lesson, have students use context and other</p>



and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	strategies to determine the meaning of unknown words.
<b>Vocabulary Acquisition and Use</b> 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.	6. Using the words acquired by using the Collective Nouns Activity Book, have students create a word bank. Have students correctly construct sentences with the words from the word bank.

Common Reading Standards for Literature	Collective Nouns Book
<b>Key Ideas and Details</b> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1. After reading the poems included in the Collective Nouns Activity Book, have students retell the main details of the poem. Then have students use graphic organizers to write down inferences from the text.
<b>Range of Reading and Level of Text Complexity</b> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	10. Use the poems included in each lesson to have students practice their reading skills.

Common Reading Standards: Foundational Skills	Collective Nouns Book
<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Have students highlight words in the poems included in the Collective Nouns Activity Book that are unfamiliar to them. Then have students go back to the unfamiliar words and read them accurately using phonics skills.
<b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4a. Have students read the poem in each lesson to strengthen their reading skills. Test students' understanding by having them add details to the illustration provided on the following page based on information learned in the poem. 4b. Have students read the poem included in each lesson aloud. Make sure they read with accuracy, at the appropriate rate, and with expression on successive readings. c. While reading through the poems in each lesson, guide students to use context to confirm or self-correct word recognition and understanding.

