

Common Core State Standard Correlations to Barker Creek's®

[LL-1608 Similes Activity Book](#) (link to site)

Kindergarten

| Common Core Language Standards | Similes Activity Book |
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| <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>d. Understand and use question words (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions.</p> <p>f. Produce and expand complete sentences in shared language activities.</p> | <p>1a. Have students practice printing their upper- and lowercase letters while completing the writing exercises included in each lesson.</p> <p>1b. Have students use frequently occurring nouns and verbs while completing the writing exercises included in each lesson.</p> <p>1d. While doing the writing exercises included in each lesson, have students practice using question words.</p> <p>f. Have students practice producing and expanding complete sentences while completing the writing exercise in each lesson.</p> |
| <p>Conventions of Standard English</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>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> | <p>2a. Have students practice using correct capitalization while completing the writing exercise in each lesson.</p> <p>2b. While reading through the short story included in each lesson, have students highlight and name end punctuation.</p> <p>2d. While completing the writing exercise in each lesson, have students spell words phonetically.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | <p>6. The writing exercise included in each lesson prompts students to use the similes learned in that lesson.</p> |

| Common Reading Standards for Literature | Similes Activity Book |
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| <p>Key Ideas and Details</p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> | <p>1. After students have read through the short story included in each lesson, have them ask and answer questions about key details in the story.</p> |
| <p>Key Ideas and Details</p> <p>2. With prompting and support, retell familiar stories, including key details.</p> | <p>2. After reading the short story in each lesson, have students retell the most important details.</p> |
| <p>Craft and Structure</p> <p>4. Ask and answer questions about unknown words in a text.</p> | <p>3. While reading through the short story in each lesson, have students highlight unknown words and then have them ask questions to determine their meanings.</p> |
| <p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in group reading activities with</p> | <p>10. Have students group read the short stories included in each lesson.</p> |



purpose and understanding.

| Common Reading Standards: Foundational Skills | Similes Activity Book |
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| 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. d. Recognize and name all upper- and lowercase letters of the alphabet. | 1a. Have students practice following words from left to right and top to bottom while reading through the short stories included in each lesson. 1b. While reading the short stories included in each lesson, guide students to recognize that spoken words are represented in written language by specific sequences of letters. 1c. While reading through the short stories in each lesson, point out to students that each word is separated from the next by a space in print. 1d. While reading through the short stories in each lesson, have students recognize and name the letters they see. |
| Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight. | 3c. Use the short stories in each lesson to help students practice reading high-frequency words. |
| Fluency 4. Read emergent-reader texts with purpose and understanding. | 4. Have students practice their reading skills by reading through the short stories in each lesson. |

| Common Core Writing Standards | Similes Activity Book |
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| 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. | 3. Each lesson prompts students to write a creative story using the simile they have learned. The lesson also prompts students to add an illustration to their creative writing. |
| Production and Distribution of Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | 5. Have other students or adults proofread the students' writing pieces and have students strengthen their writing as needed. |

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Grade 1

| Common Core Language Standards | Similes Activity Book |
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| Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 1a. Have students practice printing all upper- and lowercase letters while completing the writing exercises in each lesson. 1b. Prompt students to practice using common, |



- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences.
- d. Use personal, possessive, and indefinite pronouns.
- e. Use verbs to convey a sense of past, present, and future.
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions.
- h. Use determiners.
- i. Use frequently occurring prepositions.
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- proper, and possessive nouns while completing the writing exercises in each lesson.
- 1c. Prompt students to use singular and plural nouns with matching verbs while completing the writing exercises in each lesson.
- 1d. Prompt students to practice using personal, possessive, and indefinite pronouns while completing the writing exercises in each lesson.
- 1e. Prompt students to correctly use verbs to convey a sense of past, present, and future while completing the writing exercises in each lesson.
- 1f. Encourage students to use frequently occurring adjectives while completing the writing exercises in each lesson.
- 1g. Prompt students to use frequently occurring conjunctions while completing the writing exercises in each lesson.
- 1h. Prompt students to use determiners while completing the writing exercises in each lesson.
- 1i. Prompt students to use frequently occurring prepositions while completing the writing exercises in each lesson.
- 1j. Have students practice producing and expanding complete simple and compound declarative, interrogative, imperative, and exclamatory sentences when completing the creating writing exercise included in each lesson.

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- 2b. Have students practice using correct end punctuation while completing the creating writing exercise included in each lesson.
- 2c. While completing the creating writing exercise in each lesson, have students correctly use commas to separate single words in a series.
- 2d. Have students practice using correct spelling while completing the creating writing exercise in each lesson.
- 2e. While completing the creative writing exercise included in each lesson, when students run into untaught words they must spell, have them spell words phonetically.

Vocabulary Acquisition and Use

- 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.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.

- 4a. While reading through the short stories included in each lesson, have students practice using sentence-level context to determine the meaning of unknown words.



Vocabulary Acquisition and Use

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.

The writing exercise included in each lesson prompts students to use the similes learned in that lesson.

Common Core Reading Standards for Literature**Similes Activity Book****Key Ideas and Details**

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

1. After students have read through the short story included in each lesson, have them ask and answer questions about key details in the story.

Key Ideas and Details

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

2. After students have read through the short story included in each lesson, have them recount the story, making sure to include key details and explain the central message of the story.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

4. While reading through the short story included in each lesson, have students highlight words or phrases that suggest feelings or appeal to the senses.

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

10. Have students practice their reading skills by reading through each short story included in the lessons.

Common Reading Standards: Foundational Skills**Print Concepts**

1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1. Have students recognize and name the distinguishing features of print while reading through the short story included in each lesson.

Fluency

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 short story included in each lesson with purpose and understanding.

4b. Have students practice reading the short story out loud, making sure they read with accuracy, appropriate rate, and expression on successive readings.

4c. While reading through the short story included in each lesson, have students use context to figure out the meaning of unknown words or phrases.

Common Core Writing Standards**Similes Activity Book****Text Types and Purposes**

3. Each lesson prompts students to write a creative



3. Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

story using the simile they have learned. Guide the students to recount at least 2 events, include details about what happened, use temporal words, and provide a sense of closure.

Production and Distribution of Writing

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.

5. After completing the writing exercise included in each lesson, have students strengthen their writing by responding to suggestions from peers or adults.

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Grade 2

| Common Language Standards | Similes Activity Book |
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| <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences. | <p>1a. Prompt students to practice using collective nouns while completing the writing exercise included in each lesson.</p> <p>1b. Prompt students to practice forming and using frequently occurring irregular plural nouns while completing the writing exercise included in each lesson.</p> <p>1c. Prompt students to practice using reflexive pronouns while completing the writing exercise included in each lesson.</p> <p>1d. Prompt students to practice forming and using the past tense of frequently occurring irregular verbs while completing the writing exercise included in each lesson.</p> <p>1e. Have students practice using adjectives and adverbs correctly while completing the writing exercise included in each lesson.</p> <p>1f. Have students practice producing, expanding, and rearranging complete simple and compound sentences while completing the writing exercise in each lesson.</p> |
| <p>Conventions of Standard English</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words. | <p>2c. Have students practice using correct apostrophe placement to form contractions while completing the writing exercises included in each lesson.</p> <p>d. While completing the writing exercises, have students use generalized learned spelling patterns while trying to correctly spell words in their writing.</p> |
| <p>Vocabulary Acquisition and Use</p> | <p>4a. While reading through the short story included</p> |



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| <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>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <p>in each lesson, have students practice using sentence-level context as a clue to the meaning of a unknown words or phrases.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> | <p>6. Each lesson prompts students to use the simile they have learned in the lesson while completing a creative writing exercise. Encourage students to use other newly learned words at this time.</p> |

| Common Reading Standards for Literature | Similes Activity Book |
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| <p>Key Ideas and Details</p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> | <p>1. After reading the short story included in each lesson, have students ask and answer questions that demonstrate understanding of the text.</p> |
| <p>Range of Reading and Level of Text Complexity</p> <p>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.</p> | <p>10. Have students practice reading and correctly comprehending stories by reading the short story included in each lesson.</p> |

| Reading Standards: Foundational Skills | Similes Activity Book |
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| <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> | <p>3f. Have students practice reading and recognizing irregularly spelled words while reading the short story included in each lesson.</p> |
| <p>Fluency</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 text 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 practice reading on-level text with purpose and understanding while reading the short story included in each lesson.</p> <p>4b. Have students practice reading text orally by reading the short story included in each lesson out loud.</p> <p>4c. While reading the short story included in each lesson, have students use context to confirm or self-correct meanings of words.</p> |

| Common Core Writing Standards | Similes Activity Book |
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| <p>Text Types and Purposes</p> <p>3. Write narratives in which they recount a well-</p> | <p>3. Have students practice writing narratives in the writing exercise included in each lesson. Have</p> |



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.

them recount a well-elaborated event or short sequence of events.

Production and Distribution of Writing

4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

4. After completing the writing exercise, have students strengthen their writing using suggestions from peers or adults.

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Grade 3

| Common Core Language Standards | Similes Activity Book |
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| <p>Conventions of Standard English</p> <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>c. Use abstract nouns.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>j. Produce simple, compound, and complex sentences.</p> | <p>1b. Have students practice using regular and irregular plural nouns when completing the writing exercise in each lesson.</p> <p>1c. Prompt students to use abstract nouns while completing the writing exercise included in each lesson.</p> <p>1d. Prompt students to form and use regular and irregular verbs while completing the writing exercise included in each lesson.</p> <p>1e. Prompt students to form and use the simple verb tenses while completing the writing exercises included in each lesson.</p> <p>1f. Guide students to use correct subject-verb and pronoun-antecedent agreement while completing the writing exercises included in each lesson. Have students proofread afterwards to make sure they have done this correctly.</p> <p>1g. Prompt students to use comparative and superlative adjectives and adverbs while completing the writing exercises included in each lesson.</p> <p>1h. Guide students to use coordinating and subordinating conjunctions while completing the writing exercises included in each lesson.</p> <p>1j. Have students practice producing simple, compound, and complex sentences while completing the writing exercises included in each lesson.</p> |
| <p>Conventions of Standard English</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>2a. Have students practice using correct capitalization while completing the writing exercises included in each lesson.</p> <p>2d. Guide students to form and use possessives</p> |



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| <p>a. Capitalize appropriate words in titles.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p> <p>f. Use spelling patterns and generalizations in writing words</p> | <p>while completing the writing exercises included in each lesson.</p> <p>2e. Have students practice using conventional spelling for high-frequency words while they complete the writing exercise included in each lesson.</p> |
| <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> | <p>3a. Have students practice choosing words and phrases for effect while completing the writing exercises included in each lesson. Students will learn the meaning of common similes and be able to properly use them for effect.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words 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 short story included in each lesson, have students practice using sentence-level context to determine the meaning of unknown words or phrases.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> | <p>5a. The Similes Activity Book will give students an understanding of literal and nonliteral phrases. Students will learn the meanings of many similes.</p> |
| <p>Vocabulary Acquisition and Use</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. Each lesson prompts students to use the simile they have learned in the lesson while completing a creative writing exercise.</p> |

| Common Core Reading Standards for Literature | Similes Activity Book |
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| <p>Key Ideas and Details</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. After reading the short story included in each lesson, have students demonstrate understanding of the story by asking and answering questions about key details in the story.</p> |
| <p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> | <p>4. Students will learn the non-literal meanings of phrases (similes) while working through the Similes Activity Book.</p> |
| <p>Range of Reading and Level of Text Complexity</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 practice their reading and comprehension while reading through the short story included in each lesson.</p> |



| Common Core Reading Standards: Foundational Skills | Similes Activity Book |
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| <p>Fluency</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 practice their reading skills by reading the short story included in each lesson.</p> <p>4b. Have students practice reading the short story included in each lesson out loud.</p> <p>c. Have students use context while reading the short story in each lesson to confirm or self-correct word recognition and understanding.</p> |

| Common Core Writing Standards | Similes Activity Book |
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| <p>Production and Distribution of Writing</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> | <p>4. Have students practice producing writing that is appropriate to the task and purpose by completing the creating writing exercise included in each lesson.</p> |
| <p>Production and Distribution of Writing</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> | <p>5. After completing the creating writing exercise included in each lesson, have students strengthen their writing with suggestions from peers and adults.</p> |
| <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>10. Have students practice writing in shorter time frames by completing the creating writing exercise included in each lesson.</p> |

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Grade 4

| Common Core Language Standards | Similes Activity Book |
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| <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns and relative adverbs.</p> <p>b. Form and use the progressive verb tenses.</p> <p>c. Use modal auxiliaries to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns.</p> | <p>1a. Guide students to practice using relative pronouns and relative adverbs while completing the writing exercises included in each lesson.</p> <p>1b. Prompt student to form and use the progressive verb tenses while completing the creating writing exercise included in each lesson.</p> <p>1c. Prompt students to practice using modal auxiliaries to convey various conditions while completing the creating writing exercise included in each lesson.</p> |



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| <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> | <p>d. Have students correctly order adjectives within sentences while completing the creating writing exercise included in each lesson.</p> <p>1e. Prompt students to use prepositional phrases while completing the creating writing exercise included in each lesson.</p> <p>1f. While completing the creative writing exercise included in each lesson, have students practice constructing complete sentences.</p> |
| <p>Conventions of Standard English</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>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly consulting references as needed.</p> | <p>2a. Have students practice using correct capitalization while completing the creative writing exercise included in each lesson.</p> <p>c. Have students practice correctly using commas before coordinating conjunctions while completing the creative writing exercise included in each lesson.</p> <p>d. Have students practice correctly spelling grade-appropriate words while completing the creative writing exercise included in each lesson.</p> |
| <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Chose punctuation for effect.</p> | <p>3a. Have students practice using words and phrases to convey ideas while completing the creative writing exercise included in each lesson.</p> <p>3b. Have students practice using punctuation for effect while completing the creative writing exercise included in each lesson.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 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. Have students practice using context to determine the meaning of unknown words or phrases while reading the short story included in each lesson.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors.</p> | <p>5a. The Similes Activity Book introduces students to the meaning of several similes.</p> |
| <p>Vocabulary Acquisition and Use</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. Each lesson prompts students to use the simile they have learned while completing the creative writing exercise.</p> |



| Common Reading Standards for Literature | Similes Activity Book |
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| Key Ideas and Details 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. After reading the short story included in each lesson, have students draw inferences from the story based on details and examples. |
| Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. Have students practice their reading and comprehension skills while reading through the short story included in each lesson. |

| Common Reading Standards: Foundational Skills | Similes Activity Book |
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| Fluency 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 short story included in each lesson with purpose and understanding. 4b. Have students practice reading out loud by reading the short story included in each lesson to other students. 4c. Have students use context to confirm or self-correct word recognition and understanding while reading through the short story included in each lesson. |

| Common Core Writing Standards | Similes Activity Book |
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| Production and Distribution of Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | 4. Have student practice producing clear and coherent writing with the creative writing exercise included in each lesson. |
| Production and Distribution of Writing 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | 5. Have students practice revising their writing with suggestions from peers and adults after completing the creative writing exercise found in each lesson. |
| Range of Writing 10. Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | 10. Have students practice short-term writing with the creative writing exercise included in each lesson. |

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Grade 5

| Common Core Language Standards | Similes Activity Book |
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| <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the perfect verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>e. Use correlative conjunctions.</p> | <p>1b. Guide students to form and use the perfect verb tenses while completing the creative writing exercise included in each lesson.</p> <p>1c. Have students practice using verb tense to convey various times, sequences, states, and conditions while completing the creative writing exercise included in each lesson.</p> <p>e. Prompt students to include correlative conjunctions while completing the writing exercise included in each lesson.</p> |
| <p>Conventions of Standard English</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> | <p>2a. Have students practice using punctuation to separate items in a series while completing the creative writing exercise included in each lesson.</p> <p>2e. Have students practice spelling grade-appropriate words while completing the creative writing exercise included in each lesson.</p> |
| <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> | <p>3a. Have students practice expanding, combining, and reducing sentences while completing the creative writing exercise included in each lesson.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 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. Have students practice using context as a clue to the meaning of a word or phrase while reading the short story included in each lesson.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> | <p>5a. Students will learn the meanings of several similes while working through the Similes Activity Book.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> | <p>6. Each lesson prompts students to use the similes learned while completing the creative writing exercise.</p> |

| Common Core Reading Standards for Literature | Similes Activity Book |
|---|---|
| <p>Key Ideas and Details</p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>1. Have students quote accurately from the short story while explaining what it says and drawing inferences from it.</p> |



Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

4. Students will learn the meaning of several similes while working through the Similes Activity Book.

Common Core Reading Standards: Foundational Skills**Fluency**

4. Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm self-correct word recognition and understanding, rereading as necessary.

Similes Activity Book

- Have students practice their reading skills by reading the short story included in each lesson.
- Have students practice reading the short story included in each lesson out loud.
- Have students use context while reading the short story in each lesson to confirm or self-correct word recognition and understanding.

Common Core Writing Standards**Production and Distribution of Writing**

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

Similes Activity Book

4. Have students practice producing clear and coherent writing when completing the creating writing exercise included in each lesson.

Production and Distribution of Writing

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.

5. Have students practice strengthening their writing using suggestions from peers and adults after completing the creative writing exercise included in each lesson.

Range of Writing

10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

10. Have students practice writing in short time spans by completing the creative writing exercise included in each lesson.

