



Yabisi

**Correlation to the Common
Core State Standards
(CCSS)**



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(CCSS)**

Grade K

Yabisi
SOUTH CAROLINA CORRELATIONS
COMMON CORE STATE STANDARDS (CCSS) FOR LANGUAGE ARTS
SERIES YABISÍ (SANTILLANA USA) – KINDER

Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Ask and answer questions about key details in a text.	TE: p. 26-27, 28-29, 44-45, 64-65, 106, 128, 150, 172, 192, 214, 236, 258, 302 SB: p. 10-11, 12, 14-15, 28, 30, 90, 112, 134, 156, 176, 198, 220, 242, 264, 286, 306
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	TE: p. 28-29, 30, 44-45, 46, 64-65, 66-67, 84, 88, 110, 111, 132, 154, 174, 192, 196, 214, 218, 240, 262, 284, 304, 322, 326 SB: p. 12, 14-15, 30, 50-51, 68, 72-73, 94-95, 116-117, 138, 158-159, 176, 180-181, 198, 202, 224, 246, 268-269, 288, 306, 310-311
3. Describe characters, settings, and major events in a story, using key details.	TE: p. 28, 30-31, 44, 64, 84, 106, 128, 150, 172, 192, 214, 236, 258, 280, 302, 322 SB: p. 28, 31, 48, 68, 90, 112, 134, 156, 176, 198, 220, 242, 264, 286, 306
<i>Craft and Structure</i>	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TE: p. 29, 40, 44-45, 83-84, 68, 86, 99, 129, 174, 190, 195, 213, SB: p. 15, 287
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	TE: p. 240
6. Identify who is telling the story at various points in a text.	TE: p. 26-27, 28-29, 44-45, 62-63, 64-65, 83-84, 106, 128, 150, 172, 192, 214, 236, 258, 302 SB: p. 10-11, 12, 14-15, 28, 30, 90, 112, 134, 156, 176, 198, 220, 242, 264, 286, 306
<i>Integration of Knowledge and Ideas</i>	
7. Use illustrations and details in a story to describe its characters, setting, or events.	TE: p. 26-27, 29, 31, 40, 42-44, 65, 105-107, 127-130, 170-171, 190, 193-194, 213, 217, 232, 234-235, 239, 279, 284, 301, 326-327, SB: p. 10-11, 27, 31, 46-47, 67-68, 111, 155, 175, 177, 197, 218-219, 223, 263, 285, 305, 307, 311
8. (Not applicable to literature)	
9. Compare and contrast the adventures and experiences of characters in stories.	TE: p. 28-29, 31, 65-66, 77, 88, 102, 111, 123-124, 154, 240, 297, 325 SB: p. 51
<i>Range of Reading and Level of Text Complexity</i>	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	SB: p. 12-13, 24, 28-29, 40, 48-49, 60, 68-71, 82, 90-93, 104, 112-115, 126, 134-137, 148, 156-157, 168, 176-179, 190, 198-201, 212, 220-223, 234, 242-245, 256, 264-267, 278, 286-287, 298, 306-309, 320



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Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Ask and answer questions about key details in a text.	TE: p. 40, 59, 78, 100, 122, 144, 167, 187, 209, 317 SB: p. 63, 84, 106, 129, 151, 171, 193, 214-215, 237, 258, 280, 317, 323
2. Identify the main topic and retell key details of a text.	TE: p. 78, 100, 122, 144, 167, 187, 209, 317 SB: p. 59, 62-63, 84, 106, 129, 151, 171, 193, 214-215, 237, 258, 280, 322, 323
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	TE: p. 59, 62, 79, 100, 122, 144, 296, 338 SB: p. 151, 171, 237
<i>Craft and Structure</i>	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	TE: p. 62, 78-79, 144, 208 SB: p. 192
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.	TE: p. 59, 62, 79, 101, 144, 166, 252, 297, 339
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	TE: p. 59, 62, 101, 144, 166, 187, 338
<i>Integration of Knowledge and Ideas</i>	
7. Use the illustrations and details in a text to describe its key ideas.	TE: p. 59, 79, 100, 122, 186, 230, 338 SB: p. 43, 106
8. Identify the reasons an author gives to support points in a text.	TE: p. 79, 100, 123, 144, 231
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TE: p. 101, 123, 186, 274, 338
<i>Range of Reading and Level of Text Complexity</i>	
10. With prompting and support, read informational texts appropriately complex for grade 1.	SB: p. 42-43, 62, 85, 106-107, 128-129, 151, 170-171, 192-193, 214-215, 236-237, 258-259, 280-281, 301, 322-323

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Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Decode the five vowel sounds ▪ Decode syllables 	<p>TE: p. 26-29, SB: p. 10-11, 16- 20, 32-39 AB: p. 8-11, 16-19,</p> <p>TE: p. 48-55, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319</p> <p>SB: p. 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303 AB: p.</p>
<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Recognize the distinguishing features of a sentence (e.g., capitalization of first word, beginning and ending punctuation (¡!) / (¿?), the em dash to indicate dialogue) 	<p>TE: p. SB: p.</p>
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Identify syllables in spoken words, including diphthongs and hiatus (le-er, ri-o, quie-ro, na-die, radio, sa-po) ▪ Separate spoken multi-syllabic words into two to four syllables (e.g., “ra-na”, “má-qui-na”, “te-lé fono”) 	<p>TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319</p> <p>SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303</p>

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	AB: p. 16-19
a. Distinguish long from short vowel sounds in spoken single syllable words.	N/A in Spanish
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. SPANISH: <ul style="list-style-type: none"> ▪ Blend spoken phonemes to form <i>syllables and words</i> (e.g., sol, pato). 	TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319 SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319 SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	N/A to Spanish
SPANISH: Identify syllables in spoken words, including: <ul style="list-style-type: none"> ▪ diphthongs and <i>hiatus</i> (le-er, rí-o, quie-ro, na-die, ra-dio, sa-po) Know the spelling-sound correspondences in different structures including: <ul style="list-style-type: none"> ▪ Open syllable (e.g., CV, la; VCV, ala; CVCV, toma); closed syllable (e.g., VC, un; CVC, mes); consonant blends (e.g., bra/bra-zo; glo/glo-bo); and consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro) 	TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319 SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303
3. Know and apply grade-level phonics and word	TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-

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analysis skills in decoding words.	<p>121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319</p> <p>SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303</p>
<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>TE: p. 134-135, 286-287, SB: p. 118-119, 226-227, 230-231 AB: p. 48-49, 52-53, 104-105, 108-109,</p>
<p>b. Decode regularly spelled one-syllable words. SPANISH:</p> <ul style="list-style-type: none"> ▪ closed syllable (e.g., VC, un ; CVC, mes) ▪ open syllable (e.g., CV, la ; VCV, ala ; CVCV, toma) 	<p>TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319</p> <p>SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303</p>
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>N/A to Spanish</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319</p> <p>SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303</p>
<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables. SPANISH:</p> <ul style="list-style-type: none"> ▪ Separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no) 	<p>TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-</p>

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	<p>207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319</p> <p>SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303</p>
<p>SPANISH: Decode words that use syllables:</p> <ul style="list-style-type: none"> ▪ que-, qui-, as in queso and quito ▪ gue-, gui-, as in guiso and juguete 	<p>TE: p. 222-223 SB: p. 206-207 AB: p. 80-81, 84-85</p> <p>TE: p. 198-199 SB: p. 182-183, 186, 187 AB: p.72-73, 76-77</p>
f. Read words with inflectional endings.	N/A in Spanish
<p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>SPANISH: Decode words that have the same sounds represented by different letters:</p> <ul style="list-style-type: none"> ▪ "r" and "rr," as in ratón and perro ▪ "ll" and "y," as in llave and yate ▪ "g" and "j," as in gigante and jirafa ▪ "c," "k," and "q," as in casa, kilo, and quince ▪ "c," "s," and "z," as in cereal, semilla, and zapato ▪ "b" and "v," as in burro and vela 	<p>TE: p. 134-143, 146-147 SB: p. 118-127, 130-131 AB: p. 48-49, 52-53</p> <p>TE: p. 286-291, 294, 298-299 SB: p. 270-275, 278, 282-283 AB: p. 104-105, 108-109</p> <p>TE: p. 176-181, 184, 188-189 SB: p. 160-165, 168, 172-173 AB: p. 64-65, 68-69</p> <p>TE: p. 220-225, 228-229, 232-233 SB: p. 204-209, 212-213, 216-217 AB: p. 80-81, 84-85</p> <p>TE: p. 242-247, 250-251, 255, SB: p. 226-231, 234-235, 239</p> <p>TE: p. 90-97, 98-99,102-103 SB: p. 74-81, 82-83, 86-87</p>
SPANISH:	

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<ul style="list-style-type: none"> ▪ Identify the stressed syllable (<i>silaba tónica</i>) ▪ Decode words with an orthographic accent (e.g., "papá," "mamá") 	<p>TE: p. 334-335, 337, 341, SB: p. 318-319, 321, 325 AB: p. 126-127</p>
<i>Fluency</i>	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SB: p. 42-43, 62, 85, 106-107, 128-129, 151, 170-171, 192-193, 214-215, 236-237, 258-259, 280-281, 301, 322-323</p>
<p>a. Read on-level text with purpose and understanding.</p>	<p>SB: p. 42-43, 62, 85, 106-107, 128-129, 151, 170-171, 192-193, 214-215, 236-237, 258-259, 280-281, 301, 322-323</p>
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>SB: p. 42-43, 62, 85, 106-107, 128-129, 151, 170-171, 192-193, 214-215, 236-237, 258-259, 280-281, 301, 322-323</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TE: p. 29, 68, 83-84, 86, 99, 129, 174, 190, 195, 213, 302</p>

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Writing Standards	
<i>Text Types and Purposes</i>	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	TE: p. SB: p.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TE: p. SB: p.
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.	TE: p. SB: p.
<i>Production and Distribution of Writing</i>	
4. (Begins in grade 3)	TE: p. SB: p.
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.	TE: p. SB: p.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE: p. SB: p.
<i>Research to Build and Present Knowledge</i>	
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	TE: p. SB: p.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE: p. SB: p.
9. (Begins in grade 4)	
<i>Range of Writing</i>	
10. (Begins in grade 3)	

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Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
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.	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320
a. 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).	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TE: p. 26-27, 28-29, 44-45, 64-65, 106, 128, 150, 172, 192, 214, 236, 258, 302
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TE: p. 26-27, 28-29, 44-45, 64-65, 106, 128, 150, 172, 192, 214, 236, 258, 302
<i>Presentation of Knowledge and Ideas</i>	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320
6. Produce complete sentences when appropriate to task and situation.	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320

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Language Standards	
<i>Conventions of Standard English</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TE: p. 38-39, 52-55, 46-47, 67, 88, 111, 117-118, 132-133, 139, 141, 154-155, 174-175, 181, 189, 196-197, 200, 204, 212, 218, 219, 226-227, 229, 232, 233, 267, 241, 248-249, 252, 254-255, 263, 269, 285, 287, 292-293, 298-299
a. Print all upper- and lowercase letters.	TE: p. 38-39, 52-55 SB: p. 29, AB: p. 8-11, 23,
b. Use common, proper, and possessive nouns.	TE: p. 46-47, 67, 88, 133, 154, 204, 227 SB: p. 31,
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	TE: p. 117-118, 154-155, 212, 218, 226-227, 229, 232, 267 SB: p. 210-211, 213, 216 AB: p. 86-87
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	N/A
e. 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>).	TE: p. 174-175, 181, 189, 196-197, 200, 218-219, 233, 241, 263, 269, 285, 287, 292-293, 298-299 SB: p. 276-277, 279, 282-283 AB: p. 110-111
f. Use frequently occurring adjectives.	TE: p. 111, 132-133, 139, 141, 248-249, 25q, 254-255 SB: p. 232-233, 235, 238-239 AB: p. 94-95
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	TE: p. 304
h. Use determiners (e.g., articles, demonstratives).	TE: p. 91
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	N/A
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TE: p. 162-163, 182-183 SB: p. 37, 57, 79, 101, 123, 145, 146-147, 165, 187, 209, 231, 253, 275, 295, 317 AB: p. 62-63, 70-71
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TE: p. 38-39, 52-55, 46-47, 67, 88, 111, 117-118, 132-133, 139, 141, 154-155, 174-175, 181, 189, 196-197, 200, 204, 212, 218, 219, 226-227, 229, 232, 233, 267, 241, 248-249, 252, 254-255, 263, 269, 285, 287, 292-293, 298-299
a. Capitalize dates and names of people.	TE: p. 204 SB: p. 188 AB: p. 100-101, 109, 111, 117, 124-125

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b. Use end punctuation for sentences.	TE: p. 182-183, 263, 269, 285, 304 SB: p. 166-167, 187, 253 AB: p. 76-77
c. Use commas in dates and to separate single words in a series.	TE: p. 304-305
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TE: p. 48-49, 68-69, 90-91, 112-113, 134-135, 156-157, 176-177, 198-199, 220-221, 242-243, 264-265, 286-287, 306-307, 328-329 SB: p. 32-33, 52-53, 74-75, 96-97, 118-119, 140-141, 160-161, 182-183, 204-205, 226-227, 248-249, 270-271, 290-291, 312-313
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TE: p. 48-49, 68-69, 90-91, 112-113, 134-135, 156-157, 176-177, 198-199, 220-221, 242-243, 264-265, 286-287, 306-307, 328-329 SB: p. 32-33, 52-53, 74-75, 96-97, 118-119, 140-141, 160-161, 182-183, 204-205, 226-227, 248-249, 270-271, 290-291, 312-313
SPANISH: <ul style="list-style-type: none"> ▪ Become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas, e.g., calor, ratón) 	TE: p. 334-335, 337, 341, SB: p. 318-319, 321, 325 AB: p. 126-127
<i>Knowledge of Language</i>	
3. (Begins in grade 2)	
<i>Vocabulary Acquisition and Use</i>	
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.	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
a. Use sentence-level context as a clue to the meaning of a word or phrase.	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
b. Use frequently occurring affixes as a clue to the meaning of a word.	N/A
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	N/A
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210,

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represent.	232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
b. 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).	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
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>).	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341



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**Correlation to the Common
Core State Standards
(CCSS)**

Grade 1

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Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Ask and answer questions about key details in a text.	TE: p. 26-27, 28-29, 44-45, 64-65, 106, 128, 150, 172, 192, 214, 236, 258, 302 SB: p. 10-11, 12, 14-15, 28, 30, 90, 112, 134, 156, 176, 198, 220, 242, 264, 286, 306
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	TE: p. 28-29, 30, 44-45, 46, 64-65, 66-67, 84, 88, 110, 111, 132, 154, 174, 192, 196, 214, 218, 240, 262, 284, 304, 322, 326 SB: p. 12, 14-15, 30, 50-51, 68, 72-73, 94-95, 116-117, 138, 158-159, 176, 180-181, 198, 202, 224, 246, 268-269, 288, 306, 310-311
3. Describe characters, settings, and major events in a story, using key details.	TE: p. 28, 30-31, 44, 64, 84, 106, 128, 150, 172, 192, 214, 236, 258, 280, 302, 322 SB: p. 28, 31, 48, 68, 90, 112, 134, 156, 176, 198, 220, 242, 264, 286, 306
<i>Craft and Structure</i>	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TE: p. 29, 40, 44-45, 83-84, 68, 86, 99, 129, 174, 190, 195, 213, SB: p. 15, 287
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	TE: p. 240
6. Identify who is telling the story at various points in a text.	TE: p. 26-27, 28-29, 44-45, 62-63, 64-65, 83-84, 106, 128, 150, 172, 192, 214, 236, 258, 302 SB: p. 10-11, 12, 14-15, 28, 30, 90, 112, 134, 156, 176, 198, 220, 242, 264, 286, 306
<i>Integration of Knowledge and Ideas</i>	
7. Use illustrations and details in a story to describe its characters, setting, or events.	TE: p. 26-27, 29, 31, 40, 42-44, 65, 105-107, 127-130, 170-171, 190, 193-194, 213, 217, 232, 234-235, 239, 279, 284, 301, 326-327, SB: p. 10-11, 27, 31, 46-47, 67-68, 111, 155, 175, 177, 197, 218-219, 223, 263, 285, 305, 307, 311
8. (Not applicable to literature)	
9. Compare and contrast the adventures and experiences of characters in stories.	TE: p. 28-29, 31, 65-66, 77, 88, 102, 111, 123-124, 154, 240, 297, 325 SB: p. 51
<i>Range of Reading and Level of Text Complexity</i>	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	SB: p. 12-13, 24, 28-29, 40, 48-49, 60, 68-71, 82, 90-93, 104, 112-115, 126, 134-137, 148, 156-157, 168, 176-179, 190, 198-201, 212, 220-223, 234, 242-245, 256, 264-267, 278, 286-287, 298, 306-309, 320

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Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Ask and answer questions about key details in a text.	TE: p. 40, 59, 78, 100, 122, 144, 167, 187, 209, 317 SB: p. 63, 84, 106, 129, 151, 171, 193, 214-215, 237, 258, 280, 317, 323
2. Identify the main topic and retell key details of a text.	TE: p. 78, 100, 122, 144, 167, 187, 209, 317 SB: p. 59, 62-63, 84, 106, 129, 151, 171, 193, 214-215, 237, 258, 280, 322, 323
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	TE: p. 59, 62, 79, 100, 122, 144, 296, 338 SB: p. 151, 171, 237
<i>Craft and Structure</i>	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	TE: p. 62, 78-79, 144, 208 SB: p. 192
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.	TE: p. 59, 62, 79, 101, 144, 166, 252, 297, 339
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	TE: p. 59, 62, 101, 144, 166, 187, 338
<i>Integration of Knowledge and Ideas</i>	
7. Use the illustrations and details in a text to describe its key ideas.	TE: p. 59, 79, 100, 122, 186, 230, 338 SB: p. 43, 106
8. Identify the reasons an author gives to support points in a text.	TE: p. 79, 100, 123, 144, 231
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TE: p. 101, 123, 186, 274, 338
<i>Range of Reading and Level of Text Complexity</i>	
10. With prompting and support, read informational texts appropriately complex for grade 1.	SB: p. 42-43, 62, 85, 106-107, 128-129, 151, 170-171, 192-193, 214-215, 236-237, 258-259, 280-281, 301, 322-323

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	AB: p. 16-19
a. Distinguish long from short vowel sounds in spoken single syllable words.	N/A in Spanish
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. SPANISH: <ul style="list-style-type: none"> ▪ Blend spoken phonemes to form <i>syllables and words</i> (e.g., <i>sol, pato</i>). 	TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319 SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319 SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	N/A to Spanish
SPANISH: Identify syllables in spoken words, including: <ul style="list-style-type: none"> ▪ diphthongs and <i>hiatus</i> (le-er, ri-o, quie-ro, na-die, ra-dio, sa-po) Know the spelling-sound correspondences in different structures including: <ul style="list-style-type: none"> ▪ Open syllable (e.g., CV, la; VCV, ala; CVCV, toma); closed syllable (e.g., VC, un; CVC, mes); consonant blends (e.g., bra/bra-zo; glo/glo-bo); and consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro) 	TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319 SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303
3. Know and apply grade-level phonics and word analysis skills in decoding words.	TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165,

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	<p>168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319</p> <p>SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303</p>
<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>TE: p. 134-135, 286-287, SB: p. 118-119, 226-227, 230-231 AB: p. 48-49, 52-53, 104-105, 108-109,</p>
<p>b. Decode regularly spelled one-syllable words. SPANISH:</p> <ul style="list-style-type: none"> ▪ closed syllable (e.g., VC, un ; CVC, mes) ▪ open syllable (e.g., CV, la ; VCV, ala ; CVCV, toma) 	<p>TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319</p> <p>SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303</p>
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>N/A to Spanish</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251, 255, 286-291, 294, 298-299, 306-311, 318-319</p> <p>SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303</p>
<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables. SPANISH:</p> <ul style="list-style-type: none"> ▪ Separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no) 	<p>TE: p. 26-27, 48-51, 68-75, 90-99, 102-103, 112-121, 124-125, 134-143, 146-147, 156-161, 164-165, 168-169, 176-181, 184-185, 188-189, 198-203, 206-207, 220-225, 228-229, 232-233, 242-247, 250-251,</p>

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	255, 286-291, 294, 298-299, 306-311, 318-319 SB: p. 10-11, 32-39, 52-41, 44-45, 60-61, 64-65, 74-83, 86-87, 96-105, 108-109, 118-127, 130-131, 140-145, 152-153, 160-165, 172-173, 182-187, 190-191, 204-209, 212-213, 216-217, 226-231, 234-235, 239, 270-275, 278, 282-283, 290-295, 302-303
SPANISH: Decode words that use syllables:	
<ul style="list-style-type: none"> ▪ que-, qui-, as in queso and quito 	TE: p. 222-223 SB: p. 206-207 AB: p. 80-81, 84-85
<ul style="list-style-type: none"> ▪ gue-, gui-, as in guiso and juguete 	TE: p. 198-199 SB: p. 182-183, 186, 187 AB: p.72-73, 76-77
f. Read words with inflectional endings.	N/A in Spanish
g. Recognize and read grade-appropriate irregularly spelled words.	
SPANISH: Decode words that have the same sounds represented by different letters:	
<ul style="list-style-type: none"> ▪ "r" and "rr," as in ratón and perro 	TE: p. 134-143, 146-147 SB: p. 118-127, 130-131 AB: p. 48-49, 52-53
<ul style="list-style-type: none"> ▪ "ll" and "y," as in llave and yate 	TE: p. 286-291, 294, 298-299 SB: p. 270-275, 278, 282-283 AB: p. 104-105, 108-109
<ul style="list-style-type: none"> ▪ "g" and "j," as in gigante and jirafa 	TE: p. 176-181, 184, 188-189 SB: p. 160-165, 168, 172-173 AB: p. 64-65, 68-69
<ul style="list-style-type: none"> ▪ "c," "k," and "q," as in casa, kilo, and quince 	TE: p. 220-225, 228-229, 232-233 SB: p. 204-209, 212-213, 216-217 AB: p. 80-81, 84-85
<ul style="list-style-type: none"> ▪ "c," "s," and "z," as in cereal, semilla, and zapato 	TE: p. 242-247, 250-251, 255, SB: p. 226-231, 234-235, 239
<ul style="list-style-type: none"> ▪ "b" and "v," as in burro and vela 	TE: p. 90-97, 98-99,102-103 SB: p. 74-81, 82-83, 86-87
SPANISH:	
<ul style="list-style-type: none"> ▪ Identify the stressed syllable (<i>silaba tónica</i>) 	TE: p. 334-335, 337, 341,

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<ul style="list-style-type: none"> ▪ Decode words with an orthographic accent (e.g., "papá," "mamá") 	SB: p. 318-319, 321, 325 AB: p. 126-127
<i>Fluency</i>	
4. Read with sufficient accuracy and fluency to support comprehension.	SB: p. 42-43, 62, 85, 106-107, 128-129, 151, 170-171, 192-193, 214-215, 236-237, 258-259, 280-281, 301, 322-323
a. Read on-level text with purpose and understanding.	SB: p. 42-43, 62, 85, 106-107, 128-129, 151, 170-171, 192-193, 214-215, 236-237, 258-259, 280-281, 301, 322-323
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	SB: p. 42-43, 62, 85, 106-107, 128-129, 151, 170-171, 192-193, 214-215, 236-237, 258-259, 280-281, 301, 322-323
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TE: p. 29, 68, 83-84, 86, 99, 129, 174, 190, 195, 213, 302

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Writing Standards	
<i>Text Types and Purposes</i>	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	SB: p. 173, 230, 194, 230, 251, 255, 274, 275, 311, 316, 322, 323, 341, 342
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	SB: p. 173, 230, 194, 230, 251, 255, 274, 275, 311, 316, 322, 323, 341, 342
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.	SB: p. 173, 230, 194, 230, 251, 255, 274, 275, 311, 316, 322, 323, 341, 342
<i>Production and Distribution of Writing</i>	
4. (Begins in grade 3)	
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.	SB: p. 173, 230, 194, 230, 251, 255, 274, 275, 311, 316, 322, 323, 341, 342
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	SB: p. 173, 230, 194, 230, 251, 255, 274, 275, 311, 316, 322, 323, 341, 342
<i>Research to Build and Present Knowledge</i>	
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	SB: p. 173, 230, 194, 230, 251, 255, 274, 275, 311, 316, 322, 323, 341, 342
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	SB: p. 173, 230, 194, 230, 251, 255, 274, 275, 311, 316, 322, 323, 341, 342
9. (Begins in grade 4)	
<i>Range of Writing</i>	
10. (Begins in grade 3)	

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Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
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.	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320
a. 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).	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TE: p. 26-27, 28-29, 44-45, 64-65, 106, 128, 150, 172, 192, 214, 236, 258, 302
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TE: p. 26-27, 28-29, 44-45, 64-65, 106, 128, 150, 172, 192, 214, 236, 258, 302
<i>Presentation of Knowledge and Ideas</i>	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320
6. Produce complete sentences when appropriate to task and situation.	TE: p. 30, 31, 36, 56, 61, 111, 119, 138, 145, 165, 167, 174, 182, 183, 189, 195, 196, 211, 233, 245, 255, 258, 262, 268, 276, 281, 291, 295, 320

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Language Standards	
<i>Conventions of Standard English</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TE: p. 38-39, 52-55, 46-47, 67, 88, 111, 117-118, 132-133, 139, 141, 154-155, 174-175, 181, 189, 196-197, 200, 204, 212, 218, 219, 226-227, 229, 232, 233, 267, 241, 248-249, 252, 254-255, 263, 269, 285, 287, 292-293, 298-299
a. Print all upper- and lowercase letters.	TE: p. 38-39, 52-55 SB: p. 29, AB: p. 8-11, 23,
b. Use common, proper, and possessive nouns.	TE: p. 46-47, 67, 88, 133, 154, 204, 227 SB: p. 31,
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	TE: p. 117-118, 154-155, 212, 218, 226-227, 229, 232, 267 SB: p. 210-211, 213, 216 AB: p. 86-87
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	N/A
e. 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>).	TE: p. 174-175, 181, 189, 196-197, 200, 218-219, 233, 241, 263, 269, 285, 287, 292-293, 298-299 SB: p. 276-277, 279, 282-283 AB: p. 110-111
f. Use frequently occurring adjectives.	TE: p. 111, 132-133, 139, 141, 248-249, 25q, 254-255 SB: p. 232-233, 235, 238-239 AB: p. 94-95
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	TE: p. 304
h. Use determiners (e.g., articles, demonstratives).	TE: p. 91
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	N/A
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TE: p. 162-163, 182-183 SB: p. 37, 57, 79, 101, 123, 145, 146-147, 165, 187, 209, 231, 253, 275, 295, 317 AB: p. 62-63, 70-71
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TE: p. 38-39, 52-55, 46-47, 67, 88, 111, 117-118, 132-133, 139, 141, 154-155, 174-175, 181, 189, 196-197, 200, 204, 212, 218, 219, 226-227, 229, 232, 233, 267, 241, 248-249, 252, 254-255, 263, 269, 285, 287, 292-293, 298-299
a. Capitalize dates and names of people.	TE: p. 204 SB: p. 188 AB: p. 100-101, 109, 111, 117, 124-125

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b. Use end punctuation for sentences.	TE: p. 182-183, 263, 269, 285, 304 SB: p. 166-167, 187, 253 AB: p. 76-77
c. Use commas in dates and to separate single words in a series.	TE: p. 304-305
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TE: p. 48-49, 68-69, 90-91, 112-113, 134-135, 156-157, 176-177, 198-199, 220-221, 242-243, 264-265, 286-287, 306-307, 328-329 SB: p. 32-33, 52-53, 74-75, 96-97, 118-119, 140-141, 160-161, 182-183, 204-205, 226-227, 248-249, 270-271, 290-291, 312-313
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TE: p. 48-49, 68-69, 90-91, 112-113, 134-135, 156-157, 176-177, 198-199, 220-221, 242-243, 264-265, 286-287, 306-307, 328-329 SB: p. 32-33, 52-53, 74-75, 96-97, 118-119, 140-141, 160-161, 182-183, 204-205, 226-227, 248-249, 270-271, 290-291, 312-313
SPANISH: <ul style="list-style-type: none"> ▪ Become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas, e.g., calor, ratón) 	TE: p. 334-335, 337, 341, SB: p. 318-319, 321, 325 AB: p. 126-127
<i>Knowledge of Language</i>	
3. (Begins in grade 2)	
<i>Vocabulary Acquisition and Use</i>	
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.	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
a. Use sentence-level context as a clue to the meaning of a word or phrase.	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
b. Use frequently occurring affixes as a clue to the meaning of a word.	N/A
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	N/A
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210,

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represent.	232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
b. 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).	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341
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>).	TE: p. 56, 60, 69, 81, 91, 93, 97, 113, 115, 124, 135, 146, 156, 158, 161, 176, 181, 188, 200, 203, 210, 232, 244, 246, 254, 269, 276, 291, 298, 308, 311, 318-319, 331, 340-341



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**Correlation to the Common
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(CCSS)**

Grade 2

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Reading Standards for Literature	
<i>Key Ideas and Details</i>	
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.	TE: p. 24-25, 48-51, 72-73, 74-75, 96- 124-127, 130, 150-153, 176-179, 202-207, 230-233, 256-259, 282-283, 306-307 SB: p. 12-13, 36-37, 86, 112-113, 138-139
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	TE: p. 28, 74-75, 104-105, 176-179, 202-207, 256-259, 282-283, 306-307 SB: p. 36-37, 87, 88-89,
3. Describe how characters in a story respond to major events and challenges.	TE: p. 29, 48-51, 74-75, 122-123, 176-179, 230-233, 256-259, 282-283, 306-307 SB: p. 13, 36-37, 87, 107, 113, 138-139
<i>Craft and Structure</i>	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	TE: p. 26-27, 46-48, 124-127, 150-153, 280-281, 305, 310, SB: p. 12-13, 106, 134, 282-283,
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TE: p. 48-51, 74-75, 96, 150-153, 230-233, 306-307 SB: p. 87,
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TE: p. 48-51, 74-75, 202-207, 256-259, 306-307 SB: p. 87, 133, 159, 185, 213, 239, 265, 289
<i>Integration of Knowledge and Ideas</i>	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TE: p. 46-47, 48, 72-73, 74-75, 122-123, 124-127, 150-153, 195, 200-201, 228-229, 254-255, 280-281, 304-307 SB: p. 9, 12-13, 56-57, 107, 112, 179
8. (Not applicable to literature)	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	TE: p. 96,
<i>Range of Reading and Level of Text Complexity</i>	
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.	SB: p. 10, 12-13, 58-59, 82-85, 108-111, 134-137, 160-163, 186-191, 214-217, 233, 240-243, 266-267, 270, 290-291, 294

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Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	TE: p. 42-43, 68-69, 92-93, 18-19, 144-145, 170-171, 196-197, 224-225, 250-251, 276-277, 300-301, 324-325 SB: p. 26-27, 52-53, 76-77, 102-103, 128-129, 154-155, 180-181, 208-209, 234-235, 260-261, 284-285, 308-309
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	TE: p. 42-43, 68-69, 92-93, 18-19, 144-145, 170-171, 196-197, 224-225, 250-251, 276-277, 300-301, 324-325 SB: p. 26-27, 52-53, 76-77, 102-103, 128-129, 154-155, 180-181, 208-209, 234-235, 260-261, 284-285, 308-309
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	TE: p. 42-43, 68-69, 92-93, 18-19, 144-145, 170-171, 196-197, 224-225, 250-251, 276-277, 300-301, 324-325 SB: p. 26-27, 52-53, 76-77, 102-103, 128-129, 154-155, 180-181, 208-209, 234-235, 260-261, 284-285, 308-309
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	TE: p. 42, 101, SB: p. 26, 134
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.	TE: p. 169, 224, 250, 299 SB: p. 153, 208, 234, 283,
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TE: p. 42-43, 68-69, 92-93, 18-19, 144-145, 170-171, 196-197, 224-225, 250-251, 276-277, 300-301, 324-325 SB: p. 26-27, 52-53, 76-77, 102-103, 128-129, 154-155, 180-181, 208-209, 234-235, 260-261, 284-285, 308-309
<i>Integration of Knowledge and Ideas</i>	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	TE: p. 169, 224, 250, 299 SB: p. 153, 208, 234, 283,
8. Describe how reasons support specific points the author makes in a text.	TE: p. TE: p. 42-43, 68-69, 92-93, 18-19, 144-145, 170-171, 196-197, 224-225, 250-251, 276-277, 300-301, 324-325 SB: p. 26-27, 52-53, 76-77, 102-103, 128-129, 154-155, 180-181, 208-209, 234-235, 260-261, 284-285, 308-309

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9. Compare and contrast the most important points presented by two texts on the same topic.	SB: p. 235
<i>Range of Reading and Level of Text Complexity</i>	
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.	SB: p. 26-27, 52-53, 76-77, 102-103, 128-129, 154-155, 180-181, 208-209, 234-235, 260-261, 284-285, 308-309

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Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>TE: p. 30-31, 32, 56-57, 80-81, 107-107, 132-133, 172, 184-185, SB: p. 14-15, 16, 28-29, 40-41, 54-55, 64-65, 78-79, 90-91, 104-105, 116-117, 156, 168 AB: p. 6, 16, 26, 36, 66, 76, 86</p>
<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca) 	<p>TE: p. 190, 202, 218-219, 244-245, 253,270-271, 310 SB: p. 174-175, 202, 228-229, 237, 254-255, 294</p>
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>TE: p. 164, 191, SB: p. 148, 175</p>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures. ▪ Open syllable (CV) (e.g., la/la-ta; to/to-ma); ▪ Closed syllable (CVC) (e.g., mes, sol); ▪ Consonant blends (e.g., bra/bra-zo; glo/glo-bo) ▪ Consonant digraphs (e.g., ch/chi-le; ll/llave; rr/pe-rro) 	<p>TE: p. 30-31, 56-57, 80-81, 107-107, 132-133, 172, 184-185, SB: p. 14-15, 16, 28-29, 40-41, 54-55, 64-65, 78-79, 90-91, 104-105, 116-117, 156, 168 AB: p. 6, 16, 26, 36, 66, 76, 86</p>
<p>d. Decode words with common prefixes and suffixes.</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Read words with common prefixes (e.g., in, des-) and suffixes (e.g., -mente, -dad, -oso) 	<p>TE: p. 108-109, 134-135 SB: p. 92-93, 118-119 AB: 38-39, 48</p>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>SPANISH:</p> <p>Decode words that have same sounds represented by different letters with increased accuracy:</p> <ul style="list-style-type: none"> ▪ "r" and "rr," as in <i>ratón</i> and <i>perro</i> ▪ "ll" and "y," as in <i>llave</i> and <i>yate</i> ▪ "g" and "j," as in <i>gigante</i> and <i>jirafa</i> ▪ "c," "k," and "q," as in <i>casa</i>, <i>kilo</i>, and <i>quince</i> ▪ "c," "s," and "z," as in <i>cereal</i>, <i>semilla</i>, and <i>zapato</i> 	<p>TE: p. 158, 238, 264, 288, SB: p. 142, 222, 248, 272 AB: p. 66, 76, 86, 96, 106</p>

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<p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro; ▪ Words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara ▪ Words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; güe-, güi, as in paragüero and agüita ▪ Words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar) 	<p>TE: p. 158, 184, 212, 238, 264-265, 304-305, 312-313, 326</p> <p>SB: p. 142, 158, 168, 196, 222, 248, 272, 289, 296-297</p> <p>AB: p. 6, 16, 26, 36, 66, 76, 86, 96, 106, 116</p>
<p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Identify the stressed syllable (<i>silaba tónica</i>) ▪ Decode words with an orthographic accent (e.g., papá, avión) 	<p>TE: p. 190, 218-219, 244-245, 253,270-271, 310</p> <p>SB: p. 174-175, 202, 228-229, 237, 254-255, 294,</p>
<i>Fluency</i>	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>TE: p. 24-25, 48-51, 72-73, 74-75, 96- 124-127, 130, 150-153, 176-179, 202-207, 230-233, 256-259, 282-283, 306-307</p> <p>SB: p. 12-13, 36-37, 86, 112-113, 138-139</p>
<p>a. Read on-level text with purpose and understanding.</p>	<p>TE: p. 24-25, 48-51, 72-73, 74-75, 96- 124-127, 130, 150-153, 176-179, 202-207, 230-233, 256-259, 282-283, 306-307</p> <p>SB: p. 12-13, 36-37, 86, 112-113, 138-139</p>
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TE: p.</p> <p>SB: p.</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TE: p. 26-27, 42, 46-48, 101, 124-127, 150-153, 280-281, 305, 310,</p> <p>SB: p. 12-13, 26, 42, 101, 106, 134, 282-283</p>

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Writing Standards	
<i>Text Types and Purposes</i>	
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	TE: p. 247, 251 SB: p. 99, 231, 235 AB: p. 13, 17, 21, 65, 113
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	TE: p. 167, 221, 273 SB: p. 151, 205
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.	TE: p. 39, 89, 115, 141, 193, 247, 273, 297, 322 SB: p. 23, 34, 49, 73, 125, 177, 231, 257, 281, 305
<i>Production and Distribution of Writing</i>	
4. (Begins in grade 3)	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	TE: p. 39, 89, 115, 141, 193, 247, 273, 297, 322 SB: p. 23, 34, 49, 73, 99, 125, 177, 205, 231, 151, 257, 281, 305
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE: p. 115, 167 SB: p.
<i>Research to Build and Present Knowledge</i>	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	TE: p. 47, 89, 141, 149, 167, 173, 281, 193
8. Recall information from experiences or gather information from provided sources to answer a question.	TE: p. 89, 141, 167, 221 SB: p. 205, 225
9. (Begins in grade 4)	
<i>Range of Writing</i>	
10. (Begins in grade 3)	

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Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
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.	TE: p. 40, 58, 66, 90, 116, 142, 168, 194, 222, 248, 274, 298, 322 SB: p. 24, 51, 75, 101, 127, 153, 179, 207, 233, 259, 283, 307
a. 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).	TE: p. 40, 66, 90, 116, 142, 168, 194, 222, 248, 274, 298, 322 SB: p. 24, 51, 75, 101, 127, 153, 179, 207, 233, 259, 283, 307
b. Build on others' talk in conversations by linking their comments to the remarks of others.	TE: p. 70, 104, 116, 190, 307
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	TE: p. 24-25, 48-51, 72-73, 74-75, 96-124-127, 130, 150-153, 176-179, 202-207, 230-233, 256-259, 282-283, 297, 306-307
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	TE: p. 26, 42-43, 68-69, 74, 92-93, 18-19, 144-145, 170-171, 196-197, 224-225, 250-251, 276-277, 300-301, 324-325 SB: p. 50
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.	TE: p. 24-25, 40, 153, 48-51, 72-73, 74-75, 96-124-127, 130, 150-153, 176-179, 202-207, 230-233, 256-259, 282-283, 297, 306-307 SB: p. 9, 30, 31, 57, 81, 107, 132, 158, 184, 213, 238, 264, 288
<i>Presentation of Knowledge and Ideas</i>	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	TE: p. 25, 77, 92, 116, 127, 213, 217, 247-248, 263, 283, 294, 297, 307, 309 SB: p. 24, 50, 74, 100, 126, 152, 178, 206, 232, 258, 278, 282, 306
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.	TE: p. 63, 84, 87, 92, 112, 123, 135, 176, 180, 188, 224, 147, 272,
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	TE: p. 24-25, 42, 77, 92, 116, 127, 213, 217, 247-248, 263, 283, 294, 297, 307, 309 SB: p. 9, 30, 31, 57, 81, 107, 132, 158, 184, 213, 238, 264, 288

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Language Standards	
<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Spanish grammar and usage when writing and speaking. 	<p>TE: p. 34, 36, 60, 62, 84, 86, 110, 112, 136, 138, 162, 164, 188, 190, 216, 218, 242, 244, 268, 270, 292, 294, 316, 318</p> <p>SB: p. 18, 20, 44, 46, 68, 70, 94, 96, 120, 122, 146, 148, 172, 174, 200, 202, 226, 228, 252, 254, 276, 278, 300, 302</p>
<p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ e. g., <i>la gente, el grupo</i> 	<p>TE: p. 188, 216</p> <p>SB: p. 172, 200</p>
<p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., <i>lápiz, lápices, feliz, felices</i>) 	<p>TE: p. 58-59, 70</p> <p>SB: p. 42-43, 55</p> <p>AB: p. 18</p>
<p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ e. g., <i>Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy.</i> 	<p>TE: p. N/A</p> <p>SB: p. N/A</p>
<p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>TE: p. 268, 292, 316</p> <p>SB: p. 252, 276, 300</p>
<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>TE: p. 242</p> <p>SB: p. 226</p>
<p>f. 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>).</p>	<p>TE: p. 34, 60,</p> <p>SB: p. 18, 44,</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>SPANISH:</p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Spanish capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue. 	<p>TE: p. 32, 36, 62, 86, 112, 138, 294</p> <p>SB: p. 16, 42, 96, 122, 122, 278</p>
<p>a. Capitalize holidays, product names, and geographic names.</p>	<p>TE: p. 36, 188, 192,</p> <p>SB: p. 20-21, 172, 176,</p>

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b. Use commas in greetings and closings of letters. SPANISH: <ul style="list-style-type: none"> ▪ Use semicolon in the salutation of a letter. ▪ Use comma in the closing of a letter. 	TE: p. 273 SB: p. 257
c. Use an apostrophe to form contractions and frequently occurring possessives.	TE: p. N/A SB: p. N/A
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	TE: p. N/A SB: p. N/A
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE: p. 27, 48, SB: p. 11,
SPANISH: <ul style="list-style-type: none"> ▪ Decode words with an orthographic accent (e.g., papá, avión) 	TE: p. 190, 218, 244, 270, 294, 318 SB: p. 174, 202, 228, 254
<i>Knowledge of Language</i>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TE: p. 34, 36, 60, 62, 84, 86, 110, 112, 136, 138, 162, 164, 188, 190, 216, 218, 242, 244, 268, 270, 292, 294, 316, 318 SB: p. 18, 20, 44, 46, 68, 70, 94, 96, 120, 122, 146, 148, 172, 174, 200, 202, 226, 228, 252, 254, 276, 278, 300, 302
a. Compare formal and informal uses of English.	TE: p. N/A SB: p. N/A
<i>Vocabulary Acquisition and Use</i>	
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.	TE: p. 240 SB: p. 224
a. Use sentence-level context as a clue to the meaning of a word or phrase.	TE: p. 240 SB: p. 224
b. 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>). SPANISH: <ul style="list-style-type: none"> ▪ e. g., feliz-infeliz, contar-recontar 	TE: p. SB: p.
c. 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>).	TE: p. 240 SB: p. 224
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). SPANISH:	TE: p. 160 SB: p. 144

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<ul style="list-style-type: none"> ▪ e. g., pasar, pasatiempo; sacar, sacapuntas, bien, bienvenidos 	
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	TE: p. 26, 48, 74, 75, 98, 124, 153, 176, 185, 230, 259, 282, 306 SB: p. 35, 55, 59, 85, 111, 137, 163, 191, 215, 267, 291
5. Demonstrate understanding of word relationships and nuances in word meanings.	TE: p. 186, 214 SB: p. 170, 198
a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	TE: p. 242 SB: p. 226
b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	TE: p. 242, 268, 292, 316 SB: p. 226, 252, 276, 300
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	TE: p. 34, 36, 60, 62, 84, 86, 110, 112, 136, 138, 162, 164, 188, 190, 216, 218, 242, 244, 268, 270, 292, 294, 316, 318 SB: p. 18, 20, 44, 46, 68, 70, 94, 96, 120, 122, 146, 148, 172, 174, 200, 202, 226, 228, 252, 254, 276, 278, 300, 302



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**Correlation to the Common
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(CCSS)**

Grade 3

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Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TE: p. 26-30, 48-53, 72-79, 98-105, 124-131, 150-157, 176-181, 200-209, 228-237, 256-261, 280-287, 306-313
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	TE: p. 26-30, 48-53, 72-79, 98-105, 124-131, 150-157, 176-181, 200-209, 228-237, 256-261, 280-287, 306-313
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TE: p. 26-30, 48-53, 72-79, 98-105, 124-131, 150-157, 176-181, 200-209, 228-237, 256-261, 280-287, 306-313
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	TE: p. 26, 33, 47-48, 49, 57, 72, 98, 108, 124, 150, 176, 200, 228, 236-237, 256, 270, 280, 309 SB: p. 11, 33, 59, 85, 111, 137, 161, 184, 189, 217, 341, 267, 293
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	TE: p. 26-30, 48-53, 72-79, 98-105, 124-131, 150-157, 176-181, 200-209, 228-237, 256-261, 280-287, 306-313
6. Distinguish their own point of view from that of the narrator or those of the characters.	TE: p. 26-30, 48-53, 72-79, 98-105, 124-131, 150-157, 176-181, 200-209, 228-237, 256-261, 280-287, 306-313
<i>Integration of Knowledge and Ideas</i>	
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	TE: p. 26-30, 48-53, 72-79, 98-105, 124-131, 150-157, 176-181, 200-209, 228-237, 256-261, 280-287, 306-313
8. (Not applicable to literature)	
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	TE: p. 26-30, 181, 200, 227, 237, 258, 306-309
<i>Range of Reading and Level of Text Complexity</i>	
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.	SB: p. 10-11, 32-33, 56-59, 82-85, 108-111, 134-137, 160-161, 184-189, 212-217, 240-241, 264-267, 290-293

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Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TE: p. 42-43, 66-67, 92-93, 118-119, 144-145, 170-171, 194-195, 222-223, 250-251, 274-275, 300-301, 326-327
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	TE: p. 42-43, 66-67, 92-93, 118-119, 144-145, 170-171, 194-195, 222-223, 250-251, 274-275, 300-301, 326-327
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	TE: p. 42-43, 66-67, 92-93, 118-119, 144-145, 170-171, 194-195, 222-223, 250-251, 274-275, 300-301, 326-327
<i>Craft and Structure</i>	
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> .	TE: p. 42-43, 66-67, 92-93, 118-119, 144-145, 170-171, 194-195, 222-223, 250-251, 274-275, 300-301, 326-327
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	TE: p. 42-43, 66-67, 92-93, 118-119, 144-145, 170-171, 194-195, 222-223, 250-251, 274-275, 300-301, 326-327
6. Distinguish their own point of view from that of the author of a text.	TE: p. 42-43, 66-67, 92-93, 118-119, 144-145, 170-171, 194-195, 222-223, 250-251, 274-275, 300-301, 326-327
<i>Integration of Knowledge and Ideas</i>	
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).	TE: p. 42-43, 66-67, 92-93, 118-119, 144-145, 170-171, 194-195, 222-223, 250-251, 274-275, 300-301, 326-327
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	TE: p. 42-43, 66-67, 92-93, 118-119, 144-145, 170-171, 194-195, 222-223, 250-251, 274-275, 300-301, 326-327
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	TE: p. 42-43, 66-67, 92-93, 118-119, 144-145, 170-171, 194-195, 222-223, 250-251, 274-275, 300-301, 326-327
<i>Range of Reading and Level of Text Complexity</i>	
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.	SB: 26-27, 50-51, 76-77, 102-103, 128-129, 154-155, 178-179, 206-207, 234-235, 258-259, 284-285, 310-311

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Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	TE: p. 80-81, 88, 94, 107-107, 114, 121, 132-133, 146, 158-159, 166, 172-173, 182-183, 190, 196 SB: p. 14-15, 28-29, 64-65, 78, 90-91, 105-106, 130, 142-143, 156-157, 166-167
a. Identify and know the meaning of the most common prefixes and derivational suffixes. SPANISH: <ul style="list-style-type: none"> ▪ Read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso). 	TE: p. 184-185, 196 SB: p. 168-169, 180 AB: p. 68-69, 79
b. Decode words with common Latin suffixes.	N/A
c. Decode multisyllable words.	TE: p. 80-81, 88, 94, 107-107, 114, 121, 132-133, 146, 158-159, 166, 172-173, 182-183, 190, 196 SB: p. 14-15, 28-29, 64-65, 78, 90-91, 105-106, 130, 142-143, 156-157, 166-167
d. Read grade-appropriate irregularly spelled words.	TE: p. 80-81, 88, 94, 107-107, 114, 121, 132-133, 146, 158-159, 166, 172-173, 182-183, 190, 196 SB: p. 14-15, 28-29, 64-65, 78, 90-91, 105-106, 130, 142-143, 156-157, 166-167
SPANISH: <ul style="list-style-type: none"> ▪ Decode words that use the syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita. 	TE: p. 80-81, 88, 94, 107-107, 114, 121, 132-133, 146, 158-159, 166, 172-173, 182-183, 190, 196 SB: p. 14-15, 28-29, 64-65, 78, 90-91, 105-106, 130, 142-143, 156-157, 166-167 AB: p. 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97
<ul style="list-style-type: none"> • Use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dío) 	TE: p. 188-189, 193, 196, 288-289, 314-315, 320-321, 322, 325, 328 SB: p. 172-173, 272-273, 298-299 AB: p. 106-107, 116-117
<ul style="list-style-type: none"> • Identify the syllable that is stressed (<i>sílaba tónica</i>) 	216-217, 221, 224, 244-245, 249, 252, 268-269, 273, 276, 294-295, 299, 302, 320-321, 325, 328 SB: p. 200-201, 205, 208, 228-229, 233, 236, 252-253, 257, 260, 278-279, 283, 286, 304-305, 309, 312 AB: p. 82-83, 92-93, 102-103, 112-113, 122-123
<ul style="list-style-type: none"> • Use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas) 	TE: p. 160-161, 169, 172, 212-213, 221, 224, 240-241, 249, 252 SB: p. 144-145, 153, 156, 196-197, 205, 206, 224-225, 233, 236, AB: p. 58-59, 78-79, 88-89
<ul style="list-style-type: none"> • Decode words with an orthographic accent 	TE: p. 216-217, 221, 224, 244-245, 249, 252, 268-

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(e.g., día, también, después)	TE: p. 269, 273, 276, 294-295, 299, 302, 320-321, 325, 328 SB: p. 200-201, 205, 208, 228-229, 233, 236, 252-253, 257, 260, 278-279, 283, 286, 304-305, 309, 312 AB: p. 82-83, 92-93, 102-103, 112-113, 122-123
<ul style="list-style-type: none"> Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words and homographs (e.g., <i>vino</i>-la bebida; <i>vino</i>-del verbo venir). 	TE: p. 264-265, 273, 276, 290-291, 299, 302 SB: p. 248-249, 260, 274-275 AB: p. 98-99, 108-109
<ul style="list-style-type: none"> Monitor accuracy in decoding words that have same sound represented by different letters. 	TE: p. 290-291 SB: p. 274-275 AB: p. 108-109
<ul style="list-style-type: none"> Identify the meaning of common prefixes (e.g., ex-, des) and suffixes (e.g., -era, -oso) and know how they change the meaning of roots 	TE: p. 184-185, 196 SB: p. 168-169, 180 AB: p. 68-69, 79
<ul style="list-style-type: none"> Identify and use antonyms, synonyms, and homophones (e.g., tubo, tuvo) 	TE: p. 264, 290-291, 316-317, 328, 325 SB: p. 248, 274-275, 300-301, 309, 312, 312 AB: p. 98-99, 108-109, 118-119
<i>Fluency</i>	
4. Read with sufficient accuracy and fluency to support comprehension.	SB: 26-27, 50-51, 76-77, 102-103, 128-129, 154-155, 178-179, 206-207, 234-235, 258-259, 284-285, 310-311
a. Read on-level text with purpose and understanding.	SB: 26-27, 50-51, 76-77, 102-103, 128-129, 154-155, 178-179, 206-207, 234-235, 258-259, 284-285, 310-311
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	SB: p. 10-11, 32-33, 56-59, 82-85, 108-111, 134-137, 160-161, 184-189, 212-217, 240-241, 264-267, 290-293
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TE: p. 264-265, 273, 276, 290-291, 299, 302 SB: p. 248-249, 260, 274-275

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Writing Standards	
<i>Text Types and Purposes</i>	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	TE: p. 39-40, 63, 89-90, 115-116, 123, SB: p. 23-24, 73-74, 77, 99-100, 103, 155, 159, 193, 297
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	TE: p. 39-40, 63, 89-90, 115-116, 123, SB: p. 23-24, 73-74, 77, 99-100, 103, 155, 159, 193, 297
b. Provide reasons that support the opinion.	TE: p. 39-40, 63, 89-90, 115-116, 123, SB: p. 23-24, 73-74, 77, 99-100, 103, 155, 159, 193, 297
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	TE: p. 39-40, 63, 89-90, 115-116, 123, SB: p. 23-24, 73-74, 77, 99-100, 103, 155, 159, 193, 297
d. Provide a concluding statement or section.	TE: p. 39-40, 63, 89-90, 115-116, 123, SB: p. 23-24, 73-74, 77, 99-100, 103, 155, 159, 193, 297
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TE: p. 53, 63-64, 79, 105, 131, 141-142, 247-248, 323-324 SB: p. 37, 47-48, 115, 125-126, 231-232, 307-308
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TE: p. 53, 63-64, 79, 105, 131, 141-142, 247-248, 323-324 SB: p. 37, 47-48, 115, 125-126, 231-232, 307-308
b. Develop the topic with facts, definitions, and details.	TE: p. 53, 63-64, 79, 105, 131, 141-142, 247-248, 323-324 SB: p. 37, 47-48, 115, 125-126, 231-232, 307-308
c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	TE: p. 53, 63-64, 79, 105, 131, 141-142, 247-248, 323-324 SB: p. 37, 47-48, 115, 125-126, 231-232, 307-308
d. Provide a concluding statement or section.	TE: p. 53, 63-64, 79, 105, 131, 141-142, 247-248, 323-324 SB: p. 37, 47-48, 115, 125-126, 231-232, 307-308
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TE: p.89, 167-168, 191-192, 219-220, 271-272, 297-298 SB: p. 63, 131, 141, 151-152, 157, 175-176, 203-204, 221, 245, 255-256, 271, 281-282
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TE: p.89, 167-168, 191-192, 219-220, 271-272, 297-298 SB: p. 63, 131, 141, 151-152, 157, 175-176, 203-204, 221, 245, 255-256, 271, 281-282
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TE: p.89, 167-168, 191-192, 219-220, 271-272, 297-298 SB: p. 63, 131, 141, 151-152, 157, 175-176, 203-204, 221, 245, 255-256, 271, 281-282

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c. Use temporal words and phrases to signal event order	TE: p.89, 167-168, 191-192, 219-220, 271-272, 297-298 SB: p. 63, 131, 141, 151-152, 157, 175-176, 203-204, 221, 245, 255-256, 271, 281-282
d. Provide a sense of closure.	TE: p.89, 167-168, 191-192, 219-220, 271-272, 297-298 SB: p. 63, 131, 141, 151-152, 157, 175-176, 203-204, 221, 245, 255-256, 271, 281-282
<i>Production and Distribution of Writing</i>	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TE: p. 39-40, 63, 89-90, 115-116, 123, SB: p. 23-24, 73-74, 77, 99-100, 103, 155, 159, 193, 297 TE: p. 53, 63-64, 79, 105, 131, 141-142, 247-248, 323-324 SB: p. 37, 47-48, 115, 125-126, 231-232, 307-308 TE: p.89, 167-168, 191-192, 219-220, 271-272, 297-298 SB: p. 63, 131, 141, 151-152, 157, 175-176, 203-204, 221, 245, 255-256, 271, 281-282 AB: p. 14-15, 24-25, 34-35, 44-45, 54-55, 64-65, 74-75, 84-85, 94-95, 104-105, 114-115, 124-125
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 3 on pages 28 and 29.)	TE: p. 39-40, 63, 89-90, 115-116, 123, SB: p. 23-24, 73-74, 77, 99-100, 103, 155, 159, 193, 297 TE: p. 53, 63-64, 79, 105, 131, 141-142, 247-248, 323-324 SB: p. 37, 47-48, 115, 125-126, 231-232, 307-308 TE: p.89, 167-168, 191-192, 219-220, 271-272, 297-298 SB: p. 63, 131, 141, 151-152, 157, 175-176, 203-204, 221, 245, 255-256, 271, 281-282 AB: p. 14-15, 24-25, 34-35, 44-45, 54-55, 64-65, 74-75, 84-85, 94-95, 104-105, 114-115, 124-125
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.	TE: p. 39-40, 63, 89-90, 115-116, 123, SB: p. 23-24, 73-74, 77, 99-100, 103, 155, 159, 193, 297 TE: p. 53, 63-64, 79, 105, 131, 141-142, 247-248, 323-324 SB: p. 37, 47-48, 115, 125-126, 231-232, 307-308 TE: p.89, 167-168, 191-192, 219-220, 271-272, 297-298 SB: p. 63, 131, 141, 151-152, 157, 175-176, 203-204, 221, 245, 255-256, 271, 281-282 AB: p. 14-15, 24-25, 34-35, 44-45, 54-55, 64-65, 74-75, 84-85, 94-95, 104-105, 114-115, 124-125

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<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects that build knowledge about a topic.	TE: p. 53, 63-64, 79, 105, 131, 141-142, 247-248, 323-324 SB: p. 37, 47-48, 115, 125-126, 231-232, 307-308
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TE: p.89, 167-168, 191-192, 219-220, 271-272, 297-298 SB: p. 63, 131, 141, 151-152, 157, 175-176, 203-204, 221, 245, 255-256, 271, 281-282
9. (Begins in grade 4)	
<i>Range of Writing</i>	
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.	TE: p. 39-40, 63, 89-90, 115-116, 123, SB: p. 23-24, 73-74, 77, 99-100, 103, 155, 159, 193, 297 TE: p. 53, 63-64, 79, 105, 131, 141-142, 247-248, 323-324 SB: p. 37, 47-48, 115, 125-126, 231-232, 307-308 TE: p.89, 167-168, 191-192, 219-220, 271-272, 297-298 SB: p. 63, 131, 141, 151-152, 157, 175-176, 203-204, 221, 245, 255-256, 271, 281-282 AB: p. 14-15, 24-25, 34-35, 44-45, 54-55, 64-65, 74-75, 84-85, 94-95, 104-105, 114-115, 124-125

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Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	TE: p. 40, 45, 49, 53, 64, 65, 90, 101, 102, 116, 205, 121, 142, 153, 157, 164, 168, 192, 220, 248, 272, 279, 287, 298, 324 SB: p. 24, 48, 74, 100, 126, 154, 176, 204, 232, 256, 282, 308
a. 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.	TE: p. 40, 45, 49, 53, 64, 65, 90, 101, 102, 116, 205, 121, 142, 153, 157, 164, 168, 192, 220, 248, 272, 279, 287, 298, 324 SB: p. 24, 48, 74, 100, 126, 154, 176, 204, 232, 256, 282, 308
b. 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).	TE: p. 40, 45, 49, 53, 64, 65, 90, 101, 102, 116, 205, 121, 142, 153, 157, 164, 168, 192, 220, 248, 272, 279, 287, 298, 324 SB: p. 24, 48, 74, 100, 126, 154, 176, 204, 232, 256, 282, 308
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	TE: p. 40, 43, 45, 49, 53, 64, 65, 90, 101, 102, 116, 205, 121, 142, 153, 157, 164, 168, 192, 220, 248, 261, 262, 272, 279, 284, 287, 298, 313, 324 SB: p. 24, 48, 74, 100, 126, 154, 176, 204, 232, 256, 282, 308
d. Explain their own ideas and understanding in light of the discussion.	SB: p. 24, 48, 74, 100, 126, 154, 176, 204, 232, 256, 282, 308
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.	TE: p. 40, 43, 45, 49, 53, 64, 65, 90, 101, 102, 116, 205, 121, 142, 153, 157, 164, 168, 192, 220, 248, 261, 262, 272, 279, 284, 287, 298, 313, 324
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TE: p. 40, 43, 45, 49, 53, 64, 65, 90, 101, 102, 116, 205, 121, 142, 153, 157, 164, 168, 192, 220, 248, 261, 262, 272, 279, 284, 287, 298, 313, 324
<i>Presentation of Knowledge and Ideas</i>	
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.	SB: p. 24, 48, 74, 100, 126, 154, 176, 204, 232, 256, 282, 308
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.	TE: p. 28, 38, 39, 102, 122, 127, 142, 157, 206, 233, 247, 310
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language	TE: p. 80-81, 88, 94, 106-107, 114, 121, 132-133, 146, 158-159, 166, 172-173, 182-183, 190, 196, 210-211, 224, 252, 238-239

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standards 1 and 3 on pages 28 and 29 for specific expectations.)	SB: p. 14-15, 28-29, 64-65, 72, 78, 90-91, 98, 105-106, 130, 142-143, 150, 156-157, 164, 166-167, 194-195, 208, 222-223, 236 AB: p. 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97
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Language Standards	
<i>Conventions of Standard English</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TE: p. 80-81, 88, 94, 106-107, 114, 121, 132-133, 146, 158-159, 166, 172-173, 182-183, 190, 196, 210-211, 224, 252, 238-239 SB: p. 14-15, 28-29, 64-65, 72, 78, 90-91, 98, 105-106, 130, 142-143, 150, 156-157, 164, 166-167, 194-195, 208, 222-223, 236 AB: p. 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TE: p. 136-137, 140, 147, 162-163, 169, 172-173, 210-211, 214-215, 242-243, 261, 266, 292-293, 302-303, 318-319, 321, 328-329 SB: p. 110-111, 120-121, 124, 131, 146-147, 153, 156-157, 94-195, 198-199, 226-227, 245, 250-251, 276-277, 286-287, 302-303, 305, 312-313 AB: p. 50-51, 54, 60-61, 90-91, 94, 110-111, 120-121
b. Form and use regular and irregular plural nouns. SPANISH: <ul style="list-style-type: none"> ▪ e.g., pez, peces; lápiz, lápices; joven, jóvenes). 	TE: p. 134, 158-159, 162, 166, 210, 214-215, 225 SB: p. 118, 142-143, 146, 150, 194, 198, 199, 209 AB: p. 56-57
c. Use abstract nouns (e.g., <i>childhood</i>).	TE: p. 134, 136, 140, 143, 146 SB: p. 118, 120, 124, 127, 130 AB: p. 50-55
d. Form and use regular and irregular verbs. SPANISH: <ul style="list-style-type: none"> ▪ Regular verbs e.g., ar, -er, -ir, and irregular verbs e.g., ser, ir, haber 	TE: p. 292-293, 299, 302, 318-319, 325, 328 SB: p. 276-277, 283, 286, 303-303, 309, 312 AB: p. 110-111, 120-121, 124
e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. SPANISH: <ul style="list-style-type: none"> ▪ Form and use the simple (e.g., Yo caminé; Yo camino; Yo caminaré) verbs tenses, and the subjunctive mode 	TE: p. 292-293, 299, 302, 318-319, 325, 328 SB: p. 276-277, 283, 286, 303-303, 309, 312 AB: p. 110-111, 120-121, 124
f. Ensure subject-verb and pronoun-antecedent agreement.	TE: p. 292-293, 299, 302, 318-319, 325, 328 SB: p. 276-277, 283, 286, 303-303, 309, 312 AB: p. 110-111, 120-121, 124
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TE: p. 242-243, 249, 252, 266-267, 273, 276 SB: p. 226-227, 233, 236, 250-251, 257, 260 AB: p. 90-91, 100-101
h. Use coordinating and subordinating conjunctions.	N/A

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i. Produce simple, compound, and complex sentences.	TE: p. 34-34, 41, 44, 84-85, 91, 94, 110-111, 117, 120 SB: p. 18-19, 28, 68-69, 72, 75, 78, 94-95, 98, 101, 104 AB: p. 10-11, 24, 30-31, 40-41, 44
2. Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.	TE: p. 36-37, 44-45, 112-113, 117, 120, 138-139, 146-147, 191, 323-324, 324, 328, SB: p. 20-21, 28-29, 96-97, 101, 104, 122-123, 131, 175, 307, 308 AB: p. 12-13, 42-43, 52-53
a. Capitalize appropriate words in titles.	TE: p. 36-37, 44-45 SB: p. 20-21, 28-29, AB: p. 12-13
b. Use commas in addresses.	TE: p. 112-113, 117, 120, 323-324, 324, 328 SB: p. 96-97, 101, 104, 307, 308 AB: p. 42-43
c. Use commas and quotation marks in dialogue. SPANISH: Use commas, and “raya” in dialogue.	TE: p. 138-139, 146-147, 191 SB: p. 122-123, 131, 175 AB: p. 52-53
d. Form and use possessives.	TE: p. 186-187, 193, 196 SB: p. 170-171, 177, 180 AB: p. 70-71
e. 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>).	TE: p. 184-185, 193, 196 SB: p. 168-169, 180 AB: p. 68-69, 79
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TE: p. 80-81, 88, 94, 106-107, 114, 121, 132-133, 146, 158-159, 166, 172-173, 182-183, 190, 196, 210-211, 224, 252, 238-239 SB: p. 14-15, 28-29, 64-65, 72, 78, 90-91, 98, 105-106, 130, 142-143, 150, 156-157, 164, 166-167, 194-195, 208, 222-223, 236 AB: p. 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE: p. 32-33, 44-45, 56-57, 68-69, 81, 121, 141, 184-185, 241, 264, 296, 317 SB: p. 16-17, 40-41, 52-53, 65, 67, 125, 231, 275 AB: p. 8-9, 18-19
<i>Knowledge of Language</i>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TE: p. 80-81, 88, 94, 106-107, 114, 121, 132-133, 146, 158-159, 166, 172-173, 182-183, 190, 196, 210-211, 224, 252, 238-239 SB: p. 14-15, 28-29, 64-65, 72, 78, 90-91, 98, 105-106, 130, 142-143, 150, 156-157, 164, 166-167,

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	194-195, 208, 222-223, 236 AB: p. 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97
a. Choose words and phrases for effect.	TE: p. 82-83, 108-109, 134-135, 160-161, 212-213, 240-241, 3126-317 SB: p. 40-41, 66-67, 92-93, 118-119, 144-145, 196-197, 224-225, 300-301 AB: p. 28-29, 38-39, 48-49, 58-59, 118-119
b. Recognize and observe differences between the conventions of spoken and written standard Spanish.	TE: p. 36-37, 44-45, 112-113, 117, 120, 138-139, 146-147, 191, 323-324, 324, 328
<i>Vocabulary Acquisition and Use</i>	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	TE: p. 26, 33, 42-43, 47-48, 49, 57, 66-67, 72, 92-93, 98, 108, 118-119, 124, 144-145, 150, 170-171, 176, 194-195, 200, 222-223, 228, 236-237, 250-251, 256, 270, 274-275, 280, 300-301, 309, 326-327
a. Use sentence-level context as a clue to the meaning of a word or phrase.	TE: p. 108, 109, 121, 247 SB: p. 41, 92-93, 105, 231 AB: p. 38-39
b. 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>).	TE: p. 184-185, 196 SB: p. 168-169, 180 AB: p. 68-69, 79
c. 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>).	TE: p. 264-265, 273, 276, 290-291, 299, 302 SB: p. 248-249, 260, 274-275 AB: p. 98-99, 108-109
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	TE: p. 32-33, 44-45, 56-57, 68-69, 81, 121, 141, 184-185, 241, 264, 296, 317 SB: p. 16-17, 40-41, 52-53, 65, 67, 125, 231, 275 AB: p. 8-9, 18-19
5. Demonstrate understanding of word relationships and nuances in word meanings.	TE: p. 26, 33, 47-48, 49, 57, 72, 82-83, 98, 108, 124, 150, 176, 200, 228, 236-237, 256, 270, 280, 309
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	TE: p. 26, 33, 47-48, 49, 57, 72, 82-83, 98, 108, 124, 150, 176, 200, 228, 236-237, 256, 270, 280, 309
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	TE: p. 26, 33, 47-48, 49, 57, 72, 82-83, 98, 108, 124, 150, 176, 200, 228, 236-237, 256, 270, 280, 309
c. 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>).	TE: p. 26, 33, 47-48, 49, 57, 72, 98, 108, 124, 150, 176, 200, 228, 236-237, 256, 270, 280, 309
6. Acquire and use accurately grade-appropriate	TE: p. 26, 33, 42-43, 47-48, 49, 57, 66-67, 72, 92-

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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>).	93, 98, 108, 118-119, 124, 144-145, 150, 170-171, 176, 194-195, 200, 222-223, 228, 236-237, 250-251, 256, 270, 274-275, 280, 300-301, 309, 326-327
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**Correlation to the Common
Core State Standards
(CCSS)**

Grade 4

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Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ▪ SB: pp. 10-13, 15, 32, 34, 35, 52-55, 56, 64, 74-77, 100, 101, 124-125, 148-149 ▪ TG: pp. 48, 68-71, 90-93, 115, 116, 134,
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> ▪ SB: pp. 14, 15, 35, 42, 52-55, 56, 74-77, 98-99, 101, 124, 125, 148, 149 ▪ TG: pp. 27, 68-71, 90-93,
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none"> ▪ SB: pp. 14, 32, 33, 35, 56, 74-77, 100, 101, 148, 149 ▪ TG: pp. 90-93, 116,
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<ul style="list-style-type: none"> ▪ SB: pp. 10-13, 32, 33, 52-55, 74-77, 98-99, 118-123, 142-147 ▪ TG: pp. 25, 28, 68, 90-93
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<ul style="list-style-type: none"> ▪ SB: pp. 32, 33 ▪ TG: pp. 50, 94, 78, 79
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"> ▪ SB: pp. 56, ▪ TG: pp. 72
<i>Integration of Knowledge and Ideas</i>	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<ul style="list-style-type: none"> ▪ TG: pp. 93, 163
8. (Not applicable to literature)	
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> ▪ SB: pp. 35, 42, 78-79, ▪ TG: pp. 58, 71, 93, 103
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> ▪ SB: pp. 10-13, 32, 33, 42, 52-55, 64, 74-77, 86, 98-99, 118-123, 142-147

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Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ▪ SB: pp. 19, 22, 45, 67, 68, 69, 89, 90, 111, 159, 183, 209, 233, 257, 277 ▪ TG: pp. 41, 42, 105
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> ▪ SB: pp. 26, 45, 89, 111, 135, 183, 209, 257, 277 ▪ TG: pp. 41, 105, 151, 176,
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.	<ul style="list-style-type: none"> ▪ SB: pp. 94-95, 135, 161, 209
<i>Craft and Structure</i>	
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> .	<ul style="list-style-type: none"> ▪ SB: pp. 94-95, 111, 132, 159, 183, 209, 210, 233, 234, 257, 258, 277, 278
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none"> ▪ SB: pp. 22, 90, 135 ▪ TG: pp. 38, 106, 151
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> ▪ SB: pp. 209, 233, 257, 277 ▪ TG: pp. 106
<i>Integration of Knowledge and Ideas</i>	
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.	<ul style="list-style-type: none"> ▪ SB: pp. 159, 183, 209, 233 ▪ TG: pp. 106, 163
8. Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> ▪ SB: pp. 112, 183, 209, 233, 257, 277 ▪ TG: pp. 106, 128
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> ▪ SB: pp. 112, 233, 257 ▪ TG: pp. 106, 128
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> ▪ SB: pp. 19, 22, 25, 26, 27, 45, 67, 68, 69, 89, 90, 94, 111, 112, 132, 135, 135, 159, 160, 183, 210, 234, 258, 278

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Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> ▪ SB: pp. 62, 103, 103, 135 ▪ TG: pp. 78, 90-93
a. 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.	<ul style="list-style-type: none"> ▪ SB: pp. 40, 41, 36, 37, 52, 58, 59, 80, 81, 82, 118-124 ▪ TG: pp. 68, 74, 75, 98
<i>Fluency</i>	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> ▪ SB: pp. 52, 54, 67, 78-79, 91, 98-99, 118-124, 135, ▪ TG: pp. 60, 70, 83, 107, 115, 134, 164
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> ▪ SB: pp. 44, 78-79, 91, 98-99, 135 ▪ TG: pp. 107, 115
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ▪ SB: pp. 10-13, 16, 44, 67, 78-79, 91, 135, 143 ▪ TG: pp. 107, 115, 159, 143

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COMMON CORE STATE STANDARDS (CCSS) FOR LANGUAGE ARTS
SERIES YABISÍ (SANTILLANA USA) – FOURTH GRADE

Writing Standards	
<i>Text Types and Purposes</i>	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 117 ▪ TG: pp. 133, 141, 163 ▪ SB: pp. 117 ▪ TG: pp. 133, 141, 163 ▪ SB: pp. 117 ▪ TG: pp. 133, 141, 163 ▪ SB: pp. 117 ▪ TG: pp. 133, 141, 163
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 108, 109, 132, 133, 254 ▪ TG: pp. 124, 125, 148, 149 ▪ SB: pp. 108, 109, 132, 133, 254 ▪ TG: pp. 124, 125, 148, 149 • SB: pp. 108, 109, 132, 133, 254 ▪ TG: pp. 124, 125, 148, 149 ▪ SB: pp. 108, 109, 132, 133, 254 ▪ TG: pp. 124, 125, 148, 149 ▪ SB: pp. 108, 109, 132, 133, 254 ▪ TG: pp. 124, 125, 148, 149
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 23, 35, 64, 65, 87, 156, 180, 230, 274 ▪ TG: pp. 103, 138 ▪ SB: pp. 23, 35, 64, 65, 87, 156, 180, 230, 274 ▪ TG: pp. 103, 138 ▪ SB: pp. 23, 35, 64, 65, 87, 156, 180, 230, 274 ▪ TG: pp. 103, 138 ▪ SB: pp. 23, 35, 64, 65, 87, 156, 180, 230, 274 ▪ TG: pp. 103, 138

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<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 23, 35, 64, 65, 87, 156, 180, 230, 274 ▪ TG: pp. 103, 138 ▪ SB: pp. 23, 35, 64, 65, 87, 156, 180, 230, 274 ▪ TG: pp. 103, 138
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> ▪ SB: pp. 23, 35, 43, 64, 65, 86, 87, 156, 180, 230, 274 ▪ TG: pp. 30, 31, 44, 103, 124, 125, 132, 133, 138, 141, 148, 149, 163, 254
<p>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.)</p>	<ul style="list-style-type: none"> ▪ SB: pp. 43, 156, 157, 180, 230, 254 ▪ TG: pp. 31, 59, 81, 102, 173
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 254
<i>Research to Build and Present Knowledge</i>	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 43, 139, 180, 230 ▪ TG: pp. 85, 139, 180, 230
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 34, 43, ▪ TG: pp. 59
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<ul style="list-style-type: none"> ▪ SB: pp. 64, 65, 180, 230, 254 ▪ TG: pp. 59, 81, 138
<i>Range of Writing</i>	
<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>	<ul style="list-style-type: none"> ▪ SB: pp. 23, 35, 43, 108, 109, 132, 156, 180, 230, 254

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Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 20px;">a. 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> <p style="padding-left: 20px;">b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 20px;">c. 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> <p style="padding-left: 20px;">d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 24, 27, 35, 36, 37, 43, 44, 46, 47, 56, 57, 66, 88, 110, 134, 141, 158, 176, 202, 226, 250, 270 182, 208, 232, 256, 276 ▪ TG: pp. 32, 33, 35, 50, 43, 48, 49, 51, 60, 63, 82, 104, 150, 174 ▪ SB: pp. 24, 27, 35, 36, 37, 43, 44, 46, 47, 56, 57, 66, 88, 110, 134, 141, 158, 176, 202, 226, 250, 270 182, 208, 232, 256, 276 ▪ TG: pp. 32, 33, 35, 50, 43, 48, 49, 51, 60, 63, 82, 104, 150, 174 ▪ SB: pp. 24, 27, 35, 36, 37, 43, 44, 46, 47, 56, 57, 66, 88, 110, 134, 141, 158, 176, 202, 226, 250, 270 182, 208, 232, 256, 276 ▪ TG: pp. 32, 33, 35, 50, 43, 48, 49, 51, 60, 63, 82, 104, 150, 174 ▪ SB: pp. 24, 27, 35, 36, 37, 43, 44, 46, 47, 56, 57, 66, 88, 110, 134, 141, 158, 176, 202, 226, 250, 270 182, 208, 232, 256, 276 ▪ TG: pp. 32, 33, 35, 50, 43, 48, 49, 51, 60, 63, 82, 104, 150, 174
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 27, 44, 47, 66, 88, 158, 182, 208, 232, 256, 276 ▪ TG: pp. 43, 51, 60, 63, 82, 104, 150
<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 24, 88, 276 ▪ TG: pp. 51, 100
<i>Presentation of Knowledge and Ideas</i>	
<p>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.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 24, 35, 36, 37, 46, 56, 57, 66, 88, 110, 134, 182, 208, 232, 256, 276 ▪ TG: pp. 51, 53, 62, 72, 104, 150
<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 51, 52, 134 ▪ TG: pp. 59, 67, 68, 77, 134
<p>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.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 35, 37, 66, 88, 134, 158, 182, 208, 232, 256, 276
Language Standards	
<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 38, 39, 40, 41, 84, 85, 152, 153, 154, 270, 176, 179, 202, 205, 226, 229, 253, 273

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<ul style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	<ul style="list-style-type: none"> ▪ TG: pp. 54, 55, 56, 57, 76, 100, ▪ SB: pp. 250 ▪ SB: pp. 106, 107, 128, 129 ▪ TG: pp. 144, 122 ▪ SB: pp. 270 ▪ SB: pp. 16, 20 ▪ TG: pp. 32, 36 ▪ SB: pp. 63 ▪ TG: pp. 79
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> ▪ SB: pp. 18, 60, 84, 85, 107, 131, 155 ▪ TG: pp. 34, 76, 100, 123, 147 ▪ SB: pp. 131 ▪ TG: pp. 147 ▪ SB: pp. 10-13, 16, 32, 33, 41, 42, 52-55, 64, 74-77, 86, 98-99, 118-123, 142-147 ▪ TG: pp. 32
<i>Knowledge of Language</i>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<ul style="list-style-type: none"> ▪ SB: pp. 60, 61, 74-77, 104, 150, 174 ▪ TG: pp. ▪ SB: pp. 104
<i>Vocabulary Acquisition and Use</i>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). c. Consult reference materials (e.g., dictionaries, 	<ul style="list-style-type: none"> ▪ SB: pp. 41, 127, 150, 151 ▪ TG: pp. 57 ▪ SB: pp.20, 41, 52-55, 74-77, 102, 103, 174, 200 ▪ TG: pp.36 ▪ SB: pp. 17, 41, 74, 75, 76, 77 ▪ TG: pp. 33

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<p>glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> ▪ SB: pp. 10-13, 32, 33, 41, 42, 52-55, 64, 74-77, 86, 98-99, 118-123, 142-147 ▪ TG: pp. 71,
<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 (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<ul style="list-style-type: none"> ▪ SB: pp. 224, 248, 268 ▪ SB: pp. 52, 77 ▪ TG: pp. 68, 89, 90, 91, 92, 93 ▪ SB: pp. 52 ▪ TG: pp. 68 ▪ TG: pp. 200
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> ▪ SB: pp. 52, 53, 55, 89, 74, 75, 76, 77, 102, 103, 104, 126, 150



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**Correlation to the Common
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Grade 5

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Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TE: p. 26-27, 29, 46-47, 54-55, 72, 74-75, 92, 96-97, 116-117, 118, 136-137, 138, 142-143, 160, 161, 165-166, 184, 185, 186, 187, 190-191, 214-215, 238-239, 258-259, 282-283 SB: p. 10, 14-15, 32-38, 39, 56, 58-59, 76, 80-81, 100-103, 126-127, 150-151, 174-175, 198-199, 222-223, 242-243, 266-267
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	TE: p. 26-27, 29, 46-47, 54-55, 72, 74-75, 92, 96-97, 116-117, 118, 136-137, 138, 142-143, 160, 161, 165-166, 184, 185, 186, 187, 190-191, 214-215, 238-239, 258-259, 282-283 SB: p. 10, 14-15, 32-38, 39, 56, 58-59, 76, 80-81, 100-103, 126-127, 150-151, 174-175, 198-199, 222-223, 242-243, 266-267
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	TE: p. 26-27, 29, 46-47, 54-55, 72, 74-75, 92, 96-97, 116-117, 118, 136-137, 138, 142-143, 160, 161, 165-166, 184, 185, 186, 187, 190-191, 214-215, 238-239, 258-259, 282-283 SB: p. 10, 14-15, 32-38, 39, 56, 58-59, 76, 80-81, 100-103, 126-127, 150-151, 174-175, 198-199, 222-223, 242-243, 266-267
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	SB: p. 10, 14-15, 32-38, 39, 56, 58-59, 76, 80-81, 100-103, 126-127, 150-151, 174-175, 198-199, 222-223, 242-243, 266-267
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	SB: p. 10, 14-15, 32-38, 39, 56, 58-59, 76, 80-81, 100-103, 126-127, 150-151, 174-175, 198-199, 222-223, 242-243, 266-267
6. Describe how a narrator's or speaker's point of view influences how events are described.	SB: p. 10, 14-15, 32-38, 39, 56, 58-59, 76, 80-81, 100-103, 126-127, 150-151, 174-175, 198-199, 222-223, 242-243, 266-267
<i>Integration of Knowledge and Ideas</i>	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	SB: p. 10, 14-15, 32-38, 39, 56, 58-59, 76, 80-81, 100-103, 126-127, 150-151, 174-175, 198-199, 222-223, 242-243, 266-267
8. (Not applicable to literature)	
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	SB: p. 10, 14-15, 32-38, 39, 56, 58-59, 76, 80-81, 100-103, 126-127, 150-151, 174-175, 198-199, 222-223, 242-243, 266-267

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Range of Reading and Level of Text Complexity

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.	SB: p. 10-13, 32-37, 56-57, 76-79, 100-101, 110, 120-125, 144-149, 168-173, 194-197, 216-221, 240-241, 260-265
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Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TE: p. 41-42, 65-67, 85-87, 107-109, 129-131, 153-155, 177-179, 201-203, 225-227, 249-251, 269-271, 293-295 SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	TE: p. 41-42, 65-67, 85-87, 107-109, 129-131, 153-155, 177-179, 201-203, 225-227, 249-251, 269-271, 293-295 SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283
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.	TE: p. 41-42, 65-67, 85-87, 107-109, 129-131, 153-155, 177-179, 201-203, 225-227, 249-251, 269-271, 293-295 SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283
<i>Craft and Structure</i>	
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> .	TE: p. 41-42, 65-67, 85-87, 107-109, 129-131, 153-155, 177-179, 201-203, 225-227, 249-251, 269-271, 293-295 SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	TE: p. 41-42, 65-67, 85-87, 107-109, 129-131, 153-155, 177-179, 201-203, 225-227, 249-251, 269-271, 293-295 SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	TE: p. 41-42, 65-67, 85-87, 107-109, 129-131, 153-155, 177-179, 201-203, 225-227, 249-251, 269-271, 293-295
<i>Integration of Knowledge and Ideas</i>	
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.	TE: p. 41-42, 65-67, 85-87, 107-109, 129-131, 153-155, 177-179, 201-203, 225-227, 249-251, 269-271, 293-295
8. Explain how an author uses reasons and evidence to support particular points in a text,	TE: p. 41-42, 65-67, 85-87, 107-109, 129-131, 153-155, 177-179, 201-203, 225-227, 249-251, 269-271,

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identifying which reasons and evidence support which point(s).	293-295 SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TE: p. 41-42, 65-67, 85-87, 107-109, 129-131, 153-155, 177-179, 201-203, 225-227, 249-251, 269-271, 293-295 SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283
<i>Range of Reading and Level of Text Complexity</i>	
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.	SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283

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Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	TE: p. 56-57, 76-77, 98-99, 120-121, 168-169, 216-217, 240-241, 260-261, 284-285 SB: p. 40-41, 60-61, 82-83, 104-105, 152-153, 200-201, 224-225, 244-245, 268-269
a. 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.	TE: p. 56-57, 76-77, 98-99, 120-121, 168-169, 216-217, 240-241, 260-261, 284-285 SB: p. 40-41, 60-61, 82-83, 104-105, 152-153, 200-201, 224-225, 244-245, 268-269
<i>Fluency</i>	
4. Read with sufficient accuracy and fluency to support comprehension.	SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283 SB: p. 10-13, 32-37, 56-57, 76-79, 100-101, 110, 120-125, 144-149, 168-173, 194-197, 216-221, 240-241, 260-265
a. Read on-level text with purpose and understanding.	SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	SB: p. 10-13, 32-37, 56-57, 76-79, 100-101, 110, 120-125, 144-149, 168-173, 194-197, 216-221, 240-241, 260-265
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TE: p. 41-42, 65-67, 85-87, 107-109, 129-131, 153-155, 177-179, 201-203, 225-227, 249-251, 269-271, 293-295 SB: p.25-27, 49-51, 69-71, 91-93, 113-115, 137-139, 161-163, 185-187, 209-211, 233-235, 253-255, 277-279, 282-283

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Writing Standards	
<i>Text Types and Purposes</i>	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254
a. 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.	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254
b. Provide logically ordered reasons that are supported by facts and details.	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254
d. Provide a concluding statement or section related to the opinion presented.	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277
a. 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.	TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277
e. Provide a concluding statement or section related to the information or explanation presented.	TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence	TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183

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that unfolds naturally.	
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
e. Provide a conclusion that follows from the narrated experiences or events.	TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
<i>Production and Distribution of Writing</i>	
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.)	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254 TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277 TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
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 Language standards 1–3 up to and including grade 5 on pages 28 and 29)	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254 TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277 TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
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.	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254 TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277 TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254 TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277 TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
8. Recall relevant information from experiences or	TE: p. 110-111, 230-231

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gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	SB: p. 48-49, 112-113, 232-233, 254
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254 TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277 TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
a. 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]”).	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254 TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277 TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
b. 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]”).	TE: p. 110-111, 230-231 SB: p. 48-49, 112-113, 232-233, 254 TE: p. 64, 84, 224, 248, 268, 292 SB: p. 25, 50, 70, 68-69, 70, 92, 114, 138, 162, 186, 210, 208-209, 232-233, 252-254, 276-277 TE: p. 38, 104, 150, 174, 198 SB: p. 22-23, 88-89, 134-135, 158-159, 182-183
<i>Range of Writing</i>	
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.	SB: p. 22, 25, 46, 49, 66, 69, 88, 91, 110, 113, 134, 137, 158, 182, 185, 161, 206, 209, 230, 233, 250, 274, 277, 253, 233

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Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	TE: p. 40, 64, 84, 106, 128, 152, 176, 200, 224, 248, 268, 292 SB: p. 24, 48, 68, 90, 112, 136, 160, 184, 208, 232, 252, 276
a. 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.	TE: p. 40, 64, 84, 106, 128, 152, 176, 200, 224, 248, 268, 292 SB: p. 24, 48, 68, 90, 112, 136, 160, 184, 208, 232, 252, 276
b. Follow agreed-upon rules for discussions and carry out assigned roles.	TE: p. 40, 64, 84, 106, 128, 152, 176, 200, 224, 248, 268, 292 SB: p. 24, 48, 68, 90, 112, 136, 160, 184, 208, 232, 252, 276
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	TE: p. 40, 64, 84, 106, 128, 152, 176, 200, 224, 248, 268, 292 SB: p. 24, 48, 68, 90, 112, 136, 160, 184, 208, 232, 252, 276
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	TE: p. 40, 64, 84, 106, 128, 152, 176, 200, 224, 248, 268, 292 SB: p. 24, 48, 68, 90, 112, 136, 160, 184, 208, 232, 252, 276
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TE: p. 40, 64, 84, 106, 128, 152, 176, 200, 224, 248, 268, 292 SB: p. 24, 48, 68, 90, 112, 136, 160, 184, 208, 232, 252, 276
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TE: p. 40, 64, 84, 106, 128, 152, 176, 200, 224, 248, 268, 292 SB: p. 24, 48, 68, 90, 112, 136, 160, 184, 208, 232, 252, 276
<i>Presentation of Knowledge and Ideas</i>	
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.	TE: p. 40, 64, 84, 106, 128, 152, 176, 200, 224, 248, 268, 292 SB: p. 24, 48, 68, 90, 112, 136, 160, 184, 208, 232, 252, 276
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	TE: p. 40, 64, 84, 106, 128, 152, 176, 200, 224, 248, 268, 292 SB: p. 24, 48, 68, 90, 112, 136, 160, 184, 208, 232, 252, 276
6. Adapt speech to a variety of contexts and tasks,	TE: p. 40, 64, 84, 106, 128, 152, 176, 200, 224, 248,

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using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	268, 292 SB: p. 24, 48, 68, 90, 112, 136, 160, 184, 208, 232, 252, 276
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Language Standards	
<i>Conventions of Standard English</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TE: p. 37, 61, 81, 103, 125, 149, 173, 197, 221, 246, 265, 289 SB: p. 21,45, 65, 87, 109, 123, 157, 181, 205, 229, 249, 273
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TE: p. 37, 61, 81, 103, 125, 149, 173, 197, 221, 246, 265, 289 SB: p. 21,45, 65, 87, 109, 123, 157, 181, 205, 229, 249, 273
a. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	TE: p. 37, 61, 81, 103, 125, 149, 173, 197, 221, 246, 265, 289 SB: p. 21,45, 65, 87, 109, 123, 157, 181, 205, 229, 249, 273
b. Use verb tense to convey various times, sequences, states, and conditions.	TE: p. 37, 61, 81, 103, 125, 149, 173, 197, 221, 246, 265, 289 SB: p. 21,45, 65, 87, 109, 123, 157, 181, 205, 229, 249, 273
c. Recognize and correct inappropriate shifts in verb tense.	TE: p. 37, 61, 81, 103, 125, 149, 173, 197, 221, 246, 265, 289 SB: p. 21,45, 65, 87, 109, 123, 157, 181, 205, 229, 249, 273
d. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	TE: p. 37, 61, 81, 103, 125, 149, 173 SB: p. 21,45, 65, 87, 109, 123, 157
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TE: p. 37, 61, 81, 103, 125, 149, 173 SB: p. 21,45, 65, 87, 109, 123, 157
a. Use punctuation to separate items in a series.	TE: p. 37, 61, 81, 103, 125, 149, 173 SB: p. 21,45, 65, 87, 109, 123, 157
b. Use a comma to separate an introductory element from the rest of the sentence.	TE: p. 37, 61, 81, 103, 125, 149, 173 SB: p. 21,45, 65, 87, 109, 123, 157
c. 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>).	TE: p. 37, 61, 81, 103, 125, 149, 173 SB: p. 21,45, 65, 87, 109, 123, 157
d. Use underlining, quotation marks, or italics to indicate titles of works.	TE: p. 37, 61, 81, 103, 125, 149, 173 SB: p. 21,45, 65, 87, 109, 123, 157
e. Spell grade-appropriate words correctly, consulting references as needed.	TE: p. 37, 61, 81, 103, 125, 149, 173, 197, 221, 246, 265, 289 SB: p. 21,45, 65, 87, 109, 123, 157, 181, 205, 229, 249, 273
<i>Knowledge of Language</i>	

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3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TE: p. 32, 56, 76, 98, 120, 144, 168, 192, 216, 240, 260, 284 SB: p. 18, 42, 62, 84, 106, 130, 154, 178, 202, 226, 246, 270
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TE: p. 32, 56, 76, 98, 120, 144, 168, 192, 216, 240, 260, 284 SB: p. 18, 42, 62, 84, 106, 130, 154, 178, 202, 226, 246, 270
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TE: p. 32, 56, 76, 98, 120, 144, 168, 192, 216, 240, 260, 284 SB: p. 18, 42, 62, 84, 106, 130, 154, 178, 202, 226, 246, 270
<i>Vocabulary Acquisition and Use</i>	
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.	TE: p. 32, 56, 76, 98, 120, 144, 168, 192, 216, 240, 260, 284 SB: p. 18, 42, 62, 84, 106, 130, 154, 178, 202, 226, 246, 270
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	TE: p. 32, 56, 76, 98, 120, 144, 168, 192, 216, 240, 260, 284 SB: p. 18, 42, 62, 84, 106, 130, 154, 178, 202, 226, 246, 270
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	TE: p. 32, 56, 76, 98, 120, 144, 168, 192, 216, 240, 260, 284 SB: p. 18, 42, 62, 84, 106, 130, 154, 178, 202, 226, 246, 270
c. 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.	TE: p. 32, 56, 76, 98, 120, 144, 168, 192, 216, 240, 260, 284 SB: p. 18, 42, 62, 84, 106, 130, 154, 178, 202, 226, 246, 270
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figurative language, including similes and metaphors, in context.	SB: p. 40, 128
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	TE: p. 144, 192 SB: p. 128, 176
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	TE: p. 56, 76, 98, 216, 260, 284 SB: p. 176, 200, 224, 244, 268,
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast,	TE: p. 32, 56, 76, 98, 120, 144, 168, 192, 216, 240, 260, 284 SB: p. 18, 42, 62, 84, 106, 130, 154, 178, 202, 226,

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addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	246, 270
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