

Primary Concepts®

Word of the Day series: 1272, 3915, 3913, 1254, 3916 and 3929 as well as the eBook versions.

Primary Concepts' *Word of the Day series* addresses the following Common Core State Standards.

Common Core State Standards Kindergarten	Word of the Day	Word of the Day: Bit by Bit	Word of the Day: Synonyms	Word of the Day: Super Duper Words	Word of the Day: Idiom of the Week
Language Standards					
Vocabulary Acquisition and Use					
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	X	X	X	X	X
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	X	X	X	X	X
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	X	X	X	X	X

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Common Core State Standards Grade 1	Word of the Day	Word of the Day: Bit by Bit	Word of the Day: Synonyms	Word of the Day: Super Duper Words	Word of the Day: Idiom of the Week
Language Standards					
Vocabulary Acquisition and Use					
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	X	X	X	X	X
L.1.5. With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). 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.	X	X	X	X	X
L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	X	X	X	X	X

Common Core State Standards Grade 2	Word of the Day	Word of the Day: Bit by Bit	Word of the Day: Synonyms	Word of the Day: Super Duper Words	Word of the Day: Idiom of the Week
Language Standards					
Vocabulary Acquisition and Use					
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	X	X	X	X	X
Use sentence-level context as a clue to the meaning of a word or phrase.	X	X	X	X	X
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>).		X			
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>).		X			
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>).		X			
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.	X	X	X	X	X
Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	X	X	X	X	X
Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	X	X	X	X	X

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

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Common Core State Standards Grade 3	Word of the Day	Word of the Day: Bit by Bit	Word of the Day: Synonyms	Word of the Day: Super Duper Words	Word of the Day: Idiom of the Week
Language Standards					
Vocabulary Acquisition and Use					
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.	X	X	X	X	X
Use sentence-level context as a clue to the meaning of a word or phrase.	X	X	X	X	X
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>).		X			
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>).		X			
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>)		X			

<p>L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	X	X	X	X	X
<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	X	X	X	X	X