

**Webber**

**Hear Builder**®



**Common Core  
State Standards**



# Auditory Memory & Common Core State Standards

HearBuilder Auditory Memory supports the Language Standards and Speaking and Listening Standards addressed in the Common Core State Standards (CCSS) – 2010. These standards offer a focus for instruction to help students master a wide range of skills and applications. “Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.” (CCSS 2010, p. 11)

HearBuilder Auditory Memory is a systematic, intense, challenging, and fun theory- and research-based tool for helping an unlimited number of students build important auditory memory, closure, and comprehension skills by completing five “missions”:

- Memory for Numbers (3-7 digits)
- Memory for Words (3-5 words)
- Memory for Details (1-4 details)
- Auditory Closure (sentence completion)
- Memory for WH Information (2-3 sentences/2-4 questions)

COMMON CORE STATE STANDARDS FOR  
English Language Arts & Literacy in  
History/Social Studies, Science, and Technical Subjects

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## Language Literature

### Kindergarten

#### Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  - e. use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

#### Vocabulary Acquisition and Use

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Grade 1

#### Key Ideas and Details

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - f. Use frequently occurring adjectives.
  - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
  - h. Use determiners (e.g., articles, demonstratives).

#### Vocabulary Acquisition and Use

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meaning.
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., because).

## Grade 2

### Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Use collective nouns (e.g., group).
  - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use

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.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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).

## Grade 3

### Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - h. Use coordinating and subordinating conjunctions.

## **Knowledge of Language**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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., After dinner that night, we went looking for them.)

# **Speaking and Listening Standards**

## **Kindergarten**

### **Comprehension and Collaboration**

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## **Grade 1**

### **Comprehension and Collaboration**

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

## **Grade 2**

### **Comprehension and Collaboration**

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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

## Grade 3

### **Comprehension and Collaboration**

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.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

