

Istation Reading Curriculum Correlated to

California Common Core State Standards
for English Language Arts and Reading

Grades K-5



Istation

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Istation ELAR Curriculum Kindergarten

Legend: California Common Core State Standards
for English Language Arts and Reading

Reading Standard Strands

1 = Literature (RL) 4 = Writing (W)
2 = Informational (RI) 5 = Speaking & Listening (SL)
3 = Foundational (RF) 6 = Language (L)

Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	(1) Reading closely helps determine explicit textual meaning and make logical inferences.								
1A	Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. (CCR: RL.K.1) ii. With prompting and support, retell familiar stories, including key details. (CCR: RL.K.2) iii. With prompting and support, identify characters, settings, and major events in a story. (CCR: RL.K.3)		<i>All Books</i> [RL.K.1, RL.K.5]	✓					
		1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> [RL.K.2] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Pam and Cam, The Maps</i> [RL.K.3]	✓					
		2	<i>Read-Aloud Books: Pam and the Cap, The Act</i> [RL.K.2] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Where Is Coco?</i> <i>Decodable Books: Pam and Cam, Pip</i>	✓					

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			<i>and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RL.K.3]						
		3	<i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> [RL.K.2] <i>Decodable Books: The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [RL.K.3]	✓					
		4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> [RL.K.2] <i>Decodable Books: The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas</i> <i>HFW Book: My Hands and Feet</i> <i>Comprehension Book: In the Sand</i> [RL.K.3]	✓					
		5	<i>Comprehension Book: Where Will They</i>	✓					

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			<i>Ride?</i> <i>Decodable Books: Late for the Game, I Rode Home</i> <i>[RL.K.2]</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Decodable Books: I Rode Home</i> <i>[RL.K.3]</i>						
		6	<i>Comprehension Book: Pets - Fish, Main Idea</i> <i>Decodable Books: Time to Ride</i> <i>[RL.K.2]</i> <i>Decodable Books: The Dunes</i> <i>HFW Book: Where Is Jane?</i> <i>[RL.K.3]</i>	✓					
		7	<i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>[RL.K.3]</i>	✓					
		CBTR 5	<i>Lesson 18: Passage Reading - Prosody: The Trip</i>	✓					

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				1	2	3	4	5	6
			[RL.K.3]						
		CBTR 7	Lesson 16: Passage Reading – Prosody: Ice Skating [RL.K.3]	✓					
		SBTR	Sequencing [RL.K.2] Character [RL.K.3]	✓					
1B	Use Craft and Structure to: i. Ask and answer questions about unknown words in a text. (See Grade K Language Standards 4-6 for additional expectations.) (CCR:RL.K.4) ii. Recognize common types of texts (e.g., storybooks, poems). (CCR:RL.K.5) iii. With prompting and support, name the	1	Read-Aloud Books: Dusty the Dog and Coco the Cat , Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [RL.K.4], [RL.K.5], [RL.K.6]	✓					
		2	Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp	✓					

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				1	2	3	4	5	6
	author and illustrator of a story and define the role of each in telling the story. (CCR:RL.K.6)		<i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RL.K.4], [RL.K.5], [RL.K.6]						
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [RL.K.4], [RL.K.5], [RL.K.6]	✓					
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i>	✓					

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				1	2	3	4	5	6
			<i>BPA: Where Is Coco?</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [RL.K.4], [RL.K.5], [RL.K.6]						
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [RL.K.4], [RL.K.5], [RL.K.6]	✓					
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets – Fish</i>	✓					

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				1	2	3	4	5	6
			<i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [RL.K.4], [RL.K.5], [RL.K.6]						
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [RL.K.4], [RL.K.5], [RL.K.6]	✓					
1C	Use Integration of Knowledge and Ideas to: i. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> [RL.K.7] <i>Read-Aloud Books: Dusty the Dog and</i>	✓					

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	<i>illustration depicts).</i> (CCR:RL.K.7) ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCR:RL.K.9)		<i>Coco the Cat, Mac and Cam, Pam and Cam, The Maps</i> [RL.K.9]						
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RL.K.7] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Where Is Coco?</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RL.K.9]	✓					
		3	<i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My</i>	✓					

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				1	2	3	4	5	6
			<i>Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> <i>[RL.K.7]</i> <i>Decodable Books: The Toast in the Road, Stan the Man, Stan the Man, The Toads Are Lost, In the Rain</i> <i>[RL.K.9]</i>						
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand, Characters</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> <i>[RL.K.7]</i>	✓					

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				1	2	3	4	5	6
			<i>Decodable Books: The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas</i> <i>HFW Book: My Hands and Feet</i> <i>Comprehension Book: In the Sand</i> [RL.K. 9]						
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [RL.K. 7] <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Decodable Book: I Rode Home</i> [RL.K. 9]	✓					

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				1	2	3	4	5	6
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[RL.K. 7]</i> <i>Decodable Book: The Dunes</i> <i>HFW Book: Where Is Jane?</i> <i>[RL.K. 9]</i>	✓					
		7	<i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>[RL.K. 9]</i>	✓					
		CBTR 5	<i>Lesson 18: Passage Reading – Prosody: The Trip</i> <i>[RL.K. 9]</i>	✓					
		CBTR 7	<i>Lesson 16: Passage Reading – Prosody: Ice Skating</i>	✓					

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				1	2	3	4	5	6
			[RL.K.9]						
1D	Use Range of Reading and Level of Text Complexity to: i. Actively engage in group reading activities with purpose and understanding. (CCR:RL.K.10) ii. Activate prior knowledge related to the information and events in texts. (CCR:RL.K.10a) iii. Use illustrations and context to make predictions about text. (CCR:RL.K.10b)	CBTR 2	Reading for Meaning [RL.K10] through [RL.K.10b]	✓					
		CBTR 3	Reading for Meaning [RL.K10] through [RL.K.10b]	✓					
		CBTR 4	Rhyming Words and Poetry Reading for Meaning [RL.K10] through [RL.K.10b]	✓					
		5	HFW Book: The Bun for Us [RL.K10] through [RL.K.10b]	✓					
		CBTR 5	Reading for Meaning [RL.K10] through [RL.K.10b]	✓					
		6	HFW Book: Where Is Jane? [RL.K10] through [RL.K.10b]	✓					
		CBTR 6	Reading for Meaning [RL.K10] through [RL.K.10b]	✓					
		7	HFW Book: Hide and Seek [RL.K10] through [RL.K.10b]	✓					

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				1	2	3	4	5	6
		CBTR 7	<i>Reading for Meaning</i> [RL.K.10] through [RL.K.10b]	✓					
		SBTR	<i>Character</i> [RL.K.10] through [RL.K.10b]	✓					
	(2) Determining central ideas or themes in a text aids in analyzing text development.								
2A	Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. (CCR:RI.K.1) ii. With prompting and support, identify the main topic and retell key details of a text. (CCR:RI.K.2) iii. With prompting and support, describe the connection between two individuals,	6	<i>Comprehension Book: Pets – Fish</i> [RI.K.1, RI.K.2, RI.K.3]		✓				

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	events, ideas, or pieces of information in a text. (CCR: RI.K.3)								
2B	Use Craft and Structure to: i. With prompting and support, ask and answer questions about unknown words in a text. (See Grade K Language Standards 4-6 for additional expectations.) (CCR: RI.K.4) ii. Identify the front cover, back cover, and title page of a book. (CCR: RI.K.5) iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCR: RI.K.6)	1	<i>Read Aloud Books: Dusty the Dog and Coco the Cat</i> <i>Read-Aloud Books: Mac and Cam</i> <i>Read-Aloud Books: Clem the Clown</i> <i>Read-Aloud Books: Sam Has Mail HFW</i> <i>Book: Pam and The Cap</i> <i>Book and Print Awareness (BPA): At the Market</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>[RI.K.4], [RI.K.5], [RI.K.6]</i>		✓				
		2	<i>Letter Sound Block: TISL (see Cycle 1)</i> <i>Read-Aloud Books: Pam and the Cap, Where is Coco? The Act, Tim at Camp</i> <i>BPA: Summer Camp</i> <i>HFW Book: Vowel Song, Short a Vowel Song, Short i</i> <i>In Context Reading with Short a</i> <i>In Context Reading with Short i</i> <i>Decodable Books: Pam and Cam, Pip</i>		✓				

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			and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp Word Families/ Rhyming TR Blending Beginning/Middle/Ending Sounds with Letters [RI.K.4], [RI.K.5], [RI.K.6]						
		3	Letter Sound Block: ROND (see Cycle 1) Read-Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps HFW Book: On the Dot, BPA: Lamps Vowel Song, Short o In Context Reading with Short o Vowel Song, Long A /ai/ In Context Reading with long A /ai/ Vowel Song, Long O /oa/ In Context Reading with Long O /oa/ Word Masters Book - The Lost Island, Spelling: short o, a, long A /ai/ and long O /oa/, ending -nd, and -st Comprehension Book: Trips With My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road,		✓				

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				1	2	3	4	5	6
			<i>Stan the Man, The Toads are Lost, In the Rain</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>TR Blending Beginning/Middle/Ending sounds with Letters</i> [RI.K.4], [RI.K.5], [RI.K.6]						
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where is Coco?</i> <i>Word Masters Book: The Great Pig Escape /ee/, /ea/, short o, short e, ending -gr, and -nt</i> <i>Comprehension Book: In the Sand, Characters</i> <i>Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, Dog has Fleas</i> [RI.K.4], [RI.K.5], [RI.K.6]		✓				
		5	<i>Read-Aloud Books: Pat's Cat, Rain Drops, Surprise!, Pals</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets-Snakes</i>		✓				

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				1	2	3	4	5	6
			<i>Word Masters Book: Fun at Pine Cone Stream short u, o, Long O /o_e/, Long E /ea/, Long A /a_e/, Blends (sm, spl, br, str, bl, -nd, -mp)</i> <i>Comprehension Book: Where Will They Ride? Sequence</i> <i>Decodable Books: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp</i> [RI.K.4], [RI.K.5], [RI.K.6]						
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand</i> <i>HFW Book: Where is Jane?</i> <i>Word Masters Book: The Kid in the Mask short a, short I, short u, short o, long A /a_e/, Long U /u_e/, Long O /o_e/, Blends -sk</i> <i>Comprehension Book: Pets - Fish, Main Idea</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just in Time</i> [RI.K.4], [RI.K.5], [RI.K.6]		✓				

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				1	2	3	4	5	6
		7	<i>Read-Aloud Books: Where Will They Ride? Fun at the Pond</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Master Book: The Case of the Hunted Barn (R controlled vowels /ar/, /or/, Blends tw, st, pl, Soft c, Soft g, short o, long A /a_e/ Long O /o_e/ and Long I /i_e/</i> <i>Comprehension Book: Just The Right Size, Compare and Contrast</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man</i> <i>Decodable Book: The Big Game</i> <i>[RI.K.4], [RI.K.5], [RI.K.6]</i>		✓				
2C	Use Integration of Knowledge and Ideas to: i. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., <i>what person, place, thing,</i>	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>[RI.K.7]</i> <i>Read-Aloud Books: Dusty the Dog and</i>		✓				

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				1	2	3	4	5	6
	<p>or idea in the text an illustration depicts). (CCR: RI.K.7)</p> <p>ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCR: RI.K.8)</p> <p>iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCR: RI.K.9)</p>		<p><i>Coco the Cat, Mac and Cam, Pam and Cam, Mac and Cam, The Maps</i> [RI.K.9]</p>						
		3	<p><i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [RI.K.7]</p> <p><i>Decodable Books: The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [RI.K.9]</p>		✓				
		4	<p><i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i></p>		✓				

Istation ELAR Curriculum Kindergarten

Legend: California Common Core State Standards
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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand, Characters</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> <i>[RI.K. 7]</i> <i>Decodable Books: The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas</i> <i>HFW Book: My Hands and Feet</i> <i>Comprehension Book: In the Sand</i> <i>[RI.K. 9]</i>						
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i>		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>[RI.K. 7]</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Decodable Book: I Rode Home</i> <i>[RI.K. 9]</i>						
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[RI.K. 7]</i> <i>Decodable Book: The Dunes</i> <i>HFW Book: Where Is Jane?</i> <i>[RI.K. 9]</i>		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		7	<i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> [RI.K.9]		✓				
		CBTR 5	<i>Lesson 18: Passage Reading – Prosody: The Trip</i> [RI.K.9]		✓				
		CBTR7	<i>Lesson 7: Passage Reading – Prosody: Ice Skating</i> [RI.K.9]		✓				
2D	Use Range of Reading and Level of Text Complexity to: i. Actively engage in group reading activities with purpose and understanding. (CCR:RI.K.10) ii. Activate prior knowledge related to the information and events in texts. (CCR:RI.K.10a) iii. Use illustrations and context to make predictions about text.	6	<i>Comprehension Book: Pets – Fish</i> <i>HFW Book: Where Is Jane?</i> [RI.K.10] through [RI.K.10b]		✓				
		7	<i>HFW Book: Hide and Seek</i> [RI.K.10] through [RI.K.10b]		✓				
		CBTR 2	<i>Reading for Meaning</i> [RI.K.10] through [RI.K.10b]		✓				
		CBTR 3	<i>Reading for Meaning</i> [RI.K.10] through [RI.K.10b]		✓				
		CBTR 4	<i>Rhyming Words and Poetry</i>		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	(CCR:RI.K.10b)		<i>Reading for Meaning [RI.K.10] through [RI.K.10b]</i>						
		CBTR 5	<i>Reading for Meaning [RI.K.10] through [RI.K.10b]</i>		✓				
		CBTR 6	<i>Reading for Meaning [RI.K.10] through [RI.K.10b]</i>		✓				
		CBTR 7	<i>Reading for Meaning [RI.K.10] through [RI.K.10b]</i>		✓				
		SBTR	<i>Character [RI.K.10] through [RI.K.10b]</i>		✓				
(3) A concept of print to read and a solid comprehension of informational text are the building blocks for reading.									
3A	Use Print Concepts to: i. Demonstrate understanding of the organization and basic features of print. (CCR:RF.K.1)	0	<i>Cycle 0 Rhyming Book: Time To Rhyme [RF.K.1a]</i>			✓			
		1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the</i>			✓			

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				1	2	3	4	5	6
	ii. Follow words from left to right, top to bottom, and page by page. (CCR: RF.K.1a) iii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCR: RF.K.1b) iv. Understand that words are separated by spaces in print. (CCR: RF.K.1c) v. Recognize and name all upper- and lowercase letters of the alphabet. (CCR: F.K.1d)		<i>Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>[RF.K.1]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>Vowel Song, Short a</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>[RF.K.1]</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Read-Aloud Book: Dusty the Dog and Coco the Cat</i> <i>Read-Aloud Books: Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Vowel Song, Short a</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>[RF.K.1c]</i> <i>Letter Formation (MAPC)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>[RF.K.1d]</i>						
		2	<i>Read-Aloud Books: Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Sam, Sam Tips the Lamp</i> <i>[RF.K.1]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities</i> <i>Boom Train Song (Beg., Mid., End</i> <i>Sounds)</i> <i>TISL Vowel Song, Short a</i> <i>Vowel Song, Short i</i> <i>In Context Reading with Short a</i> <i>In Context Reading with Short i</i> <i>Letter Recognition Game [Pick That</i> <i>Letter]</i> <i>Read-Aloud Books: Pam and the Cap,</i> <i>The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip</i> <i>and His Lips, See Sam Sit, Tim and</i> <i>Sam, Sam Tips the Lamp</i> <i>[RF.K.1a]</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>BPA: Summer Camp Vowel Song, Short a Vowel Song, Short i</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> <i>[RF.K.1c]</i> <i>Letter Formation (TISL)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>BPA: Summer Camp</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>[RF.K.1d]</i>						
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> <i>[RF.K.1]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities</i> <i>Boom Train Song (Beg., Mid., End</i> <i>Sounds) ROND Vowel Song, Short o</i> <i>In Context Reading with Short o</i> <i>Vowel Song, Long A /ai/</i> <i>In Context Reading with long A /ai/</i> <i>Vowel Song, Long O /oa/</i> <i>In Context Reading with Long O /oa/</i> <i>Letter Recognition Game [Pick That</i> <i>Letter]</i> <i>Read-Aloud Books: The Garden Trail,</i> <i>Cal and the Clam, Trips with My</i> <i>Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Word Masters Book: The Lost Island</i> <i>Read-Aloud Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [RF.K. 1a]</p> <p><i>BPA: Lamps</i> <i>Vowel Song, Short o Vowel Song, Long A /ai/ Vowel Song, Long O /oa/</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [RF.K. 1c]</p> <p><i>Letter Formation (ROND)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>BPA: Lamps</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i></p>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[RF.K.1d]						
		4	<p>Read-Aloud Books: <i>Fun with Friends</i>, <i>Sam Has Mail</i>, <i>The Cleaning Attack</i>, <i>The Yellow Pin</i> HFW Book: <i>My Hands and Feet</i> BPA: <i>Where Is Coco?</i> Word Masters Book: <i>The Great Pig</i> <i>Escape</i> Comprehension Book: <i>In the Sand</i>, <i>Characters</i> Decodable Books: <i>Fred Has Ten Hens</i>, <i>Jean and Dean</i>, <i>Big Feet</i>, <i>Meg and the</i> <i>Hens</i>, <i>The Green Team</i>, <i>My Dog Has</i> <i>Fleas</i> [RF.K.1.1]</p> <p>Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) FEHG Vowel Song, Short e In Context Reading with Short e</p>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Vowel Song, Long E</i> <i>In Context Reading with Long E /ee/, /ea/ Letter Recognition Game [Pick That Letter]</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand, Characters</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> <i>[RF.K.1a]</i></p> <p><i>Vowel Song, Short e</i> <i>Vowel Song, Long E</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> <i>[RF.K.1c]</i></p>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [RF.K.1d]						
		5	Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone Stream Comprehension Book: Where Will They Ride? Sequence Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [RF.K.1] Alphabet Song Literacy Acquisition Theater			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p>Letter Recognition Room</p> <p>Sound Recognition Activities</p> <p>Letter Sound Room</p> <p>Sound/Symbol Correspondence Activities</p> <p>Boom Train Song (Beg., Mid., End Sounds) BUJW Vowels Song, Short u Vowel Song, Long A /a_e/</p> <p>In Context Reading with Long A /a_e/ Vowel Song, Long O /o_e/</p> <p>In Context Reading with Long O /o_e/</p> <p>In Context Reading (short vowel review)</p> <p>Letter Recognition Game [Pick That Letter]</p> <p>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</p> <p>HFW Book: The Bun for Us</p> <p>BPA: Pets - Snakes</p> <p>Word Masters Book: Fun at Pine Cone Stream</p> <p>Comprehension Book: Where Will They Ride? Sequence</p> <p>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</p> <p>[RF.K.1a]</p>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Vowels Song, Short u Vowel Song, Long A /a_e/ Vowel Song, Long O /o_e/</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>[RF.K. 1c]</i> <i>Letter Formation (BUJW)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>[RF.K. 1d]</i>						
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Comprehension Books: Pets - Fish, Time to Ride</i> <i>Decodable Books: A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [RF.K.1] <i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities</i> <i>Boom Train Song (Beg., Mid., End</i> <i>Sounds) ZKVY Vowel Song, Long I</i> <i>/i_e/</i> <i>In Context Reading with Long I /i_e/</i> <i>Vowel Song, Long U /u_e/</i> <i>In Context Reading with Long U /u_e/</i> <i>Long Vowel Review (ai, oa, ee, ea)</i> <i>In Context Reading with Long Vowel</i> <i>Patterns (ai, oa, ee, ea)</i> <i>Letter Recognition Game [Pick That</i> <i>Letter]</i> <i>Read-Aloud Books: Jen and Her New</i> <i>Friends, The Last Scrap, A Special</i> <i>Delivery for Dusty, In the Sand</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish, Main Idea</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[RF.K.1a]</i> <i>Vowel Song, Long I /i_e/ Vowel Song, Long U /u_e/</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[RF.K.1c]</i> <i>Letter Formation (ZKVY)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[RF.K.1d]						
		7	<p><i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size, Compare and Contrast</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [RF.K.1]</p> <p><i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid., End Sounds) QX (see Cycle 1)</i> <i>In Context Reading with R Controlled Vowel /or/</i></p>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review</i> <i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size, Compare and Contrast</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [RF.K.1a]</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [RF.K.1c]</i> <i>Letter and Sound Block: QX (see Cycle</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			1) <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i> [RF.K.1d]						
		CBTR 1	<i>Letter Name Recognition: Mm, Aa, Pp, Cc</i> [RF.K.1d]			✓			
		CBTR 2	<i>Blending Beginning/Middle/Ending Sounds with Letters</i> [RF.K.1a] <i>Letter Name Recognition: Tt, Ii, Ss, Ll Cc</i> [RF.K.1d]			✓			
		CBTR 3	<i>Blending Beginning/Middle/Ending Sounds with Letters</i> [RF.K.1a] <i>Letter Name Recognition: Rr, Oo, Nn, Dd</i> [RF.K.1d]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 4	<i>Blending Beginning/Middle/Ending Sounds with Letters</i> [RF.K.1a] <i>Letter Name Recognition: Ff, Ee, Hh, Gg</i> [RF.K.1d]			✓			
		CBTR 5	<i>Blending Beginning/Middle/Ending Sounds with Letters</i> [RF.K.1a] <i>Letter Name Recognition: Bb, Uu, Jj, Ww</i> [RF.K.1d]			✓			
		CBTR 6	<i>Blending Beginning/Middle/Ending sounds with Letters</i> [RF.K.1a] <i>Letter Name Recognition: Zz, Kk, Vv, Yy</i> [RF.K.1d]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		SBTR	Letter Discrimination Letter Recognition, Sorting Letter Recognition, Matching Letter Recognition, Identification [RF.K.1d]			✓			
3B	Use Phonological Awareness to: i. Demonstrate understanding of spoken words, syllables, and sounds (<i>phonemes</i>). (CCR: RF.K.2) ii. Recognize and produce rhyming words. (CCR: RF.K.2a) iii. Count, pronounce, blend, and segment syllables in spoken words. (CCR: RF.K.2b) iv. Blend and segment onsets and rimes of	0	PA: Counting Syllables [RF.K.2b] PA: Identifying Phonemes: Initial, Medial, Final [RF.K.2c], [RF.K.2d] PA: Identifying Phonemes: Initial, Medial, Final [RF.K.2e]			✓			
		1	PA: Identifying Phonemes: Initial, Medial, Final PA: Identify and Isolate Initial Phonemes PA: Segmenting Phonemes Decodable Books: Pam and Cam, Mac and Cam, The Maps [RF.K.2c], [RF.K.2d]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	single-syllable spoken words. (CCR: RF.K.2c) v. Isolate and pronounce the initial, medial vowel, and final sounds (<i>phonemes</i>) in three-phoneme (<i>consonant-vowel-consonant</i> , or <i>CVC</i>) words. (<i>This does not include CVCs ending with /l/, /r/, or /x/.</i>) (CCR: RF.K.2d) vi. Add or substitute individual sounds (<i>phonemes</i>) in simple, one-syllable words to make new words. (CCR: RF.K.2e) vii. Blend two to three phonemes into recognizable words. (CCR: RF.K.2f)		<i>Boom Train Song (Beg., Mid., End Sounds) HFW: and, has, see, the</i> <i>PA: Identifying Phonemes: Initial, Medial, Final</i> <i>PA: Blending Phonemes</i> <i>Vowel Short a</i> <i>Blending with Short a</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>[RF.K.2e]</i>						
		2	<i>BPA: Summer Camp</i> <i>Word Families/ Rhyming</i> <i>[RF.K.2b]</i> <i>PA: Identify Initial, Medial and Final Phonemes</i> <i>PA: Identify and Isolate Final Phonemes</i> <i>PA: Segmenting Phonemes [CVC]</i> <i>[RF.K.2c], [RF.K.2d]</i> <i>Boom Train Song (Beg., Mid., End Sounds) High Frequency Words (HFW): go, his, is, this</i> <i>PA: Identify Initial, Medial and Final</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			Phonemes PA: Blending Phonemes [CVC] Vowel Short a Blending with Short a Vowel Short i Blending with Short i Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [RF.K.2e], [RF.K.2f]						
		3	BPA: Lamps Word Families/ Rhyming [RF.K.2a] PA: Identify Initial, Medial and Final Phonemes PA: Identify and Isolate Final Phonemes PA: Segmenting Phonemes [CVC] [RF.K.2c], [RF.K.2d] Boom Train Song (Beg., Mid., End Sounds) HFW Words: they, you, are, here PA: Identify Initial, Medial and Final Phonemes PA: Blending Phonemes [CVC] Vowel Short o			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending with Short Vowel o</i> <i>Vowel Long A, /ai/ Blending long A /ai/</i> <i>Vowel Long O /oa/ Blending Long O /oa/</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> <i>[RF.K.2e], [RF.K.2f]</i>						
		4	<i>Onset Rime/ Build Word Families Game [machine game] (-en, -ess)</i> <i>[RF.K.2c], [RF.K.2d]</i> <i>Boom Train Song (Beg., Mid. End Sounds) HFW Words: with, my, where, to</i> <i>PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final</i> <i>Onset Rime/ Build Word Families Game [Machine Game] (-en, -ess)</i> <i>Vowel Short e</i> <i>Blending short e</i> <i>Vowel Long E</i> <i>Blending Long E /ea/, /ee/</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [RF.K.2e]						
		5	<i>Boom Train Song (Beg., Mid. End Sounds) HFW: what, said, her, for</i> <i>PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Vowel</i> <i>Short u</i> <i>Blending Short u Vowel Long A /a_e/</i> <i>Blending Long A /a_e/ Vowel Long O /o_e/</i> <i>Blending Long O /o_e/</i> <i>Short Vowel Review (a, e, i, o, u)</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [RF.K.2e]			✓			
		6	<i>Boom Train Song (Beg., Mid. End Sounds) HFW: was, that, from, she</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			Vowel Long I /i_e/ Blending Long I /i_e/ Vowel Long U /u_e/ Blending Long U /u_e/ Rapid Word Naming Game [Virus Game-HFW] Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [RF.K.2e]						
		7	Boom Train Song (Beg., Mid. End Sounds) HFW: do, have, come, of, their, some R Controlled /or/ R Controlled /ar/ Rapid Word Naming Game [Virus Game-HFW] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [RF.K.2e]			✓			
		CBTR 0	Counting Syllables Counting Syllables with Syllable Squares [RF.K.2b]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Counting Each Sound (2 Sounds)</i> <i>Counting Each Sound (3 Sounds)</i> <i>Matching Segmented Spoken Words with Pictures</i> <i>Segmenting Spoken Words Game</i> <i>Ending Sounds with Sounds Squares</i> <i>Ending Sounds</i> <i>Middle Sounds</i> <i>Middle Sounds: Identification Using Picture Cards</i> <i>[RF.K.2c], [RF.K.2d]</i> <i>Segmenting Spoken Words Game</i> <i>Blending Spoken Sounds into Words</i> <i>Blending Spoken Sounds into Words with Sound Squares</i> <i>[RF.K.2e]</i>						
		CBTR 1	<i>Rhyming</i> <i>[RF.K.2a]</i> <i>Segment Sounds in Spoken Words</i> <i>[RF.K.2c], [RF.K.2d]</i> <i>Blend Sounds to Say Words Blend Sounds to Read Words Rapid Letter and Word Naming</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[RF.K.2e]						
		CBTR 2	<i>Rhyming</i> <i>Rhyming Phonograms</i> [RF.K.2a] <i>Segment 1-2 Syllable Words</i> [RF.K.2b] <i>Middle Sounds</i> <i>Middle Sounds: Decorator Service Game</i> <i>Blending Beginning/Middle/Ending Sounds with Letters</i> [RF.K.2c], [RF.K.2d] <i>Ending Blend /-mp/ Ending Blend /-st/</i> <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Blend Sounds with Letters t, l, s, i</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read CVC Words with Short i</i> <i>Rhyming Phonograms</i> <i>Rapid Letter and Word Naming Spelling with Short /a/ and Short /i/ Reading for Meaning</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[RF.K.2e]						
		CBTR 3	<i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> [RF.K.2a] <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Phoneme Substitution, Beginning Sound</i> <i>Phoneme Substitution, Middle Sound</i> [RF.K.2c], [RF.K.2d] <i>Blending Beginning/Middle/Ending sounds with Letters</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read Words with Vowel Sound /oa/</i> <i>Beginning Blends sl-, sp-, st-</i> <i>Beginning Blends sl-, sn-, sp-, st-,</i> <i>More practice</i> <i>Read Words with Ending Sounds, Blends /-nd/ and /-nt/</i> <i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Rapid Letter and Word Naming Spelling with S-Blend and Short /o/</i> <i>Spelling</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Long A /ai/ and Long O /oa/ Reading for Meaning [RF.K.2e]</i>						
		CBTR 4	<i>Rhyme Phonograms, Long Vowels Rhyming Words and Poetry [RF.K.2a]</i> <i>Blending Beginning/Middle/Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound [RF.K.2c], [RF.K.2d]</i> <i>Blending Beginning/Middle/Ending Sounds with Letters Read Words with Vowel Sounds /ee/ /ea/ Beginning Blends cl-, fl-, gl- Beginning Blends cl-, dr-, fr-, gr-, pr-, tr- Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/ Reading for Meaning [RF.K.2e]</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 5	<i>Rhyme Phonograms, Long Vowels</i> <i>[RF.K.2a]</i> <i>Blending Beginning/Middle/Ending</i> <i>Sounds with Letters</i> <i>[RF.K.2c], [RF.K.2d]</i> <i>Blending Beginning/Middle/Ending</i> <i>Sounds with Letters</i> <i>Blend Sounds to Say Words, /u/</i> <i>Blend Sounds and letters to Read</i> <i>Words</i> <i>Beginning Blends sm-, bl-, br-</i> <i>Beginning Blends sm-, bl-, br-, str-,</i> <i>spl-, spr- Rhyme Phonograms, Long</i> <i>Vowels</i> <i>Rapid Letter and Word Naming Passage</i> <i>Reading: Prosody Spelling with Short</i> <i>/u/ and Blends Spelling CVCe with a_e</i> <i>and o_e Reading for Meaning</i> <i>[RF.K.2e]</i>			✓			
		CBTR 6	<i>Rhyme Phonograms, Long Vowels,</i> <i>Silent e</i> <i>[RF.K.2a]</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Substitute Short Vowel and ending Sounds</i> <i>[RF.K.2c], [RF.K.2d]</i> <i>Read and Spell Words with Short Vowel Sounds Blending</i> <i>Beginning/Middle/Ending sounds with Letters</i> <i>Blend Sounds to Say Words</i> <i>Blend Sounds with Letters to Read and Spell Words</i> <i>Beginning and Ending Blends sc, sk, scr</i> <i>Rhyme Phonograms, Long Vowels, Silent e Rapid Letter and Word Naming</i> <i>Spelling CVCe with i_e, and u_e</i> <i>Reading for Meaning</i> <i>[RF.K.2e]</i>						
		CBTR 7	<i>Rhyming Words</i> <i>[RF.K.2a]</i> <i>Segmenting and Blending Sounds in Words</i> <i>Sounds and Letter Manipulation using</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Letter X</i> <i>Reversal of Sounds and Letters in Words</i> <i>Open Syllables (me, go, by)</i> <i>Bossy R -ar, as in star and farm</i> <i>Phonogram -are as in care</i> <i>Bossy R -or as in core, -ore as in more</i> <i>Beginning Blends squ, sw, tw</i> <i>Compound Words</i> <i>Rapid Letter and Word Naming</i> <i>Passage Reading: Prosody</i> <i>Spelling Words with -ar, -are, -or, -ore</i> <i>Spelling Words with Soft c and Soft g</i> <i>Spelling Compound Words</i> <i>Reading for Meaning</i> <i>[RF.K.2e]</i>						
		SBTR	<i>Rhyming with Pictures</i> <i>Rhyming with Discrimination Rhyme</i> <i>Identification</i> <i>[RF.K.2a]</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Segmenting Words</i> <i>Segmenting and Blending Sounds</i> <i>Game</i> <i>[RF.K.2c], [RF.K.2d], [RF.K.2e]</i>						
3C	Use Phonics and Word Recognition to: <ul style="list-style-type: none"> i. Know and apply on-level phonics and word analysis skills in decoding words both in isolation and in text. (CCR:RF.K.3) ii. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (CCR:RF.K.3a) iii. Associate the long and short sounds with common spellings (<i>graphemes</i>) for the 	1	<i>Letter Recognition Room Sound</i> <i>Recognition Activities Letter Sound</i> <i>Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities</i> <i>HFW: and, has, see, the</i> <i>Vowel Short a</i> <i>Blending with Short a</i> <i>Decodable Books: Pam and Cam, Mac</i> <i>and Cam, The Maps</i> <i>[RF.K.3a], [RF.K.3b]</i> <i>HFW: and, has, see, the</i> <i>HFW Book: Pam and the Cap</i> <i>[RF.K.3c]</i> <i>Boom Train Song (Beg., Mid., End</i> <i>Sounds)</i> <i>HFW: and, has, see, the</i> <i>PA: Identifying Phonemes: Initial,</i> <i>Medial, Final</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CCR: RF.K.3b)		PA: Blending Phonemes Vowel Short a Blending with Short a Decodable Books: Pam and Cam, Mac and Cam, The Maps [RF.K.3d]						
	iv. Read common high- frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (CCR: RF.K.3c) v. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	2	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) TISL High Frequency Words (HFW): go, his, is, this Vowel Short a Blending with Short a In Context Reading with Short a Vowel Short i Blending with Short i In Context Reading with Short i Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] Rapid Sound Symbol Game [Free Fall]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	(CCR:RF.K.3d)		<p><i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RF.K.3a]</p> <p><i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities TISL High Frequency Words</i> <i>HFW: go, his, is, this Vowel Song, Short a</i> <i>Vowel Song, Short i Vowel Short a</i> <i>Blending with Short a</i> <i>In Context Reading with short a</i> <i>Vowel Short i</i> <i>Blending with Short i</i> <i>In Context Reading with short i</i> <i>Word Families/ Rhyming</i> <i>Onset Rime/ Build Word Families Game</i> <i>[machine game] Rapid Sound Symbol</i> <i>Game [Free Fall]</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RF.K.3b]</p>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Read-Aloud Book: Pam and the Cap</i> <i>High Frequency Words (HFW): go, his, is, this</i> <i>HFW Book: Tim at Camp [RF.K.3c]</i></p> <p><i>Boom Train Song (Beg., Mid. End Sounds) High Frequency Words (HFW): go, his, is, this PA: Identify Initial, Medial and Final Phonemes PA: Blending Phonemes [CVC]</i> <i>Vowel Short a Blending with Short a Vowel Short i Blending with Short i</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and am, Sam Tips the Lamp [RF.K.3d]</i></p>						
		3	<p><i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds) ROND HFW Words: they, you, are, here</i> <i>BPA: Lamps</i></p>			✓			

Istation ELAR Curriculum Kindergarten

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Word Families/ Rhyming</i> <i>Onset Rime/ Build Word Families Game</i> <i>[machine game] Vowel short o</i> <i>Blending with Short vowel o</i> <i>In Context Reading with Short o</i> <i>Vowel Long A, /ai/ Blending long A /ai/</i> <i>In Context Reading with long A /ai/</i> <i>Vowel Long O /oa/</i> <i>Blending Long O /oa/</i> <i>In Context Reading with Long O /oa/</i> <i>Consonant Blends (sl, st, sp, sn) Teach</i> <i>Rapid Sound Symbol Game [Free Fall]</i> <i>Decodable Books: Dots and Spots,</i> <i>Snails in a Pail, The Toast in the Road,</i> <i>Stan the Man, The Toads Are Lost, In</i> <i>the Rain</i> <i>[RF.K.3a], [RF.K.3b]</i></p> <p><i>HFW: they, you, are, here</i> <i>HFW Book: On the Dot</i> <i>[RF.K.3c]</i></p> <p><i>Boom Train Song (Beg., Mid., End</i> <i>Sounds)</i> <i>HFW Words: they, you, are, here</i> <i>PA: Identify Initial, Medial and Final</i> <i>Phonemes</i></p>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>PA: Blending Phonemes [CVC] Vowel short o</i> <i>Blending with Short vowel o</i> <i>Vowel Long A, /ai/ Blending long A /ai/</i> <i>Vowel Long O /oa/ Blending Long O /oa/</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> <i>[RF.K.3d]</i>						
		4	<i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition</i> <i>Room Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid., End Sounds) FEHG HFW Words: with, my, where, to Vowel Short e</i> <i>Blending Short e</i> <i>In Context Reading with Short e</i> <i>Vowel Long E</i> <i>Blending Long E /ea/, /ee/</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>In Context Reading with Long E /ee/, /ea/ Consonant Blends (cl, fl, gl, pl, cr, dr, tr, fr, gr, pr) Rapid Sound Symbol Game [Free Fall]</i></p> <p><i>Decodable Books: Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i></p> <p><i>[RF.K.3a]</i></p> <p><i>Literacy Acquisition Theater</i></p> <p><i>Letter Recognition Room</i></p> <p><i>Sound Recognition Activities</i></p> <p><i>Letter Sound Room</i></p> <p><i>Sound/Symbol Correspondence Activities FEHG</i></p> <p><i>HFW Words: with, my, where, to</i></p> <p><i>Vowel Song, Short e Vowel Short e</i></p> <p><i>Blending short e</i></p> <p><i>In Context Reading with Short e</i></p> <p><i>Vowel Song, Long E Vowel Long E</i></p> <p><i>Blending Long E /ea/, /ee/</i></p> <p><i>In Context Reading with Long E /ee/, /ea/ Consonant Blends (cl, fl, gl, pl, cr, dr, tr, fr, gr, pr) Rapid Sound Symbol Game [Free Fall]</i></p>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> <i>[RF.K.3b]</i> <i>HFW Words: with, my, where, to</i> <i>HFW Book: My Hands and Feet</i> <i>[RF.K.3c]</i> <i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>HFW Words: with, my, where, to</i> <i>PA: Phoneme Substitution - Initial PA:</i> <i>Phoneme Substitution - Medial PA:</i> <i>Phoneme Substitution - Final</i> <i>Onset Rime/ Build Word Families Game</i> <i>[machine game] (-en, -ess) Vowel</i> <i>Short e</i> <i>Blending short e</i> <i>Vowel Long E</i> <i>Blending Long E /ea/, /ee/</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[RF.K.3d]						
		5	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds) BUJW HFW: what, said, her, for Vowel Short u Blending Short u Vowel Long A /a_e/ Blending Long A /a_e/ In Context Reading with Long A /a_e/ Blending Long O /o_e/ In Context Reading with Long O /o_e/ Short Vowel Review (a, e, i, o, u) In Context Reading (short vowel review) Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall] Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [RF.K.3a]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities BUJW</i> <i>HFW: what, said, her, for Vowels Song, Short u Vowel Short u Blending Short u Vowel Song, Long A /a_e/ Vowel Long A /a_e/ Blending Long A /a_e/ In Context Reading with Long A /a_e/ Vowel/ Song, Long O /o_e/ Vowel Long O /o_e/ Blending Long O /o_e/ In Context Reading with Long O /o_e/ Short Vowel Review (a, e, i, o, u) In Context Reading (short vowel review) Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall] Rapid Word Naming Game [Virus Game-HFW]</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [RF.K.3b]</p> <p><i>HFW Words: what, said, her, for</i> <i>HFW Book: The Bun for Us</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> [RF.K.3c]</p> <p><i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>HFW: what, said, her, for</i> <i>PA: Phoneme Substitution – Initial</i> <i>PA: Phoneme Substitution – Medial</i> <i>PA: Phoneme Substitution - Final Vowel</i> <i>Short u</i> <i>Blending Short u Vowel Long A /a_e/</i> <i>Blending Long A /a_e/ Vowel Long O /o_e/</i> <i>Blending Long O /o_e/</i> <i>Short Vowel Review (a, e, i, o, u)</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i></p>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[RF.K.3d]						
		6	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) ZKVY HFW: was, that, from, she Vowel Long I /i_e/ Blending Long I /i_e/ In Context Reading with Long I /i_e/ Vowel Long U /u_e/ Blending Long U /u_e/ In Context Reading with Long U /u_e/ Long Vowel Review (ai, oa, ee, ea) In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Consonant Blends (sc, sk, scr) Rapid Sound Symbol Game[Free Fall] Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game[Spot That Word-CVC]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[RF.K.3b]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities ZKVY HFW: was, that, from, she</i> <i>Vowel Song, Long I /i_e/ Vowel Long I /i_e/ Blending Long I /i_e/</i> <i>In Context Reading with Long I /i_e/</i> <i>Vowel Song, Long U /u_e/</i> <i>Vowel Long U /u_e/ Blending Long U /u_e/</i> <i>In Context Reading with Long U /u_e/</i> <i>Long Vowel Review (ai, oa, ee, ea)</i> <i>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)</i> <i>Consonant Blends (sc, sk, scr)</i> <i>Rapid Sound Symbol Game [Free Fall]</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Decodable Books: A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[RF.K.3a]</i></p> <p><i>HFW Words: was, that, from, she</i> <i>HFW Book: Where Is Jane?</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>[RF.K.3b]</i></p> <p><i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>HFW: was, that, from, she</i> <i>Vowel Long I /i_e/ Blending Long I /i_e/ Vowel Long U /u_e/ Blending Long U /u_e/</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[RF.K.3c]</i></p> <p><i>HFW: was, that, from, she</i></p>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>HFW Book: Where Is Jane?</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>[RF.K.3d]</i> <i>Comprehension Book: Pets – Fish</i> <i>[RI.K.3]</i>						
		7	<i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid., End Sounds): QX HFW: do, have, come, of, their, some Consonant Blends (squ, tw, sw)</i> <i>R controlled /or/</i> <i>In Context Reading with R Controlled Vowel /or/ R controlled /ar/</i> <i>In Context Reading with R Controlled Vowel /ar/ Vowels /ore/</i> <i>Vowels /are/</i> <i>Vowel Silent e Review</i> <i>Rapid Sound Symbol [Free Fall]</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Rapid Word Naming Game [Virus Game-HFW]</i></p> <p><i>Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC]</i></p> <p><i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [RF.K.3a]</i></p> <p><i>Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words Alliteration Q</i></p> <p><i>Soft C as /s/ Soft G as /j/</i></p> <p><i>Open Syllables (me, go, by) Bossy R - ar, as in star and farm Phonogram -are as in care</i></p> <p><i>Bossy R -or as in core, -ore as in more</i></p> <p><i>Beginning Blends squ, sw, tw</i></p> <p><i>Compound Words</i></p> <p><i>Rapid Letter and Word Naming</i></p> <p><i>Read HFWs</i></p> <p><i>Passage Reading: Prosody</i></p> <p><i>Spelling Words with -ar, -are, -or, -ore</i></p> <p><i>Spelling Words with Soft c and Soft g</i></p> <p><i>Spelling Compound Words</i></p>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Reading for Meaning</i> <i>[RF.K.3b]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter</i> <i>Recognition Room Sound Recognition</i> <i>Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities QX</i> <i>HFW Words: do, have, come, of, their,</i> <i>some Consonant Blends (squ, tw, sw)</i> <i>R controlled /or/</i> <i>In Context Reading with R Controlled</i> <i>Vowel /or/ R controlled /ar/</i> <i>In Context Reading with R Controlled</i> <i>Vowel /ar/ Vowels /ore/</i> <i>Vowels /are/</i> <i>Vowel Silent e Review</i> <i>Rapid Sound Symbol [Free Fall]</i> <i>Rapid Word Naming Game [Virus</i> <i>Game-HFW]</i> <i>Decodable Books: Boats, Take That Off</i> <i>Stage, Homes, Ben and Steve at the</i> <i>Seaside, At the Farm, The Twin Mice,</i> <i>The Oatmeal Man, The Big Game</i> <i>[RF.K.3c]</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>HFW Words: do, have, come, of, their, some</i> <i>HFW Book: Hide and Seek</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>[RF.K.3d]</i>						
3D	Use Fluency to: Read emergent-reader texts with purpose and understanding. (CCR: RF.K.4)	CBTR 1	<i>Beginning Sounds: /m/, /p/, /k/</i> <i>Beginning Sounds with Letters m, p, c</i> <i>Ending Sounds: /m/, /p/, /k/</i> <i>Ending Sounds with Letters m, p, c</i> <i>Vowel Sound /a/</i> <i>Vowel Sound /a/ and letter a Blend</i> <i>Sounds to Read Words Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs: and, the, see, has</i> <i>[RF.K.3a]</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>HFW: and, has, see, the Vowel Song,</i> <i>Short a Vowel Short a</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending with Short a</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>[RF.K.3a]</i> <i>Beginning Sounds: /m/, /p/, /k/</i> <i>Beginning Sounds with Letters m, p, c</i> <i>Ending Sounds: /m/, /p/, /k/</i> <i>Ending Sounds with Letters m, p, c</i> <i>Vowel Sound /a/</i> <i>Vowel Sound /a/ and letter a Blend</i> <i>Sounds to Read Words Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs: and, the, see, has</i> <i>[RF.K.3b]</i>						
		CBTR 2	<i>Identify Nonsense and Real Words</i> <i>Beginning Sounds: /t/, /s/, /l/</i> <i>Beginning Sounds with Letters t, s, l</i> <i>Ending Sounds: /t/, /s/, /l/</i> <i>Ending Sounds with Letters t, s, l</i> <i>Vowel Sound /i/</i> <i>Vowel Sound /i/ and Letter i</i> <i>Vowel Sounds and Letters /a/ and /i/</i> <i>Ending Blend /-mp/</i> <i>Ending Blend /-st/</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Blend Sounds with Letters t, l, s, l</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read CVC Words with Short i</i> <i>Rhyming Phonograms</i> <i>Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs: this, is, his, go</i> <i>Spelling with Short /a/ and short /i/</i> <i>Reading for Meaning</i> <i>[RF.K.3a]</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities TISL High Frequency Words</i> <i>HFW Words: go, his, is, this Vowel</i> <i>Song, Short a</i> <i>Vowel Song, Short i Vowel Short a</i> <i>Blending with Short a</i> <i>In Context Reading with short a</i> <i>Vowel Short i</i> <i>Blending with Short i</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>In Context Reading with short i</i> <i>Word Families/ Rhyming</i> <i>Onset Rime/ Build Word Families Game</i> <i>[machine game] Rapid Sound Symbol</i> <i>Game [Free Fall]</i> <i>Decodable Books: Pam and Cam, Pip</i> <i>and His Lips, See Sam Sit, Tim and</i> <i>Sam, Sam Tips the Lamp</i> <i>[RF.K.3b]</i>						
		CBTR 3	<i>Beginning Sounds: /r/, /n/, /d/</i> <i>Beginning Sounds with Letters r, n, d</i> <i>Ending Sounds: /r/, /n/, /d/</i> <i>Ending Sounds with Letters r, n, d</i> <i>Vowel Sound /o/</i> <i>Vowel Sound /o/ and Letter o</i> <i>Vowel Sounds and Letters /i/ and /o/</i> <i>Blending Beginning/Middle/Ending</i> <i>Sounds with Letters</i> <i>Blend Sounds with Letters to Read</i> <i>Words</i> <i>Vowel Sound /A/</i> <i>Vowel Sound with Letters /ai/ Vowel</i> <i>Sound with Letters /oa/</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p>Read Words with Vowel Sound /oa/ Phoneme Substitution, Middle Sound Beginning Blends sl-, sp-, st- Beginning Blends sl-, sn-, sp-, st-, More Practice Read Words with Ending Sounds, Blends /-nd/ and /-nt/ Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid letter and Word Naming Read Sentences with HFW Words: they, you, are, here Spelling with s-blend and short /o/ Spelling Long A /ai/ and Long O /oa/ Reading for Meaning [RF.K.3a]</p> <p>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities ROND HFW Words: they, you, are, here BPA: Lamps Word Families/ Rhyming</p>						

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Reading Standard Strands

1 = Literature (RL) 4 = Writing (W)
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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Onset Rime/ Build Word Families Game [machine game] Vowel Song, Short o Vowel short o Blending with Short vowel o In Context Reading with Short o Vowel Song, Long A /ai/ Vowel Long A, /ai/ Blending long A /ai/ In Context Reading with long A /ai/ Vowel Song, Long O /oa/ Vowel Long O /oa/ Blending Long O /oa/ In Context Reading with Long O /oa/ Consonant Blends (sl, st, sp, sn) Teach Rapid Sound Symbol Game [Free Fall] Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [RF.K.3b]</i>						
		CBTR 4	<i>Beginning Sounds: /f/, /g/, /h/ Beginning Sounds with Letters f, g, h Ending Sounds: /f/, /g/ Ending Sounds with Letters f, g, h Vowel Sound /e/ Vowel Sound /e/ and letter e Vowel Sounds /o/ and /e/</i>			✓			

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				1	2	3	4	5	6
			<i>Blending Beginning/Middle/Ending Sounds with Letters Vowel Sound /E/ Vowel Sound with Letters /ee/, /ea/ More practice Read Words with Vowel Sounds /ee/, /ea/ Phoneme Middle Sound Beginning Blends cl-, fl-, gl- Beginning Blends cl-, dr-, fr-, gr-, pr-, tr- Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Read Sentences with HFWs with, my, where, to Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/ Reading for Meaning [RF.K.3a] Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities FEHG HFW Words: with, my, where, to</i>						

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				1	2	3	4	5	6
			<i>Vowel Song, Short e Vowel Short e</i> <i>Blending short e</i> <i>In Context Reading with Short e</i> <i>Vowel Song, Long E Vowel Long E</i> <i>Blending Long E /ea/, /ee/</i> <i>In Context Reading with Long E /ee/, /ea/</i> <i>Consonant Blends (cl, fl, gl, pl, cr, dr, tr, fr, gr, pr)</i> <i>Rapid Sound Symbol Game [Free Fall]</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> <i>[RF.K.3b]</i>						
		CBTR 5	<i>Beginning Sounds; /b/, /j/, /w/</i> <i>Beginning Sounds with Letters b, w, j, u</i> <i>Ending Sound /b/, Review /m/</i> <i>Ending Sounds, Letters b, Review m, n, g</i> <i>Vowel Sound /u/</i> <i>Vowel Sound /u/ and Letter u</i> <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Vowel Sound, Silent e, pattern a_e</i> <i>Vowel Sound, Silent e, pattern o_e</i>			✓			

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				1	2	3	4	5	6
			<i>Blend Sounds and letters to Read Words</i> <i>Beginning Blends sm-, bl-, br-</i> <i>Beginning Blends sm-, bl-, br-, str-, spl-, spr- Rhyme Phonograms, Long Vowels</i> <i>Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs what, said, her, for</i> <i>Passage Reading: Prosody Spelling with Short /u/ and Blends Spelling CVCe with a_e and o_e Reading for Meaning [RF.K.3a]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities BUJW HFW: what, said, her, for</i> <i>Vowels Song, Short u Vowel Short u Blending Short u</i> <i>Vowel Song, Long A /a_e/ Vowel Long A /a_e/ Blending Long A /a_e/ In Context Reading with Long A /a_e/ Vowel Song, Long O /o_e/</i>						

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				1	2	3	4	5	6
			<i>Vowel Long O /o_e/ Blending Long O /o_e/</i> <i>In Context Reading with Long O /o_e/</i> <i>Short Vowel Review (a, e, i, o, u)</i> <i>In Context Reading (short vowel review)</i> Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall] Rapid Word Naming Game [Virus Game-HFW] Decodable Books: <i>Bug in the Mud</i> , <i>Late for the Game</i> , <i>I Rode Home</i> , <i>Homes for Sale</i> , <i>Fun at Home</i> , <i>The Blue Blimp</i> [RF.K.3b]						
		CBTR 6	<i>Beginning Sounds: /z/, /v/, /y/</i> <i>Beginning Sounds with letters z, k, v, y</i> <i>Ending Sound: /v/, /z/</i> <i>Ending Sounds, Letters z, y, review</i> <i>Read and Spell Words with Short Vowel</i> <i>Sounds Blending</i> <i>Beginning/Middle/Ending Sounds with Letters</i> Long Vowel Sound /I/, /U/ Vowel Sound, Silent e, Letter Patterns i_e, u_e Blend Sounds with Letters to Read and Spell Words Beginning and Ending Blends sc, sk, scr			✓			

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				1	2	3	4	5	6
			<i>Rhyme Phonograms, Long Vowels, Silent e Rapid Letter and Word Naming Read Sentences with HFWs was, that, from, she Spelling CVCe with i_e, and u_e Reading for Meaning [RF.K.3a]</i> <i>Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities ZKVY HFW: was, that, from, she Vowel Song, Long I /i_e/ Vowel Long I /i_e/ Blending Long I /i_e/ In Context Reading with Long I /i_e/ Vowel Song, Long U /u_e/ Vowel Long U /u_e/ Blending Long U /u_e/ In Context Reading with Long U /u_e/ Long Vowel Review (ai, oa, ee, ea)</i>						

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				1	2	3	4	5	6
			<i>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Consonant Blends (sc, sk, scr)</i> <i>Rapid Sound Symbol Game [Free Fall]</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[RF.K.3b]</i>						
		CBTR 7	<i>Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words Alliteration Q</i> <i>Soft C as /s/ Soft G as /j/</i> <i>Open Syllables (me, go, by) Bossy R - ar, as in star and farm Phonogram -are as in care</i> <i>Bossy R -or as in core, -ore as in more</i> <i>Beginning Blends squ, sw, tw</i> <i>Compound Words</i> <i>Rapid Letter and Word Naming</i> <i>Read HFWs</i> <i>Passage Reading: Prosody</i>			✓			

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				1	2	3	4	5	6
			<i>Spelling Words with -ar, -are, -or, -ore</i> <i>Spelling Words with Soft c and Soft g</i> <i>Spelling Compound Words</i> <i>Reading for Meaning</i> <i>[RF.K.3a]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities QX</i> <i>HFW: do, have, come, of, their, some</i> <i>Consonant Blends (squ, tw, sw)</i> <i>R controlled /or/</i> <i>In Context Reading with R Controlled</i> <i>Vowel /or/ R controlled /ar/</i> <i>In Context Reading with R Controlled</i> <i>Vowel /ar/ Vowels /ore/</i> <i>Vowels /are/</i> <i>Vowel Silent e Review</i> <i>Rapid Sound Symbol [Free Fall]</i> <i>Rapid Word Naming Game [Virus</i> <i>Game-HFW]</i> <i>[RF.K.3a]</i>						

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				1	2	3	4	5	6
			<i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [RF.K.3]</i>						
		SBTR	<i>Letter Sound Discrimination Letter Sound Picture Match, Beginning Sound Letter Sounds: Matching Characters with Pictures Letter Sounds Identification Letter Sounds Matching Game [RF.K.3a]</i>			✓			
(4)	Text types and purposes, labels, and familiar words are used to communicate information and ideas.								

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				1	2	3	4	5	6
4A	Use Text Types and Purposes to: i. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (CCR:W.K.1) ii. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCR:W.K.2)	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [W.K.1], [W.K.2], [W.K.3]				✓		

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	iii. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCR:W.K.3)								
4B	Use Production and Distribution of Writing to: i. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCR:W.K.5) ii. With guidance and support from adults, explore a variety of digital tools to produce	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [W.K.5], [W.K.6]				✓		

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				1	2	3	4	5	6
	and publish writing, including in collaboration with peers. (CCR:W.K.6)								
4C	Use Research to Build and Present Knowledge to: i. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCR:W.K.7) ii. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCR:W.K.8)	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [W.K. 7]				✓		
		CBTR 5	<i>Lesson 21 – Reading for Meaning</i> [W.K.8]				✓		
		CBTR 6	<i>Lesson 18 – Reading for Meaning</i> [W.K.8]				✓		
		SBTR	<i>Comprehension Lesson 69 – Asking Questions</i>				✓		

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				1	2	3	4	5	6
			[W.K.8]						
		SBTR	<i>Comprehension: Lesson 1 – Making Predictions, Grades K-1</i> <i>Comprehension: Lesson 5 – Summarizing Strategy, Grades K-1</i> <i>Comprehension: Lesson 13 – Inferences, Grades K-1</i> [W.K.8]				✓		
(5)	Collaborative discussion facilitates clear, independent thinking based on others' ideas.								
5A	Use Comprehension and Collaboration to: i. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small	SBTR	<i>Comprehension: Lesson 1 – Making Predictions, Grades K-1</i> <i>Comprehension: Lesson 5 – Summarizing Strategy, Grades K-1</i> <i>Comprehension: Lesson 7 – Clarifying Words, Grade K-1</i> <i>Comprehension: Lesson 9 – Main Idea,</i>					✓	

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				1	2	3	4	5	6
	<p>and larger groups. (CCR: SL.K.1)</p> <p>ii. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCR: SL.K.1a)</p> <p>iii. Continue a conversation through multiple exchanges. (CCR: SL.K.1b)</p>		<p><i>Grade K</i></p> <p><i>Comprehension: Lesson 13 – Inferences, Grades K-1 [SL.K.1] through [SL.K.1b]</i></p>						
5B	<p>Use Comprehension and Collaboration to:</p> <p>i. 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</p>		<p><i>All Activities [SL.K.2] through [SL.K.3]</i></p>					✓	

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	understood. (CCR: SL.K.2) ii. Understand and follow one- and two-step oral directions. (CCR: SL.K.2a) iii. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCR: SL.K.3)								
5C	Use Presentation of Knowledge and Ideas to: i. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCR: SL.K.4) ii. Add drawings or other visual displays to descriptions as desired	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where is Jane?</i> [SL.K.4], [SL.K.5], [SL.K.6]					✓	

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	to provide additional detail. (CCR: SL.K.5) iii. Speak audibly and express thoughts, feelings, and ideas clearly. (CCR: SL.K.6)								
(6) Appropriate English mechanics and conventions are used to produce good writing.									
6A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCR: L.K.1) ii. Print many upper- and lowercase letters. (CCR: L.K.1a)	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i>						✓

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				1	2	3	4	5	6
	iii. Use frequently occurring nouns and verbs. (CCR:L.K.1b) iv. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCR:L.K.1c) v. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCR:L.K.1d) vi. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCR:L.K.1e) vii. Produce and expand complete sentences in shared language activities. (CCR:L.K.1f)		<i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [L.K.1] through [L.K.1f]						
		1	<i>Letter Formation (MAPC)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> [L.K.1a]						✓
		2	<i>Letter Formation (TISL)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>BPA: Summer Camp</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i>						✓

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				1	2	3	4	5	6
			[L.K. 1a]						
		3	Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Lamps Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [L.K. 1a]						✓
		4	Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [L.K. 1a]						✓
		5	Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room						✓

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				1	2	3	4	5	6
			<i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [L.K. 1a]</i>						
		6	<i>Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [L.K. 1a]</i> <i>Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [L.K. 1a]</i>						✓

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				1	2	3	4	5	6
6B	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCR:L.K.2) ii. Capitalize the first word in a sentence and the pronoun <i>I</i> . (CCR:L.K.2a) iii. Recognize and name end punctuation. (CCR:L.K.2b) iv. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCR:L.K.2c) v. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCR:L.K.2d)	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> <i>[L.K.2] through [L.K.2d]</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
6C	Use Vocabulary Acquisition and Use to: i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCR:L.K.4) ii. Identify new meanings for familiar words and apply them accurately (e.g., <i>knowing duck is a bird and learning the verb to duck</i>). (CCR:L.K.4a) iii. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. (CCR:L.K.4b)	0	<i>Lesson 6 – Matching Segmented Spoken Words with Pictures</i> <i>Lesson 7 - Segmenting Spoken Words [L.K.4], [L.K.4a]</i>						✓
		1	<i>Lesson 3 – Word Length [L.K.4a]</i>						✓
		9	<i>Lesson 25 – Spelling Words with -ed and -ing [L.K.4b]</i>						✓
		10	<i>Lesson 3 – Inflected ending -ing</i> <i>Lesson 4 – Inflected Ending -ed</i> <i>Lesson 13 – Inflected Ending -s [L.K.4b]</i>						✓
		11	<i>Lesson 1, Prefixes: pre, re, un, mis, dis [L.K.4b]</i>						✓

Istation ELAR Curriculum Kindergarten

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
6D	Use Vocabulary Acquisition and Use to: i. With guidance and support from adults, explore word relationships and nuances in word meanings. (CCR:L.K.5) ii. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCR:L.K.5a) iii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCR:L.K.5b) iv. Identify real-life connections between words and their use (e.g., note places at	0	<i>Lesson 1 – Sorting</i> <i>Lesson 2 - Sorting</i> <i>[L.K.5]</i>						✓
		SBTR	<i>Vocabulary: Lesson 12 – Antonyms</i> <i>[L.K.5b]</i>						✓
		SBTR	<i>Vocabulary: Lesson 5 – Prepositions</i> <i>[L.K.5c], [L.K.5d]</i>						✓
		SBTR	<i>Vocabulary: Lesson 7 – Synonyms</i> <i>[L.K.5d]</i>						✓

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				1	2	3	4	5	6
	<i>school that are colorful).</i> (CCR:L.K.5c) v. Distinguish shades of meaning among verbs describing the same general action (<i>e.g., walk, march, strut, prance</i>) by acting out the meanings. (CCR:L.K.5d)								
6E	Use Vocabulary Acquisition and Use to: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCR:L.K.6)	SBTR	<i>All Activities [L.K.6]</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(1) Determining central ideas or themes of literary texts leads to a better understanding of that text.									
1A	Use Key Ideas and Details to: i. Ask and answer questions about key details in a text. (CCR:RL.1.1) ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCR:RL.1.2) iii. Describe characters, settings, and major events in a story, using key details. (CCR:RL.1.3)	0-8	<i>All Books</i> <i>RL.1.1]</i>	✓					
		8	<i>Comprehension Book: The Queen's Suitcase</i> <i>Decodable Books: Wait to Paint, King Zung and the Lark</i> <i>[RL.1.2]</i> <i>Decodable Book: The Fox Pack</i> <i>[RL.1.3]</i>	✓					
		9	<i>Decodable Books: Naptime, Elbert's Birthday, Coach Chapman, Roy and Troy Like Trains</i> <i>Passage: Joel and Kay's Best Day</i> <i>[RL.1.2]</i> <i>Decodable Books: Winter Snowstorm, The Wise Crow</i> <i>[RL.1.3]</i>	✓					
		10	<i>Decodable Book: The Three Little Bugs</i> <i>[RL.1.2]</i>	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [RL.1.3]						
		11	<i>Decodable Books: The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs</i> [RL.1.2] <i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [RL.1.3]	✓					
		SBTR	<i>Comprehension: Lesson 40 Problem-Solution</i> [RL.1.2] <i>Comprehension: Lesson 70 Characteristics of Characters</i> [RL.1.3]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 10	<i>Comprehension: Character Analysis</i> [RL.1.3]	✓					
1B	Use Craft and Structure to: i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See Grade 1 Language Standards 4-6 for additional expectations.) (CCR:RL.1.4) ii. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCR:RL.1.5) iii. Identify who is telling the story at various points in a text. (CCR:RL.1.6)	8	<i>Decodable Book: The Fox Pack</i> [RL.1.4]	✓					
		9	<i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [RL.1.4]	✓					
		10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [RL.1.4]	✓					
		11	<i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [RL.1.4]	✓					
		SBTR	<i>Character</i> [RL.1.4]	✓					

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				1	2	3	4	5	6
	iv. Follow and replicate patterns in predictable poems.	CBTR 10	<i>Comprehension: Character Analysis</i> [RL.1.4]	✓					
1C	Use Integration of Knowledge and Ideas to: i. Use illustrations and details in a story to describe its characters, setting, or events. (CCR:RL.1.7) ii. Compare and contrast the adventures and experiences of characters in stories. (CCR:RL.1.9)	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [RL.1.7]	✓					
		2	<i>Read-Aloud Books: Pam and the Cap, The Act</i> [RL.1.7]	✓					
		3	<i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> [RL.1.7]	✓					
		4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> [RL.1.7]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		5	<i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Late for the Game, I Rode Home [RL.1.7]</i>	✓					
		6	<i>Comprehension Book: Pets - Fish</i> <i>Decodable Book: Time to Ride [RL.1.7]</i>	✓					
		8	<i>Cycle 8 Decodable Book: Bert and Gert</i> <i>Cycle 8 Decodable Book: The Fox Pack [RL.1.9]</i>	✓					
		10	<i>Decodable Book: Spiders</i> <i>Decodable Book: The Three Little Bugs Ch.1</i> <i>Decodable Book: The Three Little Bugs Ch. 2</i> <i>Decodable Book: The Three Little Bugs Ch. 3</i> <i>Decodable Book: Whales</i> <i>Passage: Insects</i> <i>Passage: People Send Mail [RL.1.9]</i>	✓					
		11	<i>Decodable Book: Just the Right Size (Compare & Contrast)</i>	✓					

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				1	2	3	4	5	6
			<i>Decodable Book: Bert and Gert (Compare & Contrast)</i> <i>Decodable Books: The Three Little Bugs (Character Analysis, Problem & Solution, Inference, Compare & Contrast)</i> [RL.1.9]						
		SBTR	<i>Compare Contrast</i> [RL.1.9]	✓					
1D	Use Range of Reading and Level of Text Complexity to: i. With prompting and support, read prose and poetry of appropriate complexity for Grade 1. (CCR:RL.1.10) ii. Activate prior knowledge related to the information and events in a text. (CCR:RL.1.10a)	1	<i>Comprehension: Lesson 1 – Making Predictions</i> [RL.1.10b] <i>Comprehension: Lesson 13 – Inference</i> [RL.1.10a] <i>Comprehension: Lesson 20 – Drawing Conclusions</i> [RL.1.10a]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iii. Confirm predictions about what will happen next in a text. (CCR:RL.1.10b)	4	<i>Lesson 22 – Rhyming Words and Poetry</i> [RL.1.10]	✓					
		SBTR	<i>Mark and Kate, At the Farm, Ben and Steve at the Seaside, The Big Game, I Like to Help, The Mailman, The Mailman, Queen's Suitcase, The Best Trip, Camping, Mother Cat and Her Kittens, Naptime, The Scarecrow, How can That Be? The Strange Noise, A Star Is Born, Who Is Following Us?</i> [RL.1.10]	✓					
(2) Comprehending and fluently reading a variety of informational texts are the beginning traits of proficient readers.									
2A	Use Key Ideas and Details to: i. Ask and answer questions about key details in a text. (CCR:RI.1.1) ii. Identify the main topic and retell key details of a text. (CCR:RI.1.2) iii. Describe the connection between two individuals, events,	SBTR	<i>Comprehension: Lesson 1 - Asking Questions</i> [RI.1.1] <i>Comprehension: Lesson 5 – Summarizing Strategy</i> [RI.1.2], [RI.1.3] <i>Comprehension: Lesson 10 – Main Idea</i> RI.1.2]		✓				

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				1	2	3	4	5	6
	ideas, or pieces of information in a text. (CCR:RI.1.3)		<i>Comprehension: Lesson 20 – Drawing Conclusions</i> [RI.1.3] <i>Comprehension: Lesson 27 – Compare and Contrast</i> [RI.1.3]						
2B	Use Craft and Structure to: i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See <i>Grade 1 Language Standards 4–6</i> for additional expectations.) (CCR:RI.1.4) ii. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or	5	<i>BPA: Pets – Snakes</i> [RI.1.4], [RI.1.5], [RI.1.6]		✓				
		6	<i>Comprehension Book: Pets – Fish</i> [RI.1.4], [RI.1.5], [RI.1.6]		✓				
		7	<i>Decodable Books: Boats, Homes</i> [RI.1.4], [RI.1.5], [RI.1.6]		✓				
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [RI.1.4], [RI.1.5], [RI.1.6]		✓				
		10	<i>Decodable Books: Spiders, Whales, How Mountains Form, George Washington Carver</i> <i>Passages: Water Is A Good Thing, The Water Cycle, Insects, Pet Parade, People Send Mail</i>		✓				

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				1	2	3	4	5	6
	information in a text. (CCR:RI.1.5)		[RI.1.4], [RI.1.5], [RI.1.6]						
	iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCR:RI.1.6)	11	<i>Passages: Hurricanes, The Dirt Detectives</i> [RI.1.4], [RI.1.5], [RI.1.6]		✓				
2C	Use Integration of Knowledge and Ideas to: i. Use the illustrations and details in a text to describe its key ideas. (CCR:RI.1.7) ii. Identify the reasons an author gives to support points in a text. (CCR:RI.1.8) iii. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCR:RI.1.9)	1	<i>BPA: At the Market</i> [RI.1.8]		✓				
		5	<i>BPA: Pets – Snakes</i> [RI.1.7]		✓				
		6	<i>Comprehension Book: Pets – Fish</i> [RI.1.7]		✓				
		7	<i>Decodable Books: Boats, Homes</i> [RI.1.7]		✓				
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [RI.1.7]		✓				
		10	<i>Decodable Books: Spiders, Whales, How Mountains Form, George Washington Carver</i>		✓				

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				1	2	3	4	5	6
			<i>Passages: Water Is A Good Thing, The Water Cycle, Insects, Pet Parade, People Send Mail</i> <i>[RI.1.7], [RI.1.9]</i> <i>Decodable Book: Spiders</i> <i>Decodable Books: The Three Little Bugs Ch.1</i> <i>[RI.1.7] through [RI.1.9]</i>						
		SBTR	<i>Comprehension: Lesson 26 – Compare and Contrast Two Texts</i> <i>[RI.1.9]</i>		✓				
		SBTR	<i>Asking Questions, Author's Purpose</i> <i>[RI.1.8]</i>		✓				
2D	Use Range of Reading and Level of Text Complexity to: i. With prompting and support, read informational texts appropriately complex for Grade 1. (CCR:RI.1.10) ii. Activate prior knowledge related to the information and events in a text. (CCR:RI.1.10a)	SBTR	<i>Boats, Homes, Ranch Hands, The Colt, Earthworms, Water Is A Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes</i> <i>[RI.1.10]</i>		✓				
		SBTR	<i>Comprehension: Lesson 13 – Inference [RI.1.10a]</i> <i>Comprehension: Lesson 20 – Drawing</i>		✓				

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				1	2	3	4	5	6
	iii. Confirm predictions about what will happen next in a text. (CCR: RI.1.10b)		<i>Conclusions [RI.1.10a]</i>						
		SBTR	<i>Comprehension: Lesson 1 – Making Predictions [RI.1.10b]</i>		✓				
(3) Knowledge of phonics and the basic conventions produce proficient readers and writers.									
3A	Use Print Concepts to: i. Demonstrate understanding of the organization and basic features of print. (CCR: RF.1.1) ii. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCR: RF.1.1a)		<i>All Activities [RF.1.1], [RF.1.1a]</i>			✓			
		1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [RF.1.1]</i>			✓			
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RF.1.1]						
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [RF.1.1a], [RF.1.1b]			✓			
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My</i>			✓			

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				1	2	3	4	5	6
			<i>Dog Has Fleas</i> [RF.1.1b]						
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets – Snakes</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [RF.1.1b]			✓			
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for</i> <i>Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [RF.1.1b]			✓			

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				1	2	3	4	5	6
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [RF.1.1b]			✓			
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [RF.1.1a], [RF.1.1b]			✓			
		9	<i>HFW Book: The Best Trip</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime,</i>			✓			

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				1	2	3	4	5	6
			<i>Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on a Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [RF.1.1a], [RF.1.1b]						
		SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [RF.1.1a], [RF.1.1b]			✓			
3B	Use Phonological Awareness to: i. Demonstrate understanding of spoken words, syllables, and sounds (<i>phonemes</i>). (CCR:RF.1.2) ii. Distinguish long from short vowel sounds in spoken	0	<i>Identifying Phonemes: Initial, Medial, Final</i> [RF.1.2]			✓			
		1	<i>Identifying Phonemes: Initial, Medial, Final</i> <i>Identify and Isolate Initial Phonemes</i> <i>Segmenting Phonemes</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i>			✓			

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				1	2	3	4	5	6
	single-syllable words. (CCR: RF.1.2a)		[RF.1.2], [RF.1.2a]						
	iii. Orally produce single-syllable words by blending sounds (<i>phonemes</i>), including consonant blends. (CCR: RF.1.2b)	2	Identify Initial, Medial and Final Phonemes Identify and Isolate Final Phonemes Segmenting Phonemes [CVC] [CCR: RF.1.2c]			✓			
	iv. Isolate and pronounce initial, medial vowel, and final sounds (<i>phonemes</i>) in spoken single-syllable words. (CCR: RF.1.2c)	3	Identify Initial, Medial and Final Phonemes Identify and Isolate Final Phonemes Segmenting Phonemes [CVC] [RF.1.2b]			✓			
	v. Segment spoken single-syllable words into their complete sequence of individual sounds (<i>phonemes</i>). (CCR: RF.1.2d)	4	Onset Rime/ Build Word Families Game [Machine Game] (-en, -ess) [CCR: RF.1.2c]			✓			
		CBTR 0	Counting Each Sound (2 Sounds) Counting Each Sound (3 Sounds) Matching Segmented Spoken Words with Pictures Segmenting Spoken Words Game Ending Sounds with Sounds Squares Ending Sounds Middle Sounds Middle Sounds: Identification Using Picture Cards			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[RF.1.2c], [RF.1.2d]						
		CBTR 1	Segment Sounds in Spoken Words [RF.1.2d]			✓			
		CBTR 2	Middle Sounds Middle Sounds: Decorator Service Game Blending Beginning/Middle/Ending Sounds with Letters [RF.1.2b]			✓			
		CBTR 3	Blending Beginning/Middle/Ending Sounds with Letters Phoneme Substitution, Beginning Sound Phoneme Substitution, Middle Sound [RF.1.2b]			✓			
		CBTR 4	Blending Beginning/Middle/Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound [RF.1.2b]			✓			
		CBTR 5	Blending Beginning/Middle/Ending Sounds with Letters [RF.1.2b]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 6	<i>Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and Ending Sounds [RF.1.2b]</i>			✓			
		CBTR 8	<i>Segmenting and Blending Sound /sh/ Segmenting and Blending Sound /th/ Segmenting and Blending Sound /ng/ [F.1.2b], [RF.1.2c]</i>			✓			
		CBTR 9	<i>Segmenting and Blending Sounds /ch/ CBTR 10 Segmenting and Blending Sounds /wh/ a [RF.1.2c], [RF.1.2d]</i>			✓			
		CBTR 10	<i>Segmenting and Blending Sounds /wh/ and /ph/ [RF.1.2b]</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(4) Decoding words require the application of alphabetic principles, letter sounds, and letter combinations.									
4A	Use Phonics and Word Recognition to: i. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. (CCR:RF.1.3) ii. Know the spelling-sound correspondences for common consonant digraphs. (CCR:RF.1.3a) iii. Decode regularly spelled one-syllable words. (CCR:RF.1.3b) iv. Know final -e and common vowel team conventions for representing long vowel sounds. (CCR:RF.1.3c) v. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a	1	HFW Book: Pam and Cam Decodable Books: Pam and Cam, Mac and Cam, The Maps [RF.1.3a]			✓			
		2	BPA: Summer Camp Word Families/ Rhyming HFW Book: Tim at Camp In Context Reading with short a In Context Reading with short i Decodable Books: Pam and the Cap, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [RF.1.3b]			✓			
		3	BPA: Lamps Word Families/ Rhyming HFW Book: On the Dot In Context Reading with Short o In Context Reading with long A /ai/ In Context Reading with Long O /oa/ Word Masters Book: The Lost Island Comprehension Book: Trips with My Family			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	printed word. (CCR:RF.1.3d) vi. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCR:RF.1.3e) vii. Read words with inflectional endings. (CCR:RF.1.3f) viii. Recognize and read grade- appropriate irregularly spelled words. (CCR:RF.1.3g)		<i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [RF.1.3c]						
		4	<i>HFW Book: My Hands and Feet In Context Reading with Short e In Context Reading with Long E /ee/, /ea/ Word Masters Book: The Great Pig Escape Comprehension Book: In the Sand Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [RF.1.3d]			✓			
		5	<i>HFW Book: The Bun for Us In Context Reading with Short u In Context Reading with Long A /a_e/ In Context Reading with Long O /o_e/ In Context Reading (short vowel review) Word Masters Book: Fun at Pine Cone Stream</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC] [RF.1.3c]</i>						
		6	<i>HFW Book: Where Is Jane?</i> <i>In Context Reading with Long I /i_e/</i> <i>In Context Reading with Long U /u_e/</i> <i>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>Rapid Word Naming Game[Virus Game-HFW] Rapid Word Naming Game[Spot That Word-CVC]</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[RF.1.3d], [RF.1.3e]						
		7	<i>HFW Book: Hide and Seek</i> <i>In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC]</i> [RF.1.3f]			✓			
		8	<i>HFW Book: I Like to Help</i> <i>In Context Reading with R Controlled Vowel [er]</i> <i>In Context Reading with digraph [sh]</i> <i>In Context Reading with digraph [th]</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Word Masters Book: The Not-So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i></p> <p><i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i></p> <p><i>Rapid Word Naming [Virus Game-HFW]</i> <i>Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC]</i> [RF.1.3f]</p>						
		9	<p><i>HFW Book: The Best Trip</i> <i>In Context Reading with Long A [ay]</i> <i>In Context Reading with Long E [ey]</i> <i>In Context Reading with Long I [ie]</i> <i>In Context Reading with Long O [oe]</i> <i>In Context Reading with Long O [ow]</i> <i>In Context Reading with Long O [o]</i> <i>In Context Reading: [ch]</i> <i>In Context Reading: [tch]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>Odd Balls: [ol], [ow]- T, GP, IP</i></p>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>In Context Reading : [oi], [ow]</i> <i>Odd Balls: [oi], [oy]- T, GP, IP</i> <i>In Context Reading : [oi], [oy]</i> <i>In Context Reading : /ay/</i> <i>Word Masters Book: Treasure Hunt at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> <i>What's That Word Game</i> <i>Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [RF.1.3c]</i>						
		10	<i>HFW Book: How Can That Be?</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>In Context Reading: [ph] In Context Reading : [wh] Odd Balls: [au]; [aw]; [al]: Detective Dan In Context Reading: [au], [aw], [al] Odd Balls: [ow-cow vs ow-tow] Detective Dan In Context Reading : [ow]</i> <i>Word Masters Book: Return to the Lost Island Comprehension Book: Who is Following Us?</i> <i>Decodable Books: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, The Water Cycle, Insects, People Send Mail, Going to the Vet Spot That Word Game Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls]</i>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[RF.1.3a], [RF.1.3g]						
		11	<p>Odd Balls: [oo as in zoo]; [ew, eu, ui]- T, GP, IP In Context Reading with [oo]; [ew, eu, ui] Odd Balls: [igh], [ight], [ild], [ind]-T, GP, IP In Context Reading with [igh, ight, ind] Odd Balls: [oo as in foot]- T, GP, IP In Context Reading with [oo] In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions</p> <p>Decodable Books: <i>The Flying Pizza</i>, <i>Winter Snowstorm</i>, <i>Who is Following Us?</i> <i>Just the Right Size</i>, <i>Bert and Gert</i>, <i>The Queen's Suitcase</i>, <i>A Trip to the Dentist</i>, <i>The Three Little Bugs</i></p> <p>Passages: <i>From Fearful to Fearless</i>, <i>Hurricanes</i>, <i>The Dirt Detectives</i> <i>Spot That Word Game</i> <i>Rapid Word Naming [Virus Game-HFW]</i> <i>Gimme the Ball [Odd Balls]</i> [RF.1.3a], [RF.1.3]</p>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 1	<i>Rhyming</i> [RF.1.3g]			✓			
		CBTR 2	<i>Rhyming</i> <i>Rhyming Phonograms</i> <i>Ending Blend /-mp/</i> <i>Ending Blend /-st/</i> <i>Reading for Meaning</i> [RF.1.3]			✓			
		CBTR 3	<i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Beginning Blends sl-, sp-, st-</i> <i>Beginning Blends sl-, sn-, sp-, st-,</i> <i>More Practice</i> <i>Read Words with Ending Sounds,</i> <i>Blends /-nd/ and /-nt/</i> <i>Read Sentences with HFWs: they,</i> <i>you, are, here</i> <i>Spelling with s-blend and short /o/</i> <i>Reading for Meaning</i> [RF.1.3g]			✓			
		CBTR 4	<i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Rhyming Words and Poetry</i> <i>Vowel Sound /e/</i> <i>Vowel Sound /e/ and letter e</i> <i>Vowel Sounds /o/ and /e/</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Read Sentences with HFWs with, my, where, to</i> <i>Spelling with Short /e/ and Blends</i> <i>Reading for Meaning</i> [RF.1.3g]						
		CBTR 5	<i>Rhyme Phonograms, Long Vowels</i> <i>Beginning Blends sm-, bl-, br-</i> <i>Beginning Blends sm-, bl-, br-, str-, spl-, spr-</i> <i>Read Sentences with HFWs what, said, her, for</i> <i>Spelling with Short /u/ and Blends</i> <i>Reading for Meaning</i> [RF.1.3g]			✓			
		CBTR 6	<i>Rhyme Phonograms</i> <i>Long Vowels</i> <i>Silent e</i> <i>Read and Spell Words with Short Vowel Sounds</i> <i>Beginning and Ending Blends sc, sk, scr</i> <i>Read Sentences with HFWs was, that, from, she</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Reading for Meaning</i> [RF.1.3g]						
		CBTR 7	<i>Rhyming Words</i> <i>Beginning Blends squ, sw, tw</i> <i>Read HFWs</i> <i>Reading for Meaning</i> [RF.1.3g]			✓			
		CBTR 8	<i>Segmenting and Blending Sound /ng/</i> <i>Read HFWs</i> <i>Reading for Meaning</i> [RF.1.3d]			✓			
		CBTR 9	<i>Read Words with ow, oll, old, olt, olk</i> <i>Read High Frequency Words</i> <i>Reading for Meaning</i> [RF.1.3d]			✓			
		CBTR 10	<i>Inflected Ending –ing</i> <i>Inflected Ending –ed</i> <i>Phonograms: all, alk, alt, ald</i> <i>Comprehension: Character Analysis</i> <i>HFWs</i> <i>Read HFWs in Sentences</i> <i>Spelling Words with Phonograms -all,</i> <i>alk, ald, alm</i> <i>Spelling with Endings y and ie</i> <i>Spelling - Changing the y to i</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Reading for Meaning</i> [RF.1.3d]						
		CBTR 11	<i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i> <i>Phonograms ind, igh, ild</i> <i>Multisyllabic Words</i> <i>Homophones</i> <i>HFWs</i> <i>Reading for Meaning</i> [RF.1.3d]			✓			
4B	Use Fluency to: i. Read with sufficient accuracy and fluency to support comprehension. (CCR:RF.1.4) ii. Use Fluency to Read with sufficient accuracy and fluency to support comprehension. (CCR:RF.1.4) iii. Read on-level text with purpose and understanding. (CCR:RF.1.4a) iv. Read on-level text orally with accuracy, appropriate rate, and expression on	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, BPA: At the Market Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [RF.1.4a] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	successive readings. (CCR: RF.1.4b)		[RF.1.4b]						
	v. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCR: RF.1.4c)	2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>BPA: Summer Camp</i> [RF.1.4a] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RF.1.4b]			✓			
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>BPA: Lamps</i> [RF.1.4a] <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [RF.1.4b]						
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>BPA: Where Is Coco?</i> <i>Comprehension Book: In the Sand</i> [RF.1.4a] <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [RF.1.4b]			✓			
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [RF.1.4b], [RF.1.4c]						
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [RF.1.4b]			✓			
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> [RF.1.4b]			✓			
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [RF.1.4b]						
		9	<i>HFW Book: The Best Trip</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on a Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [RF.1.4b], [RF.1.4c]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(4) Exploring the writing process develops ideas for writing texts that carry meaning.									
4A	Use Text Types and Purposes to: 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. (CCR:W.1.1)		<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>[W.1.1]</i>				✓		
4B	Use Text Types and Purposes to: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCR:W.1.2)		<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i>				✓		

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				1	2	3	4	5	6
			<i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> <i>[W.1.2]</i>						
4C	Use Text Types and Purposes to: 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. (CCR: W.1.3)		<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i>			✓			

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				1	2	3	4	5	6
			<i>George Washington Carver</i> [W.1.3]						
4D	Use Production and Distribution of Writing to: 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. (CCR: W.1.5)		<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [W.1.5]				✓		
4E	Use Production and Distribution of Writing to: With guidance and support from adults, use a variety	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i>				✓		

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	of digital tools to produce and publish writing, including in collaboration with peers. (CCR:W.1.6)		<i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [W.1.6]						
(5)	Using development, organization, and style appropriate to task, purpose, and audience produces clear and coherent writing.								
5A	Use Comprehension and Collaboration to: i. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers	SBTR	<i>Comprehension: Drawing Conclusions</i> <i>Author's Purpose</i> [SL.1.1], [SL.1.1a]					✓	
		SBTR	Writing: <i>Sam Tips the Lamp,</i>					✓	

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	and adults in small and larger groups. (CCR: SL.1.1)		<i>See Sam Sit, Dots and Spots, Fred Has Ten Hens, Fun at Home, Where is Jane? A Big Sneeze, King Zung and the Lark, The Wise Cow, Fields of Change: Autumn/Winter, The Changing Surface</i> [SL.1.1], [SL.1.1a], [SL.1.1b]						
	ii. 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). (CCR: SL.1.1a)	SBTR	Asking Questions [SL.1.1c]					✓	
	iii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCR: SL.1.1b)	SBTR	<i>Sam Tips the Lamp</i> [SL.1.1c]					✓	
	iv. Ask questions to clear up any confusion about the topics and texts under discussion. (CCR: SL.1.1c)								
5B	Use Comprehension and Collaboration to: i. Ask and answer questions about key details in a text read aloud or information	SBTR	<i>Comprehension: Lesson 65 - Identifying Details, K-1</i> <i>Comprehension: Lesson 3 - Asking Questions</i>					✓	

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	presented orally or through other media. (CCR: SL.1.2)		[SL.1.2]						
	ii. Give, restate, and follow simple two-step directions. (CCR: SL.1.2a)	SBTR	All Activities [SL.1.2a]					✓	
5C	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCR: SL.1.3)	SBTR	Comprehension: Lesson 3 - Asking Questions Fun At Home Late for the Game The Dunes Where Is Jane? Homes Boats A Big Sneeze King Zing and the Lark Mitch's Big Fish Tales The Best Trip The Wise Crow The Hero The Three Little Bugs George Washington Carver [SL.1.3]					✓	
5D	Use Presentation of Knowledge and Ideas to:	4	Lesson 22 – Rhyming Words and Poetry					✓	

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				1	2	3	4	5	6
	i. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCR:SL.1.4)		[SL.1.4a]						
	ii. Memorize and recite poems, rhymes, and songs with expression. (CCR:SL.1.4a)	8	Lesson 15: Passage Reading – Prosody: At the Campsite [SL.1.4a]					✓	
		SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? Homes Boats A Big Sneeze King Zing and the Lark Mitch's Big Fish Tales The Best Trip The Wise Crow The Hero The Three Little Bugs George Washington Carver [SL.1.4]					✓	

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				1	2	3	4	5	6
5E	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCR: SL.1.5)	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [SL.1.5]					✓	
5F	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 for specific expectations.) (CCR: SL.1.6)	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i>					✓	

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [SL.1.6]						
	(6) Discussing text in groups enhances clarity of ideas when speaking and writing.								
6A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCR:L.1.1) ii. Print all upper- and lowercase letters. (CCR:L.1.1a)	1	<i>Letter Formation (MAPC)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room Sound Recognition Activities</i> <i>Letter Sound Room Sound/Symbol Correspondence Activities</i> [L.1.1], [L.1.a], [L.1.1j]						✓
		2	<i>Letter Formation (TISL)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room Sound Recognition</i>						✓

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				1	2	3	4	5	6
	iii. Use common, proper, and possessive nouns. (CCR:L.1.1b)		<i>Activities</i> <i>Letter Sound Room</i> <i>BPA: Summer Camp</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>[L.1.1], [L.1.1a]</i>						
	iv. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop.</i>). (CCR:L.1.1c)								
	v. Use personal, (subject, object) possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). (CCR:L.1.1d)	3	<i>Letter Formation (ROND)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>BPA: Lamps</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>[L.1.1], [L.1.c], [L.1.1d]</i>						✓
	vi. 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>). (CCR:L.1.1e)								
	vii. Use frequently occurring adjectives. (CCR:L.1.1f)								
	viii. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). (CCR:L.1.1g)	4	<i>Letter Formation (FEGH)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
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	ix. Use determiners (<i>e.g., articles, demonstratives</i>). (CCR:L.1.1h)		<i>Letter</i> [L.1.1]						
	x. Use frequently occurring prepositions (<i>e.g., during, beyond, toward</i>). (CCR:L.1.1i)	5	<i>Letter Formation (BUJW)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i> [L.1.1]						✓
	xi. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCR:L.1.1j)	6	<i>Letter Formation (ZKVY)</i> <i>Letter Recognition Activities</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i> [L.1.1]						✓
		7	<i>Letter and Sound Block: QX (see Cycle 1)</i> <i>Rapid Letter Naming Game [Speed Wormer]</i> <i>Letter Recognition Game [Pick That</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Letter]</i> [L.1.1]						
		SBTR	<i>Sam Tips the Lamp, See Sam Sit, Dots and Spots, The Toads Are Lost, Fred Has Ten Hens, My Dog Has Fleas, Fun At Home, Late for the Game, The Dunes, Where Is Jane? Homes, Boats, A Big Sneeze, King Zing and the Lark, Mitch's Big Fish Tales, The Best Trip, The Wise Crow, The Hero, The Three Little Bugs, George Washington Carver</i> [L.1.1] through [L.1.1j]						✓
		SBTR	<i>Phonics: Lesson 49 – Compound Words Segmenting</i> [L.1.1j]						✓
		SBTR	<i>Phonics: Lesson 50 – Finding Compound Words in Connected Text</i> [L.1.1j]						✓
6B	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English capitalization, punctuation,	SBTR	<i>Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas</i>						✓

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				1	2	3	4	5	6
	and spelling when writing. (CCR:L.1.2) ii. Capitalize dates and names of people. (CCR:L.1.2a) iii. Use end punctuation for sentences. (CCR:L.1.2b) iv. Use commas in dates and to separate single words in a series. (CCR:L.1.2c) v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCR:L.1.2d) vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCR:L.1.2e)		<i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [L.1.2], [L.1.2a), [L.1.2c], [L.1.2e]						
		3	<i>Word Masters Book: The Lost Island</i> <i>Word Masters Spelling Game</i> [L.1.2d]						✓
		4	<i>Word Masters Book: The Great Pig</i> <i>Escape</i> <i>Word Masters Spelling Game</i> [L.1.2d]						✓
		5	<i>Word Masters Book: Fun at Pine Cone</i> <i>Stream</i>						✓

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				1	2	3	4	5	6
			<i>Word Masters Spelling Game</i> [L.1.2d]						
		6	<i>Word Masters Book: The Kid in the Mask</i> <i>Word Masters Spelling Game</i> [L.1.2d]						✓
		7	<i>Word Masters Book: The Case of the Haunted Barn</i> <i>Word Masters Spelling Game</i> [L.1.2d]						✓
		CBTR 3	<i>Spelling with s-blend and short /o/</i> [L.1.2d]						✓
		CBTR 4	<i>Spelling with Short /e/ and Blends</i> [L.1.2d]						✓
		CBTR 5	<i>Spelling with Short /u/ and Blends</i> [L.1.2d]						✓
		CBTR6	<i>Blend Sounds with Letters to Read and Spell Words</i> [L.1.2d]						✓

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				1	2	3	4	5	6
6C	Use Vocabulary Acquisition and Use to:	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [L.1.4]						✓
	i. 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. (CCR:L.1.4)	2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [L.1.4]						✓
	ii. Use sentence-level context as a clue to the meaning of a word or phrase. (CCR:L.1.4a)								
	iii. Use frequently occurring affixes as a clue to the meaning of a word. (CCR:L.1.4b)								
	iv. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (CCR:L.1.4c)	3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the</i>						✓

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			<i>Road, Stan the Man, The Toads Are Lost, In the Rain</i> [L.1.4]						
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [L.1.4]						✓
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [L.1.4]						✓
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap,</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [L.1.4]						
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside,</i> <i>At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [L.1.4], [L.1.4a], [L.1.4b]						✓
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint,</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [L.1.4]						
		9	<i>Cycle 9 Inflected Endings: [ed], [ing], [s]</i> <i>Cycle 9 TR Decoding Multisyllabic Words</i> <i>Cycle 9 TR Inflected Ending -s</i> <i>Cycle 9 TR Inflected Ending -ing</i> <i>Cycle 9 TR Inflected Ending -ed</i> <i>Cycle 9 TR Spelling Words with -ed, and -ing</i> [L.1.4c]						✓
		10	<i>Cycle 10 Inflected Endings: [ed], [es with double consonant], [d with spelling ed]</i> <i>Cycle 10 TR Inflected Ending -ing</i> <i>Cycle 10 TR Inflected Ending -ed</i> [L.1.4c]						✓
		11	<i>TR Inflected Endings</i> [L.1.4a], [L.1.4c]						✓
		CBTR	<i>Spelling with endings y and ie</i> <i>Spelling: Changing the y to i</i> <i>Prefixes: pre, re, un, mis, dis</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Suffixes: ful, ly, less, er, or [L.1.4a]</i>						
		SBTR	<i>Prefixes Suffixes [L.1.4a]</i>						✓
6D	Use Vocabulary Acquisition and Use to: i. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (CCR:L.1.5) ii. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCR:L.1.5a) iii. 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). (CCR:L.1.5b) iv. Identify real-life connections between words and their use (e.g., note	CBTR0	<i>Middle Sounds: Identification Using Picture Cards [L.1.5]</i>						✓
		SBTR	<i>Letter Recognition, Sorting, Closed Sort [L.1.5]</i>						✓
		SBTR	<i>All Activities [L.1.5c] Shades of Meaning [L.1.5d]</i>						✓
		SBTR	<i>Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game</i>						✓

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	<p><i>places at home that are cozy</i>).</p> <p>(CCR:L.1.5c)</p> <p>v. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (CCR:L.1.5d)</p>		<p><i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [L.1.5a)], [L.1.5b]</p>						
			<p><i>All Activities</i> [L.1.5c], [L.1.5d)]</p>						✓

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				1	2	3	4	5	6
6E	Use Vocabulary Acquisition and Use to: 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>). (CCR:L.1.6)		<i>All Activities</i> [L.1.6]						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	(1) Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text.								
1A	Use Key Ideas and Details to: i. 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. (CCR:RL.2.1) ii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCR:RL.2.2) iii. Describe how characters in a story respond to major events and challenges. (CCR:RL.2.3)	8	<i>Decodable Books: The Fox Pack</i> [RL.2.2], [RL.2.3]	✓					
		9	<i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [RL.2.2], [RL.2.3]	✓					
		10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [RL.2.2], [RL.2.3]	✓					
		11	<i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [RL.2.2], [RL.2.3]	✓					
		SBTR	<i>Comprehension: Lesson 4 - Asking Questions, Grades 2-3</i> [RL.2.1]	✓					

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				1	2	3	4	5	6
1B	Use Craft and Structure to: i. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See Grade 2 Language Standards 4-6 for additional expectations.) (CCR:RL.2.4) ii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCR:RL.2.5) iii. Acknowledge differences in the points of view of characters, including by		Comprehension: Lesson 38 – Character, Grade 2 [RL.2.3]						
		CBTR 10	Comprehension: Character Analysis [RL.2.3]	✓					
		1	Read-Aloud Book: Sam Has Mail [RL.2.4], [RL.2.5]	✓					
		3	Decodable Book: Dots and Spots Decodable Book: The Toads Are Lost [RL.2.6]	✓					
		4	Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet Decodable Books: Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [RL.2.4], [RL.2.5]	✓					
		5	HFW Book: The Bun for Us Decodable Books: Bug in the Mud, Fun at Home [RL.2.5], [RL.2.6]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	speaking in a different voice for each character when reading dialogue aloud. (CCR:RL.2.6)	6	<i>Decodable Books: A Cute Mule, The Dunes</i> [RL.2.6]	✓					
		7	<i>HFW Book: Hide and Seek</i> [RL.2.4]	✓					
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> [RL.2.4]	✓					
		9	<i>HFW Book: The Best Trip</i> [RL.2.5]	✓					
		10	<i>HFW Book: How Can That Be?</i> [RL.2.5]	✓					
		11	<i>Decodable Book: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [RL.2.5]	✓					
		CBTR 5	<i>Lesson 18: Passage Reading – Prosody: The Trip</i> [RL.2.6]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 7	<i>Lesson 16: Passage Reading – Prosody: Ice Skating [RL.2.6]</i>	✓					
		CBTR 8	<i>Lesson 15: Passage Reading – Prosody: At the Campsite [RL.2.6]</i>	✓					
		CBTR 9	<i>Lesson 21: Passage Reading – Prosody: The Rainy Day [RL.2.6]</i>	✓					
		CBTR 10	<i>Comprehension: Character Analysis [RL.2.6]</i>	✓					
		SBTR	<i>Making Inferences Drawing Conclusions [RL.2.5]</i>	✓					
1C	Use Integration of Knowledge and Ideas to: i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCR:RL.2.7)	1	<i>Boom Train Song (Beg., Mid. End Sounds) Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown HFW Book: Pam and the Cap BPA: At the Market [RL.2.7]</i>	✓					
		2	<i>Boom Train Song (Beg., Mid. End Sounds) TISL</i>	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. Compare and contrast two or more versions of the same story (e.g., <i>Cinderella</i> stories) by different authors or from different cultures. (CCR:RL.2.9)		<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> [RL.2.7]						
		3	<i>Boom Train Song (Beg., Mid. End Sounds) ROND</i> <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family</i> <i>HFW Book: On the Dot</i> [RL.2.7]	✓					
		4	<i>Boom Train Song (Beg., Mid. End Sounds) FEHG</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack</i> <i>HFW Book: My Hands and Feet</i> <i>Word Masters Book: The Great Pig Escape</i> [RL.2.7]	✓					
		5	<i>HFW Book: The Bun for Us</i> <i>BPA: Pets – Snakes</i> [RL.2.7]	✓					
		6	<i>Boom Train Song (Beg., Mid. End Sounds) ZKVY</i>	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty</i> [RL.2.7], [RL.2.9]						
		7	<i>Boom Train Song (Beg., Mid., End Sounds) QX</i> <i>Read-Aloud Book: Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> [RL.2.7], [RL.2.9]	✓					
		CBTR 1	<i>Rhyming Words and Poetry</i> <i>Spelling with Short /e/ and Blends</i> <i>Spelling Long E with /ee and /ea/</i> [RL.2.7]	✓					
1D	Use Range of Reading and Level of Text Complexity to: 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. (CCR:RL.2.10)		<i>All Activities</i> [RL.2.10]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	(2) Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text.								
2A	Use Key Ideas and Details to: i. 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. (CCR:RI.2.1) ii. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (CCR:RI.2.2) iii. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCR:RI.2.3)		<i>All Activities</i> [RI.2.1]		✓				
		6	<i>Comprehension Book: Pets – Fish</i> [RI.2.2]		✓				
		7	<i>Decodable Books: Boats, Homes</i> [RI.2.2]		✓				
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [RI.2.2]		✓				
		10	<i>Passages: Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People Send Mail, Whales, How Mountains Form</i> [RI.2.2]		✓				
		11	<i>Passages: The Dirt Detectives, Hurricanes</i> [RI.2.2]		✓				

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				1	2	3	4	5	6
		12	<i>Books: Our Solar System; Day, Night, and Seasons; The Moon, Rocks and Soil, The Changing Surface</i> <i>Passages: Exploring Space, Planets, Do your Part, Natural Resources, Atmosphere, Water Recycled [RI.2.3]</i>		✓				
		SBTR	<i>Asking Questions [RI.2.1]</i>		✓				
2B	Use Craft and Structure to:	6	<i>Comprehension Book: Pets – Fish [RI.2.4], [RI.2.5]</i>		✓				
	i. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. (See <i>Grade 2 Language Standards 4-6</i> for additional expectations.) (CCR:RI.2.4)	7	<i>Decodable Books: Boats, Homes [RI.2.4], [RI.2.5]</i>		✓				
	ii. 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	9	<i>Passages: Ranch Hands, The Colt, Earthworms [RI.2.5]</i>		✓				
		10	<i>Passages: Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People Send Mail, Whales, How Mountains Form [RI.2.4], [RI.2.5]</i>		✓				

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				1	2	3	4	5	6
	efficiently. (CCR:RI.2.5) iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCR:RI.2.6)	11	<i>Passages: The Dirt Detectives, Hurricanes</i> [RI.2.5]		✓				
		12	<i>Books: Solar System, Day Night Seasons, The Moon, Rocks and Soil, Changing Surface</i> <i>Passages: Exploring Space, Planets, Do Your Part, Natural Resources, Atmosphere, Water Recycled</i> [RI.2.5]		✓				
		CBTR 5	<i>Lesson 18: Passage Reading – Prosody: The Trip</i> [RI.2.6]		✓				
		CBTR 7	<i>Lesson 16: Passage Reading – Prosody: Ice Skating</i> [RI.2.6]		✓				
		CBTR 8	<i>Passage Reading: Prosody: My Illustrations</i> <i>Lesson 15: Passage Reading - Prosody: At the Campsite</i> [RI.2.6]		✓				
		CBTR 9	<i>Lesson 21: Passage Reading – Prosody: The Rainy Day</i> [RI.2.6]		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
2C	Use Integration of Knowledge and Ideas to: i. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (CCR:RI.2.7) ii. Describe how reasons support specific points the author makes in a text. (CCR:RI.2.8) iii. Compare and contrast the most important points presented by two texts on the same topic. (CCR:RI.2.9)	5	<i>BPA: Pets - Snakes</i> [RI.2.7]		✓				
		6	<i>BPA: Pets – Fish</i> [RI.2.7]		✓				
		10	<i>Decodable Books: Spiders</i> <i>Decodable Books: The Three Little Bugs</i> [RI.2.8], [RI.2.9]		✓				
		CBTR 1	<i>Rhyming Words and Poetry</i> <i>Spelling with Short /e/ and Blends</i> <i>Spelling Long E with /ee and /ea/</i> [RI.2.7]		✓				
2D	Use Range of Reading and Level of Text Complexity to: 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	3	Vowel Long A, /ai/ Blending Long A /ai/ In Context Reading with long A /ai/ Vowel Long O /oa/ Blending Long O /oa/ In Context Reading with Long O /oa/ Word Masters Book: The Lost Island Decodable Books: <i>Snails in a Pail</i> , <i>The Toast in the Road</i> , <i>The Toads Are Lost</i> , <i>In the Rain Homes</i> ,		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	the high end of the range. (CCR:RI.2.10)		<i>Mother Cat and Her Kittens, The Colt, Water Is A Good Thing, Insects</i> [RI.2.10]						
(3) Learning print concepts helps readers proficiently comprehend a vast range of texts and disciplines.									
3A	Use Phonics and Word Recognition to: i. Know and apply on-level phonics and word analysis skills in decoding words both in isolation and in text. (CCR:RF.2.3) ii. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCR:RF.2.3a) iii. Know spelling-sound correspondences for additional common vowel teams. (CCR:RF.2.3b) iv. Decode regularly spelled two-syllable words with long	0	<i>Onset Rime Game [Matching Parts Game]</i> [RF.2.3e]			✓			
		2	<i>Word Families/Rhyming Onset Rime/ Build Word Families Game [machine game]</i> [RF.2.3e]			✓			
		3	<i>Vowel Long A, /ai/ Blending Long A /ai/ In Context Reading with long A /ai/ Vowel Long O /oa/ Blending Long O /oa/ In Context Reading with Long O /oa/ Word Masters Book: The Lost Island Decodable Books: Snails in a Pail, The Toast in the Road, The Toads</i>			✓			

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				1	2	3	4	5	6
	vowels. (CCR:RF.2.3c) v. Decode words with common prefixes and suffixes. (CCR:RF.2.3d) vi. Identify words with inconsistent but common spelling-sound correspondences. (CCR:RF.2.3e) vii. Recognize and read grade-appropriate irregularly spelled words. (CCR:RF.2.3f)		<i>Are Lost, In the Rain</i> [RF.2.3b] <i>Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game]</i> [RF.2.3e]						
		4	<i>Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Decodable Books: Jean and Dean, Big Feet, The Green Team, My Dog Has Fleas</i> [RF.2.3b]			✓			
		5	<i>Vowel Song, Long A /a-e/</i> <i>Vowel Long A /a-e/</i> <i>Blending Long A /a-e/</i> <i>In Context Reading with Long A /a-e/</i> <i>Vowel Song, Long O /o-e/</i> <i>Vowel Long O /o-e/</i> <i>Blending Long O /o-e/</i> <i>In Context Reading with Long O /o-e/</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Decodable Books: Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [RF.2.3b]						
		6	<i>Vowel Song, Long I /i-e/</i> <i>Vowel Long I /i-e/</i> <i>Blending Long I /i-e/</i> <i>In Context Reading with Long I /i-e/</i> <i>Vowel Song, Long U /u-e/</i> <i>Vowel Long U /u-e/</i> <i>Blending Long U /u-e/</i> <i>In Context Reading with Long U /u-e/</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [RF.2.3b]			✓			
		8	<i>R Controlled Vowels /er/ w/ spelling [er], [ir], [ur]</i> <i>In Context Reading with R Controlled Vowel [er]</i> <i>Vowel Long I [ire]</i>			✓			

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				1	2	3	4	5	6
			Vowel Long U [RF.2.3b]						
		9	Vowel Long A /ay/ In Context Reading with Long A /ay/ Vowel Long E /ey/ In Context Reading with Long E /ey/ Vowel Long I /ie/ In Context Reading with Long I ie Vowel Long) /oe/ In Context Reading with Long O /oe/ Vowel Long O /ow/ In Context Reading with Long O /ow/ Variant Vowel /oi/ Variant Vowel /oy/ Odd Balls: oi, oy Odd Balls: ol, ow Word Masters Book: Treasure at Pirate's Bay Decodable Books: Elbert's Birthday, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow [RF.2.3b]			✓			
		10	Odd Balls: au, aw, al Detective Dan In Context Reading: au, aw, al Odd Balls: ow-cow, vs ow- tow Detective Dan			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>In Context Reading: ow</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Decodable Books: The Hero, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: The Water Cycle, Going to the Vet</i> <i>[RF.2.3b]</i>						
		11	<i>Odd Balls: oo as in zoo, ew, eu, ui</i> <i>In Context Reading with oo, ew, eu, ui</i> <i>Odd Balls: igh, ight, ild, ind</i> <i>In Context Reading with igh, ight, ind</i> <i>Odd Balls: oo as in foot</i> <i>In Context Reading with oo</i> <i>Passages: Hurricanes, The Dirt Detectives [RF.2.3b]</i> <i>Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes [RF.2.3d]</i>			✓			
		CBTR 1	<i>Blend Sounds to Say Words</i> <i>Blend Sounds to Read Words</i> <i>Rapid Letter and Word Naming</i>			✓			

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				1	2	3	4	5	6
			<i>Read Sentences with HFWs: and, the, see, has [RF.2.3e]</i>						
		CBTR 2	<i>Rhyming Blending Beginning/Middle/Ending Sounds with Letters Blend Sounds with Letters t, l, s, l Blend Sounds with Letters to Read Words Read CVC Words with Short i Rhyming Phonograms Rapid Letter and Word Naming Read Sentences with HFWs: this, is, his, go Spelling with Short /a/ and Short /i/ Reading for Meaning [RF.2.3e]</i>			✓			
		CBTR 3	<i>Read Words with ea, ee Decoding with oa Decoding with Long A, (ai) Vowel Sound with Letters /ai/ Vowel Sound with Letters /oa/ Read Words with Vowel Sound /oa/ Spelling Long A (ai) and Long O (oa) [RF.2.3b]</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending Beginning/Middle/Ending sounds with Letters</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read Words with Ending Sounds, Blends /-nd/ and /-nt/</i> <i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Read Sentences with HFWs: they, you, are, here</i> <i>Spelling with S-Blend and Short /o/</i> <i>Reading for Meaning [RF.2.3e]</i>						
		CBTR 4	<i>Vowel Sound with Letters /ee/, /ea/</i> <i>Vowel Sound with Letters /ee/ /ea/, More Practice (CCR: RF.2.3b)</i> <i>Read Words with Vowel Sounds /ee/, /ea/ Spelling Long E with EE and EA</i> <i>[RF.2.3b]</i> <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Read Sentences with HFWs with, my, where, to</i>			✓			

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				1	2	3	4	5	6
			<i>Rhyming Words and Poetry</i> <i>Spelling with Short /e/ and Blends</i> <i>Reading for Meaning</i> [RF.2.3e]						
		CBTR 5	<i>Rhyme Phonograms, Long Vowels</i> [RF.2.3b] <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Blend Sounds to Say Words, /u/</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Read Sentences with HFWs what, said, her, for</i> <i>Lesson 18: Passage Reading – Prosody: The Trip</i> <i>Spelling with Short /u/ and Blends</i> <i>Reading for Meaning</i> [RF.2.3e]			✓			
		CBTR 6	<i>Read and Spell Words with Short Vowel Sounds</i> <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Blend Sounds to Say Words</i> <i>Rhyme Phonograms, Long Vowels, Silent e</i> <i>Read Sentences with HFWs was, that, from, she</i>			✓			

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				1	2	3	4	5	6
			<i>Reading for Meaning</i> [RF.2.3e]						
		CBTR 7	<i>Segmenting and Blending Sounds in Words</i> <i>Reversal of Sounds and Letters in Words</i> <i>Soft G as /j/</i> <i>Open Syllables (me, go, by)</i> <i>Bossy R -ar, as in star and farm</i> <i>Phonogram - are as in care</i> <i>Read HFWs</i> <i>Lesson 16: Passage Reading – Prosody: Ice Skating</i> <i>Reading for Meaning</i> [RF.2.3e]			✓			
		CBTR 8	<i>Segmenting and Blending Sound /sh/</i> <i>Segmenting and Blending Sound /th/</i> <i>Segmenting and Blending Sound /ng/</i> <i>Rhyming Words</i> <i>Blending the Diagraph sh</i> <i>Blending the Diagraph th</i> <i>Read HFWs</i> <i>Passage Reading: Prosody My Illustrations</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Lesson 15: Passage Reading – Prosody: At the Campsite</i> <i>Spelling Words with Diagraphs sh and th</i> <i>Reading for Meaning [RF.2.3e]</i>						
		CBTR 9	<i>Sort Words with oy and oi</i> <i>Read Words with ay, ey, oe, ie</i> <i>Read Words with ow, oll, old, olt, olk</i> <i>Read Words with oi and oy</i> <i>Spelling Words with oi and oy [RF.2.3b]</i> <i>Segmenting and Blending Sounds /ch/</i> <i>Blending the Diagraph ch</i> <i>Blending Words with Diagraphs</i> <i>Decoding Multisyllabic Words</i> <i>Read High Frequency Words</i> <i>Lesson 21: Passage Reading – Prosody: The Rainy Day</i> <i>Long Vowel Open Syllable</i> <i>Spelling Words with ch and tch</i> <i>Spelling Words with -ed, and -ing</i> <i>Spelling Multisyllabic Words</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Reading for Meaning</i> [RF.2.3e]						
		CBTR 10	<i>Read Words with Diphthongs ow and ou</i> <i>Spell and Read Words with ow and ou</i> <i>Read Words with Vowel Digraphs aw and au</i> <i>Spell and Read Words with Vowel Digraphs aw and au</i> [RF.2.3b] <i>Multisyllabic Words: y, le</i> <i>Decodable Book: A Star is Born</i> <i>Passages: Water Is A Good Thing, Pet Parade</i> [RF.2.3b] <i>Open Syllables</i> <i>Segmenting and Blending Sounds /wh/ and /ph/</i> <i>Read Words with Digraph wh</i> <i>Read Words with Digraph ph</i> <i>Review Digraphs sh, ch, tch, th, wh, ph</i> <i>Comprehension: Character Analysis</i> <i>HFWs</i>			✓			

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				1	2	3	4	5	6
			Read HFWs in Sentences Fluency Reading for Meaning Pet Parade [RF.2.3e]						
		CBTR 11	Phonogram eigh Phonograms ind, igh, ild Variant Vowel /OO/ Variant Vowel /oo/ Variant Vowels /oo/, /OO/ Review [RF.2.3b] Multisyllabic Words Passages: From Fearful to Fearless, The Dirt Detectives Multisyllabic Game [RF.2.3c] HFWs Fluency Reading for Meaning [RF.2.3e]			✓			
		CBTR	Spelling with endings y and ie Spelling- Changing the y to i Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [RF.2.3d]			✓			
		SBTR	Prefixes			✓			

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				1	2	3	4	5	6
			<i>Suffixes</i> [RF.2.3d]						
		SBTR	<i>Homes, Mother Cat and Her Kittens, The Colt, Water Is A Good Thing, Insects</i> [RF.2.3d]			✓			
		5	<i>BPA: Pets – Snakes</i> [RF.2.3d]			✓			
		6	<i>Comprehension Book: Pets – Fish</i> [RF.2.3d]			✓			
3B	Use Fluency to: i. Read with sufficient accuracy and fluency to support comprehension. (CCR: RF.2.4) ii. Read on-level text with purpose and understanding. (CCR: RF.2.4a) iii. Read on-level text orally with accuracy, appropriate rate, and expression. (CCR: RF.2.4b) iv. Use context to confirm or self-correct word recognition	7	<i>Decodable Books: Boats, Homes</i> [RF.4.4] through [RF.4.4c]			✓			

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				1	2	3	4	5	6
	and understanding, rereading as necessary. (CCR: RF.2.4c)								
(4) Exploring the writing process helps to plan and draft a variety of literary genres.									
4A	Use Text Types and Purposes to: i. 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 (<i>e.g., because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. (CCR: W.2.1)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [W.2.1]				✓		
	ii. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i>				✓		

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				1	2	3	4	5	6
	section. (CCR: W.2.2) iii. 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. (CCR: W.2.3)		<i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [W.2.2], [W.2.3]						
4B	Use Production and Distribution of Writing to: i. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <i>(Grade-specific expectations for writing types are defined in Standards 1-3 above.)</i> (CCR: W.2.4) ii. With guidance and support from adults and peers, focus on a topic and	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [W.2.4], [W.2.5]				✓		

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				1	2	3	4	5	6
	<p>strengthen writing as needed by revising and editing. (CCR: W.2.5)</p> <p>iii. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCR: W.2.6)</p>	10	<p><i>Decodable Book: How Can That Be?</i> <i>Our Solar System, Mission Incredible, The Moon</i> [W.2.6]</p>				✓		
4C	<p>Use Research to Build and Present Knowledge to:</p> <p>i. 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). (CCR: W.2.7)</p> <p>ii. Recall information from experiences or gather information from provided sources to answer a question. (CCR: W.2.8)</p>	SBTR	<p><i>See Sam Sit, The Toads Are Lost, My Dog Has Fleas, Late for the Game, Homes, Mitch's Big Fish Tales, The Her, Our Solar System, Earth: Day, Night, and Seasons, A View from Above, Atmosphere, The Desert's Gift, The Rain Forest Howlers, Powers for the Planet, Forest Fires</i> [W.2.7], [W.2.8]</p>				✓		

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				1	2	3	4	5	6
4D	Use Range of Writing to: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences. (CCR: W.2.10)	SBTR	<i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun at Home</i> <i>Late for the Game</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [W.2.10]				✓		
(5) Structured work within a group builds confidence and enhances communication.									
5A	Use Comprehension and Collaboration to: i. Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. (CCR: SL.2.1) ii. Follow agreed-upon rules for discussions (<i>e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time</i>)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [SL.2.1] through [SL.2.1c]					✓	

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p><i>about the topics and texts under discussion).</i> (CCR: SL.2.1a)</p> <p>iii. Build on others' talk in conversations by linking their comments to the remarks of others. (CCR: SL.2.1b)</p> <p>iv. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCR: SL.2.1c)</p>								
5B	<p>Use Comprehension and Collaboration to:</p> <p>v. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCR: SL.2.2)</p> <p>vi. Give and follow three- and four-step oral directions. (CCR: SL.2.2a)</p>	SBTR	<p><i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [SL.2.2], [SL.2.2a]</p>					✓	

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		SBTR	<i>All Activities</i> [SL.2.2a]					✓	
5C	Use Comprehension and Collaboration to: 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. (CCR: SL.2.3)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [SL.2.3]					✓	
5D	Use Presentation of Knowledge and Ideas to: i. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCR: SL.2.4)	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> [SL.2.4], [SL.2.4a]					✓	

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. (CCR:SL.2.4a)	2	<i>Read-Aloud Books: Pam and the Cap, The Act</i> [SL.2.4], [SL.2.4a]					✓	
		3	<i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> [SL.2.4], [SL.2.4a]					✓	
		4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> [SL.2.4], [SL.2.4a]					✓	
		5	<i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Late for the Game, I Rode Home</i> [SL.2.4], [SL.2.4a]					✓	
		6	<i>Comprehension Book: Pets - Fish</i> <i>Decodable Book: Time to Ride</i> [SL.2.4], [SL.2.4a]					✓	
		8	<i>Decodable Books: The Shrimp and the Shark, Shel and Beth</i> [SL.2.4], [SL.2.4a]					✓	

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		9	<i>HFW Book: The Best Trip</i> <i>Passage: Earthworms</i> [SL.2.4], [SL.2.4a]					✓	
		10	<i>HFW Book: How Can That Be?</i> <i>Decodable Books: A Star is Born, Spiders, How Mountains Form, Humphrey the Humpback Whale, How Can That Be?</i> <i>Passage: Water Cycle, Insects, Going to the Vet</i> [SL.2.4]					✓	
5E	Use Presentation of Knowledge and Ideas to: iii. 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. (CCR: SL.2.5) iv. Produce complete sentences when appropriate to task	2	<i>Sam Tips the Lamp, See Sam Sit,</i> [SL.2.5]					✓	
		3	<i>The Garden Trail, Cal and the Clam, Trips with My Family, Lamps, The Toast in the Road, In the Rain, The Lost Island</i> [SL.2.5], [SL.2.6] <i>Dots and Spots, The Toads Are Lost</i> [SL.2.5]					✓	

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	and situation in order to provide requested detail or clarification. (See Grade 2 Language Standards 1 and 3 for specific expectations.) (CCR:SL.2.6)	4	<i>Fun With Friends, The Cleaning Attack, My Hands and Feet, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas, The Great Pig Escape</i> [SL.2.5], [SL.2.6] <i>Fred Has Ten Hens</i> [SL.2.5]					✓	
		SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [SL.2.6]					✓	
(6)	Mastering many conventions of Standard English grammar, usage, and mechanics allows for effective communication.								✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
6A	Use Conventions of Standard English to: i. Demonstrate command of the Conventions of Standard English grammar and usage when writing or speaking. (CCR:L.2.1) ii. Use collective nouns (e.g., group). (CCR:L.2.1a) iii. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCR:L.2.1b)	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [L.2.1a], [L.2.1b], [L.2.1c], [L.2.1d]						✓
	iv. Use reflexive pronouns (e.g., myself, ourselves). (CCR:L.2.1c) v. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCR:L.2.1d) vi. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCR:L.2.1e)	SBTR	<i>Our Solar System, Mission Incredible, Earth: Day, Night, and Seasons, Fields of Change: Spring/Summer, Autumn/Winter, The Moon, A View From Above, Earth: Rocks and Soil, Fossil Hunters: The Black Hills Dig, The Changing Surface, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever!</i> [L.2.1e], [L.2.1f], [L.2.1g]						✓

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				1	2	3	4	5	6
	<p>vii. Produce, expand, and rearrange complete simple and compound sentences (<i>e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (CCR:L.2.1f)</p> <p>viii. Create readable documents with legible print. (CCR:L.2.1g)</p>								
6B	<p>Use Conventions of Standard English to:</p> <p>ix. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCR:L.2.2)</p> <p>x. Capitalize holidays, product names, and geographic names. (CCR:L.2.2a)</p> <p>xi. Use commas in greetings and closings of letters. (CCR:L.2.2b)</p>	9	<p><i>Inflected Endings: [ed], [ing], [s]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1</i> <i>Passage: Going on A Ride [L.2.2c]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1, Mother Cat and Her Kittens</i> <i>Passage: Going on A Ride</i> <i>Multisyllabic Words: Two Syllable Words- IP Passages: Kittens, The</i></p>						✓

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				1	2	3	4	5	6
	xii. Use an apostrophe to form contractions and frequently occurring possessives. (CCR:L.2.2c)		<i>Best Day</i> [L.2.2d]						
	xiii. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>). (CCR:L.2.2d)	10	<i>Inflected Endings: [ed], [es with double consonant], [d with spelling ed]</i> <i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale Ch.1</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects</i> [L.2.2c]						✓
	xiv. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCR:L.2.2e)		<i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale, The Hero, Spiders, How Mountains Form</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects, Water Is A Good Thing</i> <i>Multisyllabic Words: [y_le]-T, GP, IP</i> [L.2.2d]						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		11	<i>Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes [L.2.2b]</i> <i>Inflected Ending: Nouns Inflected Ending : Verbs [L.2.2c]</i> <i>Multisyllabic Words Multisyllabic Game [L.2.2d]</i>						✓
		13	<i>The Desert's Gift [L.2.2] through [L.2.2e]</i>						✓
		CBTR	<i>Spelling with Endings y and ie</i> <i>Spelling - Changing the y to i</i> <i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or [L.2.2b]</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		SBTR	<i>Earth: Day Night and Seasons</i> <i>Fields of Change: Autumn/Winter</i> <i>Earth: Day, Night and Seasons</i> <i>Fields of Change: Spring/Summer</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil Atmosphere</i> <i>Weather Watchers</i> <i>Rain Forest Howlers 2</i> <i>[L.2.2] through [L.2.2e]</i>						✓
6C	Use Knowledge of Language to:	SBTR	<i>All Activities</i> <i>[L.2.3]</i>						✓
	i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCR:L.2.3)								
	ii. Compare formal and informal uses of English. (CCR:L.2.3a)	SBTR	<i>Vocabulary: Lesson 33 – Word Meaning Using a Dictionary.</i> <i>Grades 1-2</i> <i>[L.2.3a]</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
6D	Use Vocabulary Acquisition and Use to:	SBTR	<i>Fields of Change: Autumn/Winter; The Moon; Earth: Rocks and Soil; The Changing Surface; Rain Forest Howlers Chapter 1; The Desert's Gift; Bees at Risk; Power for the Planet; Forest Fires</i> [L.2.4] through [L.2.4e]						✓
	i. 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. (CCR:L.2.4) ii. Use sentence-level context as a clue to the meaning of a word or phrase. (CCR:L.2.4a) iii. 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>). (CCR:L.2.4b) iv. 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>). (CCR:L.2.4c) v. Use knowledge of the meaning of individual words	9	<i>Inflected Endings: [ed], [ing], [s]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1</i> <i>Passage: Going on A Ride</i> [L.2.4c] <i>In Context Reading with [ed], [ing], [s]</i> <i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1, Mother Cat and Her Kittens</i> <i>Passage: Going on A Ride</i> <i>Multisyllabic Words: Two Syllable Words- IP Passages: Kittens, The Best Day</i> [L.2.4d]						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). (CCR:L.2.4d) vi. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. (CCR:L.2.4e)	10	<i>Inflected Endings: [ed], [es with double consonant], [d with spelling ed]</i> <i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale Ch.1</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects [L.2.4c]</i> <i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale, The Hero, Spiders, How Mountains Form</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects, Water Is A Good Thing</i> <i>Multisyllabic Words: [y_le]-T, GP, IP [L.2.4d]</i>						✓
		11	<i>Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes [L.2.4b]</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Inflected Ending: Nouns Inflected Ending : Verbs [L.2.4c]</i> <i>Multisyllabic Words Multisyllabic Game [L.2.4d]</i>						
		CBTR	<i>Spelling with Endings y and ie Spelling - Changing the y to i Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or [L.2.4b]</i>						✓
		CBTR 9	<i>Inflected Ending -s Inflected Ending -ing Inflected Ending -ed [L.2.4c]</i> <i>Inflected Ending -s Inflected Ending -ing Inflected Ending -ed Decoding Multisyllabic Words Spelling Multisyllabic Words [L.2.4d]</i>						✓
		CBTR 10	<i>Comprehension: Character Analysis [L.2.4c]</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 11	<i>Inflected Endings</i> [L.2.4c]						✓
		SBTR	<i>Earth: Day, Night, Seasons</i> <i>Fields of Change: Spring/Summer</i> <i>Fields of Change Autumn/Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet 3</i> [L.2.4a] <i>Prefixes Suffixes</i> [L.2.4b]						✓
		SBTR	<i>Vocabulary: Lesson 33 – Word Meaning Using a Dictionary. Grades 1-2</i> [L.2.4e]						✓
6E	Use Vocabulary Acquisition and Use to: i. Demonstrate understanding of word relationships and nuances in word meanings. (CCR:L.2.5) ii. Identify real-life connections between words and their use (e.g., describe foods that	SBTR	<i>Vocabulary: Lesson 10 - Shades of Meaning</i> [L.2.5], [L.2.5b]						✓
		SBTR	<i>Vocabulary: Lesson 8 – Synonyms</i> [L.2.5b]						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p><i>are spicy or juicy).</i> (CCR:L.2.5a)</p> <p>iii. Distinguish shades of meaning among closely related verbs (<i>e.g., toss, throw, hurl</i>) and closely related adjectives (<i>e.g., thin, slender, skinny, scrawny</i>). (CCR:L.2.5b)</p> <p>iv. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (<i>e.g., When other kids are happy that makes me happy</i>). (CCR:L.2.6)</p>	SBTR	<i>Vocabulary: Lesson 33 – Word Meaning Using a Dictionary</i> [L.2.5], [L.2.5b]						✓
		SBTR	<i>All Vocabulary, Comprehension, and Writing Activities</i> [L.2.5a], [L.2.6]						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(1) Strategies are needed to make meaning of various types of literary genres.									
1A	Use Key Ideas and Details to: i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCR:RL.3.1) ii. 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. (CCR:RL.3.2) iii. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCR:RL.3.3)	8	Decodable Book: The Fox Pack [RL.3.3]	✓					
		9	Decodable Books: Winter Snowstorm, The Wise Crow [RL.3.3]	✓					
		10	Read-Aloud Book: Who Is Following Us? Comprehension Book: Who is Following Us? Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale [RL.3.1], [RL.3.3]	✓					
		11	Decodable Books: The Three Little Bugs, Who is Following Us? [RL.3.3]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		13	<i>Book: Desert's Gift</i> <i>Passages: Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers</i> [RL.3.1], [RL.3.3]	✓					
		SBTR	<i>Character</i> [RL.3.3]	✓					
		SBTR	<i>All Read-Aloud Book and Decodable Books</i> [RL.3.2]	✓					
		CBTR 10	Comprehension: Character Analysis [RL.3.3]	✓					
1B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See <i>Grade 3 Language Standards 4-6 for additional expectations.</i>) (CCR:RL.3.4) ii. Refer to parts of stories, dramas, and poems when	8	<i>Comprehension Book: The Queen's Suitcase</i> [RL.3.5]	✓					
		9	<i>Decodable Book: Mitch's Big Fish Tales</i> [RL.3.5]	✓					
		10	<i>Decodable Books: A Star is Born, Shopping With Mom, The Hero, The Three Little Bugs, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, People</i>	✓					

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				1	2	3	4	5	6
	<p>writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCR:RL.3.5)</p> <p>iii. Distinguish their own point of view from that of the narrator or those of the characters. (CCR:RL.3.6)</p>		<p><i>Send Mail</i> [RL.3.4]</p> <p><i>Comprehension Book: Who is Following Us? Ch.1</i> <i>Decodable Books: A Star is Born Ch.1, The Hero Ch. 1, The Three Little Bugs Ch.1</i> <i>Decodable Books: Humphrey the Humpback Whale Ch.1</i> [RL.3.5], [RL.3.6]</p>						
		11	<p><i>Decodable Book: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [RL.3.4], [RL.3.6]</p>	✓					
		12	<p><i>Books: Mission Incredible Ch. 1, A View From Above, Weather Watchers, Brookside's Best Science Fair Ever</i> [RL.3.5]</p>	✓					
		13	<p><i>Book: The Rain Forest Howlers</i> [RL.3.5]</p>	✓					
		CBTR 5	<p><i>Lesson 18: Passage Reading – Prosody: The Trip</i> [RL.3.4]</p>	✓					

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				1	2	3	4	5	6
		CBTR 7	<i>Lesson 16: Passage Reading – Prosody: Ice Skating</i> [RL.3.4]	✓					
		CBTR 8	<i>Lesson 15: Passage Reading – Prosody: At the Campsite</i> [RL.3.4]	✓					
		CBTR 9	<i>Lesson 21: Passage Reading – Prosody: The Rainy Day</i> [RL.3.4]	✓					
		SBTR	<i>Making Inferences</i> <i>Drawing Conclusions</i> [RL.3.4], [RL.3.6]	✓					
1C	Use Integration of Knowledge and Ideas to: i. 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). (CCR:RL.3.7) ii. Compare and contrast the themes, settings, and plots	10	<i>Passages: Water Is A Good Thing, Pet Parade, People Send Mail</i> [RL.3.7], [RL.3.9]	✓					
		11	<i>Passages: The Dirt Detectives</i> [RL.3.7], [RL.3.9]	✓					
		CBTR 5	<i>Lesson 18: Passage Reading – Prosody: The Trip</i> [RL.3.9]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	of stories written by the same author about the same or similar characters (e.g., in books from a series). (CCR:RL.3.9)	CBTR 7	<i>Lesson 16: Passage Reading – Prosody: Ice Skating</i> [RL.3.9]	✓					
		CBTR 8	<i>Lesson 15: Passage Reading – Prosody: At the Campsite</i> [RL.3.7]	✓					
		CBTR 9	<i>Lesson 9: Passage Reading – Prosody: The Rainy Day</i> [RL.3.9]	✓					
1D	Use Range of Reading and Level of Text Complexity to: 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. (CCR:RL.3.10)	SBTR	<i>Boats, Homes, Ranch Hands, The Colt, Earthworms, Water Is A Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Rocks and Soil, Changing Surface, Do Your Part, Natural Resources, Atmosphere, Water Recycled, Survivors, Dangerous Snakes, Monkey Trouble, Power for the Planet, Bees at Risk, Forest Fires: Lessons from the Front Lines, Blowing Bubbles from the Rain Forest,</i>	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Exploring the Deep, Colossal Critter Construction, The Bats of Austin, Amazonia Alert!</i> [RL.3.10]						
	(2) Comprehension strategies are necessary when reading informational or persuasive text.								
2A	Use Key Ideas and Details to: i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCR:RI.3.1) ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCR:RI.3.2) iii. 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,	8	<i>Decodable Book: The Fox Pack</i> [RI.3.3]		✓				
		9	<i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [RI.3.3]		✓				
		10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [RI.3.3]		✓				
		11	<i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [RI.3.3]		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	and cause/effect. (CCR:RI.3.3)	13	<i>Book: Desert's Gift</i> <i>Passages: Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers</i> [RI.3.2]		✓				
		CBTR 10	<i>Comprehension: Character Analysis</i> [RI.3.3]		✓				
		SBTR	<i>Character</i> [RI.3.3]		✓				
2B	Use Craft and Structure to: i. 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. (See Grade 3 Language Standards 4–6 for additional expectations.)</i> (CCR:RI.3.4) ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a	10	<i>Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, People Send Mail</i> [RI.3.4], [RI.3.6] <i>Our Solar System, Mission Incredible, The Moon</i> [RI.3.5]		✓				
		11	<i>Decodable Book: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [RI.3.4], [RI.3.6]		✓				

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				1	2	3	4	5	6
	given topic efficiently. (CCR:RI.3.5) iii. Distinguish their own point of view from that of the author of a text. (CCR:RI.3.6)	SBTR	<i>Drawing Conclusions</i> <i>Making Inferences</i> [RI.3.6] <i>Our Solar System, Mission Incredible, The Moon</i> [RI.3.5]		✓				
2C	Use Integration of Knowledge and Ideas to: i. 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). (CCR:RI.3.7) ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCR:RI.3.8) iii. Compare and contrast the most important points and	1	<i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market</i> [RI.3.7]		✓				
		2	<i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> [RI.3.7]		✓				
		3	<i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family</i>		✓				

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				1	2	3	4	5	6
	key details presented in two texts on the same topic. (CCR:RI.3.9)		<i>HFW Book: On the Dot</i> [RI.3.7]						
		4	<i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack</i> <i>HFW Book: My Hands and Feet</i> <i>Word Masters Book: The Great Pig Escape</i> [RI.3.7], [RI.3.8]		✓				
		5	<i>HFW Book: The Bun for Us</i> <i>BPA: Pets – Snakes</i> [RI.3.7]		✓				
		6	<i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty</i> [RI.3.7], [RI.3.8]		✓				
		7	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>Read-Aloud Book: Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> [RI.3.7]		✓				

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				1	2	3	4	5	6
		9	<i>Gimme the Ball [Odd Balls]</i> [RI.3.7]		✓				
		10	<i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who is Following Us?</i> [RI.3.7], [RI.3.8]		✓				
		12	<i>Book: Weather Watchers</i> [RI.3.9]		✓				
		13	<i>Books: Alex to the Rescue, The Desert's Gift</i> <i>Cumulative Assessment: Unit 2 & Unit 3- Comprehension</i> [RI.3.9]		✓				
		CBTR	<i>Compare & Contrast</i> [RI.3.9]		✓				
		SBTR	<i>SBTR/C Making Predictions</i> [RI.3.7]		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
2D	Use Range of Reading and Complexity of Text to: 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. (CCR:RI.3.10)	SBTR	<i>Homes, Take That Off the Stage, Twin Mice, Just the Right Size, King Zung and the Lark, A Big Sneeze, Bert and Gert, The Shrimp and the Shark, Ranch Hands, Coach Chapman, A Trip to the Dentist, The Colt, Winter Storm, Earthworms, Flying Pizza, Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, The Three Little Bugs, People Send Mail, The Hero, Dirt Detectives, From Fearful to Fearless, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Changing Surface, Do Your Part, Fossil Hunters: The Black Hills Dig, A Trip to the Grand Canyon, Natural Resources, Science Fair, Water Recycled, Welcome to the Rainforest, Alex to the Rescue</i> [RI.3.10]		✓				
(3) Increasing word understanding, word use, and word relationships increases vocabulary.									
3A	Use Phonics and Word Recognition to: i. Know and apply on-level phonics and word	7	<i>Open Syllable, Vowels at the end of a one syllable word</i> <i>Decodable Books: The Big Game, The Oatmeal Man</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	analysis skills in decoding words both in isolation and in text (CCR: RF.3.3)		[RF.3.3], [RF.3.3d]						
	ii. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCR: RF.3.3a)	9	<i>Multisyllabic Words</i> <i>Passages: The Best Day</i> <i>Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch's Big Fish Tales, Kittens, The Best Day</i> [RF.3.3], [RF.3.3d]			✓			
	iii. Decode words with common Latin suffixes. (CCR: RF.3.3b)								
	iv. Decode multisyllabic words. (CCR: RF.3.3c)	10	<i>Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, Insects</i> <i>Multisyllabic Words: y, le</i> <i>Decodable Book: A Star is Born</i> <i>Passages: Water Is A Good Thing, Pet Parade</i> [RF.3.3], [RF.3.3d]			✓			
	v. Read grade-appropriate irregularly spelled words. (CCR: RF.3.3d)								
		11	<i>Multisyllabic Words</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> <i>Multisyllabic Game</i> [RF.3.3], [RF.3.3d]			✓			

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				1	2	3	4	5	6
		12	<i>Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever</i> <i>Passage: Exploring Space</i> [RF.3.3], [RF.3.3b]			✓			
		13	<i>Books: Survivors, Alex to the Rescue, Amazonia, The Desert's Gift, Bees at Risk, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, & Unit 3- Vocabulary and Comprehension</i> [RF.3.3], [RF.3.3b]			✓			
		CBTR	<i>Vocabulary: Structural Analysis</i> [RF.3.3], [RF.3.3b]			✓			
		CBTR 7	<i>Open Syllables (me, go, by)</i> [RF.3.3c]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 9	<i>Decoding Multisyllabic Words Long vowel open syllable Spelling Multisyllabic Words [RF.3.3b]</i>			✓			
		CBTR 10	<i>Open Syllables Closed Syllables ending with -le and -y [RF.3.3b]</i>			✓			
		CBTR 11	<i>Multisyllabic Words [RF.3.3]</i> <i>Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [RF.3.3a]</i>			✓			
		SBTR	<i>Decoding Multisyllabic Words Closed Syllables ending with -le and -y Identify and Read Syllable Patterns Closed syllables with -le and -y [RF.3.3b]</i>			✓			

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				1	2	3	4	5	6
			<i>Prefixes Suffixes [RF.3.3a]</i>						
3B	Use Fluency to: i. Read with sufficient accuracy and fluency to support comprehension. (CCR:RF.3.4) ii. Read on-level text with purpose and understanding. (CCR:RF.3.4a) iii. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (CCR:RF.3.4b) iv. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCR:RF.3.4c)	SBTR	<i>Homes, Take That Off the Stage, Twin Mice, Just the Right Size, King Zung and the Lark, A Big Sneeze, Bert and Gert, The Shrimp and the Shark, Ranch Hands, Coach Chapman, A Trip to the Dentist, The Colt, Winter Storm, Earthworms, Flying Pizza, Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, The Three Little Bugs, People Send Mail, The Hero, Dirt Detectives, From Fearful to Fearless, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Changing Surface, Do Your Part, Fossil Hunters: The Black Hills Dig, A Trip to the Grand Canyon, Natural Resources, Science Fair, Water Recycled, Welcome to the Rainforest, Alex to the Rescue [RF.3.4] [RF.3.4a]</i>			✓			
		2	<i>Literacy Acquisition Theater</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> <i>[RF.3.4], [RF.3.4a]</i>						
		3	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> <i>[RF.3.4]</i>			✓			
		4	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [RF.3.4], [RF.3.4a]						
		5	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [RF.3.4], [RF.3.4c]			✓			
		6	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [RF.3.4]						
		7	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [RF.3.4] through [RF.3.4c]			✓			
		8	<i>HFW Book: I Like to Help</i> <i>Word Masters Book: The Not So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [RF.3.4b], [RF.3.4c]						
		9	<i>HFW Book: The Best Trip</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [RF.3.4a], [RF.3.4b], [RF.3.4c]			✓			
		10	<i>Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, Insects</i> <i>Multisyllabic Words: y, le</i>			✓			

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				1	2	3	4	5	6
			<i>Decodable Book: A Star is Born</i> <i>Passages: Water Is A Good Thing, Pet Parade</i> [RF.3.4], [RF.3.4c]						
		11	<i>Multisyllabic Words</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> <i>Multisyllabic Game</i> [RF.3.4], [RF.3.4c]			✓			
	(4) A writing process is used to plan, draft, and write a variety of literary genres.								
4A	Use Text Types and Purposes to: i. Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCR:W.3.1) ii. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCR:W.3.1a) iii. Provide reasons that support the opinion. (CCR:W.3.1b)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert! Survivors!</i> <i>The Desert's Gift</i>				✓		

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	iv. Use linking words and phrases (<i>e.g., because, therefore, since, for example</i>) to connect opinion and reasons. (CCR: W.3.1c) v. Provide a concluding statement or section. (CCR: W.3.1d)		<i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [W.3.1] through [W.3.1d]						
4B	Use Text Types and Purposes to: i. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCR: W.3.2) ii. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCR: W.3.2a) iii. Develop the topic with facts, definitions, and details. (CCR: W.3.2b) iv. Use linking words and phrases (<i>e.g., also, another, and, more, but</i>)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert! Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [W.3.2] through [W.3.2d]				✓		

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	to connect ideas within categories of information. (CCR: W.3.2c) v. Provide a concluding statement or section. (CCR: W.3.2d)								
4C	Use Text Types and Purposes to: i. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCR: W.3.3) ii. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCR: W.3.3a) iii. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCR: W.3.3b)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>Mitch's Big Fish</i> <i>The Best Trip</i> <i>[W.3.3] through [W.3.3d]</i>				✓		

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				1	2	3	4	5	6
	iv. Use temporal words and phrases to signal event order. (CCR: W.3.3c) v. Provide a sense of closure. (CCR: W.3.3d)								
4D	Use Production and Distribution of Writing to: i. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <i>(Grade-specific expectations for writing types are defined in standards 1–3.)</i> (CCR: W.3.4) ii. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>(Editing for conventions should demonstrate command</i>	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert! Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>[W.3.4], [W.3.5], [W.3.6]</i>				✓		

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<i>of Language standards 1–3 up to and including Grade 3.)</i> (CCR:W.3.5) iii. With guidance and support from adults, use technology to produce and publish writing (<i>using keyboarding skills</i>) as well as to interact and collaborate with others. (CCR:W.3.6)								
4E	Use Research to Build and Present Knowledge to: i. Conduct short research projects that build knowledge about a topic. (CCR:W.3.7) ii. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCR:W.3.8)	SBTR	<i>George Washington Carver, Fields of Change: Autumn/Winter, The Moon, Earth: Rocks and Soil, The Changing Surface, Rain Forest Howlers, Chapter 2; The Desert's Gift, Power for the Planet 2, The Forest Fires [W.3.7], [W.3.8]</i>				✓		

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				1	2	3	4	5	6
4F	Use a Range of Writing to: 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. (CCR: W.3.10)	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires [W.3.10]				✓		
(5) Group discussions lead to improved understanding of the text.									
5A	Use Comprehension and Collaboration to: i. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon					✓	

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	<p><i>led</i>) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CCR:SL.3.1)</p> <p>iii. 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. (CCR:SL.3.1a)</p> <p>iv. Follow agreed-upon rules for discussions (<i>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</i>). (CCR:SL.3.1b)</p> <p>v. Ask questions to check understanding of information presented, stay on topic, and link their comments to the</p>		<p><i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>[SL.3.1] through [SL.3.1d]</i></p>						

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	remarks of others. (CCR: SL.3.1c) vi. Explain own individual ideas and understanding in light of the discussion. (CCR: SL.3.1d)								
5B	Use Comprehension and Collaboration to: 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. (CCR: SL.3.2)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [SL.3.2]					✓	

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				1	2	3	4	5	6
5C	Use Comprehension and Collaboration to: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCR: SL.3.3)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [SL.3.3]					✓	
5D	Use Presentation of Knowledge and Ideas to: i. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i>					✓	

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	ii. an understandable pace. (CCR: SL.3.4) Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. (CCR: SL.3.4a)		<i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [SL.3.4], [SL.3.4a]						
5E	Use Presentation of Knowledge and Ideas to: 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. (CCR: SL.3.5)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert! Survivors!</i>					✓	

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				1	2	3	4	5	6
			<i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [SL.3.5]						
5F	Use Presentation of Knowledge and Ideas to: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.) (CCR: SL.3.6)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> [SL.3.6]					✓	
(6) Read and write with sufficient accuracy to support language comprehension.									
6A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English grammar	1	<i>HFW: and, has, see, the</i> <i>HFW Book: Pam and the Cap</i> [L.3.1e]						✓

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	<p>and usage when writing or speaking. (CCR:L.3.1)</p> <p>ii. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCR:L.3.1a)</p> <p>iii. Form and use regular and irregular plural nouns. (CCR:L.3.1b)</p> <p>iv. Use abstract nouns (<i>e.g., childhood</i>). (CCR: L.3.1c)</p> <p>v. Form and use regular and irregular verbs. (CCR:L.3.1d)</p> <p>vi. Form and use the simple (<i>e.g., I walked; I walk; I will walk</i>) verb tenses. (CCR:L.3.1e)</p> <p>vii. Ensure subject-verb and pronoun-antecedent agreement. (CCR:L.3.1f)</p> <p>viii. Form and use comparative and superlative adjectives and adverbs, and choose between them depending</p>	SBTR	<p><i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert! Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>[L.3.1] through [L.3.1k]</i></p> <p><i>Word Meaning using Dictionary</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet</i> <i>[L.3.1] through [L.3.1j]</i></p>						✓

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	on what is to be modified. (CCR:L.3.1g) ix. Use coordinating and subordinating conjunctions. (CCR:L.3.1h) x. Produce simple, compound, and complex sentences. (CCR:L.3.1i) xi. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. (CCR:L.3.1j) xii. Use reciprocal pronouns correctly. (CCR:L.3.1k)								
6B	Use Conventions of Standard English to: xiii. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCR:L.3.2)	1	<i>HFW: and, has, see, the</i> <i>HFW Book: Pam and the Cap [L.3.2e]</i>						✓
		2	<i>Read-Aloud Book: Pam and the Cap</i> <i>HFW: go, his, is, this</i> <i>HFW Book: Tim at Camp [L.3.2], [L.3.2a] [L.3.2e], [L.3.2f]</i>						✓

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	xiv. Capitalize appropriate words in titles. (CCR:L.3.2a)	3	HFW Words: <i>they, you, are, here</i> HFW Book: <i>On the Dot</i> [L.3.2], [L.3.2]), [L.3.2e]						✓
	xv. Use commas in addresses. (CCR:L.3.2b)	4	HFW Words: <i>with, my, where, to</i> HFW Book: <i>My Hands and Feet</i> [L.3.2], [L.3.2a], [L.3.2e]						✓
	xvi. Use commas and quotation marks in dialogue. (CCR:L.3.2c)								
	xvii. Form and use possessives. (CCR:L.3.3d)	5	HFW: <i>what, said, her, for</i> HFW Book: <i>The Bun for Us</i> Rapid Word Naming Game [Virus Game-HFW] [L.3.], [L.3.2a], [L.3.2]						✓
	xviii. 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>). (CCR:L.3.2e)	6	HFW: <i>was, that, from, she</i> HFW Book: <i>Where Is Jane?</i> Rapid Word Naming Game[Virus Game-HFW] [L.3.2], [L.3.2a], [L.3.2e]						✓
	xix. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. (CCR:L.3.2f)	7	HFW: <i>do, have, come, of, their, some</i> HFW Book: <i>Hide and Seek</i> Rapid Word Naming Game [Virus Game-HFW] [L.3.2], [L.3.2a], [L.3.2e]						✓
	xx. Consult reference materials, including beginning dictionaries, as	8	HFW Book: <i>I Like to Help</i> [L.3.2], [L.3.2a], [L.3.2e]						✓

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	needed to check and correct spellings. (CCR:L.3.2g)	9	<i>HFW Book: The Best Trip</i> [L.3.2], [L.3.2a], [L.3.2e]						✓
		10	<i>HFW Book: How Can That Be?</i> [L.3.2], [L.3.2a], [L.3.2e]						✓
		11	<i>Prefixes: un, mis, dis, re, pre</i> <i>In Context Reading with Prefixes</i> <i>Suffixes: er, or, ly, ful, less</i> [L.3.2], [L.3.2a], [L.3.2e]						✓
		CBTR 1	<i>Read Sentences with</i> <i>HFWs: and, the, see, has</i> [L.3.2], [L.3.2a], [L.3.2e]						✓
		CBTR 2	<i>Read Sentences with</i> <i>HFWs: this, is, his, go</i> [L.3.2], [L.3.2a], [L.3.2e]						✓
		CBTR 5	<i>Passage Reading: Prosody</i> [L.3.2], [L.3.2a], [L.3.2e]						✓
		CBTR 7	<i>Passage Reading: Prosody</i> [L.3.2], [L.3.2a], [L.3.2e]						✓
		CBTR 8	<i>Passage Reading: Prosody My</i> <i>Illustrations Passage Reading: Prosody</i> [L.3.2], [L.3.2a], [L.3.2e]						✓

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				1	2	3	4	5	6
		CBTR 9	<i>Read High Frequency Words [L.3.2], [L.3.2a], [L.3.2e]</i>						✓
		CBTR 10	<i>HFWs Read HFWs in Sentences [L.3.2], [L.3.2a], [L.3.2e]</i>						✓
		SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires [L.3.2] through [L.3.2f]</i>						✓

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				1	2	3	4	5	6
		SBTR	<i>Word Meaning using Dictionary Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter Earth: Rocks and Soil Power for the Planet [L.3.2g]</i>						✓
6C	Use Knowledge of Language to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCR:L.3.3) ii. Choose words and phrases for effect. (CCR:L.3.3a) iii. Recognize and observe differences between the conventions of spoken and written Standard English. (CCR:L.3.3b)	SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires [L.3.3], [L.3.3a], [L.3.3b]</i>						✓

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				1	2	3	4	5	6
6D	Use Vocabulary Acquisition and Use to:	1	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps 2</i> [L.3.4] through [L.3.4d]						✓
	i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. (CCR:L.3.4)								
	ii. Use sentence-level context as a clue to the meaning of a word or phrase. (CCR:L.3.4a)								
	iii. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCR:L.3.4b)	2	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [L.3.4], [L.3.4a]						✓
	iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (CCR:L.3.4c)	3	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i>						✓

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	v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. (CCR:L.3.4d)		<i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [L.3.4], [L.3.4c]						
		4	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [L.3.4], [L.3.4c]						✓
		5	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i>						✓

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				1	2	3	4	5	6
			<i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [L.3.4], [L.3.4c]						
		6	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [L.3.4]						✓
		7	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i>						✓

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				1	2	3	4	5	6
			<i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [L.3.4a]						
		8	<i>HFW Book: I Like to Help</i> <i>Word Masters Book: The Not So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [L.3.4a]						✓
		9	<i>HFW Book: The Best Trip</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [L.3.4]						
		10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>HFW Book: How Can That Be?</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale, How Can That Be?</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i> [L.3.4]						✓

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				1	2	3	4	5	6
		11	<i>Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who is Following Us? Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives [L.3.4]</i>						✓
		CBTR	<i>Blending Beginning/Middle/Ending Sounds with Letters Blend Sounds with Letters to Read Words Read Words with Vowel Sound /oa/ Read Words with Vowel Sounds /ee/, /ea/ Comprehension: Character Analysis [L.3.4]</i>						✓
		CBTR 10	<i>Spelling with Endings y and ie Spelling- Changing the y to i [L.3.4], [L.3.4b]</i>						✓
		CBTR 11	<i>Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [L.3.4]</i>						✓
		SBTR	<i>Prefixes Suffixes [L.3.4]</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Homes, Take That Off the Stage, Twin Mice, Just the Right Size, King Zung and the Lark, A Big Sneeze, Bert and Gert, The Shrimp and the Shark, Ranch Hands, Coach Chapman, A Trip to the Dentist, The Colt, Winter Storm, Earthworms, Flying Pizza, Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, The Three Little Bugs, People Send Mail, The Hero, Dirt Detectives, From Fearful to Fearless, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Changing Surface, Do Your Part, Fossil Hunters: The Black Hills Dig, A Trip to the Grand Canyon, Natural Resources, Science Fair, Water Recycled, Welcome to the Rainforest, Alex to the Rescue [L.3.4], [L.3.4a], [L.3.4b]</i>						
		SBTR	<i>Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? BPA: Summer Camp</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit</i> [L.3.4]						
6E	Use Vocabulary Acquisition and Use to: i. Demonstrate understanding of word relationships and nuances in word meanings. (CCR:L.3.5) ii. Distinguish the literal and nonliteral meanings of words and phrases in context (<i>e.g., take steps</i>). (CCR:L.3.5a) iii. Identify real-life connections between words and their use (<i>e.g., describe people who are friendly or helpful</i>). (CCR:L.3.5b) iv. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>). (CCR:L.3.5c)	1	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [L.3.5]						✓
		2	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [L.3.5]						✓
		3	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i>						✓

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				1	2	3	4	5	6
	v. 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>). (CCR:L.3.6)		<i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [L.3.5]						
		4	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [L.3.5]						✓
		5	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i>						✓

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				1	2	3	4	5	6
			<i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [L.3.5]						
		6	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [L.3.5]						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		7	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [L.3.5]</i>						✓
		8	<i>HFW Book: I Like to Help</i> <i>Word Masters Book: The Not So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack [L.3.5]</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		9	<i>HFW Book: The Best Trip</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share [L.3.5]</i>						✓
		10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>HFW Book: How Can That Be?</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three</i> <i>Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale, How Can That Be?</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i> [L.3.5]						
		11	<i>Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who is Following Us?</i> <i>Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives</i> [L.3.5]						✓
		CBTR	<i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read Words with Vowel Sound /oa/</i> <i>Read Words with Vowel Sounds /ee/, /ea/</i> <i>Comprehension: Character Analysis</i> [L.3.5]						✓
		CBTR 10	<i>Spelling with Endings y and ie</i> <i>Spelling- Changing the y to I</i> [L.3.5b]						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 11	<i>Suffixes: ful, ly, less, er, or</i> <i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i> <i>[L.3.5c]</i>						✓
		SBTR	<i>Prefixes</i> <i>Suffixes</i> <i>[L.3.5c]</i>						✓
		SBTR	<i>All Activities</i> <i>[L.3.6]</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	(1) Analyze how and why individuals, events, and ideas develop over the course of a text when drawing inferences.		<i>All Books</i> [RL.K.1, RL.K.5]						
1A	Use Key Ideas and Details to: i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences text. (CCR:RL.4.1)	12	<i>Books: Our Solar System, Rocks and Soil</i> <i>Passage: Natural Resources</i> [RL.4.1], [RL.4.2] <i>Book: Fields of Change - Questions</i> <i>Passage: A Trip to the Grand Canyon - Questions</i> <i>Book: Weather Watchers - Questions</i> <i>Book: Brookside's Best Science Fair Ever – Questions</i> [RL.4.3]	✓					
	iii. 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). (CCR:RL.4.3)	13	<i>Books: Amazonia Alert!, Survivors, Nature's Healers</i> <i>Cumulative Assessment: Unit 1 & Unit 2- Comprehension</i> [RL.4.1] <i>Books: Survivors, Nature's Healers, Amazonia Alert!</i> <i>Cumulative Assessment: Unit 1 & Unit 2- Comprehension</i> [RL.4.2]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Books: Alex to the Rescue, The Desert's Gift</i> <i>Cumulative Assessment: Unit 3- Comprehension</i> [RL.4.3]						
		CBTR	<i>Main Idea</i> [RL.4.2]	✓					
		SBTR	<i>8- Literature Literary Analysis</i> <i>9- Literature Elements of Fiction</i> <i>10 - Literature Elements of Fiction</i> [RL.4.3]	✓					
		SBTR	<i>All Activities</i> [RL.4.1]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
1B	<p>Use Craft and Structure to:</p> <p>i. 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., <i>Herculean</i>). (See Grade 4 Language standards 4–6 for additional expectations.) (CCR:RL.4.4)</p> <p>ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <i>verse, rhythm, meter</i>) and drama (e.g., <i>casts of characters, settings, descriptions, dialogue, stage directions</i>) when writing or speaking about a text. (CCR:RL.4.5)</p>	12	<p><i>Book: A View From Above: A Collection of Moon Poems</i> [RL.4.4], [RL.4.5]</p>	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCR:RL.4.6)	SBTR	1 – Literature Poetry 2 – Literature Poetry [RL.4.5] 3 – Literature Biography 4 – Literature Biography [RL.4.6]	✓					
		Writing Rules!	Personal Narrative [RL.4.6]	✓					

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				1	2	3	4	5	6
1C	Use Integration of Knowledge and Ideas to: i. 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. (CCR:RL.4.7) ii. Compare and contrast the treatment of similar themes and topics (e.g., <i>opposition of good and evil</i>) and patterns of events (e.g., <i>the quest</i>) in stories, myths, and traditional literature from different cultures. (CCR:RL.4.9)	12	<i>Books: Our Solar System, The Moon, The Changing Surface</i> [RL.4.7] <i>Book: Weather Watchers</i> [RL.4.9]	✓					
		13	<i>Books: Survivors, Bees at Risk, Nature's Healers, Amazonia Alert!</i> [RL.4.7]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Books: Alex to the Rescue, The Desert's Gift</i> <i>Cumulative Assessment: Unit 2 & Unit 3 – Comprehension</i> [RL.4.9]						
		CBTR	<i>Representing Text</i> [RL.4.] <i>Compare & Contrast</i> [RL.4.9]	✓					
1D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCR:RL.4.10)	12	<i>Books: Our Solar System, Mission Incredible, Day, Night and Seasons, Fields of Change, The Moon, Rocks and Soil, The Changing Surface, The Atmosphere, Weather Watchers, Science Fair</i> <i>Passages: Exploring Space, Dirt Detectives, Natural Resources, Water Recycled, Hurricanes</i> [RL.4.10]	✓					
		13	<i>Books: Amazonia Alert!, Survivors, The Desert's Gift, Bees at Risk, Nature's Healers, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, & Unit 3 - Vocabulary and</i>	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Comprehension</i> [RL.4.10]						
	(2) Textual details and examples are important for reading comprehension.								
2A	Use Key Ideas and Details to: i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCR:RI.4.1) ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCR:RI.4.2) iii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific	12	<i>Passage: Exploring Space</i> [RI.4.1] <i>Books: Our Solar System, Rocks and Soil</i> <i>Passage: Natural Resources</i> [RI.4.2]		✓				
		13	<i>Books: Survivors, Amazonia Alert!</i> <i>Cumulative Assessment: Unit 1 & Unit 2 – Comprehension</i> [RI.4.2]		✓				
		CBTR	<i>Main Idea</i> [RI.4.2] <i>Summarizing Sequence</i> [RI.4.3]		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	Information in the text. (CCR:RI.4.3)								
2B	Use Craft and Structure to: i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See Grade 4 Language standards 4–6 for additional expectations.) (CCR:RI.4.4)	12	<i>Books: Our Solar System, Atmosphere Passage: Exploring Space [RI.4.4]</i> <i>Books: Our Solar System, The Moon; Day, Night, and Seasons; Rocks and Soil, The Changing Surface, The Atmosphere, Natural Resources, Do Your Part Passage: Exploring Space [RI.4.5]</i>		✓				
	ii. 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. (CCR:RI.4.5)	13	<i>Books: Survivors, Amazonia, Bees at Risk, Forest Fires: Lessons from Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, & Unit 3 Vocabulary and comprehension [RI.4.4]</i> <i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2 & Unit 3 [RI.4.5]</i>		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCR:RI.4.6)	CBTR	<i>Vocabulary: Structural Analysis</i> [RI.4.4]		✓				
2C	Use Integration of Knowledge and Ideas to: i. 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. (CCR:RI.4.7) ii. Explain how an author uses reasons and	12	<i>Books: Our Solar System, The Moon, The Changing Surface</i> [RI.4.7] <i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers</i> [RI.4.7] <i>Representing Text</i> [RI.4.7]		✓				
		15	<i>General Comprehension 1, General Comprehension 2, General Comprehension 3, General Comprehension 4</i> [RI.3.7], [RI.3.8], [RI.3.9]		✓				

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				1	2	3	4	5	6
	evidence to support particular points in a text. (CCR:RI.4.8) iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCR:RI.4.9)								
2D	Use Range of Reading and Level of Text Complexity to: 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. (CCR:RI.4.10)	12	<i>Books: Our Solar System, The Moon, Day, Night, and Seasons, Rocks and Soil, The Changing Surface, The Atmosphere, Natural Resources, Do Your Part</i> <i>Passage: Exploring Space</i> [RI.4.10]		✓				
		13	<i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2 & Unit 3</i> [RI.4.10]		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(3) Decoding words in print enhances vocabulary.									
3A	Use Phonics and Word Recognition to: i. Know and apply on-level phonics and word analysis skills in decoding words. (CCR:RF.4.3) ii. 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. (CCR:RF.4.3a)	CBTR	<i>Representing Text</i> [RF.4.3] <i>Text Structure</i> [RF.4.3a], [RF.4.4] <i>Vocabulary- Context</i> [RF.4.3a]			✓			
3B	Use Fluency to: i. Read with sufficient accuracy and fluency to support comprehension. (CCR:RF.4.4)	CBTR	<i>Summarizing</i> [RF.4.4] <i>Compare and Contrast</i> [RF.4.4], [RF.4.4a]			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. Read on-level text with purpose and understanding. (CCR:RF.4.4a) iii. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (CCR:RF.4.4b) iv. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCR:RF.4.4c)		<i>Sequence</i> <i>[RF.4.4], [RF.4.4a]</i> <i>Authors Purpose</i> <i>[RF.4.4a]</i> <i>Supporting Responses</i> <i>[RF.4.4], [RF.4.4a]</i> <i>Vocabulary-Context</i> <i>[RF.4.4c]</i>						
(4) Providing information in a concise way, via correct syntax and vocabulary, enhances writing and overall communication.									
4A	Use Text Types and Purposes to: i. Write opinion pieces on topics or texts, supporting a point of view with reasons and	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i>				✓		

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	information. (CCR:W.4.1) ii. 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. (CCR:W.4.1a) iii. Provide reasons that are supported by facts and details. (CCR:W.4.1b) iv. Link opinion and reasons using words and phrases (<i>e.g., for instance, in order to, in addition</i>). (CCR:W.4.1c) v. Provide a concluding statement or section related to the opinion presented. (CCR:W.4.1d)		<i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> <i>[W.4.1] through [W.4.1d]</i>						
4B	Use Text types and Purposes to:	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i>				✓		

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	i. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCR:W.4.2) ii. 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. (CCR:W.4.2a) iii. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CSS:W.4.2b) iv. Link ideas within categories of information using words and phrases		<i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Forest Fires [W.4.] through [W.2])</i>						
		SBTR 13	<i>Coral Reefs 1 [W.4.2], [(W.4.2a]</i> <i>Coral Reefs 2 [W.4.2]</i> <i>Coral Reefs 3 [W.4.2]), [(W.4.2d]</i> <i>Ecosystem 1 [W.4.2], [W.4.2a]</i> <i>Ecosystem 2 [W.4.2]</i> <i>Ecosystem 3 [W.4.2c], [W.4.2d]</i>				✓		

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				1	2	3	4	5	6
	<p>(e.g., another, for example, also, because). (CCR:W.4.2c)</p> <p>v. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCR:W.4.2d)</p> <p>vi. Provide a concluding statement or section related to the information or explanation presented. (CCR:W.4.2e)</p>								
4C	<p>Use Text types and Purposes to:</p> <p>i. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCR:W.4.3)</p>	SBTR	<p><i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> <i>[W.4.3] through [W.4.3c]</i></p>				✓		

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCR:W.4.3a) iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCR:W.4.3b) iv. Use a variety of transitional words and phrases to manage the sequence of events precisely. (CCR:W.4.3c) v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCR:W.4.3d) vi. Provide a conclusion that follows from the	Writing Rules!	<i>Lesson 1 The Ideas Trait</i> <i>Lesson 2 The Organization Trait</i> <i>Lesson 3 The Voice Trait</i> <i>Lesson 4 The Word Choice Trait</i> <i>Lesson 5 The Sentence Fluency Trait</i> <i>Lesson 6 The Conventions Trait</i> <i>Narrative Essay</i> <i>[W.4.3] through [W.4.3c]</i>				✓		

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	narrated experiences or events. (CCR:W.4.3e)								
4D	Use Production and Distribution of Writing to: i. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in standards 1-3 above.)</i> (CCR:W.4.4) ii. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>(Editing for conventions should demonstrate command of Language)</i>	SBTR	<i>Fields of Change: Autumn/Winter The Moon</i> <i>Earth: Rocks and Soil The Changing Surface</i> <i>Rain Forest Howlers Chapter 1 The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Forest Fires</i> [W.4.4]				✓		
		Writing Rules!	Lesson 1 The Ideas Trait Lesson 2 The Organization Trait Lesson 3 The Voice Trait Lesson 4 The Word Choice Trait Lesson 5 The Sentence Fluency Trait Lesson 6 The Conventions Trait <i>Narrative Essay</i> [W.4.4]				✓		
		SBTR	<i>Fields of Change: Autumn/Winter The Moon</i> <i>Earth: Rocks and Soil The Changing Surface</i> <i>Rain Forest Howlers Chapter 1 The Desert's Gift</i> <i>Bees at Risk</i>				✓		

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	standards 1–3 up to and including Grade 4). (CCR:W.4.5) iii. 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. (CCR:W.4.6)		<i>Power for the Planet Forest Fires [W.4.5]</i>						
		Writing Rules!	<i>Lesson 1 The Ideas Trait</i> <i>Lesson 2 The Organization Trait</i> <i>Lesson 3 The Voice Trait Lesson 4 The Word Choice Trait</i> <i>Lesson 5 The Sentence Fluency Trait</i> <i>Lesson 6 The Conventions Trait</i> <i>Narrative Essay [W.4.5]</i>				✓		
		SBTR	<i>Fields of Change: Autumn/Winter The Moon</i> <i>Earth: Rocks and Soil The Changing Surface</i> <i>Rain Forest Howlers Chapter 1 The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Forest Fires [W.4.6]</i>				✓		
		Writing Rules!	<i>Narrative Essay [W.4.6]</i>				✓		
4E	Use Research to Build and Present Knowledge to: i. Conduct short research projects that build knowledge	SBTR	<i>Power for the Planet 1</i> <i>44 - Identifying a Research Topic</i> <i>47- Identifying a Research Topic [W.4.7]</i>				✓		

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	through investigation of different aspects of a topic. (CCR:W.4.7)	SBTR	<i>Power for the Planet 2</i> 45 - <i>Researching and Taking Notes</i> 48 - <i>Researching and Taking Notes</i> [W.4.8]				✓		
	ii. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. (CCR:W.4.8)	13	<i>Discovery Island: Self-Selected Reading - Unit 1, Unit 2, & Unit 3</i> <i>Discovery Island: Writing Responses - Unit 1, Unit 2, & Unit 3</i> [W.4.9a], [W.4.9b]				✓		
	iii. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCR:W.4.9)								
	iv. Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific								

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				1	2	3	4	5	6
	<i>details in the text [e.g., a character's thoughts, words, or actions].").</i> (CCR:W.4.9a) v. Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (CCR:W.4.9b)								
4F	Use Range of Writing to: 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. (CCR:W.4.10)	SBTR	<i>Power for the Planet 1</i> <i>44 - Identifying a Research Topic</i> <i>47- Identifying a Research Topic</i>				✓		
		Writing Rules!	<i>Narrative Essay</i>				✓		

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(5) Listening and speaking enrich structured classroom conversations.									
5A	Use Comprehension and Collaboration to: i. Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. (CCR:SL.4.1) ii. 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. (CCR:SL.4.1a) iii. Follow agreed-upon rules for discussions	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [SL.4.1] through [SL.4.1d]					✓	

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>and carry out assigned roles. (CCR:SL.4.1b)</p> <p>iv. 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. (CCR:SL.4.1c)</p> <p>v. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCR:SL.4.1d)</p>								
5B	<p>Use Comprehension and Collaboration to:</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCR:SL.4.2)</p>	SBTR	<p><i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Forest Fires</i> [SL.4.2]</p>					✓	

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
5C	Use Comprehension and Collaboration to: Identify the reasons and evidence a speaker or media source provides to support particular points. (CCR: SL.4.3)	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Forest Fires</i> [SL.4.3]					✓	
5D	Use Presentation of Knowledge and Ideas to: i. 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. CCR: SL.4.4) ii. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Forest Fires</i> [SL.4.4]					✓	
		Writing Rules!	<i>Teacher-Directed Lesson:</i> <i>Unit 1 - Personal Narrative Characteristics</i> [SL.4.4a]					✓	
		SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i>					✓	

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	includes clear insight into why the event or experience is memorable. (CCR: SL.4.4a)		<i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [SL.4.5]						
	iii. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCR: SL.4.5)	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [SL.4.6]					✓	
	iv. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i>); use formal English when appropriate to task and situation. (See <i>Grade 4 Language standards 1 and 3 for specific expectations.</i>) (CCR: SL.4.6)								

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	(6) Effective writing demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling.								
6A	Use Conventions of Standard English to: <ul style="list-style-type: none"> i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCR:L.4.1) ii. Use interrogative, relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). (CCR:L.4.1a) iii. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. (CCR:L.4.1b) 	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Forest Fires</i> <i>[L.4.1] through [L.4.1g]</i> <i>Fields of Change: Spring/Summer</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>[L.4.1e]</i> <i>Our Solar System</i> <i>Fields of Change: Spring/Summer</i> <i>The Changing Surface</i> <i>Forest Fires</i> <i>[L.4.1f]</i> <i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iv. Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions. (CCR:L.4.1c)		<i>Fields of Change: Spring/Summer, Autumn/Winter</i>						
	v. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). (CCR:L.4.1d)		<i>The Moon</i>						
	vi. Form and use prepositional phrases. (CCR:L.4.1e)		<i>A View From Above</i>						
	vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCR:L.4.1f)		<i>Earth: Rocks and Soil</i>						
	viii. Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i>). (CCR:L.4.1g)		<i>Fossil Hunters: The Black Hills Dig</i>						
			<i>The Changing Surface</i>						
			<i>Atmosphere</i>						
			<i>Weather Watchers</i>						
			<i>Brookside's Best Science Fair Ever!</i>						
			<i>Rain Forest Howlers 1 and 2</i>						
			<i>Amazonia Alert!</i>						
			<i>Survivors!</i>						
			<i>The Desert's Gift</i>						
			<i>Bees at Risk</i>						
			<i>Power for the Planet 1, 2 and 3</i>						
			<i>Forest Fires</i>						
			[L.4.1g], [L.4.1h]						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ix. Write fluidly and legibly in cursive or joined italics. (CCR:L.4.1h)								
6B	Use Conventions of Standard English to:	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>[L.4.2a] through [L.4.2d]</i>						✓
	iv. Use a comma before a coordinating conjunction in a compound sentence. (CCR:L.4.2c)	SBTR	<i>The Hero</i>						✓

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				1	2	3	4	5	6
	v. Spell grade-appropriate words correctly consulting references as needed. (CCR:L.4.2d)		<i>The Three little Bugs</i> <i>George Washington Carver</i> [L.4.2d]						
		12	<i>The Moon: Glossary</i> [L.4.2d]						✓
		13	<i>Amazonia Alert!: Glossary</i> [L.4.2d]						✓
6C	Use Knowledge of Language to: i. Use knowledge of Language and its conventions when writing, speaking, reading, or listening. (CCR:L.4.3) ii. Choose words and phrases to convey ideas precisely. (CCR:L.4.3a) iii. Choose punctuation for effect. (CCR:L.4.3b) iv. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i>						✓

Istation ELAR Reading Curriculum Fourth Grade

Legend: California Common Core State Standards
for English Language Arts

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	informal discourse is appropriate (<i>e.g., small-group discussion</i>). (CCR:L.4.3c)		[L.4.3] through [L.4.3c]						
6D	Use Vocabulary Acquisition and Use to: i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. (CCR:L.4.4)	12	<i>Books: Our Solar System, Mission Incredible, Fields of Change, Rocks and Soil, The Changing Surface, Weather Watchers, Brookside's Best Science Fair Ever! Vocabulary Review Game: #1, # 2, & # 3</i> <i>Passage: Water Recycled – Questions [L.4.4], [L.4.4a], [L.4.4b]</i>						✓
	ii. Use context (<i>e.g., definitions, examples, or restatements in text</i>) as a clue to the meaning of a word or phrase. (CCR:L.4.4a) iii. Use common, grade-appropriate Greek and Latin affixes and roots	13	<i>Books: Welcome to the Rainforest, Survivors, The Desert's Gift, Nature's Gift, Forest Fires: Lessons From the Front Lines</i> <i>The Desert's Gift- Vocabulary Game</i> <i>Bees at Risk: Vocabulary Game</i> <i>Welcome to the Rainforest- Vocabulary Game, Alex to the Rescue- Vocabulary Game, Cumulative Assessment: Unit 1, Unit 2, & Unit 3 Vocabulary and Comprehension</i>						✓

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	as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). (CCR:L.4.4b) iv. Consult reference materials (e.g., <i>dictionaries</i> , <i>glossaries</i> , <i>thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. (CCR:L.4.4c)	CBTR	<i>Vocabulary: Context [L.4.4a]</i> <i>Word Meaning using Dictionary Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter Earth: Rocks and Soil Power for the Planet [L.4.4] through [L.4.4c]</i>						✓
6E	Use Vocabulary Acquisition and Use to: v. Demonstrate understanding of figurative language,	13	<i>Book: Alex to the Rescue, Forest Fires: Lessons from the Front Lines [L.4.5]</i>						✓

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				1	2	3	4	5	6
	word relationships, and nuances in word meanings. (CCR:L.4.5) vi. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. (CCR:L.4.5a)	SBTR	35 <i>Vocabulary Analogies</i> 36 <i>Vocabulary Analogies</i> 37 <i>Vocabulary Analogies</i> 38 <i>Vocabulary Idioms</i> 39 <i>Vocabulary Idioms</i> 40 <i>Vocabulary Idioms</i> [L.4.5b], [L.4.5c]						✓
	vii. Recognize and explain the meaning of common idioms, adages, and proverbs. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCR:L.4.5b) viii. Demonstrate understanding of words by relating them to their opposites (<i>antonyms</i>) and to words with similar but not identical meanings (<i>synonyms</i>). (CCR:L.4.5c)	SBTR	2 - <i>Literature Poetry</i> 8- <i>Literature Elements of Fiction</i> [L.4.5b]						✓

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				1	2	3	4	5	6
6F	Use Vocabulary Acquisition and Use to: vi. 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 (<i>e.g., quizzed, whined, stammered</i>) and that are basic to a particular topic (<i>e.g., wildlife, conservation, and endangered when discussing animal preservation</i>). (CCR:L.4.6)		<i>All Activities</i> [L.4.6]						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(1) A broad range of reading enhances a solid comprehension of literary texts.									
1A	Use Key Ideas and Details to: i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCR:RL.5.1) ii. 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. (CCR:RL.5.2) iii. 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). (CCR:RL.5.3)	SBTR	6 Literature Theme 7 Literature Theme 8 Literature Elements of Fiction [RL.5.1] 1 Literature Poetry 9 2 Literature Poetry [RL.5.2]	✓					
		12	Book: A View From Above [RL.5.2] Books: The Moon, The Changing Surface [RL.5.3]	✓					
		13	Books: Bees at Risk, Amazonia Alert! [RL.5.3]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
1B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See Grade 5 Language standards 4–6 for additional expectations.) (CCR:RL.5.4) ii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCR:RL.5.5) iii. Describe how a narrator's or speaker's point of view influences how events are described. (CCR:RL.5.6)	SBTR	<i>George Washington Carver, A View From Above, Survivors, Night Spirits of the Rain Forest</i> [RL.5.4]	✓					
		SBTR	<i>8 Literature Elements of Fiction</i> <i>9 Literature Elements of Fiction</i> <i>10 Literature Elements of Fiction</i> [RL.5.5]	✓					
		SBTR	<i>5 Informational Texts Persuasive Media</i> <i>6 Informational Texts Persuasive Media</i> <i>7 Informational Texts Persuasive Media</i> [RL.5.6]	✓					

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
1C	Use Integration of Knowledge and Ideas to: i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., <i>graphic novel, multimedia presentation of fiction, folktale, myth, poem</i>). (CCR:RL.5.7) ii. Compare and contrast stories in the same genre (e.g., <i>mysteries and adventure stories</i>) on their approaches to similar themes and topics. (CCR:RL.5.9)	SBTR	5 <i>Informational Texts Persuasive Media</i> 6 <i>Informational Texts Persuasive Media</i> 7 <i>Informational Texts Persuasive Media</i> [RL.5.7]	✓					
		SBTR	6 <i>Literature Theme</i> 7 <i>Literature Theme</i> 9 <i>Literature Elements of Fiction</i> [RL.5.9]	✓					
1D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the	13	<i>Books: Survivors, The Desert's Gift, Bees at Risk, Nature's Healers, Forest Fires, Amazonia Alert!</i> [RL.5.10]	✓					

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				1	2	3	4	5	6
	Grades 4–5 text complexity band independently and proficiently. (CCR:RL.5.10)								
	(2) Integrating information from text helps improve overall understanding.								
2A	Use Key Ideas and Details to: i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCR:RI.5.1) ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCR:RI.5.2) iii. Explain the relationships or interactions between two or more individuals, events,	SBTR	6 Literature Theme 7 Literature Theme [RI.5.1]		✓				
		SBTR	6 Literature Theme 7 Literature Theme 9 Literature Elements of Fiction [RI.5.3]		✓				
		10	Books: <i>George Washington Carver, How Mountains Form</i> [RI.5.2]		✓				
		12	Books: <i>Our Solar System, Earth, Rocks and Soil, The Changing Surface, Earth, The Atmosphere</i> Passages: <i>Exploring Space, Dirt Detectives</i> [RI.5.2]		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCR:RI.5.3)	13	<i>Book: Survivors</i> [RI.5.2]		✓				
2B	Use Craft and Structure to: i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. (See Grade 5 Language standards 4–6 for additional expectations.) (CCR:RI.5.4) ii. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or		<i>All Activities</i> [RI.5.4], [RI.5.4], [RI.5.4]		✓				
		13	<i>Writing Activities: Writing prompts from Self-Selected Passages; Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, The Mystery of the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party</i> [RI.5.5]		✓				
		12	<i>Books: The Moon, The Changing Surface</i> [RI.5.6]		✓				
		13	<i>Books: Amazonia Alert!, Bees at Risk</i> [RI.5.6]		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	more texts. (CCR:RI.5.5) iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCR:RI.5.6)								
2C	Draw on Integration of Knowledge and Ideas to: i. 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. (CCR:RI.5.7) ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which	SBTR	<i>Forest Fires</i> 46 Writing a Research Report 49 Writing a Research Report [RI.5.7]		✓				
		SBTR	6 Literature Theme 7 Literature Theme [RI.5.8]		✓				
		SBTR	<i>Power for the Planet 3</i> 42 Writing a Research Report 46 Writing a Research Report [RI.5.9]		✓				

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				1	2	3	4	5	6
	point(s). (CCR:RI.5.8) iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCR:RI.5.9)								
2D	Use Range of Reading and Level of Text Complexity to: 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. (CCR:RI.5.10)	13	<i>Books: Survivors, Bees at Risk, Nature's Healers, Forest Fires, Amazonia Alert!</i>		✓				

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(3) Decoding words helps strengthen vocabulary.									
3A	Use Phonics and Word Recognition to: i. Know and apply on-level phonics and word analysis skills in decoding words. (CCR: RF.5.3) ii. 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. (CCR: RF.5.3a)	SBTR	13 Decoding Multisyllabic Words Phonological Awareness [RF.5.3a]			✓			
		13	Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires [RF.5.3], [RF.5.3a]			✓			
3B	Use Fluency to: i. Read with sufficient accuracy and fluency to support comprehension. (CCR: RF.5.4)	12	Book: A View From Above: A Collection of Moon Poems [RF.5.4]			✓			
		13	Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. Read on-level text with purpose and understanding. (CCR:RF.5.4a)		[RF.5.4], [RF.5.4a]						
	iii. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (CCR:RF.5.4b)	SBTR	1 - Literature Poetry 2 - Literature Poetry [RF.5.4b], [RF.5.4c]			✓			
	iv. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCR:RF.5.4c)								
(4) Learning various types of writing strengthens communication skills.									
4A	Use Text Types and Purposes to: i. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCR:W.5.1)	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil				✓		

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. 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. (CCR:W.5.1a) iii. Provide logically ordered reasons that are supported by facts and details. (CCR:W.5.1b) Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). (CCR:W.5.1c) iv. Provide a concluding statement or section related to the opinion presented. (CCR:W.5.1d)		<i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>[W.5.1] through [W.5.1d]</i>						
4B	Use Text Types and Purposes to: i. Write informative/explanatory texts to	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i>				✓		

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>examine a topic and convey ideas and information clearly. (CCR:W.5.2)</p> <p>ii. 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. (CCR:W.5.2a)</p> <p>iii. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCR:W.5.2b)</p> <p>iv. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in</p>		<p><i>Fields of Change: Spring/Summer, Autumn/Winter</i></p> <p><i>The Moon</i></p> <p><i>A View From Above</i></p> <p><i>Earth: Rocks and Soil</i></p> <p><i>Fossil Hunters: The Black Hills Dig</i></p> <p><i>The Changing Surface</i></p> <p><i>Atmosphere</i></p> <p><i>Weather Watchers</i></p> <p><i>Brookside's Best Science Fair Ever!</i></p> <p><i>Rain Forest Howlers 1 and 2</i></p> <p><i>Amazonia Alert!</i></p> <p><i>Survivors!</i></p> <p><i>The Desert's Gift</i></p> <p><i>Bees at Risk</i></p> <p><i>Power for the Planet 1, 2 and 3</i></p> <p><i>Forest Fires</i></p> <p><i>[W.5.2] through [W.5.2e]</i></p>						

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p><i>contrast, especially).</i> (CCR: W.5.2c)</p> <p>v. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCR: W.5.2d)</p> <p>vi. Provide a concluding statement or section related to the information or explanation presented. (CCR: W.5.2e)</p>								
4C	<p>Use Text Types and Purposes to:</p> <p>vii. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCR: W.5.3)</p> <p>viii. Orient the reader by establishing a situation and introducing a narrator and/or</p>	SBTR	<p><i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i></p>				✓		

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				1	2	3	4	5	6
	characters; organize an event sequence that unfolds naturally. (CCR:W.5.3a) ix. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCR:W.5.3b) v. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCR:W.5.3c) vi. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCR:W.5.3d) vii. Provide a conclusion that follows from the narrated experiences or events.		<i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>[W.5.3] through [W.5.3e]</i>						
		Writing Rules!	<i>Personal Narrative</i> <i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>[W.5.3] through [W.5.3e]</i>				✓		

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				1	2	3	4	5	6
	(CCR:W.5.3e)								
4D	Use Production and Distribution of Writing to: i. Produce clear and coherent writing (including multiple-paragraph texts) 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). (CCR:W.5.4) ii. 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	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [W.5.4], [W.5.5], [W.5.6]				✓		
		Writing Rules!	<i>Personal Narrative</i> <i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i>				✓		

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				1	2	3	4	5	6
	<i>command of Language standards 1–3 up to and including Grade 5.)</i> (CCR:W.5.5) iii. 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. (CCR:W.5.6)		<i>Conventions Trait</i> <i>[W.5.4], [W.5.5], [W.5.6]</i>						
4E	Use Research to Build and Present Knowledge to: i. Conduct short research projects that use several sources to build knowledge through investigation	12	<i>Books: The Moon, The Changing Surface</i> <i>[W.5.7]</i>				✓		
		13	<i>Books: Amazonia Alert!, Bees at Risk</i> <i>[W.5.9]</i>				✓		

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	of different aspects of a topic. (CCR:W.5.7) ii. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCR:W.5.8) iii. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCR:W.5.9) iv. Apply Grade 5 Reading standards 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	SBTR 13	<i>Power for the Planet 1, 2, 3:</i> 40 - Identifying a Research Topic 41 – Researching and Taking Notes 42 – Writing a Research Report [W.5.7] through [W.5.9b]				✓		
		SBTR 13	<i>Coral Reefs 1, 2, 3:</i> 44 – Identifying a Research Topic 45 – Researching and Taking Notes 46 - Writing a Research Report [W.5.7] through [W.5.9b]				✓		
		SBTR 13	<i>Ecosystem 1, 2, 3:</i> 47 - Identifying a Research Topic 48 – Researching and Taking Notes 49 – Writing a Research Report [W.5.7] through [W.5.9b]				✓		

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	<i>text [e.g., how characters interact]"</i>). (CCR:W.5.9a) v. Apply Grade 5 Reading standards to informational texts (<i>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]"</i>). (CCR:W.5.9b)								
4F	Use Range of Writing to: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	SBTR	<i>Our Solar System Mission</i> <i>Incredible Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i>				✓		

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	(CCR:W.5.10)		<i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1, 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, 3</i> <i>Forest Fires</i> <i>Coral Reefs 1, 2, 3</i> <i>Ecosystem 1, 2, 3</i> <i>[W.5.10]</i>						
(5) Effective communication develops from guided discussion.									
5A	Use Comprehension and Collaboration to: i. Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) with diverse partners <i>on Grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. (CCR:SL.5.1) ii. Come to discussions prepared, having read	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i>					✓	

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	or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCR: SL.5.1a)		<i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, 3</i> <i>Forest Fires</i> [SL.5.1] through [SL.5.1d]						
	iii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCR: SL.5.1b)	9	<i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>HFW Book: The Best Trip</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share, Hurricanes, The Dirt Detectives</i> [SL.5.1] through [SL.5.1d]					✓	
	iv. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCR: SL.5.1c)								
	v. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCR: SL.5.1d)	10	<i>Read-Aloud Book: Who is Following Us?</i> <i>HFW Book: How Can That Be?</i> <i>In Context Reading with [ph] In Context Reading with [wh]</i> <i>In Context Reading with [au], [aw], [al] In Context Reading with [ow]</i>					✓	

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			<i>Word Masters Book: Return to the Lost Island</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i> [SL.5.1] through [SL.5.1d]						
		11	<i>In Context Reading with [oo], [ew, eu, ui] In Context Reading with [igh, ight, ind] In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions Passage: From Fearful to Fearless [SL.5.1], [SL.5.1a], [SL.5.1b]</i>					✓	
		12	<i>Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon, A View From Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, The Atmosphere,</i>					✓	

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			<i>Weather Watchers, Science Fair Passages: Water Recycled, Natural Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part Vocabulary Activities: Mission Incredible, Fields of Change, A View From Above, Weather Watchers, Science Fair</i> [SL.5.1] through [SL.5.1d]						
		13	<i>Books: Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet, Amazonia Alert!</i> <i>Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party</i> <i>Vocabulary Activities: Welcome to the Rainforest, Power to the Planet</i> [SL.5.1] through [SL.5.1d]					✓	

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		CBTR	<i>Vocabulary-Using Context [SL.5.1] through [SL.5.1d]</i>					✓	
5B	Use Comprehension and Collaboration to: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCR: SL.5.2)	SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2, 3 Forest Fires [SL.5.2]</i>					✓	
5C	Use Comprehension and Collaboration to: Summarize the points a speaker or media source makes and	SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon</i>					✓	

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	explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. (CCR: SL.5.3)		<i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, 3</i> <i>Forest Fires</i> [SL.5.3]						
5D	Use Presentation of Knowledge and Ideas to: i. 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. (CCR: SL.5.4)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i>					✓	

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	ii. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (<i>e.g., consequently and therefore</i>), and provides a concluding statement related to the speaker's position. (CCR: SL.5.4a) iii. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. (CCR: SL.5.4b) iv. Include multimedia components (<i>e.g., graphics, sound</i>) and visual displays in presentations when appropriate to enhance the		<i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [SL.5.4], [SL.5.4b], [SL.5.5], [SL.5.6]						

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	development of main ideas or themes. (CCR: SL.5.5) v. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See <i>Grade 5 Language standards 1 and 3 for specific expectations.</i>) (CCR: SL.5.6)								
(6) Conventions enhance reading, speaking and writing.									
6A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i>						✓

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	<p>capitalization, punctuation, and spelling when writing. (CCR: L.5.2)</p> <p>ii. Use punctuation to separate items in a series. (CCR: L.5.2a)</p> <p>iii. Use a comma to separate an introductory element from the rest of the sentence. (CCR: L.5.2b)</p> <p>iv. Use a comma to set off the words yes and no (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>). (CCR: L.5.2c)</p> <p>v. Use underlining, quotation marks, or italics to indicate titles of works. (CCR: L.5.2d)</p>		<p><i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>[L.5.2] through [L.5.2d]</i></p>						

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	vi. Spell grade-appropriate words correctly, consulting references as needed. (CCR:L.5.2e)								
6B	Use Knowledge of Language to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCR:L.5.3) ii. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCR:L.5.3a) iii. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems. (CCR:L.5.3b)	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [L.5.3] through [L.5.3b]						✓
		9	<i>In Context Reading with Long A [ay] In</i> <i>Context Reading with Long E [ey] In</i>						✓

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			<i>Context Reading with Long I [ie] In</i> <i>Context Reading with Long O [oe] In</i> <i>Context Reading with Long O [ow] In</i> <i>Context Reading with Long O [o] In</i> <i>Context Reading with [ch]</i> <i>In Context Reading with [tch]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>In Context Reading with [ol], [ow]</i> <i>In Context Reading with [oi], [oy]</i> <i>Word Masters Book: Treasure at</i> <i>Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>HFW Book: The Best Trip</i> <i>Decodable Books: Camping, Mother Cat</i> <i>and Her Kittens, Naptime, Elbert's</i> <i>Birthday, Coach Chapman, A Trip to</i> <i>the Dentist, Winter Snowstorm, Roy</i> <i>and Troy Like Trains, The Wise Crow,</i> <i>Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens,</i> <i>The Best Day, Ranch Hand, Big Top</i> <i>Tent, The Colt, The Scarecrow,</i> <i>Earthworms, Royce Likes to Share,</i> <i>Hurricanes, The Dirt Detectives</i> <i>[L.5.3] through [L.5.3b]</i>						
		10	<i>Read-Aloud Book: Who is Following Us?</i> <i>HFW Book: How Can That Be?</i> <i>In Context Reading with [ph] In</i> <i>Context Reading with [wh]</i>						✓

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			<i>In Context Reading with [au], [aw], [al] In Context Reading with [ow]</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i> [L.5.3] through [L.5.3b]						
		11	<i>In Context Reading with [oo], [ew, eu, ui] In Context Reading with [igh, ight, ind] In Context Reading with Prefixes</i> <i>In Context Reading with Suffixes</i> <i>In Context Reading with Contractions</i> <i>Passage: From Fearful to Fearless</i> [L.5.3] through [L.5.3b]						✓
		12	<i>Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon, A View From Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, The Atmosphere,</i>						✓

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			<i>Weather Watchers, Brookside's Best Science Fair Ever!</i> <i>Passages: Water Recycled, Natural Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part</i> <i>Vocabulary Activities: Mission Incredible, Fields of Change, A View From Above, Weather Watchers</i> [L.5.3] through [L.5.3b]						
		13	<i>Books: Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet, Amazonia Alert!</i> <i>Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party</i> <i>Vocabulary Activities: Welcome to the Rainforest, Power to the Planet</i> [L.5.3] through [L.5.3b]						✓
		CBTR	<i>Vocabulary-Using Context</i> (L.5.3) through (L.5.3b)						✓

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6C	Use Vocabulary Acquisition and Use to: i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (CCR:L.5.4) ii. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCR:L.5.4a) iii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (CCR:L.5.4b) iv. Consult reference materials (e.g.,	9	<i>In Context Reading with Long A [ay] In Context Reading with Long E [ey] In Context Reading with Long I [ie] In Context Reading with Long O [oe] In Context Reading with Long O [ow] In Context Reading with Long O [o] In Context Reading with [ch] In Context Reading with [tch] In Context Reading with [ed], [ing], [s] In Context Reading with [ol], [ow] In Context Reading with [oi], [oy] Word Masters Book: Treasure at Pirate's Bay Comprehension Book: The Flying Pizza HFW Book: The Best Trip Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share, The Dirt Detectives [L.5.4] through [L.5.4c]</i>						✓
		10	<i>Read-Aloud Book: Who is Following Us? HFW Book: How Can That Be?</i>						✓

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				1	2	3	4	5	6
	dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. (CCR:L.5.4c)		<i>In Context Reading with [ph] In Context Reading with [wh] In Context Reading with [au], [aw], [al] In Context Reading with [ow] Word Masters Book: Return to the Lost Island Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet [L.5.4] through [L.5.4c]</i>						
		11	<i>In Context Reading with [oo], [ew, eu, ui] In Context Reading with [igh, ight, ind] In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions Passage: From Fearful to Fearless, Hurricanes [L.5.4a]</i>						✓
		12	<i>Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon,</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>A View From Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, The Atmosphere, Weather Watchers, Science Fair</i> <i>Passages: Water Recycled, Natural Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part</i> <i>Vocabulary Activities: Mission Incredible, Fields of Change, A View From Above, Weather Watchers, Science Fair</i> <i>Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever</i> <i>Passage: Exploring Space</i> [L.5.4] through [L.5.4c]						
		13	<i>Books: Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet, Amazonia Alert!</i> <i>Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with</i>						✓

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party</i> <i>Vocabulary Activities: Welcome to the Rainforest, Power to the Planet</i> <i>Books: Survivors, Alex to the Rescue, Amazonia, The Desert's Gift, Bees at Risk, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, & Unit 3 Vocabulary and Comprehension</i> <i>[L.5.4] through [L.5.4c]</i>						
		CBTR	<i>Vocabulary-Using Context</i> <i>Vocabulary: Structural Analysis</i> <i>[L.5.4], [L.5.4a]</i>						✓
		SBTR	<i>Word Meaning using Dictionary Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet</i> <i>[L.5.4c]</i>						✓

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				1	2	3	4	5	6
6D	Use Vocabulary Acquisition and Use to: i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCR:L.5.5)	SBTR	<i>George Washington Carver, A View From Above, Survivors, Night Spirits of the Rain Forest</i> [L.5.5], [L.5.5a]						✓
	ii. Interpret figurative language, including similes and metaphors, in context. (CCR:L.5.5a)	SBTR	<i>35 Vocab Analogies</i> <i>36 Vocab Analogies</i> <i>37 Vocab Analogies</i> [L.5.6]						✓
	iii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCR:L.5.5b)	SBTR	<i>38 Vocab Idioms</i> <i>39 Vocab Idioms</i> <i>40 Vocab Idioms</i> [L.5.5b]						✓
	iv. Use the relationship between particular words (<i>e.g., synonyms, antonyms, homographs</i>) to better understand each of the words. (CCR:L.5.5c)								

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				1	2	3	4	5	6
6E	Use Vocabulary Acquisition and Use to: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>). (CCR:L.5.6)		<i>All Activities</i> [L.5.6]						✓