

# Istation Reading Curriculum Correlated to

Colorado Reading, Writing,  
and Communication Standards

Grades K-3



# Istation

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# Istation ELAR Reading Curriculum Kindergarten

**Legend: Colorado Academic Standards in Reading, Writing, & Communicating**  
 RFAP = Reading for All Purposes  
 WAC = Writing and Composition

## 21st Century Skills & Readiness Categories

1 = Inquiry Questions  
 2 = Relevance and Application  
 3 = Nature of the Discipline

SBTR = Skill-Based Teacher Resources

CBTR = Cycle-Based Teacher Resources

Standards	Skills	Cycle	Activities	Skills & Readiness Categories			CAS/CCSS	
				1	2	3	RFAP	WAC
(1) A concept of print to read and a solid comprehension of literary texts are the building blocks for reading			All Books [RL.K.1, RL.K.5]	✓	✓	✓	✓	
1A	Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)	1	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> HFW Book: <i>Pam and the Cap</i> [RL.K.2]		✓	✓	✓	
		2	Read-Alouds: <i>Pam and the Cap, The Act</i> [RL.K.2]  Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, The Act, Where Is Coco?</i> Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RL.K.3]		✓	✓	✓	

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				1	2	3	RFAP	WAC
		3	Read-Alouds: <i>The Garden Trail, Trips with My Family, Lamps</i> Comprehension Book: <i>Trips with My Family</i> [RL.K.2] Decodable Books: <i>The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [RL.K.3]		✓	✓	✓	
		4	Decodable Books: <i>Jean and Dean, Meg and the Hens, The Green Team</i> [RL.K.2]  Decodable Books: <i>The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas</i> HFW Book: <i>My Hands and Feet</i> Comprehension Book: <i>In the Sand</i> [RL.K.3]		✓	✓	✓	
		5	Comprehension Book: <i>Where Will They Ride?</i> Decodable Books: <i>Late for the Game, I Rode Home</i> [RL.K.2]	✓	✓	✓	✓	

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			HFW Book: <i>The Bun for Us</i> BPA: <i>Pets - Snakes</i> Decodable Books: <i>I Rode Home</i> [RL.K.3]					
		6	Comprehension Book: <i>Pets - Fish</i> , Main Idea Decodable Books: <i>Time to Ride</i> [RL.K.2]  Decodable Books: <i>The Dunes</i> HFW Book: <i>Where Is Jane?</i> [RL.K.3]	✓	✓	✓	✓	
		7	HFW Book: <i>Hide and Seek</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> [RL.K.3]		✓	✓	✓	
		CBTR 5	Passage Reading: Prosody [RL.K.3]		✓	✓	✓	
		CBTR 7	Passage Reading: Prosody [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	1	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat</i> , <i>Mac and Cam</i> , <i>Clem the Clown</i> , <i>Sam Has Mail</i> HFW Book: <i>Pam and the Cap</i>		✓	✓	✓	

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	ii. text. (CCSS: RL.K.4) Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5) iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)		BPA: <i>Dusty the Dog and Coco the Cat</i> Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps</i> [RL.K.4]  Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i>  HFW Book: <i>Pam and the Cap</i> BPA: <i>At the Market, Dusty the Dog and Coco the Cat</i> Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps</i> [RL.K.6]					
		2	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> HFW Book: <i>Tim at Camp</i> BPA: <i>Summer Camp</i> Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RL.K.4]		✓	✓	✓	

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			Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, The Act, Pam and the Cap, Where Is Coco?</i> HFW Book: <i>Tim at Camp</i> BPA: <i>Summer Camp</i> Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RL.K.6]					
		3	Read-Aloud Books: <i>The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> HFW Book: <i>On the Dot</i> BPA: <i>Lamps</i> Word Masters Book: <i>The Lost Island</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>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]  Read-Aloud Books: <i>The Garden Trail, Trips with My Family, Lamps</i> HFW Book: <i>On the Dot</i>	✓	✓	✓	✓	

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			BPA: <i>Lamps</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>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.6]					
		4	Read-Aloud Books: <i>Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> HFW Book: <i>My Hands and Feet</i> BPA: <i>Where Is Coco?</i> Decodable Books: <i>Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [RL.K.4]  Read-Aloud Books: <i>Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> HFW Book: <i>My Hands and Feet</i> BPA: <i>Where Is Coco?</i> Comprehension Book: <i>In the Sand</i>	✓	✓	✓	✓	

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



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				1	2	3	RFAP	WAC
			[RL.K.6]					
		6	Read-Aloud Books: <i>Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> HFW Book: <i>Where Is Jane?</i> Comprehension Book: <i>Pets – Fish</i> [RL.K.4]  Read-Aloud Books: <i>Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> HFW Book: <i>Where Is Jane?</i> Comprehension Book: <i>Pets - Fish</i> Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [RL.K.6]	✓	✓	✓	✓	
		7	Read-Aloud Books: <i>Fun at the Pond, Where Will They Ride?</i> HFW Book: <i>Hide and Seek</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> Comprehension Book: <i>Just the Right Size</i> Decodable Books: <i>Boats, Take That Off</i>	✓	✓	✓	✓	

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			<i>Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [RL.K.4]					
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 illustration depicts). (CCSS: RL.K.7) ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)	1	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> HFW Book: <i>Pam and the Cap</i> BPA: <i>At the Market, Dusty the Dog and Coco the Cat</i> [RL.K.7]  Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Pam and Cam, Mac and Cam, The Maps</i> [RL.K.9]		✓	✓	✓	
		2	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> HFW Book: <i>Tim at Camp</i> BPA: <i>Summer Camp</i> Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [RL.K.7]		✓	✓	✓	

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			<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 [RL.K.9]</i>					
		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 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 [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 [RL.K.9]</i>	✓	✓	✓	✓	

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		4	Read-Aloud Books: <i>Fun with Friends, Sam Has Mail, The Cleaning Attack, 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 Escape</i> Comprehension Book: <i>In the Sand, Characters</i> Decodable Books: <i>Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [RL.K.7]</i>  Decodable Books: <i>The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas</i> HFW Book: <i>My Hands and Feet</i> Comprehension Book: <i>In the Sand [RL.K.9]</i>	✓	✓	✓	✓	
		5	Read-Aloud Books: <i>Pat's Cat, Raindrops, Pals, Surprise!</i>	✓	✓	✓	✓	

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		6	Read-Aloud Books: <i>Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> HFW Book: <i>Where Is Jane?</i> Word Masters Book: <i>The Kid in the Mask</i> Comprehension Book: <i>Pets - Fish</i> Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The</i>		✓	✓	✓	

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			<i>Dunes, Just In Time [RL.K.7]</i>  Decodable Book: <i>The Dunes</i> HFW Book: <i>Where Is Jane? [RL.K.9]</i>					
		7	HFW Book: <i>Hide and Seek</i> BPA: <i>Mr. Grump and the Beautiful Yard [RL.K.9]</i>		✓	✓	✓	
		CBTR 5	Passage Reading: Prosody [RL.K.9]			✓	✓	
		CBTR 7	Passage Reading: Prosody [RL.K.9]			✓	✓	
1D	Use Range of Reading and Level of Text Complexity to: Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)	CBTR 2	Reading for Meaning		✓	✓	✓	
		CBTR 3	Reading for Meaning			✓	✓	
		CBTR 4	Rhyming Words and Poetry Reading for Meaning		✓	✓	✓	
		5	HFW Book: <i>The Bun for Us</i>			✓	✓	
		CBTR 5	Reading for Meaning		✓	✓	✓	
		6	HFW Book: <i>Where Is Jane?</i>			✓	✓	
		CBTR 6	Reading for Meaning		✓	✓	✓	
		7	HFW Book: <i>Hide and Seek</i>			✓	✓	
		CBTR 7	Reading for Meaning		✓	✓	✓	
		SBTR	Character			✓	✓	

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(2) A concept of print to read and a solid comprehension of informational text are the building blocks for reading								
2A	Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2) iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)	6	Comprehension Book: <i>Pets – Fish</i> (RI.K.1)		✓	✓	✓	
		6	Comprehension Book: <i>Pets – Fish</i> (RI.K.2)	✓	✓	✓	✓	
		6	Comprehension Book: <i>Pets – Fish</i> (RI.K.3)	✓	✓	✓	✓	

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2B	Use Craft and Structure to: i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4) ii. Identify the front cover, back cover, and title page of a book. (CCSS: 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. (CCSS: RI.K.6)	6	Comprehension Book: <i>Pets – Fish</i> (RI.K.4)	✓	✓	✓	✓	
		6	Comprehension Book: <i>Pets – Fish</i> (RI.K.5)	✓	✓	✓	✓	
		6	Comprehension Book: <i>Pets – Fish</i> (RI.K.6)	✓	✓	✓	✓	
2C	Use Integration of Knowledge and Ideas to: i. With prompting and support, describe the relationship between illustrations and the text in which they	6	Comprehension Book: <i>Pets – Fish</i> (RI.K.7)	✓	✓		✓	



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	appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)							
	ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)	6	Comprehension Book: <i>Pets – Fish</i> (RI.K.8)	✓	✓	✓	✓	
	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). (CCSS: RI.K.9)	6	Comprehension Book: <i>Pets – Fish</i> (RI.K.9)	✓	✓	✓	✓	

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				1	2	3	RFAP	WAC
2D	Use Range of Reading and Level of Text Complexity to: Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)	6	Comprehension Book: <i>Pets – Fish</i>		✓	✓	✓	
(3) Decoding words in print requires alphabet recognition and knowledge of letter sounds								
3A	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)	0	Cycle 0 Rhyming Book: <i>Time To Rhyme (RF.K.1a)</i>			✓	✓	
	i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a) ii. Recognize that spoken words are represented in written language by specific sequences of	1	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> HFW Book: <i>Pam and the Cap</i> BPA: <i>At the Market, Dusty the Dog and Coco the Cat</i> Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps (RF.K.1)</i>			✓	✓	

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	letters. (CCSS: RF.K.1b) iii. Understand that words are separated by spaces in print. (CCSS: RF.K.1c) iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)		<i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds) Vowel Song, Short a</i> Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> HFW Book: <i>Pam and the Cap</i> BPA: <i>At the Market, Dusty the Dog and Coco the Cat</i> Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps (RF.K.1a)</i>  Read-Aloud Book: <i>Dusty the Dog and Coco the Cat</i> Read-Alouds: <i>Mac and Cam, Clem the Clown, Sam Has Mail</i> BPA: <i>At the Market, Dusty the Dog and Coco the Cat</i> Vowel Song, Short a Decodable Books: <i>Pam and Cam, Mac</i>					

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**2 = Relevance and Application**  
**3 = Nature of the Discipline**

SBTR = Skill-Based Teacher Resources

CBTR = Cycle-Based Teacher Resources

Standards	Skills	Cycle	Activities	Skills & Readiness Categories			CAS/CCSS	
				1	2	3	RFAP	WAC
			and Cam, The Maps (RF.K.1c) Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities (RF.K.1d)					
		2	Read-Alouds: <i>Pam and the Cap</i> , <i>The Act, Where Is Coco?</i> HFW Book: <i>Tim at Camp</i> BPA: Summer Camp Decodable Books: <i>Pam and Cam</i> , <i>Pip</i> <i>and His Lips</i> , <i>See Sam Sit</i> , <i>Tim and</i> <i>Sam</i> , <i>Sam Tips the Lamp</i> (RF.K.1)  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 Vowel Song, Short a Vowel Song, Short i		✓	✓	✓	

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				1	2	3	RFAP	WAC
			In Context Reading with Short a In Context Reading with Short i Letter Recognition Game [Pick That Letter] Read-Alouds: <i>Pam and the Cap, The Act, Where Is Coco?</i> HFW Book: <i>Tim at Camp</i> BPA: <i>Summer Camp</i> Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp (RF.K.1a)</i>  BPA: <i>Summer Camp Vowel Song, Short a Vowel Song, Short i</i> Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp (RF.K.1c)</i>  Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: <i>Summer Camp</i> Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game					

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				1	2	3	RFAP	WAC
			[Pick That Letter] ( <i>RF.K.1d</i> )					
		3	Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW BRead-Alouds: <i>The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> HFW Book: <i>On the Dot</i> BPA: <i>Lamps</i> Word Masters Book: <i>The Lost Island</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> BPA: <i>Lamps</i> Word Masters Book: <i>The Lost Island</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>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> )	✓	✓	✓	✓	

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				1	2	3	RFAP	WAC
			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) ROND 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/ Letter Recognition Game [Pick That Letter] Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: <i>The Lost Island</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>Dots and Spots</i> , <i>Snails in a Pail</i> , <i>The Toast in the Road</i> , <i>Stan the Man</i> , <i>The Toads Are Lost</i> , <i>In</i>					

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				1	2	3	RFAP	WAC
			<i>the Rain (RF.K.1a)</i> <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 (RF.K.1c)</i>  <i>Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>BPA: Lamps</i> <i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> <i>(RF.K.1d)</i>					
		4	<i>Read-Alouds: 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</i>	✓	✓	✓	✓	



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			<i>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 (RF.K.1.1)</i>  <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) FEHG Vowel Song, Short e In Context Reading with Short e Vowel Song, Long E</i> <i>In Context Reading with Long E /ee/, /ea/ Letter Recognition Game [Pick That Letter]</i> <i>Read-Alouds: 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	RFAP	WAC
			<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 (RF.K.1a)</i>  <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 (RF.K.1c)</i>  <i>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)</i>					
		5	Read-Alouds: <i>Pat's Cat, Raindrops,</i>	✓	✓	✓	✓	

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				1	2	3	RFAP	WAC
			<i>Pals, Surprise!</i> HFW Book: <i>The Bun for Us</i> BPA: <i>Pets - Snakes</i> Word Masters Book: <i>Fun at Pine Cone Stream</i> Comprehension Book: <i>Where Will They Ride? Sequence</i> Decodable Books: <i>Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> (RF.K.1)  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 Vowels Song, Short u Vowel Song, Long A /a_e/ In Context Reading with Long A /a_e/ Vowel Song, Long O /o_e/ In Context Reading with Long O /o_e/ In Context Reading (short vowel)					

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				1	2	3	RFAP	WAC
			review) Letter Recognition Game [Pick That Letter] Read-Alouds: <i>Pat's Cat, Raindrops, Pals, Surprise!</i> HFW Book: <i>The Bun for Us</i> BPA: <i>Pets - Snakes</i> Word Masters Book: <i>Fun at Pine Cone Stream</i> Comprehension Book: <i>Where Will They Ride? Sequence</i> Decodable Books: <i>Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> (RF.K.1a)  Vowels Song, Short u Vowel Song, Long A /a_e/ Vowel Song, Long O /o_e/ Decodable Books: <i>Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> (RF.K.1c)  Letter Formation (BUJW) Letter Recognition Activities Letter					

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				1	2	3	RFAP	WAC
			Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] (RF.K.1d)					
		6	Read-Alouds: <i>Jen and Her New Friends</i> , <i>The Last Scrap</i> , <i>A Special Delivery for Dusty</i> , <i>In the Sand</i> HFW Book: <i>Where Is Jane?</i> Word Masters Book: <i>The Kid in the Mask</i> Comprehension Books: <i>Pets - Fish</i> , <i>Time to Ride</i> Decodable Books: <i>A Cute Mule</i> , <i>Time to Ride My Mule</i> , <i>The Dunes</i> , <i>Just In Time</i> (RF.K.1)  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 Vowel Song, Long I	✓	✓	✓	✓	

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				1	2	3	RFAP	WAC
			/i_e/ In Context Reading with Long I /i_e/ Vowel Song, 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) Letter Recognition Game [Pick That Letter] Read-Alouds: <i>Jen and Her New Friends</i> , <i>The Last Scrap</i> , <i>A Special Delivery for            Dusty, In the Sand</i> HFW Book: <i>Where Is Jane?</i> Word Masters Book: <i>The Kid in the            Mask</i> Comprehension Book: <i>Pets - Fish, Main            Idea</i> Decodable Books: <i>Time to Ride, A Cute            Mule, Time to Ride My Mule, The            Dunes, Just In Time</i> (RF.K.1a)  Vowel Song, Long I /i_e/ Vowel Song, Long U /u_e/ Decodable Books: <i>Time to Ride, A Cute            Mule, Time to Ride My Mule, The            Dunes, Just In Time</i> (RF.K.1c)					

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				1	2	3	RFAP	WAC
			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] (RF.K.1d)					
		7	Read-Alouds: <i>Fun at the Pond, Where Will They Ride?</i> HFW Book: <i>Hide and Seek</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> Comprehension Book: <i>Just the Right Size</i> Decodable Books: <i>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)  Alphabet Song Literacy Acquisition Theater Letter	✓	✓	✓	✓	

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				1	2	3	RFAP	WAC
			Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds) QX (see Cycle 1) In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review Read-Alouds: <i>Fun at the Pond, Where Will They Ride?</i> HFW Book: <i>Hide and Seek</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> Letter Recognition Game [Pick That Letter] Word Masters Book: <i>The Case of the Haunted Barn</i> Comprehension Book: <i>Just the Right Size, Compare and Contrast</i> Decodable Books: <i>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>					



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				1	2	3	RFAP	WAC
			(RF.K.1a)  Decodable Books: <i>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.1c)  Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] (RF.K.1d)					
		CBTR 1	Letter Name Recognition: Mm, Aa, Pp, Cc (RF.K.1d)			✓	✓	
		CBTR 2	Blending Beginning/ Middle/ Ending Sounds with Letters (RF.K.1a)  Letter Name Recognition: Tt, Ii, Ss, Ll Cc (RF.K.1d)			✓	✓	
		CBTR 3	Blending Beginning/ Middle/ Ending Sounds with Letters (RF.K.1a)  Letter Name Recognition: Rr, Oo, Nn, Dd (RF.K.1d)			✓	✓	

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				1	2	3	RFAP	WAC
		CBTR 4	Blending Beginning/ Middle/ Ending Sounds with Letters (RF.K.1a)  Letter Name Recognition: Ff, Ee, Hh, Gg (RF.K.1d)			✓	✓	
		CBTR 5	Blending Beginning/ Middle/ Ending Sounds with Letters (RF.K.1a)  Letter Name Recognition: Bb, Uu, Jj, Ww (RF.K.1d)			✓	✓	
		CBTR 6	Blending Beginning/Middle/Ending sounds with Letters (RF.K.1a)  Letter Name Recognition: Zz, Kk, Vv, Yy (RF.K.1d)			✓	✓	
		SBTR	Letter Discrimination Letter Recognition, Sorting Letter Recognition, Matching Letter Recognition, Identification (RF.K.1d)			✓	✓	

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				1	2	3	RFAP	WAC
3B	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2) i. Recognize and produce rhyming words. (CCSS: RF.K.2a) ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b) iii. Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c) iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC)	0	Cycle 0 PA: Counting Syllables (RF.K.2b)  PA: Identifying Phonemes: Initial, Medial, Final (RF.K.2c), (RF.K.2d)  Cycle 0 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: <i>Pam and Cam, Mac and Cam, The Maps</i> (RF.K.2c), (RF.K.2d)  <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>			✓	✓	

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				1	2	3	RFAP	WAC
	words. (This does not include CVCs ending with /l/, /r/, or /x/.) (CCSS: RF.K.2d)		<i>Blending with Short a</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps (RF.K.2e)</i>					
	v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) vi. Identify phonemes for letters.	2	BPA: <i>Summer Camp</i> Word Families/ Rhyming (RF.K.2b)  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) High Frequency Words (HFW): go, his, is, this PA: Identify Initial, Medial and Final Phonemes PA: Blending Phonemes [CVC] Vowel Short a Blending with Short a Vowel Short i Blending with Short i <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp (RF.K.2e)</i>	✓	✓	✓	✓	

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		3	BPA: <i>Lamps</i> 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)  <i>Boom Train Song (Beg., Mid. End Sounds) HFW words: they, you, are, here</i> PA: Identify Initial, Medial and Final Phonemes PA: Blending Phonemes [CVC] Vowel Short o Blending with Short Vowel o Vowel Long A, /ai/ Blending long A /ai/ Vowel Long O /oa/ Blending Long O /oa/ <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>		✓	✓	✓	

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				1	2	3	RFAP	WAC
			(RF.K.2e)					
		4	Onset Rime/ Build Word Families Game [machine game] (-en, -ess) (RF.K.2c,) (RF.K.2d)  <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) Vowel 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 (RF.K.2e)</i>		✓	✓	✓	
		5	Boom Train Song (Beg., Mid. End Sounds) HFW: what, said, her, for				✓	

# Istation ELAR Reading Curriculum Kindergarten

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				1	2	3	RFAP	WAC
			PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Vowel Short u Blending Short u Vowel Long A /a_e/ Blending Long A /a_e/ Vowel Long O /o_e/ Blending Long O /o_e/ Short Vowel Review (a,e,i,o,u) Rapid Word Naming Game [Virus Game-HFW] Decodable Books: <i>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	Boom Train Song (Beg., Mid. End Sounds) HFW: was, that, from, she 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: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> (RF.K.2e)		✓	✓	✓	

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				1	2	3	RFAP	WAC
		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: <i>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.2e)		✓	✓	✓	
		CBTR 0	Counting Syllables Counting Syllables with Syllable Squares (RF.K.2b)  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			✓	✓	



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				1	2	3	RFAP	WAC
			Picture Cards ( <i>RF.K.2c</i> ), ( <i>RF.K.2d</i> )  Segmenting Spoken Words Game Blending Spoken Sounds into Words Blending Spoken Sounds into Words with Sound Squares ( <i>RF.K.2e</i> )					
		CBTR 1	Rhyming ( <i>RF.K.2a</i> )  Segment Sounds in Spoken Words ( <i>RF.K.2c</i> ), ( <i>RF.K.2d</i> )  Blend Sounds to Say Words Blend Sounds to Read Words Rapid Letter and Word Naming ( <i>RF.K.2e</i> )			✓	✓	
		CBTR 2	Rhyming Rhyming Phonograms ( <i>RF.K.2a</i> )  Segment 1-2 Syllable Words ( <i>RF.K.2b</i> )  Middle Sounds Middle Sounds: Decorator Service Game Blending Beginning/ Middle/ Ending			✓	✓	

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				1	2	3	RFAP	WAC
			Sounds with Letters <i>(RF.K.2c), (RF.K.2d)</i>  Ending Blend /-mp/ Ending Blend /-st/ 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 Spelling with Short /a/ and Short /i/ Reading for Meaning <i>(RF.K.2e)</i>					
		CBTR 3	Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels <i>(RF.K.2a)</i>  Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Beginning Sound Phoneme Substitution, Middle Sound <i>(RF.K.2c), (RF.K.2d)</i>			✓	✓	

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				1	2	3	RFAP	WAC
			Blending Beginning/Middle/ Ending sounds with Letters Blend Sounds with Letters to Read Words Read Words with Vowel Sound /oa/ 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 Spelling with S-Blend and Short /o/ Spelling Long A /ai/ and Long O /oa/ Reading for Meaning (RF.K.2e)					
		CBTR 4	Rhyme Phonograms, Long Vowels Rhyming Words and Poetry (RF.K.2a)  Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound (RF.K.2c), (RF.K.2d)			✓	✓	

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				1	2	3	RFAP	WAC
			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)					
		CBTR 5	Rhyme Phonograms, Long Vowels (RF.K.2a)  Blending Beginning/Middle/Ending Sounds with Letters (RF.K.2c), (RF.K.2d)  Blending Beginning/Middle/Ending Sounds with Letters Blend Sounds to Say Words, /u/ Blend Sounds and letters to Read Words			✓	✓	

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				1	2	3	RFAP	WAC
			Beginning Blends sm-, bl-, br- Beginning Blends sm-, bl-, br-, str-, spl-, spr- Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Passage Reading: Prosody Spelling with Short /u/ and Blends Spelling CVCe with a_e and o_e Reading for Meaning (RF.K.2e)					
		CBTR 6	Rhyme Phonograms, Long Vowels, Silent e (RF.K.2a)  Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and ending Sounds (RF.K.2c), (RF.K.2d)  Read and Spell Words with Short Vowel Sounds Blending Beginning/Middle/Ending sounds with Letters Blend Sounds to Say Words Blend Sounds with Letters to Read and Spell Words Beginning and Ending Blends sc, sk, scr Rhyme Phonograms, Long Vowels,			✓	✓	

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				1	2	3	RFAP	WAC
			Silent e Rapid Letter and Word Naming Spelling CVCe with i_e, and u_e Reading for Meaning (RF.K.2e)					
		CBTR 7	Rhyming Words (RF.K.2a)  Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words Open Syllables (me, go, by) Bossy R - ar, as in star and farm Phonogram -are as in care Bossy R -or as in core, -ore as in more Beginning Blends squ, sw, tw Compound Words Rapid Letter and Word Naming Passage Reading: Prosody Spelling Words with -ar, -are, -or, -ore Spelling Words with Soft c and Soft g Spelling Compound Words Reading for Meaning (RF.K.2e)			✓	✓	

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				1	2	3	RFAP	WAC
		SBTR	Rhyming with Pictures Rhyming with Discrimination Rhyme Identification (RF.K.2a)  Segmenting Words Segmenting and Blending Sounds Game (RF.K.2c), (RF.K.2d), (RF.K.2e)			✓	✓	
3C	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4) i. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the	1	Letter Sound Block: MAPC HFW Book: Pam and the Cap (L.K.4), (L.K.4a)			✓	✓	
		2	Letter Sound Block: TISL HFW Book: Tim at Camp (L.K.4), (L.K.4a)			✓	✓	
		3	Letter Sound Block: ROND (see Cycle 1) HFW Book: On the Dot (L.K.4), (L.K.4a)			✓	✓	

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	verb to <i>duck</i> ). (CCSS: L.K.4a) ii. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word. (CCSS: L.K.4b)	4	Letter and Sound Block: FEHG (see Cycle 1) HFW Book: <i>My Hands and Feet</i> (L.K.4), (L.K.4a)			✓	✓	
		5	Letters and Sound Block: BUJW (see Cycle 1) HFW Book: <i>The Bun for Us</i> (L.K.4), (L.K.4a)			✓	✓	
		6	Letters and Sound Block: ZKVY (see Cycle 1) HFW Book: <i>Where Is Jane?</i> (L.K.4), (L.K.4a)			✓	✓	
		7	Letter and Sound Block: QX (see Cycle 1) HFW Book: <i>Hide and Seek</i> (L.K.4), (L.K.4a)			✓	✓	
3D	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3) i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary	1	Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities HFW: and, has, see, the Vowel Short a Blending with Short a Decodable Books: <i>Pam and Cam, Mac</i>			✓	✓	



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				1	2	3	RFAP	WAC
	or most frequent sound for each consonant. (CCSS: RF.K.3a) ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b) iii. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ). (CCSS: RF.K.3c) iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)		<i>and Cam, The Maps (RF.K.3a), (RF.K.3b)</i>  HFW: and, has, see, the HFW Book: <i>Pam and the Cap (RF.K.3c)</i>  Boom Train Song (Beg., Mid. End Sounds) HFW: and, has, see, the PA: Identifying Phonemes: Initial, Medial, Final PA: Blending Phonemes Vowel Short a Blending with Short a Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps (RF.K.3d)</i>					
		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		✓	✓	✓	

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				1	2	3	RFAP	WAC
			(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] Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp (RF.K.3a)</i>  Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities TISL High Frequency Words (HFW): go, his, is, this Vowel Song, Short a Vowel Song, Short i Vowel Short a Blending with Short a In Context Reading with short a Vowel Short i					

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				1	2	3	RFAP	WAC
			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] <i>Decodable Books: Pam and Cam, Pip            and His Lips, See Sam Sit, Tim and            Sam, Sam Tips the Lamp (RF.K.3b)</i>  <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>  <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</i> <i>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>					

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				1	2	3	RFAP	WAC
		3	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) ROND HFW words: they, you, are, here BPA: <i>Lamps</i> Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] Vowel short o Blending with Short vowel o In Context Reading with Short o 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/ Consonant Blends (sl, st, sp, sn) Teach Rapid Sound Symbol Game [Free Fall] Decodable Books: <i>Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In</i>		✓	✓	✓	

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				1	2	3	RFAP	WAC
			<p><i>the Rain</i> (RF.K.3a), (RF.K.3b)</p> <p>HFW words: they, you, are, here            HFW Book: <i>On the Dot</i> (RF.K.3c)</p> <p>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            Blending with Short vowel o            Vowel Long A, /ai/ Blending long A /ai/            Vowel Long O /oa/ Blending Long O /oa/            Decodable Books: <i>Dots and Spots</i>, <i>Snails in a Pail</i>, <i>The Toast in the Road</i>, <i>Stan the Man</i>, <i>The Toads Are Lost</i>, <i>In the Rain</i> (RF.K.3d)</p>					

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				1	2	3	RFAP	WAC
		4	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 HFW words: with, my, where, to Vowel Short e Blending Short e In Context Reading with Short e Vowel Long E Blending Long E /ea/, /ee/ 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] Decodable Books: <i>Jean and Dean</i> , <i>Big Feet</i> , <i>Meg and the Hens</i> , <i>The Green Team</i> , <i>My Dog Has Fleas</i> (RF.K.3a)  Literacy Acquisition Theater Letter Recognition Room Sound Recognition		✓	✓	✓	

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				1	2	3	RFAP	WAC
			Activities Letter Sound Room Sound/Symbol Correspondence Activities FEHG HFW words: with, my, where, to Vowel Song, Short e Vowel Short e Blending short e In Context Reading with Short e Vowel Song, Long E Vowel Long E Blending Long E /ea/, /ee/ 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] Decodable Books: <i>Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas (RF.K.3b)</i>  HFW words: with, my, where, to HFW Book: <i>My Hands and Feet (RF.K.3c)</i>  Boom Train Song (Beg., Mid. End Sounds) HFW words: with, my, where, to					

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			PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Onset Rime/ Build Word Families Game [machine game] (-en, -ess) Vowel Short e Blending short e Vowel Long E Blending Long E /ea/, /ee/ Decodable Books: <i>Fred Has Ten Hens</i> , <i>Jean and Dean</i> , <i>Big Feet</i> , <i>Meg and the Hens</i> , <i>The Green Team</i> , <i>My Dog Has Fleas</i> (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/		✓	✓	✓	



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				1	2	3	RFAP	WAC
			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] Decodable Books: <i>Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> (RF.K.3a)  Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities BUJW HFW: what, said, her, for Vowels Song, Short u Vowel Short u Blending Short u Vowel Song, Long A /a_e/ Vowel Long					

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**1 = Inquiry Questions**  
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Standards	Skills	Cycle	Activities	Skills & Readiness Categories			CAS/CCSS	
				1	2	3	RFAP	WAC
			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] Decodable Books: <i>Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> (RF.K.3b)  HFW: what, said, her, for HFW Book: <i>The Bun for Us</i> Rapid Word Naming Game [Virus Game-HFW] (RF.K.3c)  Boom Train Song (Beg., Mid. End Sounds) HFW: what, said, her, for					

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				1	2	3	RFAP	WAC
			PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Vowel Short u Blending Short u Vowel Long A /a_e/ Blending Long A /a_e/ Vowel Long O /o_e/ Blending Long O /o_e/ Short Vowel Review (a,e,i,o,u) Rapid Word Naming Game [Virus Game-HFW] Decodable Books: <i>Bug in the Mud, Late            for the Game, I Rode Home, Homes for            Sale, Fun at Home, The Blue Blimp</i> (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/		✓	✓	✓	

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				1	2	3	RFAP	WAC
			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] Decodable Books: 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/					

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			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] Decodable Books: <i>Time to Ride, A Cute            Mule, Time to Ride My Mule, The            Dunes, Just In Time (RF.K.3b)</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/					

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			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] Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time (RF.K.3a)</i>  HFW: was, that, from, she HFW Book: <i>Where Is Jane?</i> Rapid Word Naming Game [Virus Game-HFW] (RF.K.3b)  Boom Train Song (Beg., Mid. End Sounds) HFW: was, that, from, she 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-					

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				1	2	3	RFAP	WAC
			HFW] Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time (RF.K.3c)</i>  HFW: was, that, from, she HFW Book: <i>Where Is Jane?</i> <i>Rapid Word Naming Game</i> [Virus Game-HFW] (RF.K.3d)					
		7	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): QX HFW: do, have, come, of, their, some Consonant Blends (squ, tw, sw) R controlled /or/ In Context Reading with R Controlled Vowel /or/ R controlled /ar/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/		✓	✓	✓	

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				1	2	3	RFAP	WAC
			Vowels /are/ Vowel Silent e Review Rapid Sound Symbol [Free Fall] Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC] Decodable Books: <i>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.3a)  Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words Alliteration Q Soft C as /s/ Soft G as /j/ Open Syllables (me, go, by) Bossy R - ar, as in star and farm Phonogram -are as in care Bossy R -or as in core, -ore as in more Beginning Blends squ, sw, tw Compound Words Rapid Letter and Word Naming					



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

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				1	2	3	RFAP	WAC
			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.3c)  HFW: do, have, come, of, their, some HFW Book: <i>Hide and Seek</i> Rapid Word Naming Game [Virus Game-HFW] (RF.K.3d)					
		CBTR 1	Beginning Sounds: /m/, /p/, /k/ Beginning Sounds with Letters m,p,c Ending Sounds: /m/, /p/, /k/ Ending Sounds with Letters m,p,c Vowel Sound /a/ Vowel Sound /a/ and letter a Blend Sounds to Read Words Rapid Letter and Word Naming Read Sentences with HFW's: and, the, see, has (RF.K.3a)  Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence		✓	✓	✓	

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				1	2	3	RFAP	WAC
			Activities HFW: and, has, see, the Vowel Song, Short a Vowel Short a Blending with Short a Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps</i> (RF.K.3a)  Beginning Sounds: /m/, /p/, /k/ Beginning Sounds with Letters m,p,c Ending Sounds: /m/, /p/, /k/ Ending Sounds with Letters m,p,c Vowel Sound /a/ Vowel Sound /a/ and letter a Blend Sounds to Read Words Rapid Letter and Word Naming Read Sentences with HFW's: and, the, see, has (RF.K.3b)					
		CBTR 2	Identify Nonsense and Real Words Beginning Sounds: /t/, /s/, /l/ Beginning Sounds with Letters t,s,l Ending Sounds: /t/, /s/, /l/ Ending Sounds with Letters t,s,l Vowel Sound /i/ Vowel Sound /i/ and Letter i			✓	✓	

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				1	2	3	RFAP	WAC
			Vowel Sounds and Letters /a/ and /i/ Ending Blend /-mp/ Ending Blend /-st/ 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 HFW's: this, is, his, go Spelling with Short /a/ and short /i/ Reading for Meaning (RF.K.3a)  Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities TISL High Frequency Words (HFW): go, his, is, this Vowel Song, Short a Vowel Song, Short i Vowel Short a Blending with Short a					

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				1	2	3	RFAP	WAC
			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] Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> (RF.K.3b)					
		CBTR 3	Beginning Sounds: /r/, /n/, /d/ Beginning Sounds with Letters r, n, d Ending Sounds: /r/, /n/, /d/ Ending Sounds with Letters r, n, d Vowel Sound /o/ Vowel Sound /o/ and Letter o Vowel Sounds and Letters /i/ and /o/ Blending Beginning/Middle/ Ending Sounds with Letters Blend Sounds with Letters to Read Words Vowel Sound /A/		✓	✓	✓	

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				1	2	3	RFAP	WAC
			Vowel Sound with Letters /ai/ Vowel Sound with Letters /oa/ 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's: 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)  <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities ROND HFW words: they, you, are, here</i> <i>BPA: Lamps</i>					

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				1	2	3	RFAP	WAC
			<i>Word Families/ Rhyming</i> <i>Onset Rime/ Build Word Families Game</i> <i>[machine game] Vowel Song, Short o</i> <i>Vowel short o</i> <i>Blending with Short vowel o</i> <i>In Context Reading with Short o</i> <i>Vowel Song, Long A /ai/ Vowel Long A,</i> <i>/ai/ Blending long A /ai/</i> <i>In Context Reading with long A /ai/</i> <i>Vowel Song, Long O /oa/</i> <i>Vowel Long O /oa/ Blending Long O</i> <i>/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 (RF.K.3b)</i>					
		CBTR 4	Beginning Sounds: /f/, /g/, /h/ Beginning Sounds with Letters f, g,h Ending Sounds: /f/, /g/ Ending Sounds with Letters f,g Vowel Sound /e/		✓	✓	✓	

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				1	2	3	RFAP	WAC
			Vowel Sound /e/ and letter e Vowel Sounds /o/ and /e/ Blending Beginning/Middle/ Ending Sounds with Letters Vowel Sound /E/ Vowel Sound with Letters /ee/, /ea/ 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 HFW's 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					



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				1	2	3	RFAP	WAC
			Sound/Symbol Correspondence Activities FEHG HFW words: with, my, where, to Vowel Song, Short e Vowel Short e Blending short e In Context Reading with Short e Vowel Song, Long E Vowel Long E Blending Long E /ea/, /ee/ 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] Decodable Books: <i>Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> (RF.K.3b)					
		CBTR 5	Beginning Sounds; /b/, /j/, /w/ Beginning Sounds with Letters b, w, j, u Ending Sound /b/, Review /m/ Ending Sounds, Letters b, Review m,n,g Vowel Sound /u/ Vowel Sound /u/ and Letter u Blending Beginning/Middle/Ending		✓	✓	✓	

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				1	2	3	RFAP	WAC
			Sounds with Letters Vowel Sound, Silent e, pattern a_e Vowel Sound, Silent e, pattern o_e Blend Sounds and letters to Read Words Beginning Blends sm-, bl-, br- Beginning Blends sm-, bl-, br-, str-, spl-, spr- Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Read Sentences with HFW's what, said, her, for Passage Reading: Prosody Spelling with Short /u/ and Blends Spelling CVCe with a_e and o_e Reading for Meaning (RF.K.3a)  Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities BUJW HFW: what, said, her, for Vowels Song, Short u Vowel Short u					

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				1	2	3	RFAP	WAC
			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] Decodable Books: <i>Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> (RF.K.3b)					
		CBTR 6	Beginning Sounds: /z/, /v/, /y/ Beginning Sounds with letters z, k, v, y Ending Sound: /v/, /z/ Ending Sounds, Letters z, y, review Read and Spell Words with Short Vowel			✓	✓	

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				1	2	3	RFAP	WAC
			Sounds Blending Beginning/Middle/Ending Sounds with Letters 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 Rhyme Phonograms, Long Vowels, Silent e Rapid Letter and Word Naming Read Sentences with HFW's was, that, from, she Spelling CVCe with i_e, and u_e Reading for Meaning (RF.K.3a)  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/					

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				1	2	3	RFAP	WAC
			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) 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] Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time (RF.K.3b)</i>					
		CBTR 7	Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words Alliteration Q Soft C as /s/ Soft G as /j/ Open Syllables (me, go, by) Bossy R - ar, as in star and farm Phonogram -are as in care Bossy R -or as in core, -ore as in more Beginning Blends squ, sw, tw			✓	✓	

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 RFAP = Reading for All Purposes  
 WAC = Writing and Composition

## **21st Century Skills & Readiness Categories**

**1 = Inquiry Questions**  
**2 = Relevance and Application**  
**3 = Nature of the Discipline**

SBTR = Skill-Based Teacher Resources

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Standards	Skills	Cycle	Activities	Skills & Readiness Categories			CAS/CCSS	
				1	2	3	RFAP	WAC
			Compound Words Rapid Letter and Word Naming Read HFW's Passage Reading: Prosody Spelling Words with -ar, -are, -or, -ore Spelling Words with Soft c and Soft g Spelling Compound Words Reading for Meaning (RF.K.3a)  Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence ActivitiesQX HFW: do, have, come, of, their, some Consonant Blends (squ, tw, sw) R controlled /or/ In Context Reading with R Controlled Vowel /or/ R controlled /ar/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review Rapid Sound Symbol [Free Fall]					

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				1	2	3	RFAP	WAC
			Rapid Word Naming Game [Virus Game-HFW] Decodable Books: <i>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.3b)					
		SBTR	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)			✓	✓	
3E	Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)	RF.K.4	<i>Pam and the Cap, Pam and Cam, Mac and Cam, The Maps, Tim at Camp, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp, On the Dot, Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain, My Hands and Feet, Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Henss, The Green Team, My Dog Has Fleas, The Bun for Us, Bug in</i>			✓	✓	

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				1	2	3	RFAP	WAC
			<i>the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp, Where Is Jane?, Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time, Hide and Seek, Boats</i>					
(1) Text types and purposes, labels, and familiar words are used to communicate information and ideas								
1A	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> ). (CCSS: W.K.1)	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>		✓	✓		✓



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				1	2	3	RFAP	WAC
1B	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. (CCSS: 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>		✓	✓		✓
1C	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 happens. (CCSS: W.K.3)	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>		✓	✓		✓

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				1	2	3	RFAP	WAC
1D	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.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>		✓	✓		✓
1E	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.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> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i>		✓	✓		✓

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				1	2	3	RFAP	WAC
(2) Appropriate mechanics and conventions are used to create simple texts		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>			✓		✓
2A	Demonstrate command of the conventions of standard English grammar and usage when writing or	1	Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room			✓		✓

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	speaking. (CCSS: L.K.1)		Sound/Symbol Correspondence Activities ( <i>L.K.1a</i> )					
	i. Print many upper- and lowercase letters. (CCSS: L.K.1a)	2	Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] ( <i>L.K.1a</i> )		✓	✓		✓
	ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b)							
	iii. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). (CCSS: L.K.1c)	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] ( <i>L.K.1a</i> )		✓	✓		✓
	iv. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). (CCSS: L.K.1d)							
	v. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). (CCSS: L.K.1e)	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					✓

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				1	2	3	RFAP	WAC
	vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)		[Pick That Letter] ( <i>L.K.1a</i> )					
	vii. Use proper spacing between words	5	Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] ( <i>L.K.1a</i> )					✓
	viii. Write left to right and top to bottom	6	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] ( <i>L.K.1a</i> )					✓
	ix. Use appropriate pencil grip	7	Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] ( <i>L.K.1a</i> )		✓	✓		✓

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				1	2	3	RFAP	WAC
2B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2) i. Capitalize the first word in a sentence and the pronoun <i>I</i> . (CCSS: L.K.2a) ii. Recognize and name end punctuation. (CCSS: L.K.2b) iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c) iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: 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 (L.K.2), (L.K.2a), (L.K.2b), (L.K.2c), (L.K.2d)</i>		✓	✓		✓

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Standards	Skills	Cycle	Activities	Skills & Readiness Categories			CAS/CCSS	
				1	2	3	RFAP	WAC
(1) Comprehending and fluently reading a variety of literary texts are the beginning traits of readers								
1A	Use Key Ideas and Details to: i. Ask and answer questions about key details in a text. (CCSS: RL.1.1) ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2) iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3) iv. Make predictions about what will happen in the text and explain whether they were	0-8	All Books (RL.1.1)	✓	✓	✓	✓	
		8	Comprehension Book: <i>The Queen's Suitcase</i> Decodable Books: <i>Wait to Paint, King Zung and the Lark (RL.1.2)</i>  Decodable Book: <i>The Fox Pack (RL.1.3)</i>	✓	✓	✓	✓	
		9	Decodable Books: <i>Naptime, Elbert's Birthday, Coach Chapman, Roy and Troy Like Trains</i> Passage: <i>Joel and Kay's Best Day (RL.1.2)</i>  Decodable Books: <i>Winter Snowstorm, The Wise Crow (RL.1.3)</i>			✓	✓	
		10	Decodable Book: <i>The Three Little Bugs (RL.1.2)</i>			✓	✓	

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				1	2	3	RFAP	WAC
	confirmed or not and why		Read-Aloud Book: <i>Who Is Following Us?</i> Comprehension Book: <i>Who is Following Us?</i> Decodable Books: <i>The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale (RL.1.3)</i>					
		11	Decodable Books: <i>The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs (RL.1.2)</i>  Decodable Books: <i>The Three Little Bugs, Who is Following Us? (RL.1.3)</i>		✓	✓	✓	
		SBTR	Problem Solution (RL.1.2)  Character (RL.1.3)			✓	✓	
		CBTR 10	Comprehension: Character Analysis (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	8	Decodable Book: <i>The Fox Pack (RL.1.4)</i>			✓	✓	
		9	Decodable Books: <i>Winter Snowstorm, The Wise Crow (RL.1.4)</i>			✓	✓	



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	ii. senses. (CCSS: RL.1.4) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS: RL.1.5)	10	Read-Aloud Book: <i>Who Is Following Us?</i> Comprehension Book: <i>Who is Following Us?</i> Decodable Books: <i>The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale (RL.1.4)</i>		✓	✓	✓	
	iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6)	11	Decodable Books: <i>The Three Little Bugs, Who is Following Us? (RL.1.4)</i>		✓	✓	✓	
		SBTR	Character (RL.1.4)			✓	✓	
	iv. Follow and replicate patterns in predictable poems.	CBTR 10	Comprehension: Character Analysis (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. (CCSS: RL.1.7)	1	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> HFW Book: <i>Pam and the Cap</i> BPA: <i>At the Market, Dusty the Dog and Coco the Cat</i> Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps (RL.1.7)</i>		✓	✓	✓	
	ii. Compare and contrast the adventures and experiences of	2	Read-Aloud Books: <i>Pam and the Cap, The Act (RL.1.7)</i>		✓	✓	✓	

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	characters in stories. (CCSS: RL.1.9)	3	Read-Aloud Books: <i>The Garden Trail, Trips with My Family, Lamps</i> Comprehension Book: <i>Trips with My Family (RL.1.7)</i>		✓	✓	✓	
		4	Decodable Books: <i>Jean and Dean, Meg and the Hens, The Green Team (RL.1.7)</i>			✓	✓	
		5	Comprehension Book: <i>Where Will They Ride?</i> Decodable Books: <i>Late for the Game, I Rode Home (RL.1.7)</i>			✓	✓	
		6	Comprehension Book: <i>Pets - Fish</i> Decodable Book: <i>Time to Ride (RL.1.7)</i>			✓	✓	
		8	Cycle 8 Decodable Book: <i>Bert and Gert</i> Cycle 8 Decodable Book: <i>The Fox Pack (RL.1.9)</i>			✓	✓	
		10	Decodable Book: <i>Spiders</i> Decodable Book: <i>The Three Little Bugs Ch.1</i> Decodable Book: <i>The Three Little Bugs Ch. 2</i> Decodable Book: <i>The Three Little Bugs Ch. 3</i> Decodable Book: <i>Whales</i> Passage: <i>Insects</i>			✓	✓	

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			Passage: <i>People Send Mail (RL.1.9)</i>					
		11	Decodable Book: <i>Just the Right Size</i> (Compare & Contrast) Decodable Book: <i>Bert and Gert</i> (Compare & Contrast) Decodable Books: <i>The Three Little Bugs</i> (Character Analysis, Problem & Solution, Inference, Compare & Contrast) (RL.1.9)		✓	✓	✓	
		SBTR/C	Compare Contrast (RL.1.9)					
1D	Use Range of Reading and Level of Text Complexity to: With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: 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)			✓	✓	
1E	Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4) i. Read grade-level text	6	Comprehension Book: <i>Pets - Fish</i>	✓	✓	✓	✓	
		9	Passages: <i>Kittens, Ranch Hands</i>		✓	✓	✓	
		10	Decodable Books: <i>How Mountains Form, George Washington Carver</i>		✓	✓	✓	

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	ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)	11	Passages: <i>Hurricanes</i> , <i>The Dirt Detectivess</i> (RF.1.4b), (RF.1.4c)			✓	✓	
		CBTR 2	Reading for Meaning (RF.1.4b), (RF.1.4c)			✓	✓	
		CBTR 3	Reading for Meaning (RF.1.4b), (RF.1.4c)			✓	✓	
		CBTR 4	Reading for Meaning (RF.1.4b), (RF.1.4c)			✓	✓	
	iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)	CBTR 5	Reading for Meaning (RF.1.4b), (RF.1.4c)			✓	✓	
		CBTR 6	Reading for Meaning (RF.1.4b), (RF.1.4c)			✓	✓	
		CBTR 7	Reading for Meaning (RF.1.4b), (RF.1.4c)			✓	✓	
		CBTR 8	Reading for Meaning (RF.1.4b), (RF.1.4c)			✓	✓	
		CBTR 9	Reading for Meaning (RF.1.4b), (RF.1.4c)			✓	✓	
		CBTR 10	Reading for Meaning (RF.1.4b), (RF.1.4c)			✓	✓	
		CBTR 11	Reading for Meaning (RF.1.4b), (RF.1.4c)			✓	✓	
		SBTR	SBTR/C Main Idea			✓	✓	

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				1	2	3	RFAP	WAC
(2) Comprehending and fluently reading a variety of informational texts are the beginning traits of readers								
2A	Use Key Ideas and Details to: i. Ask and answer questions about key details in a text. (CCSS: RI.1.1) ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2) iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3)	SBTR	Asking Questions			✓	✓	
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. (CCSS: RI.1.4) ii. Know and use various	5	BPA: <i>Pets – Snakes (RI.1.4), (RI.1.5), (RI.1.6)</i>			✓	✓	
		6	Comprehension Book: <i>Pets – Fish (RI.1.4), (RI.1.5), (RI.1.6)</i>	✓	✓	✓	✓	
		7	Decodable Books: <i>Boats, Homes (RI.1.4), (RI.1.5), (RI.1.6)</i>		✓	✓	✓	

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Standards	Skills	Cycle	Activities	Skills & Readiness Categories			CAS/CCSS	
				1	2	3	RFAP	WAC
	iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)	9	Passages: <i>Ranch Hands, The Colt, Earthworms</i> (RI.1.4), (RI.1.5) (RI.1.6)		✓	✓	✓	
		10	Decodable Books: <i>Spiders, Whales, How Mountains Form, George Washington Carver</i> Passages: <i>Water Is A Good Thing, The Water Cycle, Insects, Pet Parade, People Send Mail</i> (RI.1.4), (RI.1.5), (RI.1.6)		✓	✓	✓	
		11	Passages: <i>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. (CCSS: RI.1.7) ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) iii. Identify basic	1	BPA: <i>At the Market</i> (RI.1.8)			✓	✓	
		5	BPA: <i>Pets – Snakes</i> (RI.1.7)			✓	✓	
		6	Comprehension Book: <i>Pets – Fish</i> (RI.1.7)	✓	✓	✓	✓	
		7	Decodable Books: <i>Boats, Homes</i> (RI.1.7)			✓	✓	
		9	Passages: <i>Ranch Hands, The Colt, Earthworms</i> (RI.1.7)		✓	✓	✓	
		10	Decodable Books: <i>Spiders, Whales, How Mountains Form, George</i>			✓	✓	

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	similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)		<i>Washington Carver</i> Passages: <i>Water Is A Good Thing</i> , <i>The Water Cycle</i> , <i>Insects</i> , <i>Pet Parade</i> , <i>People Send Mail</i> (RI.1.7), (RI.1.9)  Decodable Book: <i>Spiders</i> Decodable Books: <i>The Three Little Bugs</i> Ch.1					
		SBTR/C	Asking Questions, Authors Purpose (RI.1.8)			✓	✓	
2D	Use Range of Reading and Level of Text Complexity to: With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)	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</i>					
2E	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4) i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a) ii. Read grade-level text orally with accuracy,	1	BPA: <i>At the Market</i> BPA: <i>Dusty the Dog and Coco the Cat</i> (RF.1.4a)			✓	✓	
		2	<i>Summer Camp</i> (RF.1.4a), (RF.1.4b)			✓	✓	
		3	<i>Lamps</i> (RF.1.4a)			✓	✓	

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	appropriate rate, and expression. (CCSS: RF.1.4b)	4	<i>Where Is Coco?</i> (RF.1.4a), (RF.1.4c)			✓	✓	
	iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)	5	<i>Pets – Snakes</i> (RF.1.4b), (RF.1.4c)			✓	✓	
(3) Decoding words require the application of alphabetic principles, letter sounds, and letter combinations								
3A	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)	1	HFW Book: <i>Pam and the Cap</i> Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps</i> (RF.1.3a)			✓	✓	
	i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)	2	BPA: <i>Summer Camp Word Families/ Rhyming</i> HFW Book: <i>Tim at Camp</i> In Context Reading with short a In Context Reading with short i Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> (RF.1.3b)			✓	✓	
	ii. Decode regularly spelled							



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	iii. one-syllable words. (CCSS: RF.1.3b) Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c) iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d)	3	BPA: <i>Lamps</i> Word Families/ Rhyming HFW Book: <i>On the Dot</i> In Context Reading with Short o In Context Reading with long A /ai/ In Context Reading with Long O /oa/ Word Masters Book: <i>The Lost Island</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain (RF.1.3c)</i>			✓	✓	
	v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e) vi. Read words with inflectional endings. (CCSS: RF.1.3f) vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)	4	HFW Book: <i>My Hands and Feet</i> In Context Reading with Short e In Context Reading with Long E /ee/, /ea/ Word Masters Book: <i>The Great Pig</i> Escape Comprehension Book: <i>In the Sand</i> Decodable Books: <i>Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas (RF.1.3d)</i>			✓	✓	
	viii. Use onsets and rimes to	5	HFW Book: <i>The Bun for Us</i> In Context Reading with Short u In Context Reading with Long A /a_e/	✓	✓	✓	✓	

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				1	2	3	RFAP	WAC
	ix. create new words (ip to make dip, lip, slip, ship) Accurately decode unknown words that follow a predictable letter/sound relationship(CCSS: RF.1.3g)		In Context Reading with Long O /o_e/ In Context Reading (short vowel review) Word Masters Book: <i>Fun at Pine Cone Stream</i> Comprehension Book: <i>Where Will They Ride?</i> Decodable Books: <i>Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC] (RF.1.3c)					
		6	HFW Book: <i>Where Is Jane?</i> In Context Reading with Long I /i_e/ In Context Reading with Long U /u_e/ In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Word Masters Book: <i>The Kid in the Mask</i> Comprehension Book: <i>Pets - Fish</i> Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> Rapid Word Naming Game[Virus	✓	✓	✓	✓	

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				1	2	3	RFAP	WAC
			Game-HFW] Rapid Word Naming Game[Spot That Word-CVC] (RF.1.3d), (RF.1.3e)					
		7	HFW Book: <i>Hide and Seek</i> In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Word Masters Book: The Case of the Haunted Barn Comprehension Book: <i>Just the Right Size</i> Decodable Books: <i>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> Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC] (RF.1.3f)	✓	✓	✓	✓	
		8	HFW Book: <i>I Like to Help</i> In Context Reading with R Controlled Vowel [er] In Context Reading with digraph [sh] In Context Reading with digraph [th] Word Masters Book: <i>The Not-So-Great Skunk Adventure</i>	✓	✓	✓	✓	

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			Comprehension Book: <i>The Queen's Suitcase - Chapter 1</i> Decodable Books: <i>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> Rapid Word Naming [Virus Game-HFW] Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC] (RF.1.3f)					
		9	HFW Book: <i>The Best Trip</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: [ch] In Context Reading: [tch] In Context Reading with [ed], [ing], [s] Odd Balls: [ol], [ow]- T, GP, IP In Context Reading : [ol], [ow] Odd Balls: [oi], [oy]- T, GP, IP In Context Reading : [oi], [oy] In Context Reading : /ay/		✓	✓	✓	

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			Word Masters Book: <i>Treasure Hunt at Pirate's Bay</i> Comprehension Book: <i>The Flying Pizza</i> Decodable Books: <i>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> Passages: <i>Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share Spot That Word Game</i> Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] (RF.1.3c)					
		10	HFW Book: <i>How Can That Be?</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		✓	✓	✓	

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			In Context Reading : [ow] Word Masters Book: <i>Return to the Lost Island</i> Comprehension Book: <i>Who is Following Us?</i> Decodable Books: <i>How Can That Be?</i> , <i>Shopping With Mom</i> , <i>A Star is Born</i> , <i>The Hero</i> , <i>Spiders</i> , <i>The Three Little Bugs</i> , <i>Whales</i> , <i>How Mountains Form</i> , <i>George Washington Carver</i> , <i>Humphrey the Humpback Whale</i> Passages: <i>Water Is A Good Thing</i> , <i>The Strange Noise</i> , <i>Pet Parade</i> , <i>The Water Cycle</i> , <i>Insects</i> , <i>People Send Mail</i> , <i>Going to the Vet</i> Spot That Word Game Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] (RF.1.3a), (RF.1.3g)					
		11	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]		✓	✓	✓	

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				1	2	3	RFAP	WAC
			In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions 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> Passages: <i>From Fearful to Fearless</i> , <i>Hurricanes</i> , <i>The Dirt Detectives</i> <i>Spot That Word Game</i> Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] (RF.1.3a), (RF.1.3c)					
		CBTR 1	Rhyming (RF.1.3g)			✓	✓	
		CBTR 2	Rhyming Rhyming Phonograms Ending Blend /-mp/ Ending Blend /-st/ Reading for Meaning (RF.1.3g)			✓	✓	
		CBTR 3	Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Beginning Blends sl-, sp-, st- Beginning Blends sl-, sn-, sp-, st-, More practice Read Words with Ending Sounds, Blends /-nd/ and /-nt/ Read			✓	✓	

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				1	2	3	RFAP	WAC
			Sentences with HFW's: they, you, are, here Spelling with s-blend and short /o/ Reading for Meaning ( <i>RF.1.3g</i> )					
		CBTR 4	Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rhyming Words and Poetry Vowel Sound /e/ Vowel Sound /e/ and letter e Vowel Sounds /o/ and /e/ Blending Beginning/Middle/ Ending Sounds with Letters Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Read Sentences with HFW's with, my, where, to Spelling with Short /e/ and Blends Reading for Meaning ( <i>RF.1.3g</i> )			✓	✓	
		CBTR 5	Rhyme Phonograms, Long Vowels Beginning Blends sm-, bl-, br- Beginning Blends sm-, bl-, br-, str-, spl-, spr- Read Sentences with HFW's what, said, her, for Spelling with Short /u/ and Blends Reading for Meaning ( <i>RF.1.3g</i> )			✓	✓	
		CBTR 6	Rhyme Phonograms, Long Vowels, Silent e Read and Spell Words with			✓	✓	



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				1	2	3	RFAP	WAC
			Short Vowel Sounds Beginning and Ending Blends sc, sk, scr Read Sentences with HFW's was, that, from, she Reading for Meaning ( <i>RF.1.3g</i> )					
		CBTR 7	Rhyming Words Beginning Blends squ, sw, tw Read HFW's Reading for Meaning ( <i>RF.1.3g</i> )			✓	✓	
		CBTR 8	Segmenting and Blending Sound /ng/ Read HFW's Reading for Meaning ( <i>RF.1.3d</i> )			✓	✓	
		CBTR 9	Read Words with ow, oll, old, olt, olk Read High Frequency Words Reading for Meaning ( <i>RF.1.3d</i> )			✓	✓	
		CBTR 10	Inflected Ending -ing Inflected Ending -ed Phonograms: all, alk, alt, ald Comprehension: Character Analysis HFW's Read HFW's in Sentences Spelling Words with Phonograms -all, alk, ald, alm Spelling with Endings y and ie Spelling - Changing the y to i Reading for Meaning ( <i>RF.1.3d</i> )			✓	✓	
		CBTR 11	Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or			✓	✓	

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				1	2	3	RFAP	WAC
			Phonograms ind, igh, ild Multisyllabic Words Homophones HFW's Reading for Meaning ( <i>RF.1.3d</i> )					
(4) Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read								
4A	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. (CCSS: L.1.4) i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a) ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b) iii. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional	0	Identifying Phonemes: Initial, Medial, Final ( <i>L.1.4</i> )			✓	✓	
		1	Identifying Phonemes: Initial, Medial, Final Identify and Isolate Initial Phonemes Segmenting Phonemes Decodable Books: Pam and Cam, Mac and Cam, The Maps ( <i>L.1.4a</i> )			✓	✓	
		2	Identifying Phonemes: Initial, Medial, Final Identify and Isolate Initial Phonemes Segmenting Phonemes Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps</i> ( <i>L.1.4a</i> )			✓	✓	
		3	Identify Initial, Medial and Final Phonemes Identify and Isolate Final Phonemes Segmenting Phonemes [CVC] ( <i>L.1.4a</i> )		✓	✓	✓	

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	forms (e.g., <i>looks, looked, looking</i> ). (CCSS: L.1.4c)							
		4	Onset Rime/ Build Word Families Game [Machine Game] (-en, -ess) (L.1.4a), (L.1.4b)		✓	✓	✓	
		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 (L.1.4)			✓	✓	
		CBTR 1	Segment Sounds in Spoken Words (L.1.4a)			✓	✓	
		CBTR 2	Middle Sounds Middle Sounds: Decorator Service Game Blending Beginning/ Middle/ Ending Sounds with Letters (L.1.4b)			✓	✓	
		CBTR 3	Blending Beginning/Middle/ Ending sounds with Letters Phoneme Substitution, Beginning Sound Phoneme Substitution, Middle Sound (L.1.4b)			✓	✓	

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		CBTR 4	Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound ( <i>L.1.4b</i> )			✓	✓	
		CBTR 5	Blending Beginning/Middle/Ending Sounds with Letters ( <i>L.1.4b</i> )			✓	✓	
		CBTR 6	Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and Ending Sounds ( <i>L.1.4b</i> )			✓	✓	
		CBTR 8	Segmenting and Blending Sound /sh/ Segmenting and Blending Sound /th/ Segmenting and Blending Sound /ng/ ( <i>L.1.4b</i> )			✓	✓	
		CBTR 9	Segmenting and Blending Sounds /ch/ Decoding Multisyllabic Words Spelling Multisyllabic Words ( <i>L.1.4b</i> )			✓	✓	
		CBTR 10	Segmenting and Blending Sounds /wh/ and /ph/ Closed Syllables ending with -ie, and -y Identify and Read Syllable Patterns Segmenting and Blending Sounds /wh/ and /ph/ Read Words with Diagraph wh Read Words with Diagraph ph Review Diagraphs sh, ch, tch, th, wh, ph			✓	✓	

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			Comprehension: Character Analysis ( <i>L.1.4b</i> )					
		CBTR 11	Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or Contractions Homophones ( <i>L.1.4c</i> )		✓	✓	✓	
		SBTR	Compound Words Blending ( <i>L.1.4b</i> )		✓	✓	✓	
4B	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5) i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a) ii. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). (CCSS: L.1.5b) iii. Identify real-life connections between words	1	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> BPA: <i>At the Market, Dusty the Dog and Coco the Cat</i> Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps</i> ( <i>L.1.5</i> )		✓	✓	✓	
		2	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> BPA: <i>Summer Camp</i>		✓	✓	✓	
		3	Read-Aloud Books: <i>The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> BPA: <i>Lamps</i> ( <i>L.1.5</i> )		✓	✓	✓	
		4	Read-Aloud Books: <i>Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> BPA: <i>Where Is Coco?</i>	✓	✓	✓	✓	

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	and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)		Comprehension Book: <i>In the Sand</i> (L.1.5a), (L.1.5b)					
	iv. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)	5	Read-Aloud Books: <i>Pat's Cat, Raindrops, Pals, Surprise!</i> BPA: <i>Pets – Snakes</i> (L.1.5b), (L.1.5c)			✓	✓	
		6	Read-Aloud Books: <i>Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> (L.1.5b)			✓	✓	
		7	Read-Aloud Books: <i>Fun at the Pond, Where Will They Ride?</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> (L.1.5c)			✓	✓	
			<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> L.1.5c), (L.1.5d)		✓	✓	✓	
4C	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including		<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</i>			✓	✓	

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	using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ). (CCSS: L.1.6)		<i>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? (L.1.6)</i>					
4D	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1) i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a) ii. Create new words by combining base words with affixes to connect known words to new words Identify and understand compound words (CCSS: RF.1.1b)	1	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> HFW Book: <i>Pam and the Cap</i> BPA: <i>Dusty the Dog and Coco the Cat</i> Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps (RF.1.1)</i>			✓	✓	
		2	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> HFW Book: <i>Tim at Camp</i> BPA: <i>Summer Camp</i> Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp (RF.1.1)</i>			✓	✓	
		3	Read-Aloud Books: <i>The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> HFW Book: <i>On the Dot</i> BPA: <i>Lamps</i> Word Masters Book: <i>The Lost Island</i>	✓	✓	✓	✓	

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			Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>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.1.1a), (RF.1.1b)</i>					
		4	Read-Aloud Books: <i>Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> HFW Book: <i>My Hands and Feet</i> BPA: <i>Where Is Coco?</i> Decodable Books: <i>Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas (RF.1.1b)</i>		✓	✓	✓	
		5	Read-Aloud Books: <i>Pat's Cat, Raindrops, Pals, Surprise!</i> HFW Book: <i>The Bun for Us</i> BPA: <i>Pets - Snakes</i> Comprehension Book: <i>Where Will They Ride?</i> Decodable Books: <i>Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp (RF.1.1b)</i>		✓	✓	✓	
		6	Read-Aloud Books: <i>Jen and Her New</i>		✓	✓	✓	



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			<i>Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> HFW Book: <i>Where Is Jane?</i> Comprehension Book: <i>Pets - Fish</i> Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i>					
		7	Read-Aloud Books: <i>Fun at the Pond, Where Will They Ride?</i> HFW Book: <i>Hide and Seek</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> Comprehension Book: <i>Just the Right Size</i> Decodable Books: <i>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.1.1b)</i>		✓	✓	✓	
		8	HFW Book: <i>I Like to Help</i> Comprehension Book: <i>The Queen's Suitcase - Chapter 1</i> Decodable Books: <i>A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert,</i>	✓	✓	✓	✓	

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			<i>The Fox Pack (RF.1.1a), (RF.1.1b)</i>					
		9	HFW Book: <i>The Best Trip</i> Comprehension Book: <i>The Flying Pizza</i> Decodable Books: <i>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> Passages: <i>Going on a Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share (RF.1.1a), (RF.1.1b)</i>	✓	✓	✓	✓	
		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? (RF.1.1a), (RF.1.1b)</i>					

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				1	2	3	RFAP	WAC
(1) Exploring the writing process develops ideas for writing texts that carry meaning								
1A	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. (CCSS: W.1.1)	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>		✓	✓		✓
1B	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)	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> <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>		✓	✓		✓

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				1	2	3	RFAP	WAC
			<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>					
1C	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. (CCSS: W.1.3)	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 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 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>		✓	✓		✓

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1D	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. (CCSS: W.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>		✓	✓		✓
1E	Use pictures or graphic organizers to plan writing	SBTR	<i>The Toads Are Lost, The Three Little Bugs, George Washington Carver</i>		✓	✓		✓

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				1	2	3	RFAP	WAC
1F	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.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> <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>		✓	✓		✓
(2) Appropriate spelling, conventions, and grammar are applied when writing								

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				1	2	3	RFAP	WAC
2A	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1) i. Print all upper- and lowercase letters. (CCSS: L.1.1a) ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b) iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c) iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d) v. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e)	1	Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities					
		2	Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: <i>Summer Camp</i> Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]		✓	✓		✓
		3	Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: <i>Lamps</i> Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]		✓	✓		✓
		4	Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room			✓		✓

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	vi. Use frequently occurring adjectives. (CCSS: L.1.1f) vii. Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i> ). (CCSS: L.1.1g) viii. Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h) ix. Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i> ). (CCSS: L.1.1i) x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)		Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]					
		5	Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]			✓		✓
		6	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]			✓		✓
		7	Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]			✓		✓
		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</i>		✓	✓		✓



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				1	2	3	RFAP	WAC
			<i>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>					
2B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2) i. Write complete simple sentences. ii. Capitalize dates and names of people. (CCSS: L.1.2a) iii. Use end punctuation for sentences. (CCSS: L.1.2b) iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c) v. Use conventional spelling for words with common spelling	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 Tale The Best Trip</i>					

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	<p>patterns and for frequently occurring irregular words. (CCSS: L.1.2d)</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)</p>		<p><i>The Wise Crow</i></p> <p><i>The Hero</i></p> <p><i>The Three Little Bugs</i></p> <p><i>George Washington Carver</i></p>					

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(1) Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text								
1A	Use Key Ideas and Details to: i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences ii. 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. (CCSS: RL.2.1) iii. Recount stories, including fables and folktales from	8	Decodable Books: <i>The Fox Pack</i> (RL.2.2), (RL.2.3)			✓	✓	
		9	Decodable Books: <i>Winter Snowstorm</i> , <i>The Wise Crow</i> (RL.2.2), (RL.2.3)			✓	✓	
		10	Read Aloud Book: <i>Who Is Following Us?</i> Comprehension Book: <i>Who is Following Us?</i> Decodable Books: <i>The Hero</i> , <i>The Three Little Bugs</i> , <i>George Washington Carver</i> , <i>Humphrey the Humpback Whale</i> (RL.2.2), (RL.2.3)			✓	✓	
		11	Decodable Books: <i>The Three Little Bug</i> , <i>Who is Following Us?</i> (RL.2.2), (RL.2.3)			✓	✓	

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	diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2) iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)	SBTR	Asking Questions (RL.2.1) Character (RL.2.3)			✓	✓	
		CBTR10	Comprehension: Character Analysis (RL.2.3)		✓	✓	✓	
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. (CCSS: RL.2.4) ii. Read high-frequency words with accuracy and speed iii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5)	1	Read-Aloud Book: <i>Sam Has Mail</i> (RL.2.4), (RL.2.5)			✓	✓	
		3	Decodable Book: <i>Dots and Spots</i> Decodable Book: <i>The Toads Are Lost</i> (RL.2.6)			✓	✓	
		4	Read-Alouds: <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> Decodable Books: <i>Big Feet</i> , <i>Meg and the Hens</i> , <i>The Green Team</i> , <i>My Dog Has Fleas</i> (RL.2.4), (RL.2.5)			✓	✓	
		5	HFW Book: <i>The Bun for Us</i> Decodable Books: <i>Bug in the Mud</i> , <i>Fun at Home</i> (RL.2.5), (RL.2.6)			✓	✓	
		6	Decodable Books: <i>A Cute Mule</i> , <i>The Dunes</i>			✓	✓	

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				1	2	3	RFAP	WAC
	iv. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6) v. Identify how word choice (sensory details, figurative language) enhances meaning in poetry	7	HFW Book: <i>Hide and Seek</i>			✓	✓	
		8	HFW Book: <i>I Like to Help</i> Comprehension Book: <i>The Queen's Suitcase - Chapter 1</i>	✓	✓	✓	✓	
		9	HFW Book: <i>The Best Trip</i>		✓	✓		
		10	HFW Book: <i>How Can That Be?</i>		✓	✓		
		11	Decodable Books: <i>The Three Little Bugs</i> Passages: <i>From Fearful to Fearless, The Dirt Detectives</i>		✓	✓		
		CBTR 5	Passage Reading: <i>Prosody</i>		✓	✓		
		CBTR 7	Passage Reading: <i>Prosody</i>		✓	✓		
		CBTR 8	Passage Reading: <i>Prosody</i>		✓	✓		
		CBTR 9	Passage Reading: <i>Prosody</i>		✓	✓		
		CBTR 10	Comprehension: Character Analysis		✓	✓		
		SBTR	Making Inferences Drawing Conclusions		✓	✓		
1C	Use Integration of Knowledge and Ideas to: i. Use information gained from	1	Boom Train Song (Beg., Mid. End Sounds) Read-Aloud Book: <i>Dusty the Dog</i>		✓	✓		

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	<p>the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)</p> <p>ii. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9)</p>		<p><i>and Coco the Cat</i>  Read-Aloud Book: <i>Mac and Cam</i>  Read-Aloud Book: <i>Clem the Clown</i>  HFW Book: <i>Pam and the Cap</i>  BPA: <i>At the Market</i></p>					
		2	<p>Boom Train Song (Beg., Mid. End Sounds) TISL  Read-Aloud Books: <i>Dusty the Dog</i>  <i>and Coco the Cat, Pam and the Cap, Where Is Coco?</i>  HFW Book: <i>Tim at Camp</i></p>			✓	✓	
		3	<p>Boom Train Song (Beg., Mid. End Sounds) ROND  Read-Aloud Books: <i>The Garden Trail, Cal and the Clam, Trips with My Family</i>  HFW Book: <i>On the Dot</i></p>			✓	✓	
		4	<p>Boom Train Song (Beg., Mid. End Sounds) FEHG  Read-Aloud Books: <i>Fun with Friends, Sam Has Mail, The Cleaning Attack</i>  HFW Book: <i>My Hands and Feet</i>  Word Masters Book: <i>The Great Pig Escape</i></p>			✓	✓	
		5	<p>HFW Book: <i>The Bun for Us</i>  BPA: <i>Pets - Snakes</i></p>			✓	✓	

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		6	Boom Train Song (Beg., Mid. End Sounds) ZKVY Read-Aloud Books: <i>Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty</i>			✓	✓	
		7	Boom Train Song (Beg., Mid. End Sounds) QX Read-Aloud Book: <i>Where Will They Ride?</i> HFW Book: <i>Hide and Seek</i>			✓	✓	
		CBTR 1	Rhyming Words and Poetry Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/			✓	✓	
(2) Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text								
2A	a. Use Key Ideas and Details to: i. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. (CCSS: RI.2.1) ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	6	Comprehension Book: <i>Pets – Fish (RI.2.2)</i>			✓	✓	
		7	Decodable Books: <i>Boats, Homes (RI.2.2)</i>			✓	✓	
		9	Passages: <i>Ranch Hands, The Colt, Earthworms (RI.2.2)</i>			✓	✓	
		10	Passages: <i>Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People Send Mail, Whales, How Mountains Form</i>			✓	✓	

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	(CCSS: 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. (CCSS: RI.2.3) iv. Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud (CCSS: RI.2.4)		(RI.2.2)					
		11	Passages: <i>The Dirt Detectives, Hurricanes (RI.2.2)</i>			✓	✓	
		12	Books: <i>Our Solar System; Day, Night, and Seasons; The Moon, Rocks and Soil, The Changing Surface</i> Passages: <i>Exploring Space, Planets, Do your Part, Natural Resources, Atmosphere, Water Recycled (RI.2.3)</i>			✓	✓	
		CBTR 12	Main Idea (RI.2.4)			✓	✓	
		SBTR	Asking Questions (RI.2.1)			✓	✓	
2B	Use Craft and Structure to: i. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . (CCSS: RI.2.) ii. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or	6	Comprehension Book: Pets – Fish (RI.2.5)			✓	✓	
		7	Decodable Books: Boats, Homes (RI.2.5)			✓	✓	
		9	Passages: <i>Ranch Hands, The Colt, Earthworms (RI.2.5)</i>			✓	✓	
		10	Passages: <i>Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People</i>					



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	information in a text efficiently. (CCSS: RI.2.5) iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6) iv. Read text to perform a specific task (such as follow a recipe, play a game)		<i>Send Mail, Whales, How Mountains Form (RI.2.5)</i>					
		11	<i>Passages: The Dirt Detectives, Hurricanes (RI.2.5)</i>		✓	✓	✓	
		12	<i>Books: Solar System, Day Night Seasons, The Moon, Rocks and Soil, Changing Sur- face Passages: Exploring Space, Planets, Do Your Part, Natural Resources, Atmosphere, Water Recycled (RI.2.5)</i>			✓	✓	
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. (CCSS: RI.2.7) ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8) iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9)	5	BPA: <i>Pets-Snakes (RI.2.7)</i>			✓	✓	
		6	BPA: <i>Pets – Fish (RI.2.7)</i>			✓	✓	
		10	Decodable Books: <i>Spiders</i> Decodable Books: <i>The Three Little Bugs (RI.2.8), (RI.2.9)</i>		✓	✓	✓	
		CBTR 1	Rhyming Words and Poetry Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/ (RI.2.7)		✓	✓	✓	

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				1	2	3	RFAP	WAC
2D	Use Range of Reading and Level of Text Complexity to: i. Adjust reading rate according to type of text and purpose for reading ii. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.2.10)		<i>Homes, Mother Cat and Her Kittens, The Colt, Water Is A Good Thing, Insects</i>		✓	✓	✓	
(3) Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology								
3A	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)	3	Vowel Long A, /ai/ Blending Long A /ai/ In Context Reading with long A /ai/		✓	✓	✓	

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				1	2	3	RFAP	WAC
	i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)		Vowel Long O /oa/ Blending Long O /oa/ In Context Reading with Long O /oa/ Word Masters Book: <i>The Lost Island</i> Decodable Books: <i>Snails in a Pail, The Toast in the Road, The Toads Are Lost, In the Rain</i>					
	ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)							
	iii. Read multisyllabic words accurately and fluently							
	iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)	4	Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Word Masters Book: <i>The Great Pig Escape</i> Decodable Books: <i>Jean and Dean, Big Feet, The Green Team, My Dog Has Fleas</i>		✓	✓	✓	
	v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)	5	Word Masters Book: <i>Fun at Pine Cone Stream</i>			✓	✓	
	vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)	6	Long Vowel Review (ai, oa, ee, ea) In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Word Masters Book: <i>The Kid in the Mask</i>		✓	✓	✓	
	vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)	9	Vowel Long A /ay/ In Context Reading with Long A /ay/ Vowel Long E /ey/ In Context Reading with Long E			✓	✓	

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			/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: <i>Treasure at Pirate's Bay</i> Decodable Books: <i>Elbert's Birthday, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow</i>					
		10	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 Word Masters Book: <i>Return to the Lost Island</i> Decodable Books: <i>The Hero, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> Passages: <i>The Water Cycle, Going</i>		✓	✓	✓	

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				1	2	3	RFAP	WAC
			<i>to the Vet</i>					
		11	Odd Balls: oo as in zoo, ew, eu, ui In Context Reading with oo, ew, eu, ui Odd Balls: igh, ight, ild, ind In Context Reading with igh, ight, ind Odd Balls: oo as in foot In Context Reading with oo Passages: <i>Hurricanes, The Dirt Detectives</i>			✓	✓	
		CBTR 3	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)			✓	✓	
		CBTR 4	Vowel Sound with Letters /ee/, /ea/ Vowel Sound with Letters /ee/ /ea/, More Practice Read Words with Vowel Sounds /ee/, /ea/ Spelling Long E with EE and EA			✓	✓	
		CBTR 5	Rhyme Phonograms, Long Vowels			✓	✓	
		CBTR 9	Sort Words with oy and oi			✓	✓	

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			Read Words with ay, ey, oe, ie Read Words with ow, oll, old, olt, olk Read Words with oi and oy Spelling Words with oi and oy					
		CBTR 10	Read Words with Diphthongs ow and ou Spell and Read Words with ow and ou Read Words with Vowel Digraphs aw and au Spell and Read Words with Vowel Digraphs aw and au			✓	✓	
		CBTR 11	Phonogram eigh Phonograms ind, igh, ild Variant Vowel /OO/ Variant Vowel /oo/ Variant Vowels /oo/, /OO/ Review			✓	✓	
		SBTR	Read words with ea, ee Decoding with oa Decoding with long a, (ai) Phonograms ow, oll, old, olt, olk Phonograms ow, oll, old, olt, olk Words with oy, oi Diphthongs ow, ou			✓	✓	
3B	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4) i. Read grade-level text with purpose and understanding.		<i>Homes, Mother Cat and Her Kittens, The Colt, Water Is A Good Thing, Insects</i>			✓	✓	

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	(CCSS: RF.2.4a) ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)							
3C	c. 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. (CCSS: L.2.4) i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a) ii. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ). (CCSS: L.2.4b) iii. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ). (CCSS: L.2.4c)	5	BPA: <i>Pets - Snakes</i>			✓	✓	
		6	Comprehension Book: <i>Pets - Fish</i>			✓	✓	
		7	Decodable Books: <i>Boats, Homes</i>			✓	✓	
		9	Passages: <i>Ranch Hands, The Colt, The Scarecrow, Earthworms</i>		✓	✓	✓	
		10	Decodable Books: <i>Spiders, Whales, How Mountains Form, George Washington Carver</i> Passages: <i>Water Is A Good Thing, Pet Parade, Water Cycle, Insects, People Send Mail</i>		✓	✓	✓	
		11	Passages: <i>Hurricanes, The Dirt Detectives</i>			✓	✓	
		CBTR 3	Blending Beginning/Middle/ Ending Sounds with Letters Blend Sounds with Letters to Read Words Read Words with Vowel Sound /oa/			✓	✓	
		CBTR 4	Blending Beginning/Middle/ Ending			✓	✓	

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	iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ). (CCSS: L.2.4d)		Sounds with Letters Read Words with Vowel Sounds /ee/, /ea/					
		CBTR 5	Blending Beginning/Middle/Ending Sounds with Letters			✓	✓	
		CBTR 6	Blending Beginning/Middle/Ending Sounds with Letters			✓	✓	
		CBTR 10	Comprehension: Character Analysis			✓	✓	
3D	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5) i. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ). (CCSS: L.2.5a) ii. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ). (CCSS: L.2.5b)	10	Read Aloud Book: <i>Who Is Following Us?</i> HFW Book: <i>How Can That Be?</i> Word Masters Book: <i>Return to the Lost Island</i> Comprehension Book: <i>Who is Following Us?</i> Decodable Books: <i>Shopping With Mom</i> , <i>A Star is Born</i> , <i>How Can That Be?</i> <i>The Hero</i> , <i>Spiders</i> , <i>The Three Little Bugs</i> , <i>Whales</i> , <i>How Mountains Form</i> , <i>George Washington Carver</i> , <i>Humphrey the Humpback Whale</i> Passages: <i>Water Is A Good Thing</i> , <i>The Strange Noise</i> , <i>Pet Parade</i> , <i>Water Cycle</i> , <i>Insects</i> , <i>People Send Mail</i> , <i>Going to the Vet</i>			✓	✓	



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		11	Decodable Books: <i>The Flying Pizza</i> , <i>Winter Snowstorm</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> , <i>Who is Following Us?</i> Passages: <i>From Fearful to Fearless</i> , <i>The Hurricane</i> , <i>The Dirt Detectives</i>			✓	✓	
		SBTR	Earth: Day, Night, Seasons Fields of Change: Spring/ Summer Fields of Change Autumn/ Winter Earth: Rocks and Soil Power for the Planet 3					
3E	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). (CCSS: L.2.6)	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> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i>		✓	✓		✓

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				1	2	3	RFAP	WAC
			<i>Brookside's Best Science Fair Ever!</i>					
(1) Exploring the writing process helps to plan and draft a variety of literary genres								
1A	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section. (CCSS: W.2.1)	SBTR	<i>Earth: Day Night and Seasons</i> <i>Fields of Change: Autumn/ Winter</i>		✓	✓		✓
1B	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. (CCSS: W.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>		✓	✓		✓

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3 = Nature of the Discipline

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Standards	Skills	Cycle	Activities	Skills & Readiness Categories			CAS/CCSS	
				1	2	3	RFAP	WAC
			<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>					
1C	Organize ideas using pictures, graphic organizers, or story maps	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>		✓	✓		✓
1D	Write simple, descriptive poems	SBTR	<i>Our Solar System Mission Incredible</i> <i>The Moon</i>		✓	✓		✓
1E	Write with precise nouns, active verbs, and descriptive adjectives	10	Decodable Book: <i>How Can That Be?</i>		✓	✓		✓

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		SBTR	<i>Our Solar System Mission</i> <i>Incredible The Moon</i>		✓	✓		✓
1F	Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts	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>		✓	✓		✓
1G	Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)	9	Decodable Books: <i>Shopping With Mom</i> , <i>A Star is Born Ch.1</i> , <i>The Three Little Bugs Ch.1</i> , <i>George Washington Carver</i> , <i>Humphrey the Humpback Whale</i> , <i>The Hero</i> , <i>Spiders</i> , <i>How Mountains Form</i> Passages: <i>The Strange Noise</i> , <i>Pet Parade</i> , <i>Water Cycle</i> , <i>Insects</i> , <i>Water Is A Good Thing</i> Multisyllabic Words: [ y_le]-T, GP, IP		✓	✓		✓
(2) Exploring the writing process helps to plan and draft a variety of simple informational texts								

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2A	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)	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>		✓	✓		✓
2B	Write letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format	SBTR	<i>Power for the Planet 1</i> <i>Identifying a Research Topic - 44</i> <i>Identifying a Research Topic - 47</i>  <i>Power for the Planet - 2</i> <i>Researching and Taking Notes - 45</i> <i>Researching and Taking Notes - 48</i>		✓	✓		✓
2C	Organize informational texts using main ideas and specific supporting details	1	Literacy Acquisition Theater Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> HFW Book: <i>Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps</i>		✓	✓		✓
		2	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> HFW Book: <i>Tim at Camp</i>		✓	✓	✓	

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			BPA: <i>Summer Camp</i> Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i>					
		3	Read-Aloud Books: <i>The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> HFW Book: <i>On the Dot</i> BPA: <i>Lamps</i> Word Masters Book: <i>The Lost Island, Spelling</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i>	✓	✓	✓	✓	
		4	Read-Aloud Books: <i>Fun with Friends, Sam Has Mail, The Cleaning Attack, 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 Escape</i> Comprehension Book: <i>In the Sand</i> Decodable Books: <i>Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green</i>	✓	✓	✓	✓	

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			<i>Team, My Dog Has Fleas</i>					
		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? Sequence</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>	✓	✓	✓	✓	
		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>		✓	✓	✓	

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				1	2	3	RFAP	WAC
2D	Organize ideas using a variety of pictures, graphic organizers or bulleted lists	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>		✓	✓		✓
2E	Use relevant details when responding in writing to questions about texts	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>		✓	✓		✓



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				1	2	3	RFAP	WAC
2F	State a focus when responding to a given question, and use details from text to support a given focus	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>		✓	✓		✓
2G	Apply appropriate transition words to writing	13	<i>The Desert's Gift</i>		✓	✓		✓
		SBTR	<i>Earth: Day, Night and Seasons</i> <i>Fields of Change: Spring/ Summer</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Rain Forest Howlers 2</i>					
(3) Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing		SBTR	<i>Fields of Change: Spring/ Summer</i> <i>A View From Above</i> <i>The Changing Surface</i>		✓	✓		✓

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3A	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)</p> <ul style="list-style-type: none"> <li>i. Use collective nouns (e.g., <i>group</i>). (CCSS: L.2.1a)</li> <li>ii. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). (CCSS: L.2.1b)</li> <li>iii. Use reflexive pronouns e.g., <i>myself, ourselves</i>). (CCSS: L.2.1c)</li> <li>iv. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). (CCSS: L.2.1d)</li> <li>v. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)</li> <li>vi. Apply accurate subject-verb agreement while writing</li> </ul>	SBTR	<p><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></p> <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 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></p>		✓	✓		✓

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	vii. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ). (CCSS: L.2.1f) viii. Vary sentence beginning ix. Spell high-frequency words correctly							
3B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)  i. Capitalize holidays, product names, and	13	The Desert's Gift		✓	✓		✓

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	geographic names. (CCSS: L.2.2a) ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b) iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c) iv. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ). (CCSS: L.2.2d) v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e) vi.	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>		✓	✓		✓
3C	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.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>		✓	✓		✓

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			<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>					
3D	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)	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> <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>		✓	✓		✓

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(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. (CCSS: RL.3.1) ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting) iii. 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. (CCSS: RL.3.2) iv. Describe and draw	8	Decodable Book: <i>The Fox Pack (RL.3.3)</i>		✓	✓	✓	
		9	Decodable Books: <i>Winter Snowstorm, The Wise Crow (RL.3.3)</i>		✓	✓	✓	
		10	Read Aloud Book: <i>Who Is Following Us?</i> Comprehension Book: <i>Who is Following Us?</i> Decodable Books: <i>The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale (RL.3.1), (RL.3.3)</i>		✓	✓	✓	
		11	Decodable Books: <i>The Three Little Bugs, Who is Following Us? (RL.3.3)</i>		✓	✓	✓	
		13	Book: <i>Desert’s Gift</i> Passages: <i>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 (RL.3.1), (RL.3.3)</i>		✓	✓	✓	

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	inferences about the elements of plot, character, and setting in literary pieces, poems, and plays v. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)	SBTR	<i>Character (RL.3.3)</i>					
		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. (CCSS: RL.3.4) ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as	8	Comprehension Book: <i>The Queen's Suitcase (RL.3.5)</i>		✓	✓	✓	
		9	Decodable Book: <i>Mitch's Big Fish Tales (RL.3.5)</i>		✓	✓	✓	
		10	Decodable Books: <i>A Star is Born, Shopping With Mom, The Hero, The Three Little Bugs, Humphrey the Humpback Whale</i> Passages: <i>Water Is A Good Thing, The Strange Noise, Pet Parade, People Send Mail (RL.3.4)</i>  Comprehension Book: <i>Who is Following Us? Ch.1</i> Decodable Books: <i>A Star is Born Ch.1</i> Decodable Books: <i>The Hero Ch. 1</i> Decodable Books: <i>The Three Little</i>		✓	✓	✓	

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	chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5) iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)		<i>Bugs Ch.1</i> Decodable Books: <i>Humphrey the Humpback Whale Ch.1 (RL.3.5), (RL.3.6)</i>					
		11	Decodable Books: <i>The Three Little Bugs</i> Passages: <i>From Fearful to Fearless, The Dirt Detectives (RL.3.4), (RL.3.6)</i>		✓	✓	✓	
		12	Book: <i>Mission Incredible Ch. 1</i> Book: <i>A View From Above</i> Book: <i>Weather Watchers</i> Book: <i>Brookside's Best Science Fair Ever (RL.3.5)</i>		✓	✓	✓	
		13	Book: <i>The Rain Forest Howlers (RL.3.5)</i>		✓	✓	✓	
		CBTR 5	Passage Reading: <i>Prosody (RL.3.4)</i>			✓	✓	
		CBTR 7	Passage Reading: <i>Prosody (RL.3.4)</i>			✓	✓	
		CBTR 8	Passage Reading: <i>Prosody (RL.3.4)</i>			✓	✓	
		CBTR 9	Passage Reading: <i>Prosody (RL.3.4)</i>			✓	✓	
		SBTR	Making Inferences Drawing Conclusions <i>(RL.3.4), (RL.3.6)</i>			✓	✓	
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	10	Passages: <i>Water Is A Good Thing, Pet Parade, People Send Mail</i>			✓	✓	
		11	Passages: <i>The Dirt Detectives</i>			✓	✓	
		CBTR 5	Passage Reading: <i>Prosody</i>			✓	✓	
		CBTR 7	Passage Reading: <i>Prosody</i>					



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	story (e.g., create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)	CBTR 8	Passage Reading: <i>Prosody</i> <i>Prosody My Illustrations</i>			✓	✓	
		CBTR 9	Passage Reading: <i>Prosody</i>			✓	✓	
1D	Use Range of Reading and Complexity of Text to: i. 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. (CCSS: 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, Exploring the Deep, Colossal Critter Construction, The Bats of Austin, Amazonia Alert!</i>		✓	✓	✓	

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				1	2	3	RFAP	WAC
1E	Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation	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>		✓	✓	✓	
(2) Comprehension strategies are necessary when reading informational or persuasive text								

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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. (CCSS: RI.3.1) ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: 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, and cause/effect. (CCSS: RI.3.3)	8	Decodable Book: <i>The Fox Pack (RI.3.3)</i>			✓	✓	
		9	Decodable Books: <i>Winter Snowstorm, The Wise Crow (RI.3.3)</i>			✓	✓	
		10	Read Aloud Book: <i>Who Is Following Us?</i> Comprehension Book: <i>Who is Following Us?</i> Decodable Books: <i>The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale (RI.3.3)</i>	✓	✓	✓	✓	
		11	Decodable Books: <i>The Three Little Bugs, Who is Following Us? (RI.3.3)</i>			✓	✓	
		13	Book: <i>Desert's Gift</i> Passages: <i>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 (RI.3.2)</i>			✓	✓	
		CBTR 10	Comprehension: <i>Character Analysis (RI.3.3)</i>	✓	✓	✓	✓	
		SBTR	<i>Character (RI.3.3)</i>			✓	✓	
2B	Use Craft and Structure to: i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant	10	Decodable Books: <i>A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale</i> Passages: <i>Water Is A Good Thing, The Strange Noise, Pet Parade, People</i>			✓	✓	

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	to a <i>grade 3 topic or subject area</i> . (CCSS: RI.3.4) ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5) iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6) iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships		<i>Send Mail (RI.3.6)</i>					
		11	Decodable Books: <i>The Three Little Bugs</i> Passages: <i>From Fearful to Fearless, The Dirt Detectives (RI.3.6)</i>			✓	✓	
		SBTR	<i>Drawing Conclusions Making Inferences (RI.3.6)</i> <i>Our Solar System Mission Incredible The Moon (RI.3.5)</i>		✓	✓	✓	
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	1	Boom Train Song (Beg., Mid. End Sounds) Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown</i> HFW Book: <i>Pam and the Cap</i> BPA: <i>At the Market (RI.3.7)</i>		✓	✓	✓	
		2	Boom Train Song (Beg., Mid. End		✓	✓	✓	

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	ii. (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)		Sounds) Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Pam and the Cap, Where Is Coco?</i> HFW Book: <i>Tim at Camp (RI.3.7)</i>					
		3	Boom Train Song (Beg., Mid. End Sounds) Read-Aloud Books: <i>The Garden Trail, Cal and the Clam, Trips with My Family</i> HFW Book: <i>On the Dot (RI.3.7)</i>		✓	✓	✓	
	iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)	4	Boom Train Song (Beg., Mid. End Sounds) Read-Aloud Books: <i>Fun with Friends, Sam Has Mail, The Cleaning Attack</i> HFW Book: <i>My Hands and Feet</i> Word Masters Book: <i>The Great Pig Escape (RI.3.7)</i>		✓	✓	✓	
		5	HFW Book: <i>The Bun for Us</i> BPA: <i>Pets – Snakes (RI.3.7)</i>			✓	✓	
		6	Boom Train Song (Beg., Mid. End Sounds) Read-Aloud Books: <i>Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty (RI.3.7)</i>			✓	✓	
		7	Boom Train Song (Beg., Mid. End Sounds) Read-Aloud Book: <i>Where Will They Ride? HFW Book: Hide and Seek (RI.3.7)</i>			✓	✓	

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		9	<i>Gimme the Ball [Odd Balls] (RI.3.7)</i>			✓	✓	
		10	Word Masters Book: <i>Return to the Lost Island</i> Comprehension Book: <i>Who is Following Us? (RI.3.7)</i>			✓	✓	
		12	Book: <i>Weather Watchers (RI.3.9)</i>			✓	✓	
		13	Books: <i>Alex to the Rescue, The Desert's Gift</i> Cumulative Assessment: Unit 2 & Unit 3- Comprehension (RI.3.9)			✓	✓	
		CBTR	Compare & Contrast (RI.3.9)		✓	✓	✓	
		SBTR	SBTR/C Making Predictions (RI.3.7)					
2D	Use Range of Reading and Complexity of Text to: i. 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	SBTR	<i>Homes, Take That Off the Stage, Twin Mice, Just the Right Size, 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</i>		✓	✓	✓	

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	independently and proficiently. (CCSS: RI.3.10) Adjust reading rate according to type of text and purpose for reading.		<i>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>					
(3) Increasing word understanding, word use, and word relationships increases vocabulary								
3A	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)	7	Open Syllable, Vowels at the end of a one syllable word Decodable Books: <i>The Big Game, The Oatmeal Man (RF.3.3), (RF.3.3d)</i>			✓	✓	
	i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) ii. Decode words with common	9	Multisyllabic Words Passages: <i>The Best Day</i> Decodable Books: <i>Mother Cat and Her Kittens, Naptime, Mitch's Big Fish Tales, Kittens, The Best Day (RF.3.3), (RF.3.3d)</i>			✓	✓	

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	Latin suffixes. (CCSS: RF.3.3b) iii. Decode multisyllable words. (CCSS: RF.3.3c) iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d)	10	Decodable Books: <i>The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> Passages: <i>Water Is A Good Thing, Insects</i> Multisyllabic Words: y, le Decodable Book: <i>A Star is Born</i> Passages: <i>Water Is A Good Thing, Pet Parade (RF.3.3), (RF.3.3d)</i>			✓	✓	
		11	Multisyllabic Words Passages: <i>From Fearful to Fearless, The Dirt Detectives</i> Multisyllabic Game (RF.3.3), (RF.3.3d)			✓	✓	
		12	Books: <i>Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever</i> Passage: <i>Exploring Space (RF.3.3), (RF.3.3b)</i>			✓	✓	
		13	Books: <i>Survivors, Alex to the Rescue, Amazonia, The Desert's Gift, Bees at Risk, Forest Fires: Lessons from the Front Lines</i> Cumulative Assessment: Unit 1, Unit 2, & Unit 3- Vocabulary and Comprehension (RF.3.3), (RF.3.3b)			✓	✓	
		CBTR	Vocabulary: Structural Analysis (RF.3.3), (RF.3.3b)			✓	✓	



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				1	2	3	RFAP	WAC
		CBTR 7	Open Syllables (me, go, by)			✓	✓	
		CBTR 9	Decoding Multisyllabic Words Long vowel open syllable Spelling Multisyllabic Words (RF.3.3b)					
		CBTR 10	Open Syllables Closed Syllables ending with -le and -y (RF.3.3b)			✓	✓	
		CBTR 11	Multisyllabic Words (RF.3.3)  Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or (RF.3.3a)			✓	✓	
		SBTR	Decoding Multisyllabic Words Closed Syllables ending with -le and -y Identify and Read Syllable Patterns Closed syllables with -le and -y (RF.3.3b)  Prefixes Suffixes (RF.3.3a)			✓	✓	

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3B	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4) i. Read grade-level text with purpose and understanding. (CCSS.3.4a) ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b) iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.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 (L.3.4) (RF.3.4a)</i>			✓	✓	
3C	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4) i. Use sentence-level context	1	Literacy Acquisition Theater Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> HFW Book: <i>Pam and the Cap</i> BPA: <i>At the Market, Dusty the Dog and Coco the Cat</i> Decodable Books: <i>Pam and Cam, Mac</i>			✓	✓	

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	as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)		<i>and Cam, The Maps (L.3.4), (L.3.4a)</i>					
	ii. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ). (CCSS: L.3.4b)	2	Literacy Acquisition Theater Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> HFW Book: <i>Tim at Camp</i> BPA: <i>Summer Camp</i> Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp (L.3.4), (L.3.4a)</i>			✓	✓	
	iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.	3	Literacy Acquisition Theater Read-Aloud Books: <i>The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> HFW Book: <i>On the Dot</i> BPA: <i>Lamps</i> Word Masters Book: <i>The Lost Island</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain (L.3.4)</i>	✓	✓	✓	✓	
	iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ). (CCSS: L.3.4c)							
	v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)	4	Literacy Acquisition Theater Read-Aloud Books: <i>Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i>	✓	✓	✓	✓	

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

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			Comprehension Book: <i>Pets - Fish</i> Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time (L.3.4)</i>					
		7	Literacy Acquisition Theater Read-Aloud Books: <i>Fun at the Pond, Where Will They Ride?</i> HFW Book: <i>Hide and Seek</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> Word Masters Book: <i>The Case of the Haunted Barn</i> Comprehension Book: <i>Just the Right Size</i> Decodable Books: <i>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>	✓	✓	✓	✓	
		8	HFW Book: <i>I Like to Help</i> Word Masters Book: <i>The Not So-Great Skunk Adventure</i> Comprehension Book: <i>The Queen's Suitcase - Chapter 1</i> Decodable Books: <i>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>		✓	✓	✓	

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		9	HFW Book: <i>The Best Trip</i> Word Masters Book: <i>Treasure at Pirate's Bay</i> Comprehension Book: <i>The Flying Pizza</i> Decodable Books: <i>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> Passages: <i>Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i>		✓	✓	✓	
		10	Read Aloud Book: <i>Who Is Following Us?</i> HFW Book: <i>How Can That Be?</i> Word Masters Book: <i>Return to the Lost Island</i> Comprehension Book: <i>Who is Following Us?</i> Decodable Books: <i>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> Passages: <i>Water Is A Good Thing, The</i>	✓	✓	✓	✓	

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			<i>Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i>					
		11	Decodable Books: <i>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> Passages: <i>From Fearful to Fearless, The Hurricane, The Dirt Detectives</i>		✓	✓	✓	
		CBTR	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			✓	✓	
3D	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5) i. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ). (CCSS: L.3.5a) ii. Identify real-life connections between words and their use	1	Literacy Acquisition Theater Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> HFW Book: <i>Pam and the Cap</i> BPA: <i>At the Market, Dusty the Dog and Coco the Cat</i> Decodable Books: <i>Pam and Cam, Mac and Cam, The Maps (L.3.5)</i>			✓	✓	
		2	Literacy Acquisition Theater			✓	✓	

# Istation ELAR Reading Curriculum Third Grade

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**3 = Nature of the Discipline**

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Standards	Skills	Cycle	Activities	Skills & Readiness Categories			CAS/CCSS	
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	(e.g., describe people who are <i>friendly</i> or <i>helpful</i> ). (CCSS: L.3.5b) iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ). (CCSS: L.3.5c)		Read-Aloud Books: <i>Dusty the Dog and Coco the Cat</i> , <i>Pam and the Cap</i> , <i>The Act</i> , <i>Where Is Coco?</i> HFW Book: <i>Tim at Camp</i> BPA: <i>Summer Camp</i> Decodable Books: <i>Pam and Cam</i> , <i>Pip and His Lips</i> , <i>See Sam Sit</i> , <i>Tim and Sam</i> , <i>Sam Tips the Lamp</i> (L.3.5)					
		3	Literacy Acquisition Theater Read-Aloud Books: <i>The Garden Trail</i> , <i>Cal and the Clam</i> , <i>Trips with My Family</i> , <i>Lamps</i> HFW Book: <i>On the Dot</i> BPA: <i>Lamps</i> Word Masters Book: <i>The Lost Island</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>Dots and Spots</i> , <i>Snails in a Pail</i> , <i>The Toast in the Road</i> , <i>Stan the Man</i> , <i>The Toads Are Lost</i> , <i>In the Rain</i> (L.3.5)	✓	✓	✓	✓	
		4	Literacy Acquisition Theater 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 Escape</i>	✓	✓	✓	✓	



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			Comprehension Book: <i>In the Sand</i> Decodable Books: <i>Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas (L.3.5)</i>					
		5	Literacy Acquisition Theater Read-Aloud Books: <i>Pat's Cat, Raindrops, Pals, Surprise!</i> HFW Book: <i>The Bun for Us</i> BPA: <i>Pets - Snakes</i> Word Masters Book: <i>Fun at Pine Cone Stream</i> Comprehension Book: <i>Where Will They Ride?</i> Decodable Books: <i>Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp (L.3.5)</i>	✓	✓	✓	✓	
		6	Literacy Acquisition Theater Read-Aloud Books: <i>Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> HFW Book: <i>Where Is Jane?</i> Word Masters Book: <i>The Kid in the Mask</i> Comprehension Book: <i>Pets - Fish</i> Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time (L.3.5)</i>	✓	✓	✓	✓	

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		7	Literacy Acquisition Theater Read-Aloud Books: <i>Fun at the Pond</i> , <i>Where Will They Ride?</i> HFW Book: <i>Hide and Seek</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> Word Masters Book: <i>The Case of the Haunted Barn</i> Comprehension Book: <i>Just the Right Size</i> Decodable Books: <i>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	HFW Book: <i>I Like to Help</i> Word Masters Book: <i>The Not So-Great Skunk Adventure</i> Comprehension Book: <i>The Queen's Suitcase - Chapter 1</i> Decodable Books: <i>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>	✓	✓	✓	✓	
		9	HFW Book: <i>The Best Trip</i> Word Masters Book: <i>Treasure at Pirate's Bay</i> Comprehension Book: <i>The Flying Pizza</i>	✓	✓	✓	✓	

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			Decodable Books: <i>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> Passages: <i>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	Read Aloud Book: <i>Who Is Following Us?</i> HFW Book: <i>How Can That Be?</i> Word Masters Book: <i>Return to the Lost Island</i> Comprehension Book: <i>Who is Following Us?</i> Decodable Books: <i>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> Passages: <i>Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet (L.3.5)</i>		✓	✓	✓	

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		11	Decodable Books: <i>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> Passages: <i>From Fearful to Fearless, The Hurricane, The Dirt Detectives (L.3.5)</i>		✓	✓	✓	
		CBTR	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.3.5)			✓	✓	
		CBTR 10	Spelling with Endings y and ie Spelling- Changing the y to I (L.3.5b)			✓	✓	
		CBTR 11	Suffixes: ful, ly, less, er, or Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or (L.3.5c)			✓	✓	
		SBTR	Prefixes Suffixes (L.3.5c)			✓	✓	

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3E	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> ). (CCSS: L.3.6)		All Activities					
(1) A writing process is used to plan, draft, and write a variety of literary genres								
1A	a. Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCSS: W.3.1) i. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a)	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>		✓	✓		✓

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	ii. Provide reasons that support the opinion. (CCSS: W.3.1b) iii. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons. (CCSS: W.3.1c) iv. Provide a concluding statement or section. (CCSS: W.3.1d) v. Brainstorm ideas for writing		<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>					
1B	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3) i. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a) ii. Use dialogue and descriptions of actions,	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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	thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b) iii. Use temporal words and phrases to signal event order. (CCSS: W.3c) iv. Provide a sense of closure. (CCSS: W.3.3d)		<i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires (W.3.3), (W.3.3a), W.3.3b), (W.3.3c), (W.3.3d)</i>					
1C	Write descriptive poems using figurative language (CCSS: W.3.4)	SBTR	<i>George Washington Carver</i> <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 2</i> <i>The Desert's Gift</i> <i>Power for the Planet 2</i> <i>Forest Fires</i>		✓	✓		✓

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(2) A writing process is used to plan, draft, and write a variety of informational texts								
2A	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)</p> <p>i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)</p> <p>ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)</p> <p>iii. Develop the topic with facts, definitions, and</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></p>		✓	✓		✓



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	details. (CCSS: W.3.2b) iv. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> ) to connect ideas within categories of information. (CCSS: W.3c) v. Provide a concluding statement or section. (CCSS: W.3.2d)							
(3) Correct grammar, capitalization, punctuation, and spelling are used when writing								

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				1	2	3	RFAP	WAC
3A	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)	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> <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 (W.3.4), (W.3.5), (W.3.6)</i>		✓	✓		✓
3B	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)							

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3C	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)							
3D	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3) i. Choose words and phrases for effect. (CCSS: L.3.3a) ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.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! 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>		✓	✓		✓

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3E	a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) ii. Form and use regular and irregular plural nouns. (CCSS: L.3.1b) iii. Use abstract nouns (e.g., <i>childhood</i> ). (CCSS: L.3.1c) iv. Form and use regular and irregular verbs. (CCSS: L.3.1d) v. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses. (CCSS: L.3.1e) vi. Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f) vii. Form and use comparative and superlative adjectives and adverbs, and choose	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>		✓	✓		✓

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	between them depending on what is to be modified. (CCSS: L.3.1g) viii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h) ix. Produce simple, compound, and complex sentences. (CCSS: L.3.1i) x. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts							
3F	b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2) i. Capitalize appropriate words in titles. (CCSS: L.3.2a) ii. Use commas in addresses. (CCSS: L.3.2b) iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c)	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>			✓		✓

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	iv. Form and use possessives. (CCSS: L.3.2d) v. 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> ). (CCSS: L.3.2e) vi. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words. (CCSS: L.3.2f) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)		<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>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 (L.3.2g)</i>					