



# Istation

Istation Reading Curriculum Correlated to  
California Common Core State Standards for English Language Arts

**Kindergarten – Grade 8**



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**Code Legend**

<b>Code</b>	<b>Description</b>
AD	Alphabetic Decoding
B	Book
B&P	Books and Passages
BPA	Book and Print Awareness
C	Cycle
CC	Clapping Clara
CH# ST#	Chapter #, Stage #
CR	Classroom Resource
CVC	Consonant-Vowel-Consonant
CVCe	Consonant-Vowel-Consonant (silent e)
DAP	Digital Assessment Passages
DOL	Develop Oral Language
EOD	Elements of Drama
EP	Environmental Print
ER	Early Reading
F	Foundations
FLB	Foundations Letter Blocks
G	Grammar
GM	Game
HFW	High-Frequency Words

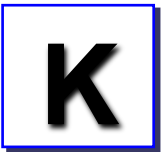


HX	HumanEX
IP	Ipractice
ISIP	Istation's Indicators of Progress
L#L#	Lesson #, Level #
L/S R	Letter Sound Recognition
LC	Listening Comprehension
MMM	Magical Miss Mousely
ORF	Oral Reading Fluency
PA	Phonological Awareness
Ph	Phonics
PMP	Progress Monitoring Passages
PP	Parent Portal
PRP	Printable Passages
RC	Reading Comprehension
RR	Rhymin' Ralph
S	Spelling
SP L	Speaking and Listening
TT	Timeless Tales
TT 2	Timeless Tales 2.0 NexLevel
U	Unit(s)
VC	Vocabulary Cards
VCCV	Vowel-Consonant-Consonant-Vowel

# Istation Reading Curriculum Correlated to California Common Core State Standards for ELA



VH	Visual Hooks
VOC	Vocabulary
VOC	Vocabulary
WE	Writing Extension
WR	Writing Rules
WW	World of Wonders



**Kindergarten**

**Reading Standards for Literature**

**Key Ideas and Details**

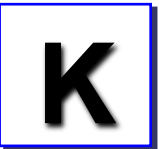
<b>RL.K.1</b>			
With prompting and support, ask and answer questions about key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Listening Comprehension Subtests	C3	Comprehension
C1B	Mac and Cam, Pam and Cam, The Maps, Pam and the Cap, Sam Has Mail	C4	Comprehension
C2B	The Act, Tim at Camp, Tim and Sam, Sam Tips the Lamp, Pip and His Lips, See Sam Sit, Where Is Coco?	C5	Comprehension
C3B	Trips with My Family, The Toads Are Lost, Cal and the Clam, In the Rain, Lamps, Snails in a Pail	RC L1	Making Predictions (Grades K–1)
C3B	Stan the Man, Dots and Spots, The Toast in the Road	RC L3	Asking Questions Strategy (Grades K–1)
C4B	In the Sand, The Green Team, My Dog Has Fleas, Jean and Dean, Meg and the Hens	RC L5	Summarizing Strategy (Grades K–1)
C4B	Sam Has Mail, The Yellow Pin	RC L9	Main Idea
C5B	Fun at Home, The Blue Blimp, Bug in the Mud, Homes for Sale, Pals, I Rode Home, Late for the Game	RC L64	Main Idea
C5B	Raindrops, Where Will They Ride?	RC L68	Making Inferences
C6B	A Cute Mule, Time to Ride My Mule, The Dunes, Just in Time, In the Sand, The Last Scrap	RC L69	Asking Questions
C6B	Time to Ride, Where Is Jane?	RC L70	Characteristics of Characters



<b>RL.K.1</b>			
With prompting and support, ask and answer questions about key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C7B	Just the Right Size, The Oatmeal Man, The Big Game, Hide and Seek, Where Will They Ride?; Wake Up!		

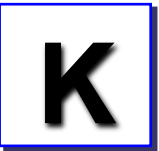
<b>RL.K.2</b>			
With prompting and support, retell familiar stories, including key details.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Listening Comprehension Subtests	C3	Comprehension
IP ER	ABC Stories	C4	Comprehension
IP ER	Rhymin' Ralph Rhyme-O-Rama, A–Z Songs	C5	Comprehension
C2B	Tim and Sam, Sam Tips the Lamp, Tim at Camp	RC L5	Summarizing Strategy (Grades K–1)
C3B	Trips with My Family, The Toads Are Lost	RC L9	Main Idea
C4B	In the Sand, My Hands and Feet, The Green Team, My Dog Has Fleas	RC L68	Making Inferences
C5B	Fun at Home, The Blue Blimp, The Bun for Us, Where Will They Ride?	WE 1	Sam Tips the Lamp
C6B	The Dunes, Just in Time	WE 2	See Sam Sit
C7B	Just the Right Size, The Oatmeal Man, The Big Game	WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens





<b>RL.K.2</b>			
With prompting and support, retell familiar stories, including key details.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 6	My Dog Has Fleas
		WE 8	Late for the Game

<b>RL.K.3</b>			
With prompting and support, identify characters, settings, and major events in a story.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension and Reading Comprehension Subtests	C3	Comprehension
C2B	Tim at Camp	C4	Comprehension
C3B	Trips with My Family	C5	Comprehension
C4B	In the Sand	RC L34	Setting
		RC L70	Characteristics of Characters
		EOD	The Little Red Hen
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas



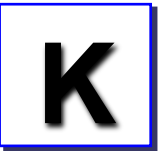
<b>RL.K.3</b>			
With prompting and support, identify characters, settings, and major events in a story.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where is Jane?

**Craft and Structure**

<b>RL.K.4</b>			
Ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C1B	At the Market (BPA)	ISIP ER	Teacher Resource Lessons: ISIP – Reading Comprehension
C3B	Vowel Skill Books: Dots and Spots, Snails in a Pail, Stan the Man, The Toast in the Road	WE 5	Fred Has Ten Hens
C4B	Vowel Skill Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens	WE 6	My Dog Has Fleas
C5B	Vowel Skill Books: Bug in the Mud, Late for the Game, Homes for Sale, I Rode Home		
C5	Detective Dan		

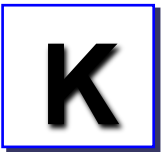


<b>RL.K.5</b>			
Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
IP ER	ABC Stories	ER	Poetry (Grades K–1)
IP ER	Rhymin’ Ralph Rhyme-O-Rama, A–Z Songs	ER	Poetry and Nursery Rhymes: Identifying Rhythm
C1B	Pam and Cam, The Maps	EOD	The Little Red Hen
C2B	Tim and Sam, Sam Tips the Lamp, Summer Camp (BPA)	C1B	Mac and Cam, Pam and Cam, The Maps, Pam and the Cap, Sam Has Mail
C3B	Dots and Spots, The Toads Are Lost, In the Rain, Lamps (BPA)	C1B	Clem the Clown and Tim the Dog, Dusty the Dog and Coco the Cat
C4B	Fred Has Ten Hens, The Green Team, My Dog Has Fleas, Where Is Coco (BPA)	C2B	The Act, Tim at Camp, Tim and Sam, Sam Tips the Lamp, Pip and His Lips, See Sam Sit, Where Is Coco?
C5B	Bug in the Mud, Fun at Home, The Blue Blimp	C3B	Trips with My Family, The Toads Are Lost, Cal and the Clam, In the Rain, Lamps, Snails in a Pail
C6B	The Dunes, Just in Time	C3B	Stan the Man, Dots and Spots, The Toast in the Road, On the Dot, The Garden Trail
C7B	The Oatmeal Man, The Big Game	C4B	In the Sand, The Green Team, My Dog Has Fleas, Jean and Dean, Meg and the Hens, Sam Has Mail
		C4B	The Yellow Pin, Big Feet, Fred Has Ten Hens, Fun with Friends, My Hands and Feet
		C4B	The Cleaning Attack, The Great Pig Escape, Where Is Coco?
		C4	Rhyming and Poetry: Stan the Man; Go! See! Here!
		C5B	Fun at Home, The Blue Blimp, Bug in the Mud, Homes for Sale, Pals, I Rode Home, Late for the Game, Surprise!
		C5B	Pat’s Cat, The Bun for Us, Raindrops, Where Will They Ride?



<b>RL.K.5</b>			
Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C5	Rhyming with Poetry: Fred the Frog, Clem the Clam
		C6B	A Cute Mule, Time to Ride My Mule, The Dunes, Just in Time, In the Sand, The Last Scrap, Time to Ride
		C6B	A Special Delivery for Dusty, Jen and Her New Friends, The Kid in the Mask, Where Is Jane?
		C6	Rhyming and Poetry: Rain
		C7B	Just the Right Size; The Oatmeal Man; The Big Game; Hide and Seek; At the Farm, Wake Up!
		C7B	Ben and Steve at the Seaside; Fun at the Pond; Mark and Kate; Mr. Grump and the Beautiful Yard
		C7B	That Off Stage; The Case of the Haunted Barn; The Twin Mice; Where Will They Ride?
		C7	Rhyming and Poetry: Time

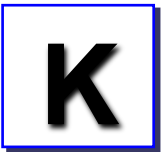
<b>RL.K.6</b>			
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C2B	Summer Camp (BPA)	C4	Comprehension Lesson 1: The Green Team, Introduce the Book
C3B	Lamps (BPA)	C4	Comprehension Lesson 2: Jean and Dean, Introduce the Book
C4B	Where Is Coco? (BPA)		



**Integration of Knowledge and Ideas**

<b>RL.K.7</b>			
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).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension and Reading Comprehension Subtests	ISIP ER	Listening Comprehension, Tiers 2 and 3
C1B	At the Market (BPA)	ISIP ER	Listening Comprehension: Adjectives, Tiers 2 and 3
C2B	Summer Camp (BPA)	ISIP ER	Listening Comprehension: Prepositions, Tiers 2 and 3
C3B	Lamps (BPA)	ISIP ER	Teacher Resource Lessons: ISIP – Reading Comprehension
C4B	Where Is Coco? (BPA)	C3	Comprehension
		C4	Comprehension
		C5	Comprehension
		RC L29	Sequencing (Kindergarten)
		RC L34	Setting (Grades K–1)

<b>RL.K.9</b>			
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C7B	Just the Right Size	WE 7	Fun at Home

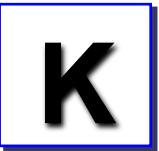


**Range of Reading and Level of Text Complexity**

<b>RL.K.10</b>			
Actively engage in group reading activities with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C5	Comprehension
		C4	Rhyming and Poetry: “Stan the Man,” “Go! See! Here!”
		C5	Rhyming and Poetry: “Clem the Clam,” “Fred the Frog”
		C6	Rhyming and Poetry: “Rain”
		C7	Rhyming and Poetry: “Time”
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		EOD	The Little Red Hen
		ER	Literacy Acquisition Stories



<b>RL.K.10.a</b>			
Activate prior knowledge related to the information and events in texts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C3	Comprehension
		C4	Comprehension
		C5	Comprehension
		ER	Poetry (Grades K–1)
		EOD	The Little Red Hen
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?



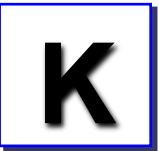
<b>RL.K.10.b</b>			
Use illustrations and context to make predictions about text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C3	Comprehension
		C4	Comprehension
		C5	Comprehension
		WE 1	Sam Tips the Lamp

**Reading Standards for Informational Text**

**Key Ideas and Details**

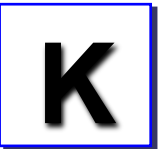
<b>RI.K.1</b>			
With prompting and support, ask and answer questions about key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C6	Informational Text Characteristics
C5B	Pets: Snakes	C7	Persuasive Text Characteristics
C6B	Pets: Fish	RC L64	Main Idea – Nonfiction (Grades K–1)
C6	Genre Explorer: The Life Cycle of a Frog	RC L65	Identifying Details (Grades K–1)
C7B	Homes		





<b>RI.K.2</b>			
With prompting and support, identify the main topic and retell key details of a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C6	Informational Text Characteristics
C5B	Pets: Snakes	C7	Persuasive Text Characteristics
C6B	Pets: Fish	RC L64	Main Idea Nonfiction (Grades K–1)
C6	Genre Explorer: The Life Cycle of a Frog, Hullaballoon Game	RC L65	Identifying Details (Grades K–1)
C7B	Homes		

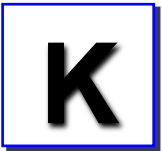
<b>RI.K.3</b>			
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	WE 11	Homes
C5B	Pets: Snakes		
C6B	Pets: Fish		
C6	Genre Explorer: The Life Cycle of a Frog, Hullaballoon Game		
C7B	Homes		



<b>RI.K.4</b>			
With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C6B	Pets: Fish		
C7B	Homes		

<b>RI.K.5</b>			
Identify the front cover, back cover, and title page of a book.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C6	Comprehension

<b>RI.K.6</b>			
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C1B	At the Market (BPA)		



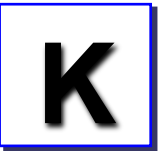
**Integration of Knowledge and Ideas**

<b>RI.K.7</b>			
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C5B	Pets: Snakes	C6	Informational Text Characteristics
C6	Genre Explorer: The Life Cycle of a Frog	EP	Classifying

<b>RI.K.8</b>			
With prompting and support, identify the reasons an author gives to support points in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C6B	Pets: Fish	C7	Persuasive Text Characteristics

**Range of Reading and Level of Text Complexity**

<b>RI.K.10</b>			
Actively engage in group reading activities with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C6	Informational Text Characteristics
		C7	Persuasive Text Characteristics
		EP	Classifying



<b>RI.K.10.a</b>			
Activate prior knowledge related to the information and events in texts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C6	Informational Text Characteristics
		C7	Persuasive Text Characteristics
		EP	Classifying

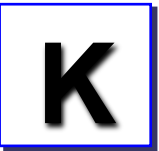
<b>RI.K.10.b</b>			
Use illustrations and context to make predictions about text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C7	Persuasive Text Characteristics

**Reading Standards: Foundational Skills**

**Print Concepts**

RF.K.1: Demonstrate understanding of the organization and basic features of print.

<b>RF.K.1.a</b>			
Follow words from left to right, top to bottom, and page by page.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C1B	Dusty the Dog and Coco the Cat, At the Market (BPA)	LA3–Z3	Letter Lessons: Sound-Symbol Correspondence
C2B	Summer Camp (BPA)	C3–C5	Comprehension
C3B	Lamps (BPA)		



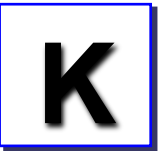
<b>RF.K.1.a</b>			
Follow words from left to right, top to bottom, and page by page.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C4B	Where Is Coco? (BPA)		

<b>RF.K.1.b</b>			
Recognize that spoken words are represented in written language by specific sequences of letters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	C4	Comprehension
C1B	At the Market (BPA), Dusty the Dog and Coco the Cat, Where Is Coco?		
C2B	Summer Camp (BPA)		

<b>RF.K.1.c</b>			
Understand that words are separated by spaces in print.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C1B	At the Market (BPA), Dusty the Dog and Coco the Cat, Where Is Coco?	C0L1	Counting Spoken Words (Sentence Segmentation)
C2B	Summer Camp (BPA)	C1L1	Identify Words in a Sentence
		C4	Comprehension



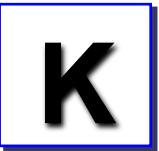
<b>RF.K.1.d</b>			
Recognize and name all upper- and lowercase letters of the alphabet.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Letter Knowledge Subtest	ISIP ER	Letter Knowledge Interventions
C1	Letter Recognition Activities: Mm, Aa, Pp, Cc	LA1–Z1	Letter Lessons: Letter Name Recognition
C2	Letter Recognition Activities: Tt, Ii, Ss, Ll	C1–C2	Priority Report: Letter Recognition
C3	Letter Recognition Activities: Rr, Oo, Nn, Dd	C2	Letter/Sound
C4	Letter Recognition Activities: Ff, Ee, Gg, Hh	C3	Priority Report: Letter Recognition
C6	Letter Recognition Activities: Zz, Kk, Vv, Yy	C3	Letter/Sound Recognition: ROND
C7	Letter Recognition Activities: Qq, Xx	C4	Priority Report: Letter Recognition
		C5	Priority Report: Letter Recognition
		C5	Letter/Sound: Bb, Uu, Jj, Ww
		C6	Priority Report: Letter Recognition
		C6	Letter/Sound
		C7	Letter Recognition (Priority)
		C1L14	Rapid Word Naming
		C2L21	Rapid Word Naming
		C3L22	Rapid Word Naming
		C5L16	Rapid Word Naming
		C6L15	Rapid Word Naming
		C7L14	Rapid Word Naming



<b>RF.K.1.d</b>			
Recognize and name all upper- and lowercase letters of the alphabet.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		Ph L1	Letter Discrimination
		Ph L2	Letter Recognition, Sorting
		Ph L3	Letter Recognition, Matching
		EP	Alphabet Book

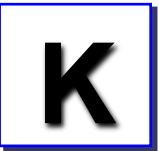
**Phonological Awareness**

<b>RF.K.2</b>			
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Phonemic Awareness Subtest	CC	Segmenting Words into Syllables
C0–C3	Clapping Clara: Segmenting Sentences	CC	Syllables Game
C0–C3	Clapping Clara: Segmenting Words	MMM	First Phoneme Sound Sort
C3	Magical Miss Mousely: First Phoneme	MMM	Identify Word Pairs with the Same Initial Phoneme
C3	Magical Miss Mousely: Initial Phoneme Pairs		
C3	Magical Miss Mousely: Initial Phoneme Sound Sort		



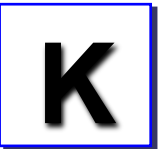
<b>RF.K.2.a</b>			
Recognize and produce rhyming words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Phonemic Awareness Subtest	ISIP ER PA	Distinguish Rhyme, Tiers 2 and 3
C2–C4	Rhymin’ Ralph: Distinguish Two Words That Rhyme (Bubble Machine)	C1L4	Rhyming
C2–C4	Rhymin’ Ralph: Anticipatory Rhyming	C2L3	Rhyming
C2–C4	Rhymin’ Ralph: ID Rhyming	C3L20	Rhyming Phonograms: Short Vowels
C2–C4	Rhymin’ Ralph: Rhyme Snag Grab Bag	C4L22	Rhyming Words with Poetry
		C7L4	Rhyming Words
		RR	Distinguish When Two Words Rhyme
		RR	Rhyme in Context
		RR	Identify Rhyme
		PA L2	Rhyming with Pictures
		PA L3	Rhyming Discrimination
		PA L4	Rhyming Identification
		PA L5	Generating Rhymes





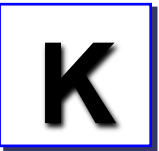
<b>RF.K.2.b</b>			
Count, pronounce, blend, and segment syllables in spoken words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Phonemic Awareness Subtest	ISIP ER PA	Blending Syllables, Tiers 2 and 3
C0	Counting Syllables with Tab	PA L9	Syllabication
C0-C3	Clapping Clara: Segmenting One- and Two-Syllable Words	PA L11	Word Length
C0-C3	Clapping Clara: Segmenting One- and Two-Syllable Words	C0L2	Counting Syllables
		C0L3	Counting Syllables
		CC	Syllables Game
		CC	Segmenting Words into Syllables
		CC	Segmenting Words in Sentences
		PA	Syllables 1
		PA	Syllables 2
		PA	Syllables 3
		PA	Manipulating Syllables

<b>RF.K.2.c</b>			
Blend and segment onsets and rimes of single-syllable spoken words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Phonemic Awareness Subtest	PA L14	Onset and Rime

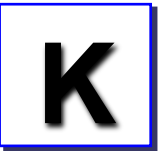


<b>RF.K.2.c</b>			
Blend and segment onsets and rimes of single-syllable spoken words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C2–C4	Onset-Rime Game with Tab	PA	Blending Onset and Rime

<b>RF.K.2.d</b>			
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant–vowel–consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Phonemic Awareness subtest	ISIP ER PA	Identifying Final Phonemes, Tiers 2 and 3
C1	Beginning Sounds Concert	ISIP ER PA	Initial Sound Fluency, Tiers 2 and 3
C0–C5	Phoneme Segmentation	C0	Listening for Beginning Sounds
C3	Magical Miss Mousely: Initial Phoneme Recognition	C0–C3	Segmenting and Blending
C3	Magical Miss Mousely: Initial Phoneme Pairs	C0L5	Counting Each Sound
C3	Magical Miss Mousely: First Phoneme Sound Sort	C0L6	Segmenting Spoken Words
C3	Magical Miss Mousely: First Phoneme Four Square	C0L7	Segmenting Spoken Words
		C0L10	Beginning Sounds
		C0L11	Beginning Sounds
		C0L12	Ending Sounds
		C0L13	Ending Sounds
		C0L14	Middle Sounds



<b>RF.K.2.d</b>			
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant–vowel–consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C0L15	Middle Sounds
		C1–C3	Short Vowel Lessons
		C1L2	Segment Sounds in Spoken Words
		C1L6	Beginning Sounds
		C1L8	Ending Sounds
		C2–C3	Phonemic Awareness: Ending Sound
		C2L5	Beginning Sounds
		C2L7	Ending Sounds
		C2L12	Middle Sounds
		C2–C4	Phonemic Awareness: Middle Sound
		C3L2	Beginning Sounds
		C3L4	Ending Sounds (/n/, /d/ in the final position)
		C3L9	Blending Beg, Mid, Ending Sounds with Letters
		C4L2	Beginning Sounds /f/ /g/ /h/
		C4L4	Ending Sounds /f/ /g/
		C4L6	Vowel Sound /e/
		C4L9	Blending Beginning/Middle/Ending Sounds with Letters
		C5L2	Beginning Sounds b, j, w

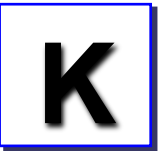


<b>RF.K.2.d</b>			
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant–vowel–consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C5L4	Ending Sound b, Review m
		C5L6	Vowel Sound u
		C6L2	Beginning Sounds
		C6L4	Ending Sounds V and Z
		C6L7	Beginning/Middle/Ending Sounds and Letters
		LA2–Z2	Letter Lessons: Letter Sound Recognition
		LA4–Z4	Letter Lessons: Letter Sound in the Final Position
		PA L14	Onset and Rime
		PA L15	Counting Each Sound
		PA L16	Counting Sounds (3 Sounds)
		PA L18	Beginning Sounds
		PA L19	Beginning Sounds: I Spy Game
		PA L20	Identify Initial Sounds
		PA L21	Ending Sounds
		PA L22	Ending Sounds
		PA L23	Ending Sounds
		PA L24	Medial Sounds
		PA L26	Medial Sounds



<b>RF.K.2.d</b>			
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant–vowel–consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		PA L27	Segmenting Words
		PA L28	Segmenting Words
		MMM	Identify Word Pairs with the Same Initial Phoneme

<b>RF.K.2.e</b>			
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C4	Tab: Beginning Sound Substitution	C2–C4	Phoneme Substitution Lessons
C4	Tab: Middle Sound Substitution	C2–C5	Spelling Lessons
C4	Tab: Ending Sound Substitution	C3L15	Phoneme Substitution: Beginning Sound
		C3L16	Phoneme Substitution: Middle Sound
		C4L14	Phoneme Substitution: Middle Sound
		C4L15	Phoneme Substitution: Middle Sound
		C6L8	Substitute Short Vowel and Ending Sounds
		PA L34	Substitute Initial Sound
		PA L35	Initial Phoneme Substitution
		PA L36	Substitute Final Sound
		PA L37	Substitute Vowel



<b>RF.K.2.e</b>			
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		PA L38	Final Phoneme Substitution
		PA L39	Substitute Medial Sound
		PA L41	Medial Phoneme Substitution
		PA L42	Initial Phoneme Addition
		PA L43	Final Phoneme Addition
		PA	Manipulating Phonemes
		PA	Manipulating Medial Phonemes

<b>RF.K.2.f</b>			
Blend two to three phonemes into recognizable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Phonemic Awareness Subtest	ISIP ER PA	Blending Spoken Phonemes, Tier 2 and 3
C0–C3	Tab: Blending Sounds to Make Words	ISIP ER	Phonemic Blending Fluency
		C0–3	Segmenting and Blending
		C0L8	Blending Spoken Sounds into Words
		C0L9	Blending Spoken Sounds into Words
		C1L12	Blend Sounds to Say Words
		C1L13	Blend Sounds to Read Words

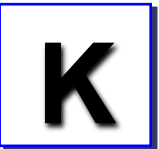


<b>RF.K.2.f</b>			
Blend two to three phonemes into recognizable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C2L16	Blend Beginning/Middle/Ending Sounds
		C2L17	Blending Sounds with Letters
		C2L18	Blend Sounds Using Letters to Read Words
		C3L10	Blend Sounds and Letters to Read Words
		PA L29	Blending with Picture Cards
		PA L30	Blending Sounds
		PA L31	Blending Sounds with Sound Cards
		PA L33	Phoneme Blending

**Phonics and Word Recognition**

RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

<b>RF.K.3.a</b>			
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding and Letter Knowledge Subtests	ISIP ER	Teacher Resource Lessons: ISIP – Alphabetic Decoding, Lesson 3: Identify Letters and Sounds
L/S R C1	Mm, Aa, Pp, Cc	ISIP ER	Letter Sound Fluency Packet
L/S R C2	Tt, li, Ss, Ll	C1–C2	Letter Sound Correspondence

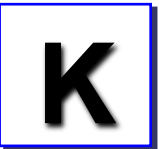


**RF.K.3.a**

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
L/S R C3	Rr, Oo, Nn, Dd	C3	Letter Sound Correspondence
L/S R C4	Ff, Ee, Gg, Hh	C3	Letter/Sound Recognition ROND
L/S R C5	Bb, Uu, Jj, Ww	C4	Letter Sound Correspondence
L/S R C6	Zz, Kk, Vv, Yy	C4	Letter/Sound
L/S R C7	Qq, Xx	C5	Letter Sound Correspondence
		C6	Letter Sound Correspondence
		C7	Letter Sound Correspondence
		LA3–Z3	Sound-Symbol Correspondence
		Ph L5	Letter/Sound Correspondence
		Ph L6	Beginning Sound Picture Match
		Ph L7	Letter Sound Picture Match
		Ph L8	Letter Sound Identification
		EP	Alphabet Book

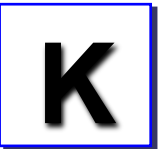




**RF.K.3.b**

Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.)

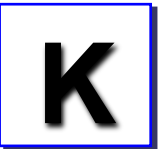
Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Alphabetic Decoding Subtest	ISIP ER	Teacher Resource Lessons: ISIP – Alphabetic Decoding
C1	Letter Activities: Long and Short Aa	C1–C2	Short Vowel a
C2	Letter Activities: Long and Short Ii	C1–C7	Spelling Lessons
C3	Letter Activities: Long and Short Oo	C2L10	Short Vowel i
C4	Letter Activities: Long and Short Ee	C2L11	Vowel Sounds: A and I
C5	Letter Activities: Long and Short Uu	C2L19	Read CVC Words with Short i
		C3	Comprehension
		C3	Short Vowel o
		C3L7	Vowel Sounds O and Letter O
		C3L8	Vowel Sounds and Letter i and o
		C3L10	Blend Sounds and Letters to Read Words
		C3L11	Vowels Sound A
		C3L24	Spelling with s-Blend and Short o
		C4	Comprehension
		C4	Short Vowel e
		C4L7	Vowel Sound /e/ and Letter e
		C4L8	Vowel Sounds /o/ and /e/



**RF.K.3.b**

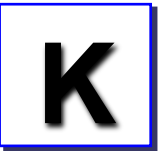
Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.)

Code	Digital Student Experience	Code	Teacher Resources
		C4L13	Read Words with Vowel Sound /E/
		C5–6	Vowel Sound, Long A, Silent e
		C5	Comprehension
		C5	Short Vowel u
		C5L6	Vowel Sound u
		C5L7	Vowel Sound U and Letter U
		C5L9	Vowel Sound, Silent e, Pattern a_e
		C5L10	Vowel Sound, Silent e, Pattern o_e
		C5L19	Spelling with Short U and Blends
		C6L6	Read and Spell Words with Short Vowel Sounds
		C6L9	Long Vowel Sounds I, U
		C6L10	Vowel Sounds and Letter Patterns i_e, u_e
		Ph L10	Read and Spell Words with Short Vowel Sounds
		Ph L12	Phonograms, Long Vowels
		Ph L18	Blending with Short a
		Ph L19	Blending with Short i and a
		Ph L21	Decoding with Short o



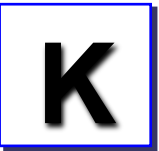
<b>RF.K.3.b</b>			
Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		Ph L22	Decoding with Short u
		PH L42	Phonograms: Short Vowels
		Ph L51	Long Vowels in the Final Position: me, go, by
		EP	Alphabet Book

<b>RF.K.3.c</b>			
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Spelling Subtest	C1	Priority Report Lesson for High Frequency Words
HFW	Blocks	C1	High Frequency Words: and, the, see, has
C1B	Pam and the Cap	C1L15	Read Sentences with HFWs
C2B	Tim at Camp	C2	High Frequency Words: this, is, his, go
C3B	On the Dot	C2L22	Reading Sentences with HFWs
C4B	My Hands and Feet	C3	Priority Report Lesson for High Frequency Words
C5B	The Bun for Us	C3	High Frequency Words: here, are, you, they
C6B	Where Is Jane?	C4	Priority Report Lesson for High Frequency Words
C7B	Homes, Boats, Hide and Seek, Mark and Kate, Take That Off Stage	C4	High Frequency Words: my, where, with, to



<b>RF.K.3.c</b>			
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C5	High Frequency Words: what, said, for, her
		C5L16	Rapid Letter and Word Naming
		C5L17	Read Sentences with HFWs
		C6	High Frequency Words: was, that, from, she
		C7	High Frequency Words: do, come, there, have, of, some
		C7L15	Read High Frequency Words
		HFW L4B	High Frequency Words Lesson: my, where, with, to

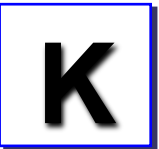
<b>RF.K.3.d</b>			
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	C1–C7	Spelling Lessons
C2–C4	Onset and Rime (Word Families)	C2L20	Rhyming Phonograms
C7	Bossy R	C3L20	Rhyming Phonograms: Short Vowels
		C3L24	Spelling with s-Blend and Short o
		C4L18	Rhyming Phonograms: Short Vowels
		C5L15	Rhyming Phonograms
		C6L8	Substitute Short Vowel and Ending Sounds



<b>RF.K.3.d</b>			
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C6L14	Rhyming Phonograms: Long vowels, Silent e
		Ph L12	Phonograms: Long Vowels

**Fluency**

<b>RF.K.4</b>			
Read emergent-reader texts with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Oral Reading Fluency Subtest	C3	Comprehension
C1B	Pam and Cam, The Maps	C4	Comprehension
C2B	Sam Tips the Lamp, Tim and Sam	C5	Comprehension
C3B	Dots and Spots, The Toads Are Lost, In the Rain	C6	Comprehension
C4B	Fred Has Ten Hens, The Green Team, My Dog Has Fleas	C7	Comprehension
C5B	Bug in the Mud, Fun at Home, The Blue Blimp	C1B	Pam and Cam, The Maps
C6B	The Dunes, Just in Time	C2B	Sam Tips the Lamp, Tim and Sam
C7B	The Oatmeal Man, The Big Game	C3B	Dots and Spots, The Toads Are Lost, In the Rain
		C4B	Fred Has Ten Hens, The Green Team, My Dog Has Fleas
		C5B	Bug in the Mud, Fun at Home, The Blue Blimp
		C6B	The Dunes, Just in Time



<b>RF.K.4</b>			
Read emergent-reader texts with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C7B	The Oatmeal Man, The Big Game
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Progress Monitoring Passages (Grades 1-3)

## Writing Standards

### Types of Texts and Purposes

<b>W.K.1</b>			
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., My favorite book is . . .).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?



**W.K.2**

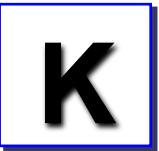
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Code	Digital Student Experience	Code	Teacher Resources
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

**W.K.3**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Code	Digital Student Experience	Code	Teacher Resources
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots



**W.K.3**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Code	Digital Student Experience	Code	Teacher Resources
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

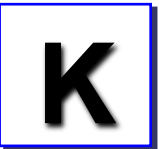
**Production and Distribution of Writing**

**W.K.5**

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Code	Digital Student Experience	Code	Teacher Resources
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens





**W.K.5**

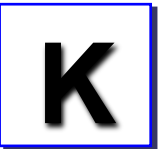
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Code	Digital Student Experience	Code	Teacher Resources
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

**W.K.6**

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Code	Digital Student Experience	Code	Teacher Resources
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game

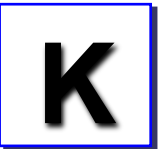


<b>W.K.6</b>			
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 9	The Dunes
		WE 10	Where Is Jane?

**Research to Build and Present Knowledge**

<b>W.K.7</b>			
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ER	Research Plan (Kindergarten)
		WE 4	The Toads are Lost
		WE 6	My Dog Has Fleas

<b>W.K.8</b>			
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ER	Research Plan (Kindergarten)
		WE 4	The Toads are Lost
		WE 6	My Dog Has Fleas

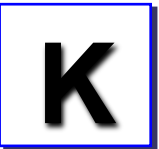


<b>W.K.8</b>			
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 7	Fun at Home

**Speaking and Listening Standards**

**Comprehension and Collaboration**

<b>SL.K.1</b>			
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C3	Comprehension
		C4	Comprehension
		C5	Comprehension
		EP	Alphabet Book
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas



**SL.K.1**

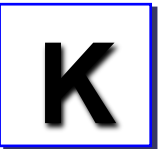
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Code	Digital Student Experience	Code	Teacher Resources
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

**SL.K.1.a**

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Code	Digital Student Experience	Code	Teacher Resources
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes



**SL.K.1.a**

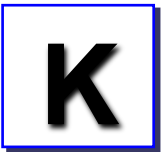
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Code	Digital Student Experience	Code	Teacher Resources
		WE 10	Where Is Jane?

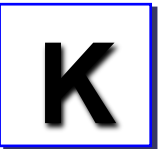
**SL.K.1.b**

Continue a conversation through multiple exchanges.

Code	Digital Student Experience	Code	Teacher Resources
		C3	Comprehension
		C4	Comprehension
		C5	Comprehension
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

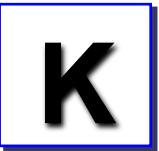


<b>SL.K.2</b>			
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension Subtest	ISIP ER LC	Developing Listening Skills, Tiers 2 and 3
		C3	Comprehension
		C4	Comprehension
		C5	Comprehension
		RC L3	Asking Questions Strategy (Grades K–1)
		RC L69	Asking Questions
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?



<b>SL.K.2.a</b>			
Understand and follow one- and two- step oral directions.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension Subtest	ISIP ER LC	Developing Listening Skills, Tiers 2 and 3
		C3	Comprehension
		C4	Comprehension
		C5	Comprehension

<b>SL.K.3</b>			
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L3	Asking Questions Strategy (Grades K–1)
		RC L69	Asking Questions
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game



**SL.K.3**

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Code	Digital Student Experience	Code	Teacher Resources
		WE 9	The Dunes
		WE 10	Where Is Jane?

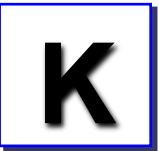
**Presentation of Knowledge and Ideas**

**SL.K.4**

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Code	Digital Student Experience	Code	Teacher Resources
		EP	Alphabet Book
		EP	Recognizing Signs
		EP	Classifying
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game





**SL.K.4**

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Code	Digital Student Experience	Code	Teacher Resources
		WE 9	The Dunes
		WE 10	Where Is Jane?

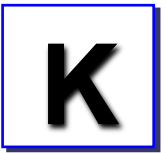
**SL.K.5**

Add drawings or other visual displays to descriptions as desired to provide additional detail.

Code	Digital Student Experience	Code	Teacher Resources
		C4	Comprehension
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?



<b>SL.K.6</b>			
Speak audibly and express thoughts, feelings, and ideas clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C3	Comprehension
		C4	Comprehension
		C5	Comprehension
		EP	Alphabet Book
		EP	Recognizing Signs
		EP	Classifying
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

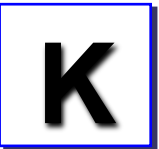


**Language Standards**

**Conventions of Standard English**

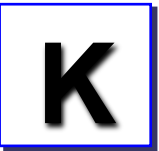
L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<b>L.K.1.a</b>			
Print many upper- and lowercase letters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C1	Letter Formation: Mm, Aa, Pp, Cc	LA1–Z1	Letter Lessons: Letter Name Recognition
C2	Letter Formation: Tt, Ii, Ss, Ll	C3	Comprehension
C3	Letter Formation: Rr, Oo, Nn, Dd	C4	Comprehension
C4	Letter Formation: Ff, Ee, Gg, Hh	C5	Comprehension
C5	Letter Formation: Bb, Uu, Jj, Ww	WE 1	Sam Tips the Lamp
C6	Letter Formation: Zz, Kk, Vv, Yy	WE 2	See Sam Sit
C7	Letter Formation: Qq, Xx	WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 8	Late for the Game



<b>L.K.1.a</b>			
Print many upper- and lowercase letters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 9	The Dunes
		WE 10	Where Is Jane?

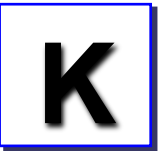
<b>L.K.1.b</b>			
Use frequently occurring nouns and verbs.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests	WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 8	Late for the Game
		WE 9	The Dunes



<b>L.K.1.b</b>			
Use frequently occurring nouns and verbs.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 10	Where Is Jane?

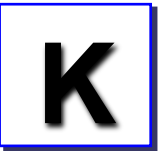
<b>L.K.1.c</b>			
Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ER LC	Developing Listening Skills, Tiers 2 and 3
		WE 5	Fred Has Ten Hens: Writing Prompt 2
		WE 7	Fun at Home

<b>L.K.1.d</b>			
Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C3	Comprehension



<b>L.K.1.e</b>			
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension, Reading Comprehension, and Vocabulary Subtests	ISIP ER LC	Prepositions, Tiers 2 and 3
		VOC L5	Prepositions
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 7	Fun at Home

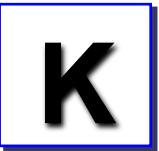
<b>L.K.1.f</b>			
Produce and expand complete sentences in shared language activities.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C3	Comprehension
		C4	Comprehension
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home



<b>L.K.1.f</b>			
Produce and expand complete sentences in shared language activities.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

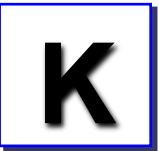
<b>L.K.2.a</b>			
Capitalize the first word in a sentence and the pronoun I.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C1B	At the Market (BPA)	C3	Comprehension
C2B	Summer Camp (BPA), Dusty the Dog and Coco the Cat (BPA)	C4	Comprehension
C3B	Lamps	WE 1	Sam Tips the Lamp
C4B	Where Is Coco?	WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home



<b>L.K.2.a</b>			
Capitalize the first word in a sentence and the pronoun I.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

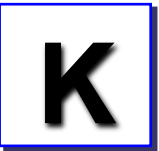
<b>L.K.2.b</b>			
Recognize and name end punctuation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C1B	At the Market (BPA)	C3	Comprehension
C2B	Summer Camp (BPA), Dusty the Dog and Coco the Cat (BPA)	C4	Comprehension
C3B	Lamps	WE 1	Sam Tips the Lamp
C4B	Where Is Coco?	WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes



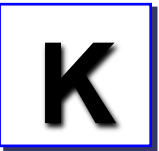


<b>L.K.2.b</b>			
Recognize and name end punctuation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 10	Where Is Jane?

<b>L.K.2.c</b>			
Write a letter or letters for most consonant and short-vowel sounds (phonemes).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Spelling Subtest	C3	Comprehension
L/S R C1	Mm, Aa, Pp, Cc	LA3–Z3	Letter Lessons: Sound-Symbol Correspondence
L/S R C2	Tt, Ii, Ss, Ll	WE 1	Sam Tips the Lamp
L/S R C3	Rr, Oo, Nn, Dd	WE 2	See Sam Sit
L/S R C4	Ff, Ee, Gg, Hh	WE 3	Dots and Spots
L/S R C5	Bb, Uu, Jj, Ww	WE 4	The Toads Are Lost
L/S R C6	Zz, Kk, Vv, Yy	WE 5	Fred Has Ten Hens
L/S R C7	Qq, Xx	WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?



<b>L.K.2.d</b>			
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Spelling Subtest	ISIP ER	Teacher Resources Lessons: ISIP – Spelling
C3–C4	Word Masters	C1–C7	Spelling Lessons
		C3–C7	Word Masters Game
		GM	Word Masters Spelling Game Players Guide
		C3L24	Spelling with s-Blend and Short o
		C4L23	Spelling with Short /e/ and Blends
		C5L19	Spelling with Short u and Blends
		C5L20	Spelling CVCe with a_e and o_e
		C6L6	Read and Spell Words with Short Vowel Sounds
		C6L17	Spelling CVCs with i_e and u_e
		Ph L10	Read and Spell Words with Short Vowel Sounds
		Ph L11	Blend Sounds
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas

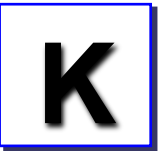


<b>L.K.2.d</b>			
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

**Knowledge of Language**

<b>L.K.4</b>			
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests	VOC L22	Context Clues
C1–C7	Books		

<b>L.K.4.a</b>			
Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	VOC L22	Context Clues
		WE 5	Fred Has Ten Hens

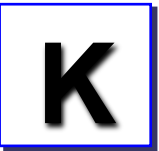


<b>L.K.4.b</b>			
Use the most frequently occurring inflections and affixes (e.g., –ed, –s, re–, un–, pre–, –ful, –less) as a clue to the meaning of an unknown word.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary Subtest	C3	Comprehension Lesson 3: Trips with My Family – Word Work
C9	Inflected Endings: S, ED, ING		

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

<b>L.K.5.a</b>			
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	VOC	Conceptual Sort
		VOC	Closed Conceptual Sort
		VOC L3	Sorting

<b>L.K.5.b</b>			
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	ISIP ER	Teacher Resource Lessons: ISIP – Vocabulary



<b>L.K.5.c</b>			
Identify real-life connections between words and their use (e.g., note places at school that are colorful).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	VOC	Conceptual Sort
		VOC	Closed Conceptual Sort
		VOC L3	Sorting

<b>L.K.5.d</b>			
Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ER	Teacher Resource Lessons: ISIP – Vocabulary
		VOC L7	Synonyms

<b>L.K.6</b>			
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	ISIP ER	Teacher Resource Lessons: ISIP – Vocabulary
C1B	Mac and Cam, Sam Has Mail, Clem the Clown and Tim the Dog	DOL	Identify and Use Direction Words
C2B	Pam and the Cap, The Act, Dusty the Dog and Coco the Cat, Sam Tips the Lamp, Tim and Sam, Pam and Cam		
C2B	See Sam Sit, Pip and His Lips, Where Is Coco?		



<b>L.K.6</b>			
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C3B	Lamps, Trips with My Family, Cal and the Clam, The Garden Trail, Dots and Spots, Snails in a Pail		
C3B	Stan the Man, Toast in the Road, The Toads Are Lost, In the Rain		
C4B	Sam Has Mail, Fun with Friends, The Yellow Pin, The Cleaning Attack, Fred Has Ten Hens, Meg and the Hens		
C4B	Jean and Dean, Big Feet, The Green Team, My Dog Has Fleas		
C5B	Pat's Cat, Raindrops, Pals, Bug in the Mud, Late for the Game, Homes for Sale		
C5B	I Rode Home, The Blue Blimp, Surprise!		

**Grade 1**

**Reading Standards for Literature**

**Key Ideas and Details**

<b>RL.1.1</b>			
Ask and answer questions about key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension and Reading Comprehension Subtests	C3	Comprehension
C4B	Big Feet, My Hands and Feet, Where Is Coco?	C4	Comprehension
C5B	The Bun for Us	C5	Comprehension
C6B	A Special Delivery for Dusty, Jen and Her New Friends	C6	Comprehension
C7B	At the Farm, The Big Game	C7	Comprehension
C8B	The Shrimp and the Shark, The Queen’s Suitcase	C8	Comprehension
C9B	Elbert’s Birthday, Naptime	C9	Comprehension Lesson 2: A Trip to the Dentist
		C10	Comprehension 10
		RC L1	Making Predictions (Grades K–1)
		RC L3	Asking Questions Strategy (Grades K–1)
		RC L5	Summarizing Strategy (Grades K–1)
		RC L10	Main Idea (Grade 1)
		RC L17	Author’s Purpose (Grade 1)
		RC L20	Drawing Conclusions (Grade 1)

<b>RL.1.1</b>			
Ask and answer questions about key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L25	Cause and Effect (Grade 1)
		RC L30	Sequencing (Grade 1)
		RC L40	Problem–Solution (Grade 1)
		RC L46	Compare–Contrast (Grade 1)
		RC L68	Making Inferences (Grades K–1)
		RC L69	Asking Questions, (Grades K–1)
		RC L70	Characteristics of Characters (Grades K–1)

<b>RL.1.2</b>			
Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension and Reading Comprehension Subtests	C3	Comprehension
C5B	Fun at Home, The Blue Blimp, Where Will They Ride?	C4	Comprehension
C6B	The Dunes, Just in Time	C5	Comprehension
C7B	Just the Right Size, The Oatmeal Man, The Big Game	C6	Comprehension
C8B	The Queen’s Suitcase, The Fox Pack	C7	Comprehension
C9B	The Flying Pizza, Mitch’s Big Fish Tales	C8	Comprehension
		C9	Comprehension Lesson 2: A Trip to the Dentist



<b>RL.1.2</b>			
Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L5	Summarizing Strategy (Grades K–1)
		RC L30	Sequencing (Grade 1)
		RC L40	Problem–Solution (Grade 1)
		RC L68	Making Inferences (Grades K–1)
		RC	Determining Theme

<b>RL.1.3</b>			
Describe characters, settings, and major events in a story, using key details.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension and Reading Comprehension Subtests	C3	Comprehension
C4B	Big Feet, Fred Has Ten Hens, Jean and Dean	C4	Comprehension
C5B	The Bun for Us, Fun at Home	C5	Comprehension
C6B	A Special Delivery for Dusty, Jen and Her New Friends, The Dunes	C6	Comprehension
C7B	At the Farm, The Big Game, Mr. Grump and the Beautiful Yard, Take That Off Stage, Where Will They Ride?	C7	Comprehension
C8B	The Shrimp and the Shark, The Queen’s Suitcase, A Big Sneeze, I Like to Help, Wait to Paint	C8	Comprehension
C9B	Elbert’s Birthday, Naptime	C9	Comprehension Lesson 2: A Trip to the Dentist

<b>RL.1.3</b>			
Describe characters, settings, and major events in a story, using key details.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C10	Comprehension 10
		RC	Story Elements: Where Is Coco?
		RC	Story Elements: Wake Up!
		RC	Determining Theme
		EOD	The Little Red Hen
		RC L25	Cause and Effect (Grade 1)
		RC L34	Setting (Grades K–1)
		RC L40	Problem–Solution (Grade 1)
		RC L46	Compare–Contrast (Grade 1)
		RC L70	Characteristics of Characters (Grades K–1)

**Craft and Structure**

<b>RL.1.4</b>			
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	ER	Poetry (Grades K–1)
		ER	Poetry and Nursery Rhymes: Identifying Rhythm
		WE 5	Fred Has Ten Hens

<b>RL.1.4</b>			
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 9	The Dunes

<b>RL.1.5</b>			
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C7B	Just the Right Size	C4–C6	Comprehension: Introduce the Book, Comprehension Mini Lesson, Book Discussion
		C8	Comprehension: Introduce the Book, Comprehension Mini Lesson, Book Discussion
		RC L17	Author's Purpose (Grade 1)

<b>RL.1.6</b>			
Identify who is telling the story at various points in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C9–C10	Comprehension
		RC	Point of View
		EOD	The Little Red Hen

**Integration of Knowledge and Ideas**

<b>RL.1.7</b>			
Use illustrations and details in a story to describe its characters, setting, or events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension and Reading Comprehension Subtests	C3	Comprehension
C4B	Big Feet, Fred Has Ten Hens, Jean and Dean	C4	Comprehension
C5B	The Bun for Us, Fun at Home	C5	Comprehension
C7B	At the Farm, Mr. Grump and the Beautiful Yard	C6	Comprehension
C8B	A Big Sneeze, I Like to Help, The Wise Crow	C7	Comprehension
C10B	The Hero, Who Is Following Us?	C8	Comprehension
		C9	Comprehension Lesson 2: A Trip to the Dentist
		C10	Comprehension 10
		RC	Story Elements: Where Is Coco?
		RC	Story Elements: Wake Up!
		RC L30	Sequencing (Grade 1)
		RC L34	Setting (Grades K–1)
		RC L70	Characteristics of Characters (Grades K–1)

<b>RL.1.9</b>			
Compare and contrast the adventures and experiences of characters in stories.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C7B	Ben and Steve at the Seaside, Just the Right Size	RC L46	Compare–Contrast (Grade 1)
C8B	Shel and Beth		

**Range of Reading and Level of Text Complexity**

<b>RL.1.10</b>			
With prompting and support, read prose and poetry of appropriate complexity for grade 1.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension, Oral Reading Fluency, and Text Fluency Subtests	C3	Comprehension
C4B	In the Sand, The Green Team, My Dog Has Fleas, Jean and Dean, Meg and the Hens, Sam Has Mail	C4	Comprehension
C4B	The Yellow Pin, Big Feet, Fred Has Ten Hens, Fun with Friends, My Hands and Feet	C5	Comprehension
C4B	The Cleaning Attack, The Great Pig Escape, Where Is Coco?	C6	Comprehension
C5B	Fun at Home, The Blue Blimp, Bug in the Mud, Homes for Sale, Pals, I Rode Home, Late for the Game, Surprise!	C7	Comprehension
C5B	Raindrops, Pat's Cat, The Bun for Us, Fun at Pinecone Stream, Where Will They Ride?	C8	Comprehension
C6B	A Cute Mule, Time to Ride My Mule, The Dunes, Just in Time, In the Sand, The Last Scrap, Time to Ride	C9	Comprehension Lesson 2: A Trip to the Dentist
C6B	A Special Delivery for Dusty, Jen and Her New Friends, The Kid in the Mask, Where Is Jane?	C10	Comprehension 10

Istation Reading Curriculum Correlated to California Common Core State Standards for ELA

<b>RL.1.10</b>			
With prompting and support, read prose and poetry of appropriate complexity for grade 1.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C7B	Just the Right Size, The Oatmeal Man, The Big Game, Hide and Seek, At the Farm, Wake Up!	C4B	In the Sand, The Green Team, My Dog Has Fleas, Jean and Dean, Meg and the Hens, Sam Has Mail
C7B	Ben and Steve at the Seaside, Fun at the Pond, Mark and Kate, Mr. Grump and the Beautiful Yard	C4B	The Yellow Pin, Big Feet, Fred Has Ten Hens, Fun with Friends, My Hands and Feet
C7B	Take That Off Stage, The Case of the Haunted Barn, The Twin Mice, Where Will They Ride?	C4B	The Cleaning Attack, The Great Pig Escape, Where Is Coco?
C6B	A Cute Mule, Time to Ride My Mule, The Dunes, Just in Time, In the Sand, The Last Scrap, Time to Ride	C4	Rhyming with Poetry: Stan the Man; Go! See! Here!
C6B	A Special Delivery for Dusty, Jen and Her New Friends, The Kid in the Mask, Where Is Jane?	C5B	Fun at Home, The Blue Blimp, Bug in the Mud, Homes for Sale, Pals, I Rode Home, Late for the Game, Surprise!
C8B	A Big Sneeze, I Like to Help, Shel and Beth, The Mailman, The Queen's Suitcase, The Shrimp and the Shark	C5B	Raindrops, Pat's Cat, The Bun for Us, Fun at Pinecone, Where Will They Ride?
C8B	Wait to Paint, Bert and Gert, King Zung and the Lark, The Fox Pack, The Not-So-Great Skunk Adventure	C5	Rhyming and Poetry: Fred the Frog, Clem the Clam
C9B	Camping, Elbert's Birthday, Mitch's Big Fish Tales, Naptime, The Best Trip, The Wise Crow, A Trip to the Dentist	C6B	A Cute Mule, Time to Ride My Mule, The Dunes, Just in Time, In the Sand, The Last Scrap, Time to Ride
C9B	Coach Chapman, Roy and Troy Like Trains, The Flying Pizza, Treasure Hunt at Pirates Bay, Winter Snowstorm	C6B	A Special Delivery for Dusty, Jen and Her New Friends, The Kid in the Mask, Where Is Jane?
C10B	A Star Is Born, Shopping with Mom, Humphrey the Humpback Whale, Who Is Following Us?	C6	Rhyming and Poetry: Rain
C10B	The Three Little Bugs, The Hero, How Can That Be?	C7B	Just the Right Size, The Oatmeal Man, The Big Game, Hide and Seek, At the Farm, Wake Up!
		C7B	Ben and Steve at the Seaside, Fun at the Pond, Mark and Kate, Mr. Grump and the Beautiful Yard

**RL.1.10**

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Code	Digital Student Experience	Code	Teacher Resources
		C7B	Take That Off Stage, The Case of the Haunted Barn, The Twin Mice, Where Will They Ride?
		C7	Rhyming and Poetry: Time
		C8B	A Big Sneeze, I Like to Help, Shel and Beth, The Mailman, The Queen's Suitcase, The Shrimp and the Shark
		C8B	Wait to Paint, Bert and Gert, King Zung and the Lark, The Fox Pack, The Not-So-Great Skunk Adventure
		C8	Rhyming and Poetry: Corn Plant, Matt and Mark
		C9B	Camping, Elbert's Birthday, Mitch's Big Fish Tales, Naptime, The Best Trip, The Wise Crow, A Trip to the Dentist
		C9B	Coach Chapman, Roy and Troy Like Trains, The Flying Pizza, Treasure Hunt at Pirates Bay, Winter Snowstorm
		C9	Passages: Big Top Tent, Going on a Ride, Kittens, Joel and Kay's Best Day
		C9	Passages: Royce Likes to Share, The Scarecrow
		C9	Rhyming and Poetry: Cubs at Bat, Make a Wish
		C10B	A Star Is Born, Shopping with Mom, The Hero, Humphrey the Humpback Whale, Who Is Following Us?
		C10B	The Three Little Bugs, How Can That Be?
		C10	Passages: Going to the Vet, The Strange Noise
		C10	Rhyming and Poetry: Bold Rid, Tic-Tac-Toe

**RL.1.10.a**

Activate prior knowledge related to the information and events in a text.

Code	Digital Student Experience	Code	Teacher Resources
		C3	Comprehension
		C5	Comprehension
		C6	Comprehension
		C7	Comprehension
		C9	Comprehension Lesson 2: A Trip to the Dentist
		C10	Comprehension 10, Lesson 2: The Hero
		WE 9	The Dunes
		WE 10	Where Is Jane?

**RL.1.10.b**

Confirm predictions about what will happen next in a text.

Code	Digital Student Experience	Code	Teacher Resources
		C3	Comprehension
		C4	Comprehension
		C5	Comprehension
		C6	Comprehension
		C8	Comprehension
		C9	Comprehension Lesson 2: A Trip to the Dentist



<b>RL.1.10.b</b>			
Confirm predictions about what will happen next in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C10	Comprehension 10, Lesson 2: The Hero

**Reading Standards for Informational Text**

**Key Ideas and Details**

<b>RI.1.1</b>			
Ask and answer questions about key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C7	Persuasive Text Characteristics
C6	Genre Explorer: The Life Cycle of a Frog	C9	Comprehension, Lesson 1: The Mother Cat and Her Kittens
C7B	Boats, Homes	C10	Comprehension 10, Lesson 1: Spiders / Insects
C9B	The Mother Cat and Her Kittens	RC L10	Main Idea (Grade 1)
		RC L64	Main Idea – Nonfiction (Grades K–1)
		RC L65	Identifying Details (Grades K–1)

<b>RI.1.2</b>			
Identify the main topic and retell key details of a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C6	Informational Text Characteristics

<b>RI.1.2</b>			
Identify the main topic and retell key details of a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C6	Genre Explorer: The Life Cycle of a Frog, Hullaballoon Game	C9	Comprehension, Lesson 1: The Mother Cat and Her Kittens
C7B	Homes, Boats	C10	Comprehension 10, Lesson 1: Spiders / Insects
C9	Passages: Earthworms Help, The Colt	RC L10	Main Idea (Grade 1)
		RC L64	Main Idea – Nonfiction (Grades K–1)
		RC L65	Identifying Details (Grades K–1)

<b>RI.1.3</b>			
Describe the connection between two individuals, events, ideas, or pieces of information in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C9	Comprehension, Lesson 1: The Mother Cat and Her Kittens
C6	Genre Explorer: The Life Cycle of a Frog	C10	Comprehension 10, Lesson 1: Spiders / Insects
C7B	Homes	WE 11	Homes
C9B	The Mother Cat and Her Kittens	WE 12	Boats
C9	Passages: Earthworms Help, The Colt	WE 20	George Washington Carver

**Craft and Structure**

<b>RI.1.4</b>			
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C5B	Pets: Snakes	C10	Comprehension 10, Lesson 1: Spiders / Insects
C6B	Pets: Fish		
C7B	Homes		
C10B	How Mountains Form, Whales		

<b>RI.1.5</b>			
Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C5B	Pets: Snakes (BPA)	C6	Informational Text Characteristics
C6B	Pets: Fish	C7	Persuasive Text Characteristics
C6	Genre Explorer: The Life Cycle of a Frog	C10	Comprehension 10, Lesson 1: Spiders / Insects
C10B	How Mountains Form		

**RI.1.6**

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Code	Digital Student Experience	Code	Teacher Resources
C5B	Pets: Snakes (BPA)	C6	Informational Text Characteristics
		C9	Comprehension

**Integration of Knowledge and Ideas**

**RI.1.7**

Use the illustrations and details in a text to describe its key ideas.

Code	Digital Student Experience	Code	Teacher Resources
C5B	Pets: Snakes (BPA)	C6	Informational Text Characteristics
C6	Genre Explorer: The Life Cycle of a Frog, Hullaballoon Game	C9	Comprehension, Lesson 1: The Mother Cat and Her Kittens
C10B	How Mountains Form, Spiders, Whales		

**RI.1.8**

Identify the reasons an author gives to support points in a text.

Code	Digital Student Experience	Code	Teacher Resources
C6	Genre Explorer: The Life Cycle of a Frog	C6	Informational Text Characteristics
C5B	Pets: Fish	C7	Persuasive Text Characteristics

<b>RI.1.9</b>			
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C10	Comprehension 10, Lesson 1: Spiders / Insects
		WE 20	George Washington Carver

**Range of Reading and Text Complexity**

<b>RI.1.10</b>			
With prompting and support, read informational texts appropriately complex for grade 1.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Oral Reading Fluency Subtests	C5B	Pets: Snakes
C5B	Pets: Snakes	C6B	Pets: Fish
C6B	Genre Explorer: The Life Cycle of a Frog; Pets: Fish	C7B	Boats, Homes
C7B	Boats, Homes	C9B&P	The Mother Cat and Her Kittens, Earthworms Help, Ranch Hands, The Colt
C9B&P	The Mother Cat and Her Kittens, Earthworms Help, Ranch Hands, The Colt	C10B&P	How Mountains Form, Insects, People Send Mail, Pet Parade, Spiders, The Water Cycle
C10B&P	How Mountains Form, Insects, People Send Mail, Pet Parade, Spiders	C10B&P	Water Is a Good Thing, Whales, George Washington Carver
C10B&P	The Water Cycle, Water Is a Good Thing, Whales	C6	Informational Text Characteristics
		C7	Persuasive Text Characteristics
		C9	Comprehension, Lesson 1: The Mother Cat and Her Kittens

<b>RI.1.10</b>			
With prompting and support, read informational texts appropriately complex for grade 1.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C10	Comprehension 10, Lesson 1: Spiders / Insects

<b>RI.1.10.a</b>			
Activate prior knowledge related to the information and events in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C6	Informational Text Characteristics
		C7	Persuasive Text Characteristics
		C9	Comprehension Lesson 1: The Mother Cat and Her Kittens
		C10	Comprehension 10, Lesson 1: Spiders/Insects

<b>RI.1.10.b</b>			
Confirm predictions about what will happen next in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C7	Persuasive Text Characteristics
		C9	Comprehension Lesson 1: The Mother Cat and Her Kittens
		C10	Comprehension 10, Lesson 1: Spiders/Insects

**Reading Standards: Foundational Skills**

**Print Concepts**

RF.1.1: Demonstrate understanding of the organization and basic features of print.

<b>RF.1.1.a</b>			
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C1B	At the Market (BPA)	C4	Comprehension: Cut-Up Sentence
C2B	Summer Camp (BPA); Dusty the Dog and Coco the Cat (BPA)	C5	Comprehension: Cut-Up Sentence
C3B	Lamps (BPA)	C6	Comprehension: Cut-Up Sentence
C4B	Where Is Coco?	C8	Comprehension: Cut-Up Sentence
C7B	Mr. Grump and the Beautiful Yard		

**Phonological Awareness**

<b>RF.1.2</b>			
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Phonemic Awareness Subtest	CC	Segmenting Words into Syllables
C0–C3	Clapping Clara: Segmenting Sentences	CC	Syllables Game
C0–C3	Clapping Clara: Segmenting Words	MMM	First Phoneme Sound Sort
C3	Magical Miss Mously: First Phoneme	MMM	Identify Word Pairs with the Same Initial Phoneme
C3	Magical Miss Mously: Initial Phoneme Pairs		

**RF.1.2**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Code	Digital Student Experience	Code	Teacher Resources
C3	Magical Miss Mousely: Initial Phoneme Sound Sort		

**RF.1.2.a**

Distinguish long from short vowel sounds in spoken single-syllable words.

Code	Digital Student Experience	Code	Teacher Resources
		C1–2	Short Vowel a
		C3	Short Vowel o
		C3L11	Vowels Sound A
		C4	Short Vowel e
		C4L10	Vowel Sound /E/
		C4L12	Vowel Sound with Letters ea, ee; More Practice
		C5	Short Vowel u

**RF.1.2.b**

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Phonemic Awareness Subtest	ISIP ER PA	Blending Spoken Phonemes, Tiers 2 and 3
C4	Consonant Blends	ISIP ER	Phonemic Blending Fluency



<b>RF.1.2.b</b>			
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C5	Blending	C0–3	Segmenting and Blending
		C0L8	Blending Spoken Sounds into Words
		C0L9	Blending Spoken Sounds into Words
		C1L12	Blend Sounds to Say Words
		C2L17	Blending Sounds with Letters
		C3L9	Blending Beg, Mid, Ending Sounds with Letters
		C3L10	Blend Sounds and Letters to Read Words
		C4	Phonemic Awareness
		C4L9	Blending Beginning/Middle/Ending Sounds with Letters
		C5L11	Blend Sounds to Say Words
		C6L11	Blending Sounds to Say Words
		C7L1	Segmenting and Blending Sounds in Words
		C8L1	Segmenting and Blending sounds /sh/
		C8L2	Segmenting and Blending sounds /th/
		C9L1	Segmenting and Blending sounds /ch/
		Ph L18	Blending with Short a
		Ph L19	Blending with Short i and a
		PA L29	Blending with Picture Cards

<b>RF.1.2.b</b>			
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		PA L30	Blending Sounds
		PA L31	Blending Sounds with Picture Cards
		PA L33	Phoneme Blending

<b>RF.1.2.c</b>			
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Phonemic Awareness Subtest	ISIP ER PA	Initial Sound Fluency, Tiers 2 and 3
C1	Tab: Beginning Sounds	ISIP ER PA	Identifying Final Phonemes, Tiers 2 and 3
C2–C3	Tab: Ending Sounds	ISIP ER	Phonemic Blending Fluency
C3	Magical Miss Mousely: First Phoneme Recognition	C0–3	Segmenting and Blending
C3	Magical Miss Mousely: Pairs of First Phonemes	C0L5	Counting Each Sound
C3	Magical Miss Mousely: First Phoneme Sound Sort	C0L6	Segmenting Spoken Words
C4	Magical Miss Mousely: First Phoneme Four Square	C0L7	Segmenting Spoken Words
		C0L10	Beginning Sounds
		C0L12	Ending Sounds
		C0L13	Ending Sounds

<b>RF.1.2.c</b>			
<b>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b>			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C0L14	Middle Sounds
		C0L15	Middle Sounds
		C1L2	Segment Sounds in Spoken Words
		C1L6	Beginning Sounds
		C1L8	Ending Sounds
		C2–3	Phonemic Awareness, Ending Sound
		C2–4	Phonemic Awareness Middle Sound
		C2L5	Beginning Sounds
		C2L7	Ending Sounds
		C2L12	Middle Sounds
		C3	Letter Sound Correspondence
		C3	Phonemic Awareness
		C3L2	Beginning Sounds
		C3L4	Ending Sounds
		C3L11	Vowels Sound A
		C4L2	Beginning Sounds /f/, /g/, /h/
		C4L4	Ending Sounds /f/, /g/
		C5	Letter Sound Correspondence

<b>RF.1.2.c</b>			
<b>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b>			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C5L2	Beginning Sounds b, j, w
		C5L4	Ending Sound b, Review m
		C6L2	Beginning Sounds
		C6L4	Ending Sounds V and Z
		C6L9	Long Vowel Sounds I, U
		C7L1	Segmenting and Blending Sounds in Words
		C8	Digraph
		C8L1	Segmenting and Blending /sh/
		C8L2	Segmenting and Blending Sounds /th/
		C8L6	Phonemic Awareness /er/ Sound
		C9	Digraph
		C9L1	Segmenting and Blending Sounds /ch/
		MMM	Identify Word Pairs with Same Initial Phoneme
		MMM	First Phoneme Sound Sort
		LA2–Z2	Letter Lessons: Letter Sound Recognition
		LA4–Z4	Letter Lessons: Recognizing Target Sound
		PA L14	Onset and Rime
		PA L15	Counting Each Sound (2 Sounds)

**RF.1.2.c**

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Code	Digital Student Experience	Code	Teacher Resources
		PA L16	Counting Each Sound (3 Sounds)
		PA L17	Initial Sound Discrimination
		PA L18	Beginning Sounds
		PA L19	Beginning Sounds: I Spy Game
		PA L20	Identify Initial Sounds in Words
		PA L21	Ending Sounds with Sound Squares
		PA L22	Ending sounds
		PA L23	Identify Final Sounds
		PA L24	Medial Sounds
		PA L26	Identify Medial Sounds
		PA L27	Segmenting Words
		PA L28	Segmenting Words with Picture Cards

**RF.1.2.d**

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Code	Digital Student Experience	Code	Teacher Resources
C2–C3	Tab: Segmenting Phonemes	C0–3	Segmenting and Blending
		C1L2	Segment Sounds in Spoken Words

<b>RF.1.2.d</b>			
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C3	Phonemic Awareness
		C3L9	Blending Beg, Mid, Ending Sounds with Letters
		C7L1	Segmenting and Blending Sounds in Words
		C8	Digraph
		C8L1	Segmenting and Blending /sh/
		C8L2	Segmenting and Blending Sounds /th/
		C9	Digraph
		C9L1	Segmenting and Blending Sounds /ch/
		PA L15	Counting Each Sound (2 Sounds)
		PA L16	Counting Each Sound (3 Sounds)
		PA L17	Initial Sound Discrimination
		PA L21	Ending Sounds with Sound Squares
		PA L22	Ending sounds
		PA L24	Medial Sounds
		PA L26	Identify Medial Sounds
		PA L27	Segmenting Words
		PA L28	Segmenting Words with Picture Cards

**Phonics and Word Recognition**

<b>RF.1.3</b>			
Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	ISIP ER PA	Blending Spoken Words into Compound Words, Tier 2
		ISIP ER PA	Initial sound Fluency, Tiers 2 and 3
		ISIP ER PA	Blending Spoken Phonemes, Tier 2
		ISIP ER PA	Blending Syllables, Tier 3
		C3–C10	Reading with Meaning

<b>RF.1.3.a</b>			
Know the spelling-sound correspondences for common consonant digraphs.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding and Letter Knowledge Subtests	ISIP ER AD	Final Blends ST
C8	Digraphs (SH and TH)	ISIP ER AD	Final Blends SK
C9	Digraphs (CH)	ISIP ER AD	Final Blends MP
C10	Digraphs (WH and PH)	ISIP ER AD	Final Blends NT

<b>RF.1.3.a</b>			
<b>Know the spelling-sound correspondences for common consonant digraphs.</b>			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ER AD	CVCC Blends Lesson – NT
		ISIP ER AD	CVCC Blends Practice – NT
		ISIP ER AD	CVCC Blends Lesson – ST
		ISIP ER AD	CVCC Blends Practice – ST
		ISIP ER AD	CVCC Blends Lesson – SK
		ISIP ER AD	CVCC Blends Practice – SK
		ISIP ER AD	Tier 2: CVCC Blends Lesson – MP
		ISIP ER AD	CVCC Blends Practice – MP
		ISIP ER AD	CVCC Blends Using the Floss Rule (Teach)
		ISIP ER AD	CVCC Blends Using the Floss Rule (Practice)
		ISIP ER AD	Blends with Mixed Vowels Practice
		ISIP ER AD	All Blends and Vowels
		C6	Comprehension



<b>RF.1.3.a</b>			
<b>Know the spelling-sound correspondences for common consonant digraphs.</b>			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C8	Digraph /sh/
		C8L9	Blending the Digraph sh
		C8L10	Blending the Digraph th
		C8L17	Spelling Words with Digraphs /sh/ and /th/
		C9	Comprehension
		C9	Digraph /ch/
		C9	Digraph /th/
		C9L7	Blending the Digraph ch
		C9L24	Spelling Words with ch and –tch
		C10	Digraphs /ph/ and /wh/
		C10L11	Read Words with Digraph wh
		C10L12	Read Words with Digraph ph
		C10L13	Review Digraphs sh, ch, –tch, th, wh, ph
		Ph	Digraphs and Trigraphs
		Ph L58	Digraph /ph/
		Ph L59	Digraph /wh/
		Ph L60	Digraphs /ch/ and /tch/
		Ph L61	Digraph /sh/

<b>RF.1.3.a</b>			
Know the spelling-sound correspondences for common consonant digraphs.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		Ph L62	Digraph /th/

<b>RF.1.3.b</b>			
Decode regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	ISIP ER	Teacher Resource Lessons ISIP – Alphabetic Decoding
C1B	Mac and Cam, Pam and Cam, The Maps	ISIP ER AD	Final Blends ST
C2B	Pam and the Cap, Pip and His Lips, Sam Tips the Lamp, See Sam Sit, Tim and Sam	ISIP ER AD	Final Blends MP
C3B	Dots and Spots, In the Rain, Snails in a Pail, Stan the Man	ISIP ER AD	Final Blends NT
C4B	Big Feet, Fred Has Ten Hens, Meg and the Hens, The Green Team	ISIP ER AD	Final Blends SK
C5B	Bug in the Mud, Fun at Home, The Blue Blimp, The Bun for Us	ISIP ER AD	CVCC Blends Lesson – SK
		ISIP ER AD	CVCC Blends Practice – SK
		ISIP ER AD	CVCC Blends Lesson – NT
		ISIP ER AD	CVCC Blends Practice – NT

<b>RF.1.3.b</b>			
Decode regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ER AD	CVCC Blends Lesson – ST
		ISIP ER AD	CVCC Blends Practice – ST
		ISIP ER AD	CVCC Blends Practice – MP
		ISIP ER AD	CVCC Blends Using the Floss Rule (Teach)
		ISIP ER AD	CVCC Blends Using the Floss Rule (Practice)
		ISIP ER AD	Tier 2: CVCC Blends Lesson – MP
		ISIP ER AD	Blends with Mixed Vowels Practice
		ISIP ER AD	All Blends and Vowels
		C3–C11	Reading for Meaning
		C1–2	Short Vowel a
		C1L13	Blend Sounds to Read Words
		C1L14	Rapid Letter and Word Naming
		C2–4	Phoneme Substitution
		C2	Letter/Sound

<b>RF.1.3.b</b>			
Decode regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C2L9	Read CVC Words with Short i
		C2L10	Vowel Sound /i/ and Letter i
		C2L14	Ending Blend
		C2L15	Ending Blend
		C2L16	Blend Beginning/Middle/Ending Sounds
		C2L18	Read Sounds Using Letters to Read Words
		C2L19	Read CVC Words with Short i
		C2L20	Rhyming Phonograms
		C3	Vowel Sound
		C3	Vowel Sound o
		C3	Comprehension
		C3L9	Blending Beg, Mid, Ending Sounds with Letters
		C3L10	Blend Sounds and Letters to Read Words
		C3L12	Vowel Sound with Letters ai
		C3L13	Vowel Sounds with Letters oa
		C3L14	Read Words with Vowel Sounds oa
		C3L17	Beginning Blends sl-, sn-, sp-, st-
		C3L18	Beginning Blends sl, sn, sp, st

<b>RF.1.3.b</b>			
Decode regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C3L19	Words with Ending Blends –nd and –nt
		C3L21	Rhyming Phonograms, Long Vowels
		C4	Letter/Sound
		C4	Consonant Blends
		C4	Comprehension
		C4	Rapid Word Naming
		C4L9	Blending Beginning/Middle/Ending Sounds with Letters
		C4L13	Read Words with Vowel Sound /E/
		C4L16	Beginning Blends cl–, fl–, gl–, pl–
		C4L17	Beginning Blends cr, dr, fr, gr, pr, tr
		C4L18	Rhyming Phonograms, Short Vowels
		C4L19	Rhyming Phonograms, Long Vowels
		C4L21	Read Sentences with HFWs
		C4L22	Rhyming Words and Poetry
		C5	Consonant Blends
		C5	Comprehension
		C5–6	Vowel Sound, Long A, Silent e
		C5L8	Blend Beginning/Middle/Ending Sounds with Letters

<b>RF.1.3.b</b>			
Decode regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C5L12	Blend Sounds of Letters to Read Words
		C5L13	Beginning Blends sm, bl, br
		C5L14	Beginning Blends sm, bl, br, str, spl, spr
		C5L15	Rhyming Phonograms
		C6	Comprehension
		C6	Vowel Sounds
		C6	Letter/Sound
		C6	Consonant Blends
		C6L12	Blend Sounds to Read and Spell Words
		C6L13	Beginning & Ending Blends sc, sk, scr
		C6L14	Rhyming Phonograms, Long Vowels, Silent e
		C6L15	Rapid Word Naming
		C6L16	Reading Sentences with HFWs
		C7	Decoding Soft G
		C7	Comprehension
		C7	Open Syllable
		C7	Consonant Blends
		C7L2	Sound and Letter Manipulation Using the Letter X

<b>RF.1.3.b</b>			
Decode regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C7L6	Soft C as S
		C7L7	Soft G as J
		C7L8	Open Syllables (me, go, by)
		C7L9	Bossy R –ar as in Star
		C7L11	Bossy R –or as in Corn, –ore as in More
		C7L12	Beginning Sounds squ, sw, tw
		C7L14	Rapid Letter and Word Naming
		C7L16	Reading Passage: Prosody
		C8	Phonogram –ng
		C8	Comprehension
		C8L14	Reading Sentences with HFWs
		C9	Inflected Endings
		C9	Reading Words
		C9	Long Vowels
		C9L24	Spelling Words with ch and –tch
		C10	Comprehension 10
		C10L13	Review Digraph sh, ch, –tch, th, wh, ph
		C11L8	Variant Vowels /oo/ as in foot

<b>RF.1.3.b</b>			
Decode regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		Ph L10	Read and Spell Words with Short Vowel Sounds
		Ph L11	Blend Sounds
		Ph L12	Phonograms, Long Vowels
		Ph L18	Blending with Short a
		Ph L19	Blending with Short i and a
		Ph L21	Decoding with Short o
		Ph L22	Decoding with Short u
		Ph L23	Decoding with Soft c
		Ph L24	Decoding with Soft g
		Ph L25	Read Words with Long Vowel
		Ph L26	Decoding with Long Vowel /oa/
		Ph L27	Decoding with Long Vowel
		Ph L28	Beginning Blends sl, sn, sp, st
		Ph L30	Beginning Blends sm, bl, and br
		Ph L31	Beginning Blends sm, bl, br, str, spl, spr
		Ph L32	Beginning Blends with squ, sw, tw
		Ph L33	Beginning Blends
		Ph L34	Beginning Blends



<b>RF.1.3.b</b>			
Decode regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		Ph L35	Ending Blends with –nd and –nt
		Ph L37	Decoding
		Ph L39	Decoding
		Ph L43	Phonograms, Long Vowels
		Ph L44	Phonograms
		Ph L45	Phonograms
		Ph L46	Phonograms
		Ph L47	Phonograms all, alk, alt, ald
		Ph L51	Long Vowels in the Final Position
		Ph L58	Digraph
		Ph L59	Digraph
		Ph L60	Digraph
		Ph L61	Digraph
		Ph L62	Digraph

<b>RF.1.3.c</b>			
Know final –e and common vowel team conventions for representing long vowel sounds.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	ISIP ER	Alphabetic Decoding Interventions
C3–C7	Word Masters	C3	Vowel Sound
C3	Long A, Long O	C3L9	Blending Beg, Mid, Ending Sounds with Letters
C4	Long Vowel E	C3L12	Vowel Sound with Letters ai
C5	Long A with Silent E, Rapid Word Naming	C3L13	Vowel Sounds with Letters oa
C6	Long I with Silent E, Rapid Word Naming	C3L14	Reading Words with Vowel Sounds oa
C7	Long ORE, ARE with Silent E, Rapid Word Naming, Open Syllables	C3L25	Spelling Long a, ai and Long o, oa
C8	IRE, URE with Silent E	C4	Vowel Sound
		C4L11	Vowel Sounds with Letters ea, ee
		C4L13	Read Words with Vowel Sound /E/
		C4L19	Rhyming Phonograms, Long Vowels
		C5	Vowel Sounds
		C5–6	Vowel Sound, Long A, Silent e
		C5L9	Vowel Sound, Silent e, Pattern a_e
		C5L10	Vowel Sound, Silent e, Pattern o_e
		C6	Comprehension
		C6	Vowel Sounds
		C6	Letter/Sound

<b>RF.1.3.c</b>			
Know final –e and common vowel team conventions for representing long vowel sounds.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C6L10	Vowel Sounds and Letter Patterns: i_e, u_e
		C6L14	Rhyming Phonograms, Long Vowels, Silent e
		C7	Comprehension
		C7	Reading with Meaning 7
		C8	Comprehension
		C9	Long Vowels
		C9	Reading Words
		C9	Reading with Meaning 9
		C10	Reading with Meaning 10
		C11L6	Phonograms
		C11	Reading with Meaning 11
		Ph L12	Phonograms, Long Vowels
		Ph L23	Decoding with Soft c
		Ph L24	Decoding with Soft g
		Ph L25	Read Words with Long Vowel
		Ph L26	Decoding with Long Vowel
		Ph L27	Decoding with Long Vowel
		Ph L28	Beginning Blends

**RF.1.3.c**

Know final –e and common vowel team conventions for representing long vowel sounds.

Code	Digital Student Experience	Code	Teacher Resources
		Ph L30	Beginning Blends
		Ph L32	Beginning Blends
		Ph L34	Beginning Blends
		Ph L43	Phonograms, Long Vowels
		Ph L45	Phonograms
		Ph L51	Long Vowels in the Final Position
		S	Multisyllabic Words with VCe Syllables

**RF.1.3.d**

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Code	Digital Student Experience	Code	Teacher Resources
C9	Multisyllabic Words	C9	Two Syllables Dividing Between Consonants
C10	Multisyllabic Words	C9L10	Decoding Multisyllabic Words
		C9L26	Spelling Multisyllabic Words
		C10	Two Syllables Between Vowel and Consonant
		C10L3	Inflected Endings –ing
		C10L7	Syllables with –le and –y
		C10L9	Open Syllables

<b>RF.1.3.d</b>			
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C10L22	Spelling with Endings y and le
		C11L11	Multisyllabic Words
		Ph L13	Decoding Multisyllabic Words
		Ph L14	Syllables (-le and -y)
		Ph L15	Open Syllables
		Ph L51	Long Vowels in the Final Position: Open Syllables

<b>RF.1.3.e</b>			
Decode two-syllable words following basic patterns by breaking the words into syllables.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	C1L13	Blend Sounds to Read Words
C1B	Mac and Cam, Pam and Cam, The Maps	C2L9	Read CVC Words with Short i
C2B	Pam and the Cap, Pip and His Lips, Sam Tips the Lamp, See Sam Sit, Tim and Sam	C3L14	Read Words with Vowel Sounds oa
C3B	Dots and Spots, In the Rain, Snails in a Pail, Stan the Man	C5L12	Blend Sounds of Letters to Read Words
C4B	Big Feet, Fred Has Ten Hens, Meg and the Hens, The Green Team	C7	Compound Words
C5B	Bug in the Mud, Fun at Home, The Blue Blimp, The Bun for Us	C7L13	Compound Words
C7	Compound Words	C7L19	Spelling Compound Words

<b>RF.1.3.e</b>			
Decode two-syllable words following basic patterns by breaking the words into syllables.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C8	Compound Words
		C8L12	Compound Words
		C8L13	Rapid Word Naming
		C9	Two Syllables Dividing Between Consonants
		C9L9	Compound Words
		C9L10	Decoding Multisyllabic Words
		C9L14	Inflected Ending –ing
		C9L19	Rapid Letter and Word Naming
		C9L22	Rapid Word Reading
		C9L26	Spelling Multisyllabic Words
		C10	Comprehension 10
		C10	Inflected Endings
		C10	Two Syllables Between Vowel and Consonant
		C10L4	Inflected Ending –ed
		C10L7	Syllables with –le and –y
		C10L9	Open Syllables
		C10L14	Phonograms: all, alk, alt, ald
		C10L21	Spelling Words with Phonograms all, alk, ald, alm

<b>RF.1.3.e</b>			
Decode two-syllable words following basic patterns by breaking the words into syllables.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C10L22	Spelling with Endings y and le
		C11L11	Multisyllabic Words
		Ph L10	Read and Spell Words with Short Vowel Sounds
		Ph L11	Blend Sounds to Read and Spell Words
		Ph L13	Decoding Multisyllabic Words
		Ph L14	Syllables
		Ph L15	Open Syllables
		Ph L18	Blending with Short a
		Ph L19	Blending with Short i and a
		Ph L21	Decoding with Short o
		Ph L22	Decoding with Short u
		Ph L25	Read Words with Long Vowel
		Ph L26	Decoding with Long Vowel /oa/
		Ph L27	Decoding with Long Vowel
		Ph L48	Compound Words Blending
		Ph L49	Compound Words Segmenting
		Ph L50	Finding Compound Words in Connected Text
		Ph L51	Long Vowels in the Final Position

**RF.1.3.e**

Decode two-syllable words following basic patterns by breaking the words into syllables.

Code	Digital Student Experience	Code	Teacher Resources
		Ph L61	Digraph
		S	Multisyllabic Words with VCe Syllables
		S	Multisyllable Words with R-Controlled Syllables

**RF.1.3.f**

Read words with inflectional endings.

Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Alphabetic Decoding Subtest	C3	Comprehension
C9B	Camping, Mitch’s Big Fish Tales, Going on a Ride, Naptime	C9	Inflected Endings
C9	Inflected Endings	C9L13	Inflected Endings –s
10B	The Hero, The Strange Noise	C9L14	Inflected Endings –ing
C10	Inflected Endings: –s, –ed, –ing	C9L15	Inflected Endings –ed
		C9L25	Spelling Words with –ed and –ing
		C10	Inflected Endings
		C10	Comprehension Lesson 2: The Hero: Word Work
		C10L3	Inflected Endings –ing
		C10L4	Inflected Endings –ed



<b>RF.1.3.g</b>			
Recognize and read grade-appropriate irregularly spelled words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C1–C10	High Frequency Word Blocks	C1	High Frequency Words: and, they, see, has
C1	HFW Practice Book: Pam and the Cap	C1	Priority Report Lesson for High Frequency Words
C2	HFW Practice Book: Tim at Camp	C1L14	Rapid Letter and Word Naming
C3	HFW Practice Book: On the Dot	C1L15	Read Sentences with HFWs
C4	HFW Practice Book: My Hands and Feet	C2	High Frequency Words: this, is, his, go
C5	HFW Practice Book: The Bun for Us	C2	Reading with Meaning 2
C6	HFW Practice Book: Where Is Jane?	C2	Letter/Sound
C7	HFW Practice Book: Homes	C2L21	Rapid Letter and Word Naming
C8	HFW Practice Book: I Like to Help	C2L22	Reading Sentences with HFWs
C9	HFW Practice Book: The Best Trip	C2L24	Reading for Meaning
C10	HFW Practice Book: How Can That Be?	C3	High Frequency Words: here, are, you, they
		C3	Priority Report Lesson for High Frequency Words
		C3	Reading with Meaning 3
		C3	Comprehension
		C3L22	Rapid Letter and Word Naming
		C3L23	Reading Sentences with HFWs
		C4	High Frequency Words: my, where, with, to
		C4	Priority Report Lesson for High Frequency Words

<b>RF.1.3.g</b>			
Recognize and read grade-appropriate irregularly spelled words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C4	Reading with Meaning 4
		C4L20	Rapid Letter and Word Naming
		C4L21	Read Sentences with HFWs
		C4L22	Rhyming Words and Poetry
		C4L25	Reading for Meaning
		C5	High Frequency Words: what, said, for, her
		C5	Reading with Meaning 5
		C5L16	Rapid Letter and Word Naming
		C5L17	Reading Sentences with HFWs
		C5L21	Reading for Meaning
		C6	High Frequency Words: was, that, from, she
		C6	Reading with Meaning 6
		C6	Letter/Sound
		C6	Comprehension
		C6L15	Rapid Letter and Word Naming
		C6L16	Reading Sentences with HFWs
		C6L18	Reading for Meaning
		C7	High Frequency Words: do, come, there, have, of, some

<b>RF.1.3.g</b>			
Recognize and read grade-appropriate irregularly spelled words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C7	Decoding Bossy R –ar
		C7	Decoding Bossy R –or
		C7	Reading with Meaning 7
		C7	Decoding Soft C
		C7	Letter/Sound: Q, X
		C7L15	Read High Frequency Words
		C7L20	Reading for Meaning
		C8	High Frequency Words: does, your, when, could, give, want
		C8	Reading with Meaning 8
		C8	Comprehension
		C8	Bossy R –er
		C8L7	Change One Letter Bossy R
		C8L13	Rapid Word Naming
		C8L14	Reading Sentences with HFWs
		C8L18	Spelling /er/, /ir/, /ur/ Sounds
		C8L19	Reading for Meaning
		C9	High Frequency Words: was, the, from, she

<b>RF.1.3.g</b>			
<b>Recognize and read grade-appropriate irregularly spelled words.</b>			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C9	High Frequency Words: who, goes, put, why, because, thought
		C9	Read Words with oi and oy
		C9	Reading with Meaning 9
		C9L12	Short Words with oy and oi
		C9L16	Read Words with ay, ey, oe, ie
		C9L18	Read Words with oi and oy
		C9L19	Rapid Letter and Word Naming
		C9L20	Read High Frequency Words
		C9L22	Rapid Word Naming
		C9L28	Reading for Meaning
		C10	High Frequency Words: good, many, their, too, would, look
		C10	Read Words with ou and ow
		C10	Reading with Meaning 10
		C10	Reading Words
		C10L5	Diphthongs ow and ou
		C10L15	Read Words with Vowel Digraphs aw and au
		C10L18	High Frequency Words

<b>RF.1.3.g</b>			
Recognize and read grade-appropriate irregularly spelled words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C10L19	Read High Frequency Words in Sentences
		C10L24	Reading for Meaning
		C11	Reading with Meaning 11
		C11L7	Variant Vowel
		C11L13	High Frequency Words
		Ph	Digraphs and Trigraphs
		Ph	Beginning Trigraph thr-
		Ph	Final Consonant Trigraphs
		Ph L54	Words with oy and oi
		Ph L56	Diphthongs
		Ph L57	Vowel Digraphs
		Ph L63	Complex Word Families
		HFW L4B	High Frequency Words Lesson: my, where, with, to

**Fluency**

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

<b>RF.1.4.a</b>			
Read grade-level text with purpose and understanding			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Text Fluency and Oral Reading Fluency Subtests	ISIP ORF DAP	Passages 31–60
C1–C10	Books	ISIP ORF PRP	The Green Team. Jean and Dean, Fred Has Ten Hens
		ISIP PMP	The Red Ribbon, Ava and Sam, The Town Park, Taking Off, The Bat House, Polly’s Day Out, The Bug in the Box, Mama’s Tree
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1–8)
		ISIP ORF	Rate Chart (Grades 1–8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson’s Song, Taking Off, The Town Park, Carnival!
		ISIP ER	Text Fluency Intervention Lessons
		C2–C10	Reading with Meaning Lessons

<b>RF.1.4.a</b>			
Read grade-level text with purpose and understanding			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C4B	Fred Has Ten Hens, Jean and Dean, Meg and the Hens, My Dog Has Fleas, My Hands and Feet, The Green Team
		C5B	Fun at Home, Homes for Sale, The Blue Blimp
		C6B	Just in Time, The Dunes, Time to Ride, My Mule
		C7B	At the Farm, Ben and Steve at the Seaside, Hide and Seek, The Oatmeal Man, The Twin Mice
		C8B	I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint
		C10L20	Fluency
		C11L14	Fluency

<b>RF.1.4.b</b>			
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Oral Reading Fluency Subtest	ISIP ORF DAP	Passages 31–60
C1–C10	Books	ISIP ORF PRP	The Green Team. Jean and Dean, Fred Has Ten Hens
		ISIP PMP	The Red Ribbon, Ava and Sam, The Town Park, Taking Off, The Bat House, Polly’s Day Out, The Bug in the Box, Mama’s Tree
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms

<b>RF.1.4.b</b>			
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1–8)
		ISIP ORF	Rate Chart (Grades 1–8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson’s Song, Taking Off, The Town Park, Carnival!
		C4B	Fred Has Ten Hens, Jean and Dean, Meg and the Hens, My Dog Has Fleas, My Hands and Feet, The Green Team
		C5B	Fun at Home, Homes for Sale, The Blue Blimp
		C6B	Just in Time, The Dunes, Time to Ride, My Mule
		C7B	At the Farm, Ben and Steve at the Seaside, Hide and Seek, The Oatmeal Man, The Twin Mice
		C8B	I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint
		C5L18	Passage Reading: Prosody
		C7L16	Passage Reading: Prosody
		C8L15	Passage Reading: Prosody



<b>RF.1.4.b</b>			
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C8L16	Passage Reading: Prosody
		C9L21	Passage Reading: Prosody
		C10L20	Fluency
		C11L14	Fluency

<b>RF.1.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Text Fluency and Oral Reading Fluency Subtests	ISIP ORF DAP	Passages 31–60
C10B	The Three Little Bugs; How Mountains Form; Humphrey the Humpback Whale	ISIP ORF PRP	The Green Team. Jean and Dean, Fred Has Ten Hens
		ISIP PMP	The Red Ribbon, Ava and Sam, The Town Park, Taking Off, The Bat House, Polly’s Day Out, The Bug in the Box, Mama’s Tree
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1–8)

<b>RF.1.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ORF	Rate Chart (Grades 1–8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson’s Song, Taking Off, The Town Park, Carnival!
		ISIP ER	Text Fluency Intervention Lessons
		ISIP ER	Times Reading with Meaning
		C2	Reading with Meaning 2
		C3	Reading with Meaning 3
		C4	Reading with Meaning 4
		C5	Reading with Meaning 5
		C6	Reading with Meaning 6
		C6	Comprehension
		C7	Reading with Meaning 67
		C8	Reading with Meaning 8
		C8	Comprehension
		C8L14	Passage Reading: Prosody
		C8L15	Passage Reading: Prosody
		C8L16	Passage Reading: Prosody

<b>RF.1.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C8	High Frequency Words: does, your, when, could, give, want
		C9	Reading with Meaning 9
		C9	High Frequency Words: who, goes, put, why, because, thought
		C9L7	Blending the Digraph ch
		C9L21	Passage Reading: Prosody
		C10	Reading with Meaning 10
		C10	Comprehension 10
		C10	High Frequency Words: good, many, their, too, would, look
		C10L19	Read High Frequency Words in Sentences
		C10L20	Fluency
		C11	Reading with Meaning 11

**Writing Standards**

**Types of Texts and Purposes**

<b>W.1.1</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 7	Fun at Home
		WE 9	The Dunes
		WE 12	Boats
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 20	George Washington Carver

<b>W.1.2</b>			
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C10	Comprehension 10, Lesson 1: Spiders / Insects: Informational Writing, Publish Writing
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 11	Homes

**W.1.2**

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Code	Digital Student Experience	Code	Teacher Resources
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**W.1.3**

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Code	Digital Student Experience	Code	Teacher Resources
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 13	A Big Sneeze
		WE 15	Mitch's Big Fish Tales
		WE 17	The Wise Crow
		WE 18	The Hero

**Production and Distribution of Writing**

<b>W.1.5</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ER	Research Plan (Grade 1)
		C10	Comprehension 10, Lesson 1: Spiders / Insects: Informational Writing, Publish Writing
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch’s Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

<b>W.1.6</b>			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ER	Research Plan (Grade 1)
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**Research to Build and Present Knowledge**

<b>W.1.7</b>			
Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ER	Research Plan (Grade 1)
		WE 11	Homes
		WE 12	Boats
		WE 14	King Zung and the Lark
		WE 16	The Best Trip
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

<b>W.1.8</b>			
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ER	Research Plan (Grade 1)
		WE 7	Fun at Home
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze



**W.1.8**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Code	Digital Student Experience	Code	Teacher Resources
		WE 14	King Zung and the Lark
		WE 15	Mitch’s Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**Speaking and Listening Standards**

**Comprehension and Collaboration**

**SL.1.1**

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Code	Digital Student Experience	Code	Teacher Resources
		C4	Comprehension
		C5	Comprehension
		C6	Comprehension
		C7	Comprehension

<b>SL.1.1</b>			
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C8	Comprehension
		C9	Comprehension
		C10	Comprehension 10
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales

<b>SL.1.1</b>			
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

<b>SL.1.1.a</b>			
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C4	Comprehension
		C5	Comprehension
		C6	Comprehension
		C7	Comprehension
		C8	Comprehension
		C9	Comprehension
		C10	Comprehension 10
		WE 1	Sam Tips the Lamp

**SL.1.1.a**

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Code	Digital Student Experience	Code	Teacher Resources
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs

<b>SL.1.1.a</b>			
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 20	George Washington Carver

<b>SL.1.1.b</b>			
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C4	Comprehension
		C5	Comprehension
		C6	Comprehension
		C7	Comprehension
		C8	Comprehension
		C9	Comprehension
		C10	Comprehension 10
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas

<b>SL.1.1.b</b>			
<b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

<b>SL.1.1.c</b>			
Ask questions to clear up any confusion about the topics and texts under discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C4	Comprehension
		C5	Comprehension
		C6	Comprehension
		C7	Comprehension
		C8	Comprehension
		C9	Comprehension
		C10	Comprehension 10
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes

<b>SL.1.1.c</b>			
Ask questions to clear up any confusion about the topics and texts under discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

<b>SL.1.2</b>			
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension Subtest	C3	Comprehension
C1-C10	Books	C4	Comprehension
		C5	Comprehension
		C6	Comprehension
		C7	Comprehension



<b>SL.1.2</b>			
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C8	Comprehension
		C9	Comprehension
		C10	Comprehension 10
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales

**SL.1.2**

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Code	Digital Student Experience	Code	Teacher Resources
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**SL.1.2.a**

Give, restate, and follow simple two-step directions.

Code	Digital Student Experience	Code	Teacher Resources
		EP	Recognizing Signs
		EP	Classifying

**SL.1.3**

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Listening Comprehension Subtest	C7	Comprehension
		C10	Comprehension 10
		WE 1	Sam Tips the Lamp

**SL.1.3**

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Code	Digital Student Experience	Code	Teacher Resources
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs

**SL.1.3**

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Code	Digital Student Experience	Code	Teacher Resources
		WE 20	George Washington Carver

**Presentation of Knowledge and Ideas**

**SL.1.4**

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Code	Digital Student Experience	Code	Teacher Resources
		C3	Comprehension
		C4	Comprehension
		C5	Comprehension
		C6	Comprehension
		C7	Comprehension
		C8	Comprehension
		C9	Comprehension
		C10	Comprehension 10
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost

<b>SL.1.4</b>			
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**SL.1.4.a**

Memorize and recite poems, rhymes, and songs with expression.

Code	Digital Student Experience	Code	Teacher Resources
		ER	Poetry (Grades K–1)
		ER	Poetry and Nursery Rhymes: Identifying Rhythm
		ER	Poetry: Poetic Elements
		C4	Rhyming with Poetry: Stan the Man; Go! See! Here!
		C5	Rhyming and Poetry: Fred the Frog, Clem the Clam
		C6	Rhyming and Poetry: Rain
		C7	Rhyming and Poetry: Time
		C8	Rhyming and Poetry: Corn Plant, Matt and Mark
		C9	Rhyming and Poetry: Cubs at Bat, Make a Wish
		C10	Rhyming and Poetry: Bold Rid, Tic-Tac-Toe

**SL.1.5**

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Code	Digital Student Experience	Code	Teacher Resources
		C5	Comprehension
		C7	Comprehension
		C9	Comprehension
		WE 1	Sam Tips the Lamp

<b>SL.1.5</b>			
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs

**SL.1.5**

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Code	Digital Student Experience	Code	Teacher Resources
		WE 20	George Washington Carver

**SL.1.6**

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Code	Digital Student Experience	Code	Teacher Resources
		C4	Comprehension
		C5	Comprehension
		C6	Comprehension
		C7	Comprehension
		C8	Comprehension
		C9	Comprehension
		C10	Comprehension 10
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas



<b>SL.1.6</b>			
Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**Language Standards**

**Conventions of Standard English**

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<b>L.1.1.a</b>			
Print all upper- and lowercase letters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C1	Letter Formation: Mm, Aa, Pp, Cc	LA1–Z1	Letter Lessons: Letter Name Recognition
C2	Letter Formation: Tt, Ii, Ss, Ll	C4	Comprehension
C3	Letter Formation: Rr, Oo, Nn, Dd	C5	Comprehension
C4	Letter Formation: Ff, Ee, Gg, Hh	C6	Comprehension
C5	Letter Formation: Bb, Uu, Jj, Ww	C8	Comprehension
C6	Letter Formation: Zz, Kk, Vv, Yy	WE 1	Sam Tips the Lamp
C7	Letter Formation: Qq, Xx	WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

**L.1.1.a**

Print all upper- and lowercase letters.

Code	Digital Student Experience	Code	Teacher Resources
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**L.1.1.b**

Use common, proper, and possessive nouns.

Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Vocabulary and Reading Comprehension Subtests	WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

**L.1.1.b**

Use common, proper, and possessive nouns.

Code	Digital Student Experience	Code	Teacher Resources
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 19	The Three Little Bugs

**L.1.1.c**

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Reading Comprehension Subtest	C6	Comprehension
		C7	Comprehension
		C8	Comprehension
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark

<b>L.1.1.c</b>			
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

<b>L.1.1.d</b>			
Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	WE 1	Sam Tips the Lamp
		WE 4	The Toads Are Lost
		WE 5	Fred Has Ten Hens
		WE 9	The Dunes
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip

**L.1.1.d**

Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

Code	Digital Student Experience	Code	Teacher Resources
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**L.1.1.e**

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).

Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Reading Comprehension Subtest	WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

**L.1.1.e**

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).

Code	Digital Student Experience	Code	Teacher Resources
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**L.1.1.f**

Use frequently occurring adjectives.

Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Vocabulary Subtest	ISIP ER	Listening Comprehension: Adjectives, Tiers 2 and 3
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots

<b>L.1.1.f</b>			
<b>Use frequently occurring adjectives.</b>			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver



<b>L.1.1.g</b>			
Use frequently occurring conjunctions (e.g., and, but, or, so, because).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero

<b>L.1.1.g</b>			
Use frequently occurring conjunctions (e.g., and, but, or, so, because).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

<b>L.1.1.i</b>			
Use frequently occurring prepositions (e.g., during, beyond, toward).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests	ISIP ER LC	Prepositions, Tiers 2 and 3
		WE 3	Dots and Spots
		WE 4	The Toads Are Lost
		WE 7	Fun at Home
		WE 13	A Big Sneeze
		WE 15	Mitch's Big Fish Tales

<b>L.1.1.j</b>			
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 1	Sam Tips the Lamp

**L.1.1.j**

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Code	Digital Student Experience	Code	Teacher Resources
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs

<b>L.1.1.j</b>			
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 20	George Washington Carver

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>L.1.2.a</b>			
Capitalize dates and names of people.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes

<b>L.1.2.a</b>			
Capitalize dates and names of people.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

<b>L.1.2.b</b>			
Use end punctuation for sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens

<b>L.1.2.b</b>			
Use end punctuation for sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**L.1.2.c**

Use commas in dates and to separate single words in a series.

Code	Digital Student Experience	Code	Teacher Resources
		WE 10	Where Is Jane?
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 16	The Best Trip
		WE 18	The Hero
		WE 20	George Washington Carver

**L.1.2.d**

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Spelling Subtest	C1–C7	Spelling Lessons
C3–C9	Word Masters	C3–C9	Word Masters Game
		GM	Word Masters Spelling Game Players Guide
		C4L23	Spelling with Short /e/ and Blends
		C4L24	Spelling Long e with ee and ea
		C5L19	Spelling with Short U and Blends
		C5L20	Spelling CVCe with a_e and o_e
		C6L12	Blend Sounds to Read & Spell Words

**L.1.2.d**

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Code	Digital Student Experience	Code	Teacher Resources
		C6L17	Spelling CVCs with i_e and u_e
		C7	Open Syllable
		C7L8	Open Syllables (me, go, by)
		C7L11	Bossy R -or as in Corn, -ore as in More
		C7L17	Spelling Words with -ar, -are, -or, -ore
		C8L17	Spelling Words with Digraphs /sh/ and /th/
		C8L18	Spelling /er/, /ir/, /ur/ Sounds
		C9L25	Spelling Words with -ed and -ing
		C9L26	Spelling Multisyllabic Words
		C9L27	Spelling Words with oi and oy
		C10L3	Spell Inflected Ending -ing
		C10L6	Spell with ou and ow
		C10L16	Spell and Read Words with Vowel Digraphs aw and au
		C10L22	Spelling with Endings y and le
		C10L23	Spelling – Changing the y to i
		C11L5	Inflected Endings
		C11L13	High Frequency Words
		WE 8	Late for the Game



**L.1.2.d**

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Code	Digital Student Experience	Code	Teacher Resources
		WE 9	The Dunes
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**L.1.2.e**

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Spelling Subtest	Ph L22	Decoding with Short u
C3–C9	Word Masters	C5L13	Beginning Blends sm, bl, br
		GM	Word Masters Spelling Game Players Guide

<b>L.1.2.e</b>			
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch’s Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero

<b>L.1.2.e</b>			
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

**Vocabulary Acquisition and Use**

<b>L.1.4</b>			
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests	ISIP ER	Teacher Resource Lessons: ISIP – Vocabulary
C1–C10	Books	VOC L29	Multiple-Meaning Words (Homographs)

<b>L.1.4.a</b>			
Use sentence-level context as a clue to the meaning of a word or phrase.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests	ISIP ER	Timed Reading with Meaning
C10B	The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale	C2L24	Reading for Meaning
		C3L26	Reading for Meaning
		C4L25	Reading for Meaning

**L.1.4.a**

Use sentence-level context as a clue to the meaning of a word or phrase.

Code	Digital Student Experience	Code	Teacher Resources
		C5L21	Reading for Meaning
		C6L18	Reading for Meaning
		C7L20	Reading for Meaning
		C8L19	Reading for Meaning
		C9L28	Reading for Meaning
		C10L24	Reading for Meaning
		VOC L22	Context Clues
		VOC L24	Homophones (Grade 1)
		VOC L27	Homographs (Grade 1)
		DOL	Identify and Use Direction Words
		WE 5	Fred Has Ten Hens

**L.1.4.b**

Use frequently occurring affixes as a clue to the meaning of a word.

Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Vocabulary Subtest	VOC L15	Prefixes (un- and re-)
C9	Inflected Endings	VOC L18	Suffixes (-er, -ful, -ly)
C10	Inflected Endings		

<b>L.1.4.c</b>			
Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C9	Inflected Endings
C9	Inflected Endings	C10	Inflected Endings
C10	Inflected Endings	C8L19	Reading for Meaning
		C9L28	Reading for Meaning
		C10L24	Reading for Meaning

<b>L.1.5</b>			
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	VOC	Conceptual Sort
		VOC	Closed Conceptual Sort

<b>L.1.5.a</b>			
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests	VOC	Conceptual Sort
		VOC	Closed Conceptual Sort
		VOC L3	Conceptual Sort

<b>L.1.5.a</b>			
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		VOC L4	Sorting
		DOL	Identify and Use Direction Words

<b>L.1.5.b</b>			
Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests	VOC	Conceptual Sort
		VOC	Closed Conceptual Sort

<b>L.1.5.c</b>			
Identify real-life connections between words and their use (e.g., note places at home that are cozy).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests		

<b>L.1.5.d</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests	VOC L7	Synonyms
		VOC L30	Antonym/Synonym Review (Grade 1)

<b>L.1.6</b>			
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests	DOL	Identify and Use Direction Words
		WE 1	Sam Tips the Lamp
		WE 2	See Sam Sit
		WE 3	Dots and Spots
		WE 4	The Toads are Lost
		WE 5	Fred Has Ten Hens
		WE 6	My Dog Has Fleas
		WE 7	Fun at Home
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 10	Where Is Jane?

<b>L.1.6</b>			
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver



**Grade 2**

**Reading Standards for Literature**

**Key Ideas and Details**

<b>RL.2.1</b>			
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C5	Comprehension
C6B	The Dunes, The Kid in the Mask	C7	Comprehension
C7B	Fun at the Pond, Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice	C8	Comprehension
C8B	The Shrimp and the Shark, The Fox Pack	C9	Comprehension
C9B	A Trip to the Dentist, Coach Chapman, Roy and Troy Like Trains, Treasure Hunt at Pirate’s Bay, Winter Snowstorm	C10	Comprehension 10, Lesson 2: The Hero
C10B	Shopping with Mom, The Three Little Bugs, Humphrey the Humpback Whale, The Hero	C10L17	Comprehension: Character Analysis
C11B	The Queen’s Suitcase, The Three Little Bugs, Who is Following Us?	C11	Comprehension 11
C11B	Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper	C12	Main Idea
C11B	Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea	C12	Summarizing
C11B	Genres World: Rumpelstiltskin, The Golden Goose	RC L4	Asking Questions (Grades 2-3)
C11	Genres World: The Fox and the Leopard Venn Diagram, The Bear and the Bees Sequencing, Character Analysis	RC L6	Summarizing Strategy (Grades 2-3)

<b>RL.2.1</b>			
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	Fossil Hunters: The Black Hills Dig; Weather Watchers, Mission Incredible, Brookside's Best Science Fair Ever!	RC L11	Main Idea (Grade 2)
C12	Living Lessons: Summarization 1, Main Idea, Inference	RC L18	Author's Purpose (Grade 2)
		RC L21	Drawing Conclusions (Grade 2)
		RC L27	Compare and Contrast (Grade 2)
		RC L31	Sequencing (Grade 2)
		RC L35	Setting (Grade 2)
		RC L38	Character (Grade 2)
		RC L41	Problem and Solution (Grade 2)
		RC L43	Cause and Effect (Grade 2)
		RC L67	Summarizing (Grades 2-3)
		RC	Poetry: Visual Patterns and Structure
		RC	Determining Theme
		RC	Fairy Tales: Compare and Contrast
		RC	Characteristics of Fairy Tales
		C11	Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian)
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark

<b>RL.2.1</b>			
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig

<b>RL.2.2</b>			
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C10L17	Comprehension: Character Analysis
C7B	Just the Right Size, The Oatmeal Man, The Big Game	C11	Comprehension 11
C8B	Wait to Paint, The Fox Pack	RC	Point of View
C9B	A Trip to the Dentist, The Flying Pizza, Mitch's Big Fish Tales, Elbert's Birthday	RC	Determining Theme
C9B	A Trip to the Dentist, The Wise Crow	RC L6	Summarizing Strategy (Grades 2-3)
C10B	The Three Little Bugs, Humphrey the Humpback Whale, A Star is Born, Who is Following Us?	RC L11	Main Idea (Grade 2)
C11B	Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper	RC L27	Compare and Contrast (Grade 2)

<b>RL.2.2</b>			
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11B	Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea	RC L31	Sequencing (Grade 2)
C11B	Genres World: Rumpelstiltskin, The Golden Goose	RC L67	Summarizing (Grades 2-3)
C11	Genres World: The Wolf and Crane Sort, The Fox and the Leopard Venn Diagram	WE 8	Late for the Game
C11	Genres World: The Bear and the Bees Sequencing, The Lion and the Mouse	WE 14	King Zung and the Lark
C12B	Weather Watchers, Mission Incredible, Fields of Change, Brookside's Best Science Fair Ever!	WE 18	The Hero
		WE 19	The Three Little Bugs

<b>RL.2.3</b>			
Describe how characters in a story respond to major events and challenges.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C6	Comprehension
C10B	The Three Little Bugs, Humphrey the Humpback Whale, A Star Is Born, Who Is Following Us?	C9	Comprehension
C11B	Winter Snowstorm	C10	Comprehension 10
C11B	Genres World: The Ant and the Grasshopper, The Lion and the Mouse, The Bear and the Bees	C10L17	Comprehension: Character Analysis
C11	Genres World: Character Analysis, The Lion and the Mouse, The Bear and the Bees Sequencing	C12	Summarizing

<b>RL.2.3</b>			
Describe how characters in a story respond to major events and challenges.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	Fields of Change	RC	Determining Theme
		RC L27	Compare and Contrast (Grade 2)
		RC L38	Character (Grade 2)
		RC L41	Problem–Solution (Grade 2)
		RC L43	Cause and Effect (Grade 2)

**Craft and Structure**

<b>RL.2.4</b>			
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Genres World: Fairy Tale Unit	ER	Poetry: Poetic Elements
C12	Moon Poems: A View from Above	ER	Elements of Poetry 2
		RC	Author’s Craft: Voice
		WE 27	A View from Above

<b>RL.2.5</b>			
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C9	Comprehension, Lesson 2: A Trip to the Dentist

<b>RL.2.6</b>			
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C9B	The Wise Crow	RC L27	Compare and Contrast (Grade 2)
C11	Genres World: The Wolf and Crane Sort, The Fox and the Leopard Venn Diagram	RC L38	Character (Grade 2)
C11	Genres World: The Bear and the Bees Sequencing, The Lion and the Mouse; Tortoise Assessment	C10L17	Comprehension: Character Analysis
		C9	Comprehension
		C10	Comprehension 10
		RC	Point of View
		EOD	The Little Red Hen

**Integration of Knowledge and Ideas**

<b>RL.2.7</b>			
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C7	Comprehension
C6B	Jen and Her New Friends, The Dunes, The Kid in the Mask	C8	Comprehension
C7B	Ben and Steve at the Seaside, Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice	C9	Comprehension , Lesson 2: A Trip to the Dentist
C8B	A Big Sneeze, Bert and Gert, King Zung and the Lark, Shel and Beth, The Fox Pack	C10	Comprehension 10, Lesson 2: The Hero
C8B	The Not-So-Great Skunk Adventure, The Shrimp and the Shark	C12	Summarizing
C9B&P	A Trip to the Dentist, Big Pop Tent, Camping, Coach Chapman, Elbert’s Birthday, Going on a Ride, Kittens	C12	Cause and Effect
C9B&P	Joel and Kay’s Best Day, Mitch’s Big Fish Tales, Naptime, Ray and Troy Like Trains, Royce Likes to Share	RC L27	Compare and Contrast (Grade 2)
C9B&P	The Best Trip, The Flying Pizza, The Scarecrow, The Wise Crow, Winter Snowstorm	RC L31	Sequencing (Grade 2)
C10B&P	A Star is Born, Going to the Vet, Humphrey the Humpback Whale, Shopping with Mom, The Hero	RC L35	Setting (Grade 2)
C11B&P	Bert and Get, From Fearful to Fearless, Just the Right Size, The Flying Pizza, Winter Snowstorm	RC L38	Character (Grade 2)
C11	Genres World: The Wolf and Crane Sort, The Bear and the Bees Sequencing	WE 19	The Three Little Bugs
C12B	Mission Incredible, Fields of Change, Weather Watchers	WE 24	Fields of Change: Spring/Summer

<b>RL.2.7</b>			
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 25	Fields of Change: Autumn/Winter
		WE 29	Fossil Hunters: The Black Hills Dig

<b>RL.2.9</b>			
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C10B	The Three Little Bugs	WE 19	The Three Little Bugs
		RC	Fairy Tales: Compare and Contrast
		C11	Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian)

**Range of Reading and Level of Text Complexity**

<b>RL.2.10</b>			
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension, Oral Reading Fluency, and Text Fluency Subtests	RC	Visual Patterns and Structures in Poetry



<b>RL.2.10</b>			
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C3B	The Garden Trail, The Lost Island	C9B	A Trip to the Dentist, Coach Chapman, Mitch's Big Fish Tales, Roy and Troy Like Trains, Royce Likes to Share
C4B	The Great Pig Escape, Fun at Pinecone Stream, Pat's Cat	C9B	The Flying Pizza, The Wise Crow, Treasure Hunt at Pirate's Bay, Winter Snowstorm
C6B	The Dunes, The Kid in the Mask	C9	Comprehension
C7B	Fun at the Pond, Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice	C10B	Going to the Vet, Humphrey the Humpback Whale, The Three Little Bugs
C8B	A Big Sneeze, Bert and Gert, King Zung and the Lark, The Fox Pack	C10	Comprehension 10
C9B	A Trip to the Dentist; Coach Chapman; Mitch's Big Fish Tales; Roy and Troy Like Trains; Royce Likes to Share	C11B	From Fear to Fearless
C9B	The Flying Pizza; The Wise Crow; Treasure Hunt at Pirate's Bay; Winter Snowstorm	C12B	A Trip to the Grand Canyon, Fields of Change, Fossil Hunters: The Black Hills Dig; Mission Incredible
C10B	Going to the Vet; Humphrey the Humpback Whale; The Three Little Bugs	C12B	Weather Watchers, Brookside's Best Science Fair Ever!
C11B	From Fearful to Fearless		
C11B	Genres World: The Bear and the Bees; The Fox and the Leopard; The Ant and the Grasshopper		
C11B	Genres World: The Lion and the Mouse; The Wolf and the Crane; The Princess and the Pea; Rumpelstiltskin; The Golden Goose		
C12B	A Trip to the Grand Canyon; Fields of Change; Fossil Hunters; Fossil Hunters: The Black Hills Dig		

<b>RL.2.10</b>			
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	Mission Incredible; Weather Watchers; Brookside’s Best Science Fair Ever!		

**Reading Standards for Informational Text**

**Key Ideas and Details**

<b>RI.2.1</b>			
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C9	Comprehension, Lesson 1: The Mother Cat and Her Kittens
C7B	Boats, Homes	C10	Comprehension 10, Lesson 1: Spiders / Insects
C9B	Earthworms Help, Cat and Her Kittens, Ranch Hands, The Colt	C11	Informational Text Characteristics
C10B	George Washington Carver, How Mountains Form, Insects, People Send Mail, Pet Parade, Spiders	RC L11	Main Idea (Grade 2)
C10B	The Water Cycle, Water is a Good Thing, Whales	RC L23	Making Inferences (Grade 2)
C11B	Hurricanes, The Dirt Detectives	RC L66	Main Idea – Nonfiction (Grades 2-3)
C11	Genre Explorer: Homes of Many Cultures, Hullaballoon Game	WE 11	Homes
C12B	Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System; Water Recycled	WE 23	Earth: Day, Night, and Seasons

<b>RI.2.1</b>			
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	Earth: The Changing Surface; The Moon; Earth: Rocks and Soil; Natural Resources		
C12	Living Lessons: Main Idea, Cause and Effect, Compare and Contrast		

<b>RI.2.2</b>			
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C10	Comprehension 10, Lesson 1: Spiders/Insects
C6B	Pets: Fish, Chapter 3	RC L11	Main Idea (Grade 2)
C7B	Boats	RC L66	Main Idea – Nonfiction (Grades 2–3)
C11	Genres: Homes of Many Cultures, Sandbox Games, Hullaballoon Game		
C12B&P	The Moon; Exploring Space; Natural Resources; Earth: Rocks and Spoil; Earth: Atmosphere		
C12	Living Lessons: Main Idea, Text Structure		

<b>RI.2.3</b>			
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest		
C10B	The Water Cycle, How Mountains Form		
C12	Scientific Process, The Moon Phases Lab		
C12B	Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil		

**Craft and Structure**

<b>RI.2.4</b>			
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C7B	Boats, Homes	C10	Comprehension 10, Lesson 1: Spiders / Insects
C10B	How Mountains Form	C12L10	Vocabulary: Context
C12B	Vocabulary Match: Earth: Day, Night, and Seasons; Earth: The Changing Surface; Our Solar System		
C12B	Earth: Rocks and Soil; Earth: Atmosphere; Fossil Hunters: The Black Hills Dig		
C12	Science Interactive: Scientific Method, Planet Sequencing, Crater Lab		

<b>RI.2.5</b>			
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C5B	Pets: Snakes (BPA)	C10	Comprehension 10, Lesson 1: Spiders / Insects
C10B	How Mountains Form	C11	Informational Text Characteristics
C12	Living Lessons: Representing Text	C12L8A	Representing Text
C12B	Earth: Rocks and Soil; Fields of Change; Earth: Day, Night, and Seasons		
C12B	Our Solar System; Earth: Atmosphere		

<b>RI.2.6</b>			
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12	Living Lessons: Author's Purpose	C11	Informational Text Characteristics
		RC L18	Author's Purpose (Grade 2)

**Integration of Knowledge and Ideas**

<b>RI.2.7</b>			
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C10B	How Mountains Form		

<b>RI.2.7</b>			
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Genres: Homes of Many Cultures, Hullaballoon Game		
C12B	Earth: Rocks and Soil		
C12	Living Lessons: Representing Text		

<b>RI.2.8</b>			
Describe how reasons support specific points the author makes in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Genres: Homes of Many Cultures, Sandbox Games, Hullaballoon Game	WE 11	Homes
		WE 12	Boats
		WE 20	George Washington Carver
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 28	Earth: Rocks and Soil
		WE 30	Earth: The Changing Surface

<b>RI.2.9</b>			
Compare and contrast the most important points presented by two texts on the same topic.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C10	Comprehension 10, Lesson 1: Spiders/Insects
		WE 26	The Moon

**Range of Reading and Text Complexity**

<b>RI.2.10</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Oral Reading Fluency Subtest	C9	Comprehension, Lesson 1: The Mother Cat and Her Kittens
C5B	Pets: Snakes	C10	Comprehension 10, Lesson 1: Spiders / Insects
C6B	Pets: Fish	C11	Informational Text Characteristics
C7B	Boats, Homes		
C9B&P	Earthworms Help, Ranch Hands, The Colt, Mother Cat and Her Kittens		
C10B&P	George Washington Carver, How Mountains Form, Insects, People Send Mail, Pet Parade, Spiders		
C10B&P	The Water Cycle, Water is a Good Thing, Whales		
C11B&P	Hurricanes; The Dirt Detectives; Genres: Homes of Many Cultures, Sandbox Games		
C12B&P	Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere		

<b>RI.2.10</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B&P	Our Solar System; The Moon; Exploring Space		

**Reading Standards: Foundational Skills**

**Phonics and Word Recognition**

RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

<b>RF.2.3.a</b>			
Distinguish long and short vowels when reading regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	ISIP ER AD	Final Blends ST
C3	Short O, Long A, Long O	ISIP ER AD	Final Blends SK
C4	Short E, Long E	ISIP ER AD	Final Blends NT
C5	Short U, Silent E, Rapid Word Naming	ISIP ER AD	Final Blends MP
C6	Silent E, Rapid Word Naming	ISIP ER AD	CVCC Blends Lesson – NT
		ISIP ER AD	CVCC Blends Practice – NT



<b>RF.2.3.a</b>			
Distinguish long and short vowels when reading regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ER AD	Tier 2: CVCC Blends Lesson – MP
		ISIP ER AD	CVCC Blends Practice – MP
		ISIP ER AD	CVCC Blends Lesson – SK
		ISIP ER AD	CVCC Blends Practice – SK
		ISIP ER AD	CVCC Blends Lesson – ST
		ISIP ER AD	CVCC Blends Practice – ST
		ISIP ER AD	CVCC Blends Using the Floss Rule (Teach)
		ISIP ER AD	CVCC Blends Using the Floss Rule (Practice)
		ISIP ER AD	All Blends and Vowels
		ISIP ER AD	Blends with Mixed Vowels Practice
		C7	Reading with Meaning 7
		C7	Decoding Soft C
		C9	Long Vowels
		C9	Reading Words

<b>RF.2.3.a</b>			
Distinguish long and short vowels when reading regularly spelled one-syllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C9	Reading with Meaning 9
		C10	Reading with Meaning 10
		C10L11	Read Words with Digraph wh
		C11	Reading with Meaning 11
		C11L8	Variant Vowel /oo/ as in foot
		C11L11	Multisyllabic Words
		Ph L43	Phonograms, Long Vowels
		Ph L45	Phonograms
		Ph L51	Long Vowels in the Final Position
		S	Multisyllabic Words with Open Syllables
		S	Multisyllabic Words with Closed Syllables

<b>RF.2.3.b</b>			
Know spelling-sound correspondences for additional common vowel teams.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	ISIP ER	Alphabetic Decoding Interventions
C5–C9	Word Masters	C7	Decoding Bossy R -ar
C7	Long ORE, ARE with Silent E, Bossy R (or, ar), Rapid Word Naming	C7	Decoding Bossy R -or

<b>RF.2.3.b</b>			
Know spelling-sound correspondences for additional common vowel teams.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C8	IRE, URE with Silent E, Bossy R (ire, ir, ur), Rapid Word Naming	C8	Decoding Bossy R -er
C9–C11	The Oddballs	C8L7	Change One Letter Bossy R
		C9	Long Vowels
		C9	Reading Words
		C9	Read Words with oi and oy
		C9L7	Blending that Digraph ch
		C10	Reading Words
		C10	Read Words with ou and ow
		C11L3	Phonogram eigh
		C11L4	Short /e/ Spelled ea
		C11L6	Phonograms ind, igh, ild
		C11L7	Variant Vowel
		C11L8	Variant Vowel
		Ph L45	Phonograms
		Ph L54	Read Words with oy and oi
		Ph L56	Diphthongs ow and ou
		Ph L57	Vowel Digraphs /au/ and /aw/
		S	Multisyllabic Words with Vowel Diphthongs 2

<b>RF.2.3.b</b>			
Know spelling-sound correspondences for additional common vowel teams.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		S	Multisyllabic Words with Vowel Teams
		S	Multisyllabic Words with R-Controlled Syllables

<b>RF.2.3.c</b>			
Decode regularly spelled two-syllable words with long vowels.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	ISIP ER AD	Final Blends ST
C8	The Digraphs	ISIP ER AD	Final Blends SK
C9	The Digraphs, The Oddballs (Variant Vowels)	ISIP ER AD	Final Blends NT
C10	Detective Dan (Multisyllabic Words, Sneaky Schwa)	ISIP ER AD	Final Blends MP
C11	Contraction Action, Multisyllabic Game, Detective Dan (Irregular Words)	ISIP ER AD	CVCC Blends Lesson – NT
		ISIP ER AD	CVCC Blends Practice – NT
		ISIP ER AD	Tier 2: CVCC Blends Lesson – MP
		ISIP ER AD	CVCC Blends Practice – MP

<b>RF.2.3.c</b>			
Decode regularly spelled two-syllable words with long vowels.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ER AD	CVCC Blends Lesson – SK
		ISIP ER AD	CVCC Blends Practice – SK
		ISIP ER AD	CVCC Blends Lesson – ST
		ISIP ER AD	CVCC Blends Practice – ST
		ISIP ER AD	CVCC Blends Using the Floss Rule (Teach)
		ISIP ER AD	CVCC Blends Using the Floss Rule (Practice)
		ISIP ER AD	All Blends and Vowels
		ISIP ER AD	Blends with Mixed Vowels Practice
		C7L13	Compound Words
		C7L19	Spelling Compound Words
		C8L12	Compound Words
		C8L13	Rapid Word Naming
		C9	Reading Words
		C9L7	Blending the Digraph ch

<b>RF.2.3.c</b>			
Decode regularly spelled two-syllable words with long vowels.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C9L9	Compound Words
		C9L19	Rapid Word Naming
		C9L22	Rapid Word Naming
		C10	Two Syllables Between Vowel and Consonant
		C10L7	Syllables with -le and -y
		C10L9	Open syllables
		C10L11	Read Words with Digraph wh
		C10L14	Phonograms: all, alk, alt, ald
		C10L21	Spelling Words with Phonograms all, alk, ald, alm
		C10L22	Spelling with Endings y and le
		C11L8	Variant Vowel /oo/ as in foot
		C11L11	Multisyllabic Words
		S	Multisyllabic Words with Open Syllables
		S	Multisyllabic Words with Closed Syllables
		S	Multisyllabic Words with VCe Syllables
		S	Multisyllabic Words with Vowel Team Diphthongs
		S	Multisyllabic Words with Vowel Team Diphthongs 2
		S	Multisyllabic Words with Vowel Teams

<b>RF.2.3.c</b>			
Decode regularly spelled two-syllable words with long vowels.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		Ph L15	Open Syllables
		Ph L48	Compound Words Blending
		Ph L49	Compound Words Segmenting
		Ph L50	Finding Compound Words in Connected Text

<b>RF.2.3.d</b>			
Decode words with common prefixes and suffixes.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Prefixes, Suffixes	C11L1	Prefixes: pre, re, un, mis, dis
C12	Living Lessons: Vocabulary	C11L1	Prefixes
C12B	Earth: The Changing Surface	VOC L16	Prefixes (mis-, dis-, un-, re-)
		VOC L19	Suffixes (-less, -ful, -y, -ly)

<b>RF.2.3.e</b>			
Identify words with inconsistent but common spelling-sound correspondences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C9–C11	The Oddballs	C7	Decoding Bossy R -ar
C11	Detective Dan	C7	Bossy R -or

<b>RF.2.3.e</b>			
Identify words with inconsistent but common spelling-sound correspondences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C7	Reading with Meaning 7
		C7	Decoding Soft C
		C7L9	Bossy R -ar as in Star
		C7L11	Bossy R -or as in Corn, -ore as in More
		C7L12	Beginning Blends squ, sw, tw
		C8	Bossy R -er
		C8L18	Spelling /er, /ir/, /ur/ Sounds
		C9	Reading with Meaning 9
		C9	Read Words with oi and oy
		C9L12	Sort Words with oy and oi
		C9L16	Read Words with ay, ey, oe, ie
		C9L18	Read Words with oi and oy
		C10	Read Words with ou and ow
		C10	Reading with Meaning 10
		C10	Reading Words
		C10L5	Diphthongs ow and ou
		C10L15	Read Words with Vowel Digraphs aw and au
		C10L18	High Frequency Words



<b>RF.2.3.e</b>			
Identify words with inconsistent but common spelling-sound correspondences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C11	Reading with Meaning 11
		C11L3	Phonogram eigh
		C11L4	Short /e/ Spelled ea
		C11L6	Phonograms ind, igh, ild
		C11L7	Variant Vowel
		C11L8	Variant Vowel
		Ph	Digraphs and Trigraphs
		Ph L37	Decoding
		Ph L39	Decoding
		Ph L46	Phonograms -ow, -oll, -old, -olt, -olk
		Ph L47	Phonograms
		Ph L54	Words with oy and oi
		Ph L56	Diphthongs
		Ph L57	Vowel Digraphs
		Ph L63	Complex Word Families
		S	Multisyllabic Words with Vowel Team Diphthongs 2

<b>RF.2.3.f</b>			
Recognize and read grade-appropriate irregularly spelled words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C6–C10	High Frequency Word Blocks	C7–C11	Reading with Meaning Lessons
C6	HFW Practice Book: Where Is Jane?	C6	High Frequency Words: was, that, from, she
C7	HFW Practice Book: Homes	C7	High Frequency Words: do, come, there, have, of, some
C8	HFW Practice Book: I Like to Help	C7L15	Read High Frequency Words
C9	HFW Practice Book: The Best Trip	C8	High Frequency Words: does, your, when, could, give, want
C10	HFW Practice Book: How Can That Be?	C8L13	Rapid Word Naming
C9–C11	The Oddballs	C8L14	Reading Sentences with HFWs
C11	Detective Dan	C9	High Frequency Words: who, goes, put, why, because, thought
		C9L19	Rapid Letter and Word Naming
		C9L20	Read High Frequency Words
		C9L22	Rapid Word Naming
		C9L28	Reading for Meaning
		C10	High Frequency Words: good, many, their, too, would, look
		C10L19	Read High Frequency Words in Sentences
		C10L24	Reading for Meaning
		C11L13	High Frequency Words
		Ph	Digraphs and Trigraphs

<b>RF.2.3.f</b>			
Recognize and read grade-appropriate irregularly spelled words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		Ph	Beginning Trigraph thr
		Ph	Final Consonant Trigraphs
		Ph L63	Complex Word Families

**Fluency**

RF.2.4: Read with sufficient accuracy and fluency to support comprehension.

<b>RF.2.4.a</b>			
Read grade-level text with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Text Fluency and Oral Reading Fluency Subtests	ISIP ER	Text Fluency Intervention Lessons
C5–C12	Books	ISIP ORF DAP	Passages 61–90
		ISIP ORF PRP	Going to the Vet, Insects, The Water Cycle
		ISIP ORF PMP	Pappoo, Family Time, A Friend in Need, Picture Perfect, The Finish Line, Mr. Mo’s Spice Shop, The Book Drive, Oscar’s Problem, Turtle Run, The Tree House, My Sister Jenny, Winter in the Woods
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate

<b>RF.2.4.a</b>			
Read grade-level text with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1–8)
		ISIP ORF	Rate Chart (Grades 1–8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson’s Song, Taking Off, The Town Park, Carnival!
		C7L16	Passage Reading: Prosody
		C8L15	Passage Reading: Prosody
		C8L16	Passage Reading: Prosody
		C9L21	Passage Reading: Prosody
		C10L20	Fluency
		C11L14	Fluency

<b>RF.2.4.b</b>			
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Oral Reading Fluency Subtest	ISIP ORF	Priority - 2 <sup>nd</sup> Grade Practice

<b>RF.2.4.b</b>			
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C5–C12	Books	ISIP ORF DAP	Passages 61–90
		ISIP ORF PRP	Going to the Vet, Insects, The Water Cycle
		ISIP ORF PMP	Pappoo, Family Time, A Friend in Need, Picture Perfect, The Finish Line, Mr. Mo’s Spice Shop, The Book Drive, Oscar’s Problem, Turtle Run, The Tree House, My Sister Jenny, Winter in the Woods
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1–8)
		ISIP ORF	Rate Chart (Grades 1–8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson’s Song, Taking Off, The Town Park, Carnival!
		C6–C11	Fluency Passages
		C7L16	Passage Reading: Prosody
		C8L15	Passage Reading: Prosody

<b>RF.2.4.b</b>			
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C8L16	Passage Reading: Prosody
		C9L21	Passage Reading: Prosody
		C10L20	Fluency
		C11L14	Fluency

<b>RF.2.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Text Fluency and Oral Reading Fluency Subtests	ISIP ER	Text Fluency Intervention Lessons
C8B	The Queen’s Suitcase	ISIP ORF DAP	Passages 61–90
C9B	The Flying Pizza	ISIP ORF PRP	Going to the Vet, Insects, The Water Cycle
C10B	The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale, Spider, George Washington Carver, Who Is Following Us?	ISIP ORF PMP	Pappoo, Family Time,, A Friend in Need, Picture Perfect, The Finish Line, Mr. Mo’s Spice Shop, The Book Drive, Oscar’s Problem, Turtle Run, The Tree House, My Sister Jenny, Winter in the Woods
C11B	Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper	ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
C11B	Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea	ISIP ORF	Priority - Accuracy
C11B	Genres World: Rumpelstiltskin, The Golden Goose	ISIP ORF	Priority - Rate

<b>RF.2.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	The Black Hills Dig, Weather Watchers, Fields of Change, Brookside’s Best Science Fair Ever!	ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1–8)
		ISIP ORF	Rate Chart (Grades 1–8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson’s Song, Taking Off, The Town Park, Carnival!
		C12L10	Vocabulary: Context
		VOC L23	Context Clues

**Writing Standards**

**Types of Texts and Purposes**

<b>W.2.1</b>			
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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 9	The Dunes
		WE 12	Boats

<b>W.2.1</b>			
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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 31	Atmosphere
		WE 33	Brookside's Best Science Fair Ever!

<b>W.2.2</b>			
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C10	Comprehension 10, Lesson 1: Spiders/Insects: Informational Writing, Publish Writing
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 20	George Washington Carver
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter



<b>W.2.2</b>			
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 28	Earth: Rocks and Soil
		WE 30	Earth: The Changing Surface

<b>W.2.3</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch’s Big Fish Tales
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 21	Our Solar System
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers

**Production and Distribution of Writing**

<b>W.2.4</b>			
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer

<b>W.2.4</b>			
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!

<b>W.2.5</b>			
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark

<b>W.2.5</b>			
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers

<b>W.2.5</b>			
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 33	Brookside's Best Science Fair Ever!

<b>W.2.6</b>			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer

<b>W.2.6</b>			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!

**Research to Build and Present Knowledge**

<b>W.2.7</b>			
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 12	Boats
		WE 14	King Zung and the Lark
		WE 16	The Best Trip

<b>W.2.7</b>			
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver

<b>W.2.8</b>			
Recall information from experiences or gather information from provided sources to answer a question.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 12	Boats
		WE 14	King Zung and the Lark
		WE 16	The Best Trip
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above

<b>W.2.8</b>			
Recall information from experiences or gather information from provided sources to answer a question.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!

**Range of Writing**

<b>W.2.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 9	The Dunes
		WE 10	Where Is Jane?
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark



<b>W.2.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers

<b>W.2.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 33	Brookside's Best Science Fair Ever!

**Speaking and Listening Standards**

**Comprehension and Collaboration**

<b>SL.2.1</b>			
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs

<b>SL.2.1</b>			
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!

<b>SL.2.1.a</b>			
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above

**SL.2.1.a**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Code	Digital Student Experience	Code	Teacher Resources
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!

**SL.2.1.b**

Build on others’ talk in conversations by linking their comments to the remarks of others.

Code	Digital Student Experience	Code	Teacher Resources
		WE	Fairy-Tale Characteristics
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch’s Big Fish Tales
		WE 16	The Best Trip
		WE 18	The Hero

<b>SL.2.1.b</b>			
Build on others' talk in conversations by linking their comments to the remarks of others.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!

<b>SL.2.1.c</b>			
Ask for clarification and further explanation as needed about the topics and texts under discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above

<b>SL.2.1.c</b>			
Ask for clarification and further explanation as needed about the topics and texts under discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!

<b>SL.2.2</b>			
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension Subtest	WE	Fairy-Tale Characteristics
C5-C12	Books	WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow



<b>SL.2.2</b>			
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!

<b>SL.2.2.a</b>			
Give and follow three- and four-step oral directions.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		EP	Recognizing Signs
		EP	Classifying

<b>SL.2.3</b>			
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension Subtest	WE	Fairy-Tale Characteristics
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System

**SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Code	Digital Student Experience	Code	Teacher Resources
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!

**Presentation of Knowledge and Ideas**

<b>SL.2.4</b>			
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon

<b>SL.2.4</b>			
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!

<b>SL.2.4.a</b>			
Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 33	Brookside’s Best Science Fair Ever!

<b>SL.2.6</b>			
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above

<b>SL.2.6</b>			
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!

**Language Standards**

**Conventions of Standard English**

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<b>L.2.1.a</b>			
Use collective nouns (e.g., group).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 16	The Best Trip
		WE 24	Fields of Change: Spring/Summer

<b>L.2.1.b</b>			
Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary Subtest		
C12B	Fields of Change		

<b>L.2.1.c</b>			
Use reflexive pronouns (e.g., myself, ourselves).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	WE 29	Fossil Hunters: The Black Hills Dig

<b>L.2.1.d</b>			
Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	WE 31	Atmosphere
C9–C11	Verb Dog (Inflected Endings)		

<b>L.2.1.e</b>			
Use adjectives and adverbs, and choose between them depending on what is to be modified.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	WE	Fairy-Tale Characteristics



<b>L.2.1.e</b>			
Use adjectives and adverbs, and choose between them depending on what is to be modified.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 8	Late for the Game
		WE 9	The Dunes
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 24	Fields of Change: Spring/Summer
		WE 33	Brookside’s Best Science Fair Ever!

<b>L.2.1.f</b>			
Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 15	Mitch’s Big Fish Tales
		WE 17	The Wise Crow
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 26	The Moon
		WE 33	Brookside’s Best Science Fair Ever!

<b>L.2.1.g</b>			
Create readable documents with legible print.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch’s Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above

<b>L.2.1.g</b>			
Create readable documents with legible print.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!

L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>L.2.2.a</b>			
Capitalize holidays, product names, and geographic names.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 23	Earth: Day, Night, and Seasons
		WE 25	Fields of Change: Autumn/Winter
		WE 30	Earth: The Changing Surface

<b>L.2.2.b</b>			
Use commas in greetings and closings of letters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 16	The Best Trip
		WE 23	Earth: Day, Night, and Seasons
		WE 28	Earth: Rocks and Soil

<b>L.2.2.c</b>			
Use an apostrophe to form contractions and frequently occurring possessives.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Spelling Subtest	C11L10	Contractions
C11	Contraction Action	VOC L6	Contractions
		WE 15	Mitch's Big Fish Tales
		WE 18	The Hero

<b>L.2.2.d</b>			
Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Spelling Subtest	ISIP ER	Spelling Interventions

<b>L.2.2.d</b>			
Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		S	Multisyllabic Words with VCe Syllables
		S	Multisyllabic Words with Vowel Team Diphthongs
		S	Multisyllabic Words with Vowel Diphthongs 2
		S	Multisyllabic Words with Vowel Teams
		C10L22	Spelling with Endings y and le
		C10L23	Spelling – Changing the y to i
		C11L5	Inflected Endings

<b>L.2.2.e</b>			
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System	VOC L33	Word Meaning Using a Dictionary
C12B	With Glossary: Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth; Rocks and Soil	RC	Dictionary and Glossary Skills
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark

<b>L.2.2.e</b>			
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers

<b>L.2.2.e</b>			
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 33	Brookside’s Best Science Fair Ever!

**Knowledge of Language**

<b>L.2.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Text Fluency and Oral Reading Fluency Subtests	WE	Fairy-Tale Characteristics
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch’s Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System

<b>L.2.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!

**Vocabulary Acquisition and Use**

<b>L.2.4</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	ISIP ER	Vocabulary and Reading Comprehension Lessons



<b>L.2.4</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C6B	The Last Scrap, A Special Delivery for Dusty, In the Sand, Jen and Her New Friends	VOC L8	Synonyms
C6B	Time to Ride, Time to Ride My Mule, The Dunes, A Cute Mule, Just in Time	VOC L11	Compound Words
C7B	Run at the Pond, Mark and Kate, Ben and Steve at the Seaside, Hide and Seek, Homes, Take That Off Stage	VOC L13	Antonyms
C7B	Boats, The Twin Mice, The Oatmeal Man, The Big Game, Where Will They Ride?	VOC L25	Homophones (Grade 2)
C8B	The Queen’s Suitcase, The Fox Pack	VOC 28	Multiple-Meaning Words (Homographs)
C9B	Mitch’s Big Fish Tales, The Wise Crow	VOC L31	Antonym and Synonym Review
C10B	A Star Is Born, The Three Little Bugs, How Mountains Form		
C10B	Humphrey the Humpback Whale, Who Is Following Us?		
C12B	Earth: Day, Night, and Seasons; Fields of Change; Mission Incredible		
C12B	Fossil Hunters: The Black Hills Dig; Earth: Rocks and Soil; Earth: Atmosphere; Weather Watchers		

<b>L.2.4.a</b>			
Use sentence-level context as a clue to the meaning of a word or phrase.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	C10L24	Reading for Meaning
C8B	The Queen’s Suitcase	C12L10	Vocabulary: Context
C9B	The Flying Pizza	VOC L12	Antonyms
C10B	The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale, Who Is Following Us?	VOC L13	Antonyms
C11B	Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper	VOC L14	Antonyms
C11B	Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea	VOC L22	Context Clues
C11B	Genres World: Rumpelstiltskin, The Golden Goose	VOC L23	Context Clues
C12B	Fields of Change; Fossil Hunters: The Black Hills Dig; Weather Watchers; Brookside’s Best Science Fair Ever!	VOC L25	Homophones
		VOC 28	Multiple-Meaning Words (Homographs)
		VOC	Homographs

<b>L.2.4.b</b>			
Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Prefixes	C11L1	Prefixes
		VOC L16	Prefixes (mis-, dis-, un-, re-)

<b>L.2.4.b</b>			
Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		VOC L19	Suffixes (-less, -ful, -y, -ly)
		VOC L21	Affixes

<b>L.2.4.c</b>			
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests	C10L24	Reading for Meaning
C11	Prefixes	C11L1	Prefixes
C11	Suffixes	VOC	Affixes -ion, -tion, -sion
		VOC L16	Prefixes (mis-, dis-, un-, re-)
		VOC L19	Suffixes (-less, -ful, -y, -ly)
		VOC L21	Affixes

<b>L.2.4.d</b>			
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C8	Compound Words	ISIP ER PA	Blending Spoken Words into Compound Words, Tiers 2 and 3

<b>L.2.4.d</b>			
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C7L13	Compound Words
		C7L19	Spelling Compound Words
		C8	Compound Words
		C8L12	Compound Words
		C9L9	Compound Words
		Ph L48	Compound Words Blending
		Ph L49	Compound Words Segmenting
		Ph L50	Finding Compound Words in Connected Text
		VOC L11	Compound Words

<b>L.2.4.e</b>			
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System	VOC L33	Word Meaning Using a Dictionary (Grades 1-2)
C12B	With Glossary: Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth; Rocks and Soil	RC	Dictionary and Glossary Skills

<b>L.2.5</b>			
Demonstrate understanding of word relationships and nuances in word meanings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	VOC L8	Synonyms
		VOC L10	Shades of Meaning
		VOC L31	Antonym and Synonym Review

<b>L.2.5.a</b>			
Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Vocabulary and Reading Comprehension Subtests		

<b>L.2.5.b</b>			
Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	VOC L8	Synonyms
		VOC L10	Shades of Meaning
		VOC L31	Antonym and Synonym Review

<b>L.2.6</b>			
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	WE	Fairy-Tale Characteristics
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above

<b>L.2.6</b>			
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!

**Grade 3**

**Reading Standards for Literature**

**Key Ideas and Details**

<b>RL.3.1</b>			
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C10L17	Comprehension: Character Analysis
C9B	A Trip to the Dentist, Coach Chapman, Roy and Troy Like Trains, Treasure Hunt at Pirate’s Bay, Winter Snowstorm	C11	Comprehension 11
C10B	Shopping with Mom, The Three Little Bugs, Humphrey the Humpback Whale, The Hero	C11	Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian)
C11B	The Queen’s Suitcase, The Three Little Bugs, Who is Following Us?	C12	Inferencing and Drawing Conclusions
C11B	Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper	C12	Main Idea
C11B	Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea	C12	Predicting Outcomes
C11B	Genres World: Rumpelstiltskin, The Golden Goose	C12	Cause and Effect
C11	Genres World: The Fox and the Leopard Venn Diagram, The Bear and the Bees Sequencing, Character Analysis	C14	Bridge Lesson: Compare and Contrast
C12B	Fossil Hunters: The Black Hills Dig, Weather Watchers, Mission Incredible, Brookside’s Best Science Fair Ever!	C14	Bridge Lesson: Supporting Responses
C12	Living Lessons: Summarization 1, Main Idea, Inference	RC	Fairy Tales: Compare and Contrast
		RC	Characteristics of Fairy Tales
		RC L4	Asking Questions (Grades 2-3)



<b>RL.3.1</b>			
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L6	Summarizing Strategy (Grades 2-3)
		RC L19	Author's Purpose (Grade 3)
		RC L22	Drawing Conclusions (Grade 3)
		RC L24	Making Inferences (Grade 3)
		RC L26	Compare and Contrast Two Texts (Grade 3)
		RC L28	Compare and Contrast (Grade 3)
		RC L36	Setting (Grade 3)
		RC L39	Character (Grade 3)
		RC L44	Cause and Effect (Grade 3)
		RC L67	Summarizing (Grades 2-3)

<b>RL.3.2</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C10L17	Comprehension: Character Analysis
C10B	A Star Is Born, The Three Little Bugs, Humphrey the Humpback Whale, Who Is Following Us?	C11	Comprehension 11
C11B	Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper	RC L6	Summarizing Strategy (Grades 2-3)

<b>RL.3.2</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11B	The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea, Rumpelstiltskin, The Golden Goose	RC L26	Compare and Contrast Two Texts (Grade 3)
C11	Genres World: The Wolf and Crane Sort, The Fox and the Leopard Venn Diagram	RC L28	Compare and Contrast (Grade 3)
C11	Genres World: The Bear and the Bees Sequencing, The Lion and the Mouse	RC L67	Summarizing (Grades 2-3)
C12B	Fields of Change, A View From Above, A Trip to the Grand Canyon, Brookside’s Best Science Fair Ever!		
C13B	The Desert’s Gift, The Rain Forest Howlers		

<b>RL.3.3</b>			
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C10L17	Comprehension: Character Analysis
C10B	A Star Is Born, The Three Little Bugs, Humphrey the Humpback Whale, Who Is Following Us?	C12	Sequencing
C11B	Winter Snowstorm	C12	Cause and Effect
C11B	Genres World: The Ant and the Grasshopper, The Lion and the Mouse, The Bear and the Bees	C14	Bridge Lesson: Compare and Contrast
C11	Genres World: Character Analysis, The Lion and the Mouse, The Bear and the Bees Sequencing	C14	Bridge Lesson: Supporting Responses

RL.3.3			
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.			
Code	Digital Student Experience	Code	Teacher Resources
C12	Living Lessons: Cause and Effect, Predicting Outcomes, Inference, Drawing Conclusions	RC L28	Compare and Contrast (Grade 3)
C12B	Fields of Change	RC L39	Character
C13B	The Rain Forest Howlers, The Desert’s Gift	RC L44	Cause and Effect (Grade 3)
		RC L67	Summarizing (Grades 2-3)

**Craft and Structure**

RL.3.4			
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4–6 for additional expectations.)			
Code	Digital Student Experience	Code	Teacher Resources
C11	Genres World: Fairy Tale Unit	C12	Inferencing and Drawing Conclusions
C12	Living Lessons: Context Clues, Vocabulary	C12	Cause and Effect
C12B	Fields of Change; Fossil Hunters: Black Hills Dig	C12	Summarizing
C12B	Earth: Day, Night, and Seasons; Brookside’s Best Science Fair Ever!	C12L10	Vocabulary: Context
C13B	Race Across the Arctic	VOC L38	Idioms
		VOC L39	Idioms
		RC	Fairy Tales: Vocabulary – Idioms

<b>RL.3.4</b>			
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4–6 for additional expectations.)			
Code	Digital Student Experience	Code	Teacher Resources
		RC	Elements of Poetry 2

<b>RL.3.5</b>			
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			
Code	Digital Student Experience	Code	Teacher Resources
		RC	Elements of Poetry 2
		RC	Point of View

<b>RL.3.6</b>			
Distinguish their own point of view from that of the narrator or those of the characters.			
Code	Digital Student Experience	Code	Teacher Resources
		RC	Point of View

**Integration of Knowledge and Ideas**

RL.3.7			
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).			
Code	Digital Student Experience	Code	Teacher Resources
		RC L36	Setting (Grade 3)
		WE 25	Fields of Change: Autumn/Winter

RL.3.9			
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).			
Code	Digital Student Experience	Code	Teacher Resources
		RC	Fairy Tales: Compare and Contrast
		C11	Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian)
		C12L11	Compare and Contrast

**Range of Reading and Level of Text Complexity**

RL.3.10			
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.			
Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Reading Comprehension, Oral Reading Fluency, and Text Fluency Subtests	C12L11	Compare and Contrast (Cycles 12-14)

<b>RL.3.10</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C9B	A Trip to the Dentist, Coach Chapman, Mitch's Big Fish Tales, Roy and Troy Like Trains	C12	Summarizing
C9B	Royce Likes to Share, The Flying Pizza, The Wise Crow, Treasure Hunt at Pirate's Bay, Winter Snowstorm	C12	Cause and Effect
C10B	Humphrey the Humpback Whale, Going to the Vet, The Three Little Bugs	C12	Inferencing and Drawing Conclusions
C11B	From Fearful to Fearless	C14	Bridge Lesson: Compare and Contrast
C11B	Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper	C14	Bridge Lesson: Supporting Responses
C11B	Genres World: The Lion and the Mouse, The Wolf and the Crane		
C11B	Genres World: Rumpelstiltskin, The Golden Goose, The Princess and the Pea		
C12B	Trips to the Grand Canyon, Fields of Change, Weather Watchers, Fossil Hunters: The Black Hills Dig		
C12B	Mission Incredible, Brookside's Best Science Fair Ever!		
C13B	The Desert's Gift, The Rain Forest Howlers, First Round-Up, Ghost Dancers, Ghost Party		
C13B	Into the Darkness, Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, Power for the Planet		
C13B	Race Across the Arctic, Spirit of the Wild, Swimming with Whale Sharks		
C13B	The Lost Treasure of the Ruby Dagger, What Time is it?		

**Reading Standards for Informational Text**

**Key Ideas and Details**

<b>RI.3.1</b>			
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C11	Argumentative Text Characteristics
C10B	George Washington Carver, How Mountains Form, Insects, People Send Mail, Pet Parade	RC L12	Main Idea (Grade 3)
C10B	Spiders, The Water Cycle, Water is a Good Thing, Whales	RC L16	Text Structure (Grade 3)
C11	Genre Explorer: Homes of Many Cultures, Sandbox Games, Hullaballoon Game	RC L66	Main Idea – Nonfiction (Grades 2-3)
C12B	Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System		
C12B	Earth: The Changing Surface; The Moon; Earth: Rocks and Soil; Natural Resources; Water Recycled		
C12	Living Lessons: Main Idea, Cause and Effect, Compare and Contrast		
C13B	Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Survivors!		

RI.3.2			
Determine the main idea of a text; recount the key details and explain how they support the main idea.			
Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Reading Comprehension Subtest	C12	Main Idea
C10B	How Mountains Form	RC L12	Main Idea (Grade 3)
C11	Genres: Homes of Many Cultures, Sandbox Games, Hullaballoon Game	RC L16	Text Structure (Grade 3)
C12	Living Lessons: Main Idea	RC L66	Main Idea – Nonfiction (Grades 2-3)
C12B&P	Earth: Atmosphere; Exploring Space; Do Your Part; Natural Resources; Water Recycled		
C13	Living Lessons: Main Idea		
C13B	Amazonia Alert!		

RI.3.3			
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			
Code	Digital Student Experience	Code	Teacher Resources
ISIP ER	Reading Comprehension Subtest	WE 21	Our Solar System
C10B	The Water Cycle, How Mountains Form	WE 23	Earth: Day, Night, and Seasons
C12	Scientific Process, The Moon Phases Lab	WE 26	The Moon
C12	Science Interactive: Scientific Method, Planet Sequencing, Crater Lab	WE 39	Bees at Risk
C12B	Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil		



<b>RI.3.3</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13	Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain		
C13	Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy; Photosynthesis		
C13	Science Interactive: Plant Reproduction; Plant Adaptation		

**Craft and Structure**

<b>RI.3.4</b>			
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	Vocabulary Match: Earth: Day, Night, and Seasons; Earth: The Changing Surface; Our Solar System	C12	Main Idea
C12B	Vocabulary Match: Earth: Rocks and Soil; Earth: Atmosphere; Fossil Hunters: The Black Hills Dig	WE 23	Earth: Day, Night, and Seasons
C12	Science Interactive: Scientific Method, Planet Sequencing, Crater Lab	WE 24	Fields of Change: Spring/Summer
C13B	Vocabulary Match: Bees at Risk; Forest Fires: Lessons from the Front Lines; Amazonia Alert!; Survivors!	WE 26	The Moon
C13	Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain	WE 27	A View from Above
C13	Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy	WE 28	Earth: Rocks and Soil

<b>RI.3.4</b>			
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13	Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation	WE 30	Earth: The Changing Surface
		WE 31	Atmosphere

<b>RI.3.5</b>			
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C10B	How Mountains Form	C12B	Earth: Atmosphere; Fields of Change; Our Solar System; The Moon; Earth: The Changing Surface
C12B	Earth: Rocks and Soil; Fields of Change; Our Solar System; The Moon		
C12	Living Lessons: Representing Text		

<b>RI.3.6</b>			
Distinguish their own point of view from that of the author of a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Genre Explorer: Sandbox Games, Hullaballoon Game	C11	Argumentative Text Characteristics
C12B&P	A View from Above; Earth: Rocks and Soil; Do Your Part; Earth: Atmosphere	C12L13	Author's Purpose

RI.3.6			
Distinguish their own point of view from that of the author of a text.			
Code	Digital Student Experience	Code	Teacher Resources
C13B	Forest Fires: Lessons from the Front Lines; Power for the Planet		

**Integration of Knowledge and Ideas**

RI.3.7			
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			
Code	Digital Student Experience	Code	Teacher Resources
C12	Living Lessons: Representing Text		
C12B	Fields of Change; Earth: Day, Night, and Seasons		
C13B	Deepwater Horizon: Solving the Spill; Amazonia Alert!		

RI.3.8			
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).			
Code	Digital Student Experience	Code	Teacher Resources
C11	Passage: Hurricanes	C12L8A	Representing Text
C11	Genres: Homes of Many Cultures, Sandbox Games, Hullaballoon Game	C12L9	Text Structure
C12B&P	The Moon; Water Recycled; Earth: Day, Night, and Seasons; Natural Resources	RC L16	Text Structure (Grade 3)

<b>RI.3.8</b>			
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B&P	Earth: Atmosphere; Earth: The Changing Surface	C11	Argumentative Text Characteristics
C13B	Amazonia Alert!	C11	Informational Text Characteristics

<b>RI.3.9</b>			
Compare and contrast the most important points and key details presented in two texts on the same topic.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C12L11	Compare and Contrast (Cycles 12–14)

**Range of Reading and Level of Text Complexity**

<b>RI.3.10</b>			
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Oral Reading Fluency Subtest	C11	Argumentative Text Characteristics
C9B&P	Earthworms Help, Ranch Hands, The Colt	C11	Informational Text Characteristics
C10B&P	George Washington Carver, How Mountains Form, Insects, People Send Mail, Pet Parade	C12	Main Idea
C10B&P	Spiders, The Water Cycle, Water is a Good Thing, Whales	C12L11	Compare and Contrast (Cycles 12-14)

<b>RI.3.10</b>			
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Genres: Homes of Many Cultures, Sandbox Games, Hullaballoon Game	C12L13	Author's Purpose
C11B&P	Hurricanes, The Dirt Detectives	C13B&P	A Desert Filled with Colonies, A Vaquero's Life, Bees at Risk, Blowing Bubbles in the Rain Forest
C12B&P	Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System	C13B&P	Colossal Critter Construction, Come Visit Jefferson, Dangerous Snakes, Deepwater Horizon: Solving the Spill
C12B&P	The Moon; Exploring Space; Natural Resources; Water Recycled	C13B&P	Exploring the Deep, Forest Fires: Lessons from the Front Lines, Monkey Trouble, Power for the Planet

**Reading Standards: Foundational Skills**

**Phonics and Word Recognition**

<b>RF.3.3</b>			
Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	ISIP ER	Alphabetic Decoding Interventions
C11	Multisyllabic Game	C11L1	Prefixes (pre-, re-, un-, mis-, dis-)
C11	Prefixes, Suffixes	C11L11	Multisyllabic Words
C12	Living Lessons: Vocabulary		
C13B	Deepwater Horizon: Solving the Spill; Power for the Planet; The Rain Forest Howlers; Survivors!		

<b>RF.3.3.a</b>			
Identify and know the meaning of the most common prefixes and derivational suffixes.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Prefixes, Suffixes	C11L1	Prefixes (pre-, re-, un-, mis-, dis-)
C12	Living Lessons: Vocabulary	C11L2	Suffixes (-ful, -ly, -less, -er, -or)
C13B	Power for the Planet; The Rain Forest Howlers; Survivors!	VOC L17	Prefixes (non-, over-, pre-, mis-)
		VOC L20	Suffixes (-able, -hood, -ible, -ish)
		VOC L21	Affixes
		WE 24	Fields of Change: Spring/Summer
		WE 31	Atmosphere

<b>RF.3.3.b</b>			
Decode words with common Latin suffixes.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Suffixes	WE 28	Earth: Rocks and Soil
		WE 31	Atmosphere
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 36	Amazonia Alert!
		WE 39	Bees at Risk

<b>RF.3.3.c</b>			
Decode multisyllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Alphabetic Decoding Subtest	ISIP ER AD	Final Blends ST
C11	Multisyllabic Game	ISIP ER AD	Final Blends SK
C11	Prefixes, Suffixes	ISIP ER AD	Final Blends NT
C12	Living Lessons: Vocabulary	ISIP ER AD	Final Blends MP
C13B	Deepwater Horizon: Solving the Spill; Power for the Planet; The Rain Forest Howlers; Survivors!	ISIP ER AD	CVCC Blends Lesson – NT
		ISIP ER AD	CVCC Blends Practice – NT
		ISIP ER AD	Tier 2: CVCC Blends Lesson – MP
		ISIP ER AD	CVCC Blends Practice – MP
		ISIP ER AD	CVCC Blends Lesson – SK
		ISIP ER AD	CVCC Blends Practice – SK
		ISIP ER AD	CVCC Blends Lesson – ST
		ISIP ER AD	CVCC Blends Practice – ST

<b>RF.3.3.c</b>			
Decode multisyllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ER AD	CVCC Blends Using the Floss Rule (Teach)
		ISIP ER AD	CVCC Blends Using the Floss Rule (Practice)
		ISIP ER AD	All Blends and Vowels
		ISIP ER AD	Blends with Mixed Vowels Practice
		ISIP ER AD	Tier 1: Final Stable Syllables – [ple & [tle
		ISIP ER AD	Tier 1: Final Stable Syllables – n[kle, n[cle
		ISIP ER AD	Tier 1: Final Stable Syllables and Derivative Review
		ISIP ER AD	Tier 1: Final Stable Syllables – [gle, [fle, [sle, [zle
		ISIP ER AD	Tier 1: Final Stable Syllables – [ble & [dle
		ISIP ER AD	Tier 1: Final Stable Syllables – n[gle
		ISIP ER AD	Tier 1: Final Stable Syllables – Double CCle
		C11L1	Prefixes (pre-, re-, un-, mis-, dis-)
		C11L11	Multisyllabic Words



<b>RF.3.3.c</b>			
Decode multisyllable words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C11L15	Reading for Meaning
		C12L3	Vocabulary: Structural Analysis
		AD	Final Stable Syllable
		S	Multisyllabic Words with Open Syllables
		S	Multisyllabic Words with Vowel Team Diphthongs
		S	Multisyllabic Words with Vowel Team Diphthongs 2
		S	Multisyllabic Words with Vowel Diphthongs 1
		S	Multisyllabic Words with Closed Syllables
		S	Multisyllable Words with Vowel Teams

<b>RF.3.3.d</b>			
Read grade-level appropriate irregularly spelled words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C9–C10	High Frequency Word Blocks	C6	High Frequency Words: was, that, from, she
C9	HFW Practice Book: The Best Trip	C7	High Frequency Words: do, come, there, have, of, some
C10	HFW Practice Book: How Can That Be?	C8	High Frequency Words: does, your, when, could, give, want
C9–C11	The Oddballs	C9	High Frequency Words: who, goes, put, why, because, thought

<b>RF.3.3.d</b>			
Read grade-level appropriate irregularly spelled words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Detective Dan	C10	High Frequency Words: good, many, their, too, would, look
		C11L12	Homophones
		C11L15	Reading for Meaning

**Fluency**

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

<b>RF.3.4.a</b>			
Read grade-level text with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Text Fluency and Oral Reading Fluency Subtests	ISIP ORF DAP	Passages 91–120
C9–C13	Books	ISIP ORF PRP	From Fearful to Fearless, The Dirt Detectives, Hurricanes
		ISIP ORF PMP	Chipmunk City, Samson’s Song, A Skateboard Dream, Cousins, The Bus Ride, Carson Beach, A Race to Remember, Uncle Ray’s Hat, By the River, A Festival of Colors, Paper Animals, Carnival!
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody

RF.3.4.a			
Read grade-level text with purpose and understanding.			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP ORF	Priority Practice (Grades 1–8)
		ISIP ORF	Rate Chart (Grades 1–8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson’s Song, Taking Off, The Town Park, Carnival!
		ISIP ER	Text Fluency Intervention Lessons
		C11L12	Homophones
		C11L14	Fluency
		C11L15	Reading for Meaning
		C11	Fluency Passages: Hurricanes, The Dirt Detectives
		C12	Inferencing and Drawing Conclusions
		C12	Main Idea
		C13	Fluency Passages: The Lost Treasure of the Ruby Dagger, Into the Darkness

<b>RF.3.4.b</b>			
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Oral Reading Fluency Subtest	ISIP ORF DAP	Passages 91–120
C9–C13	Books	ISIP ORF PRP	From Fearful to Fearless, The Dirt Detectives, Hurricanes
		ISIP ORF PMP	Chipmunk City, Samson’s Song, A Skateboard Dream, Cousins, The Bus Ride, Carson Beach, A Race to Remember, Uncle Ray’s Hat, By the River, A Festival of Colors, Paper Animals, Carnival!
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1-8)
		ISIP ORF	Rate Chart (Grades 1-8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson’s Song, Taking Off, The Town Park, Carnival!
		C10	Fluency Passages: Going to the Vet, Insects, People Send Mail, The Water Cycle
		C11	Fluency Passages: From Fear to Fearless, Hurricanes, The Dirt Detectives

<b>RF.3.4.b</b>			
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C11L14	Fluency
		C13	Fluency Passages: Into the Darkness, The Mystery of the Phoenix Lights, The Lost Treasure of the Ruby Dagger

<b>RF.3.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Text Fluency and Oral Reading Fluency Subtests	ISIP ORF DAP	Passages 91–120
C11B	Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper	ISIP ORF PRP	From Fearful to Fearless, The Dirt Detectives, Hurricanes
C11B	Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea	ISIP ORF PMP	Chipmunk City, Samson’s Song, A Skateboard Dream, Cousins, The Bus Ride, Carson Beach, A Race to Remember, Uncle Ray’s Hat, By the River, A Festival of Colors, Paper Animals, Carnival!
C11B	Genres World: Rumpelstiltskin, The Golden Goose	ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
C12B	The Black Hills Dig, Weather Watchers, Fields of Change, Brookside’s Best Science Fair Ever!	ISIP ORF	Priority - Accuracy
C12	Living Lessons: Context	ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1-8)
		ISIP ORF	Rate Chart (Grades 1-8)

<b>RF.3.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson’s Song, Taking Off, The Town Park, Carnival!
		ISIP ER	Text Fluency Intervention Lessons
		C11L12	Homophones
		C11L14	Fluency
		C11L15	Reading for Meaning
		C12L10	Vocabulary: Context

**Writing Standards**

**Types of Texts and Purposes**

<b>W.3.1</b>			
Write opinion pieces on topics or texts, supporting a point of view with reasons.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.3.1.a</b>			
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.3.1.b</b>			
Provide reasons that support the opinion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.3.1.c</b>			
Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.3.1.d</b>			
Provide a concluding statement or section.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.3.2</b>			
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert’s Gift
		WE 43	Forest Fires



<b>W.3.2.a</b>			
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert's Gift
		WE 43	Forest Fires

<b>W.3.2.b</b>			
Develop the topic with facts, definitions, and details.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 30	Earth: The Changing Surface

<b>W.3.2.b</b>			
Develop the topic with facts, definitions, and details.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert’s Gift
		WE 43	Forest Fires

<b>W.3.2.c</b>			
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert’s Gift
		WE 43	Forest Fires

<b>W.3.2.d</b>			
Provide a concluding statement or section.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert’s Gift
		WE 43	Forest Fires

<b>W.3.3</b>			
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers

<b>W.3.3</b>			
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 34	The Rain Forest Howlers, Chapter 1

<b>W.3.3.a</b>			
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.			
Code	Digital Student Experience	Code	Teacher Resources
		WE	Fairy-Tale Characteristics
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1

<b>W.3.3.b</b>			
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.			
Code	Digital Student Experience	Code	Teacher Resources
		WE	Fairy-Tale Characteristics
		WE 21	Our Solar System

<b>W.3.3.b</b>			
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1

<b>W.3.3.c</b>			
Use temporal words and phrases to signal event order.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1

<b>W.3.3.d</b>			
Provide a sense of closure.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1

**Production and Distribution of Writing**

<b>W.3.4</b>			
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon

**W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Code	Digital Student Experience	Code	Teacher Resources
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3

<b>W.3.4</b>			
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>W.3.5</b>			
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above



**W.3.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Code	Digital Student Experience	Code	Teacher Resources
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3

<b>W.3.5</b>			
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>W.3.6</b>			
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.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 39	Bees at Risk
		WE 42	Power to the Planet 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

**Research to Build and Present Knowledge**

<b>W.3.7</b>			
Conduct short research projects that build knowledge about a topic.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 40	Power to the Planet 1
		WE 44	Coral Reefs: Part 1 of 3
		WE 47	Ecosystem: Part 1 of 3

<b>W.3.8</b>			
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 41	Power to the Planet 2
		WE 45	Coral Reefs: Part 2 of 3
		WE 48	Ecosystem: Part 2 of 3

**Range of Writing**

<b>W.3.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Code	Digital Student Experience	Code	Teacher Resources
		WE	Fairy-Tale Characteristics

<b>W.3.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift

<b>W.3.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

**Speaking and Listening Standards**

**Comprehension and Collaboration**

<b>SL.3.1</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C12	Inferencing and Drawing Conclusions
		C12	Sequencing
		C12	Main Idea
		C12	Predicting Outcomes
		C12	Summarizing
		WE	Fairy-Tale Characteristics
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig

**SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Code	Digital Student Experience	Code	Teacher Resources
		WE 30	Earth: The Changing Surface
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert's Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3

SL.3.1			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 49	Ecosystem: Part 3 of 3

SL.3.1.a			
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
Code	Digital Student Experience	Code	Teacher Resources
		WE	Fairy-Tale Characteristics
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface



**SL.3.1.a**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Code	Digital Student Experience	Code	Teacher Resources
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3

<b>SL.3.1.a</b>			
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 49	Ecosystem: Part 3 of 3

<b>SL.3.1.b</b>			
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).			
Code	Digital Student Experience	Code	Teacher Resources
		SP L	Group Work...How Does it Work?
		WE	Fairy-Tale Characteristics
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig

**SL.3.1.b**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Code	Digital Student Experience	Code	Teacher Resources
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3

SL.3.1.b			
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).			
Code	Digital Student Experience	Code	Teacher Resources
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

SL.3.1.c			
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.			
Code	Digital Student Experience	Code	Teacher Resources
		SP L	Group Work...How Does it Work?
		WE	Fairy-Tale Characteristics
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface

<b>SL.3.1.c</b>			
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

SL.3.1.d			
Explain their own ideas and understanding in light of the discussion.			
Code	Digital Student Experience	Code	Teacher Resources
		WE	Fairy-Tale Characteristics
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert's Gift

<b>SL.3.1.d</b>			
Explain their own ideas and understanding in light of the discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>SL.3.2</b>			
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Listening Comprehension Subtest	WE 28	Earth: Rocks and Soil
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere

<b>SL.3.2</b>			
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 45	Coral Reefs: Part 2 of 3
		WE 48	Ecosystem: Part 2 of 3

<b>SL.3.3</b>			
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C12	Main Idea
		C12	Predicting Outcomes
		SP L	Group Work...How Does it Work?

**Presentation of Knowledge and Ideas**

<b>SL.3.4</b>			
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible



**SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Code	Digital Student Experience	Code	Teacher Resources
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert's Gift
		WE 39	Bees at Risk
		WE 40	Power for the Planet 1
		WE 42	Power for the Planet 3

<b>SL.3.4</b>			
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3

<b>SL.3.4.a</b>			
Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 36	Amazonia Alert!

<b>SL.3.6</b>			
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		SP L	Group Work...How Does it Work?

<b>SL.3.6</b>			
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!

<b>SL.3.6</b>			
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

**Language Standards**

**Conventions of Standard English**

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<b>L.3.1.a</b>			
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 43	Forest Fires

<b>L.3.1.b</b>			
Form and use regular and irregular plural nouns.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C9	Multisyllabic	C15	Bridge Lesson – Plurals
C11	Inflected Endings – Nouns and Verbs	WE 21	Our Solar System
C13B	Bees at Risk		

<b>L.3.1.d</b>			
Form and use regular and irregular verbs.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C11	Inflected Endings – Nouns and Verbs	C10L23	Spelling – Change the y to i
		WE 31	Atmosphere

<b>L.3.1.f</b>			
Ensure subject-verb and pronoun-antecedent agreement.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer

<b>L.3.1.f</b>			
Ensure subject-verb and pronoun-antecedent agreement.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert's Gift
		WE 39	Bees at Risk
		WE 42	Power for the Planet 3
		WE 43	Forest Fires

<b>L.3.1.g</b>			
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	WE 20	George Washington Carver
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon

<b>L.3.1.h</b>			
Use coordinating and subordinating conjunctions.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C14	Coordinating Conjunctions	C14	Bridge Lesson – Conjunctions
		WE 22	Mission Incredible
		WE 26	The Moon
		WE 35	The Rain Forest Howlers, Chapter 2

<b>L.3.1.i</b>			
Produce simple, compound, and complex sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C14	Coordinating Conjunctions	C14	Bridge Lesson – Conjunctions
C14	Sentence Building: Coordinating Conjunctions	WE	Fairy-Tale Characteristics
		WE 21	Our Solar System



<b>L.3.1.i</b>			
Produce simple, compound, and complex sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert's Gift
		WE 39	Bees at Risk

<b>L.3.1.i</b>			
Produce simple, compound, and complex sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>L.3.1.j</b>			
Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 22	Mission Incredible
		WE 27	A View from Above

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>L.3.2.a</b>			
Capitalize appropriate words in titles.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 25	Fields of Change: Autumn/Winter
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert's Gift
		WE 42	Power for the Planet 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>L.3.2.c</b>			
Use commas and quotation marks in dialogue.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Fairy-Tale Characteristics
		WE 29	Fossil Hunters: The Black Hills Dig

<b>L.3.2.c</b>			
Use commas and quotation marks in dialogue.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 32	Weather Watchers
		WE 43	Forest Fires

<b>L.3.2.d</b>			
Form and use possessives.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 24	Fields of Change: Spring/Summer

<b>L.3.2.e</b>			
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Spelling Subtest	RC	Dictionary and Glossary Skills
		C10L23	Spelling – Changing the y to i
		C11L5	Inflected Endings
		WE 20	George Washington Carver
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer

<b>L.3.2.e</b>			
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 39	Bees at Risk
		WE 43	Forest Fires

<b>L.3.2.f</b>			
Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Spelling Subtest	WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert's Gift

<b>L.3.2.f</b>			
Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>L.3.2.g</b>			
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System	VOC L33	Word Meaning Using a Dictionary
C12B	With Glossary: Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth; Rocks and Soil	VOC L34	Word Meaning Using a Dictionary/Thesaurus

<b>L.3.2.g</b>			
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13B	With Glossary: Deepwater Horizon: Solving the Spill; Exploring the Deep; Amazonia Alert!	WE	Fairy-Tale Characteristics
C13B	With Glossary: Forest Fires: Lessons from the Front Lines; Power for the Planet; Survivors!	WE 20	George Washington Carver
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!



<b>L.3.2.g</b>			
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

**Knowledge of Language**

<b>L.3.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Text Fluency and Oral Reading Fluency Subtests	WE	Fairy-Tale Characteristics
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon

<b>L.3.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3

<b>L.3.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>L.3.3.a</b>			
Choose words and phrases for effect.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 37	Survivors!

**Vocabulary Acquisition and Use**

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

<b>L.3.4.a</b>			
Use sentence-level context as a clue to the meaning of a word or phrase.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	C12L10	Vocabulary: Context
C12	Living Lessons: Context	VOC	Homographs
C13	Living Lessons: Context	VOC L14	Antonyms
C9B	The Flying Pizza	VOC L22	Context Clues
C10B	The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale, Spiders	VOC L26	Homophones
C10B	George Washington Carver, Who Is Following Us?	VOC L29	Multiple-Meaning Words (Homographs)
C12B	Fossil Hunters: The Black Hills Dig; Weather Watchers; Fields of Change; Brookside’s Best Science Fair Ever!		

<b>L.3.4.b</b>			
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	C11L1	Prefixes (pre-, re-, un-, mis-, dis-)
C11	Prefixes, Suffixes	C11L1	Prefixes
C12	Living Lessons: Vocabulary	C11L2	Suffixes (-ful, -ly, -less, -er, -or)

<b>L.3.4.b</b>			
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13B	Power for the Planet, The Rain Forest Howlers	C12L3	Vocabulary: Structural Analysis
		VOC L17	Prefixes (non-, over-, pre-, mis-)
		VOC L20	Suffixes (-able, -hood, -ible, -ish, -ment, -ness)
		VOC L21	Affixes
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 28	Earth: Rocks and Soil
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 36	Amazonia Alert!

<b>L.3.4.c</b>			
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	VOC	Affixes: -ion, -tion, -sion
C11	Prefixes, Suffixes	WE 24	Fields of Change: Spring/Summer

L.3.4.c			
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).			
Code	Digital Student Experience	Code	Teacher Resources
C12	Living Lessons: Vocabulary	WE 26	The Moon
		WE 28	Earth: Rocks and Soil
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1

L.3.4.d			
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.			
Code	Digital Student Experience	Code	Teacher Resources
C12B	With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System	VOC L33	Word Meaning Using a Dictionary
C12B	With Glossary: Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth; Rocks and Soil	VOC L34	Word Meaning Using a Dictionary/Thesaurus
C13B	With Glossary: Deepwater Horizon: Solving the Spill; Exploring the Deep; Amazonia Alert!	WE 23	Earth: Day, Night, and Seasons
C13B	With Glossary: Forest Fires: Lessons from the Front Lines; Power for the Planet; Survivors!	WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 32	Weather Watchers

<b>L.3.4.d</b>			
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 42	Power to the Planet 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>L.3.5</b>			
Demonstrate understanding of word relationships and nuances in word meanings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension Subtest	C11L12	Homophones
C11	Homophones	VOC L9	Synonyms
C13B	Forest Fires: Lessons from the Front Lines (Antonyms); The Desert’s Gift (Homophones)	VOC L26	Homophones
C13B	Race Across the Arctic (Similes and Metaphors); Amazonia Alert! (Synonyms)	VOC L32	Antonyms/Synonym Review
		VOC L38	Idioms
		VOC L39	Idioms
		RC	Fairy Tales: Vocabulary – Idioms

<b>L.3.5.a</b>			
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13B	Race Across the Arctic	VOC L38	Idioms
		VOC L39	Idioms
		RC	Fairy Tales: Vocabulary – Idioms

<b>L.3.5.b</b>			
Identify real-life connections between words and their use.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests		

<b>L.3.5.c</b>			
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	VOC L10	Shades of Meaning: Synonyms
		VOC L9	Synonyms



<b>L.3.6</b>			
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP ER	Reading Comprehension and Vocabulary Subtests	WE	Fairy-Tale Characteristics
		WE 11	Homes
		WE 12	Boats
		WE 13	A Big Sneeze
		WE 14	King Zung and the Lark
		WE 15	Mitch's Big Fish Tales
		WE 16	The Best Trip
		WE 17	The Wise Crow
		WE 18	The Hero
		WE 19	The Three Little Bugs
		WE 20	George Washington Carver
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above

<b>L.3.6</b>			
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!

**Grade 4**

**Reading Standards for Literature**

**Key Ideas and Details**

<b>RL.4.1</b>			
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1A: Time for Music
C12	Living Lessons: Inference	ISIP AR RC	2C: Angels in the Lab
C12B	Mission Incredible, Fields of Change, Weather Watchers	ISIP AR RC	3A: Choosing Love
C13B	The Desert’s Gift	ISIP AR RC	3B: What’s in a Name?
		ISIP AR RC	4C: Labor of Love
		ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly

RL.4.1			
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP AR RC	8C: Hear Ye, Hear Ye
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		C12	Inferencing and Drawing Conclusions
		C12	Predicting Outcomes
		C12	Cause and Effect
		C12L7	Drawing Conclusions
		C12L8A	Representing Text
		C14	Bridge Lesson – Compare and Contrast
		C14	Bridge Lesson – Supporting Responses
		C15	Bridge Lesson – General Comprehension 2
		C15	Bridge Lesson – General Comprehension 3
		C15	Bridge Lesson – General Comprehension 4
		RC L24	Making Inferences
		RC L54	Literature – Poetry Analysis: Night Spirits of the Rain Forest

RL.4.1			
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
Code	Digital Student Experience	Code	Teacher Resources
		RC L55	Literature – Poetry Analysis: A View from Above
		RC L56	Literature – Analyzing a Biography: George Washington Carver
		RC L57	Literature – Biography: Jane Goodall, Champion of Chimpanzees
		RC L59	Analyzing Themes in Myths: The Desert’s Gift
		RC L60	Analyzing Themes in Myths: Monkey Brothers and the Hero Twins
		RC L61	Literature – Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2
		RC L62	Literature – Analyzing Elements of Fiction: Phaeton and the Chariot of Fire
		RC L63	Literature – Analyzing Elements of Fiction: The Desert’s Gift

RL.4.2			
Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
Code	Digital Student Experience	Code	Teacher Resources
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1A: Time for Music
C12	Living Lessons: Summarization, Main Idea, Cause and Effect	ISIP AR RC	2C: Angels in the Lab

<b>RL.4.2</b>			
Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13B	The Rain Forest Howlers; The Desert's Gift; Race Across the Arctic	ISIP AR RC	3A: Choosing Love
		ISIP AR RC	3B: What's in a Name?
		ISIP AR RC	4C: Labor of Love
		ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		C12	Summarizing

**RL.4.2**

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Code	Digital Student Experience	Code	Teacher Resources
		RC L59	Analyzing Themes in Myths: The Desert’s Gift
		RC L60	Analyzing Themes in Myths: Monkey Brothers and the Hero Twins
		RC L61	Literature – Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2
		RC L62	Literature – Analyzing Elements of Fiction: Phaeton and the Chariot of Fire
		RC L63	Literature – Analyzing Elements of Fiction: The Desert’s Gift
		RC	Poetry: Hyperbole
		RC	Poetry: Alliteration and Assonance

**RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Code	Digital Student Experience	Code	Teacher Resources
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1A: Time for Music
C13B	The Rain Forest Howlers, Race Across the Arctic	ISIP AR RC	2C: Angels in the Lab
		ISIP AR RC	3A: Choosing Love

<b>RL.4.3</b>			
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	3B: What's in a Name?
		ISIP AR RC	4C: Labor of Love
		ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		C12	Sequencing
		C12	Cause and Effect
		C14	Bridge Lesson – Compare and Contrast



RL.4.3			
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).			
Code	Digital Student Experience	Code	Teacher Resources
		C14	Bridge Lesson – Supporting Responses
		C15	Bridge Lesson – General Comprehension 2
		C15	Bridge Lesson – General Comprehension 3
		RC L60	Analyzing Themes in Myths: Monkey Brothers and the Hero Twins
		RC L61	Literature – Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2
		RC L62	Literature – Analyzing Elements of Fiction: Phaeton and the Chariot of Fire
		RC L63	Literature – Analyzing Elements of Fiction: The Desert’s Gift

**Craft and Structure**

RL.4.4			
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4–6 for additional expectations.)			
Code	Digital Student Experience	Code	Teacher Resources
ISIP AR	Reading Comprehension and Vocabulary Subtests	ISIP AR RC	1A: Time for Music
C12B	Fossil Hunters: The Black Hills Dig; Brookside’s Best Science Fair Ever!	ISIP AR RC	2C: Angels in the Lab

<b>RL.4.4</b>			
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12	Living Lessons: Context Clues, Vocabulary	ISIP AR RC	3A: Choosing Love
C13B	The Desert’s Gift; The Rain Forest Howlers; Race Across the Arctic	ISIP AR RC	3B: What’s in a Name?
C13	Living Lessons: Context Clues	ISIP AR RC	4C: Labor of Love
C14	Living Lessons: Context Clues	ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad

<b>RL.4.4</b>			
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	1A: Tier 3 – Prefixes (dis-, un-, re-, mis-, over-, out-) “The Lost Treasure of the Ruby Dagger”
		ISIP AR VOC	1B: Tier 2 – Prefixes “Mia’s Mystery Map”
		ISIP AR VOC	2A: Tier 3 Synonyms “Monkey Brothers and the Hero Twins”
		ISIP AR VOC	3C: Tier 1 – Irish Folklore Latin Prefix (sub-)
		ISIP AR VOC	4B: Tier 2 – Homographs “A Hairy Little Problem”
		ISIP AR VOC	5A: Tier 3 – Latin Root (tract) “A Matter of Interest”
		ISIP AR VOC	5B: Tier 2 – Suffixes (-ate, -ify) “A Hairy Situation”
		ISIP AR VOC	6C: Tier 1 – Basketball Latin Prefixes (inter-, pre-)
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore-, semi-) “Holiday Light”
		ISIP AR VOC	7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)
		ISIP AR VOC	8A: Tier 3 – Synonyms and Antonyms “I HAD a Dream”

<b>RL.4.4</b>			
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”
		ISIP AR VOC	8C: Tier 1 – Civil War, Latin Roots (rupt, struct)
		ISIP AR VOC	10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past!”
		ISIP AR VOC	10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”
		ISIP AR VOC	10C: Tier 1 – “Bullying” Homographs
		C12	Inferencing and Drawing Conclusions
		C12	Cause and Effect
		C12L7	Drawing Conclusions
		C12L10	Vocabulary: Context
		C15	Bridge Lesson – Context Clues
		C15	Bridge Lesson – Metaphors

**RL.4.5**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Code	Digital Student Experience	Code	Teacher Resources
		RC L54	Literature – Poetry Analysis: Night Spirits of the Rain Forest
		RC L55	Literature – Poetry Analysis: A View from Above
		EOD 2	Pandora’s Box
		RC	Poetry: Alliteration and Assonance
		RC	Poetry: Hyperbole

**RL.4.6**

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Code	Digital Student Experience	Code	Teacher Resources
C12	Living Lessons: Compare and Contrast	RC L54	Literature – Poetry Analysis: Night Spirits of the Rain Forest
WR	Personal Narrative	RC L55	Literature – Poetry Analysis: A View from Above
		RC L56	Literature – Analyzing a Biography: George Washington Carver
		RC L57	Literature – Biography: Jane Goodall, Champion of Chimpanzees
		WR	Personal Narrative: Characteristics Lesson 1.1, First Person Point of View

**Integration of Knowledge and Ideas**

<b>RL.4.7</b>			
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12	Living Lessons: Representing Text	C12L8A	Representing Text
C13B	Race Across the Arctic, Power for the Planet	EOD 2	Pandora’s Box

<b>RL.4.9</b>			
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	Earth: Day, Night, and Seasons; Fields of Change	C12L11	Compare and Contrast
		RC L55	Literature – Poetry Analysis: A View from Above
		RC L56	Literature – Analyzing a Biography: George Washington Carver
		RC L57	Literature – Biography: Jane Goodall, Champion of Chimpanzees
		RC L62	Literature – Analyzing Elements of Fiction: Phaeton and the Chariot of Fire

**Range of Reading and Level of Text Complexity**

<b>RL.4.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension, Oral Reading Fluency, and Text Fluency Subtests	ISIP AR RC	1A: Time for Music
C12B&P	Fields of Change, Mission Incredible, Weather Watchers	ISIP AR RC	2C: Angels in the Lab
C13B&P	The Desert’s Gift, First Round-Up, Ghost Dancers, Ghost Party, Into the Darkness	ISIP AR RC	3A: Choosing Love
C13B&P	Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, Race Across the Arctic, Spirit of the Wild	ISIP AR RC	3B: What’s in a Name?
C13B&P	Swimming with the Whale Sharks, The Lost Treasure of the Ruby Dagger, What Time is It?	ISIP AR RC	4C: Labor of Love
C14B&P	Escaping Gravity’s Grasp, Myths of the Great Bear	ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye

<b>RL.4.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		ISIP AR	G4 Fluency 1: Behind the Scenes
		ISIP AR	G4 Fluency 2: MP3 Play
		ISIP AR	G4 Fluency 3: Golden Touch
		ISIP AR	G4 Fluency 5: Hare-y Situation
		ISIP AR	G4 Fluency 7: A Very Long Day
		ISIP AR	G4 Fluency 9: Bitter, Sweet



**Reading Standards for Informational Text**

**Key Ideas and Details**

<b>RI.4.1</b>			
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space
C12B	Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System; Exploring Space	ISIP AR RC	1C: Fire and Ice
C12B	Earth: The Changing Surface; The Moon; Earth: Rocks and Soil; Natural Resources; Water Recycled	ISIP AR RC	2A: Do Your Part
C13B	Deepwater Horizon: Solving the Spill; Exploring the Deep; Forest Fires: Lessons from the Front Lines; Survivors!	ISIP AR RC	2B: Spreading the Love
		ISIP AR RC	3C: Big Chug, Be Gone!
		ISIP AR RC	4A: Now That's Recycling
		ISIP AR RC	4B: Give This Fish a Hand
		ISIP AR RC	5A: Too Much of a Good Thing
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!

<b>RI.4.1</b>			
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain
		C11	Argumentative Text Characteristics
		C12L8A	Representing Text
		C14	Bridge Lesson – Supporting Responses
		C15	Bridge Lesson – General Comprehension 1
		RC L47	Informational Texts: Amazonia Alert!
		RC L48	Informational Texts: The World Healers
		RC L49	Informational Texts: The Mystery of the Phoenix Lights
		RC L50	Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer
		RC L51	Informational Texts/Analyzing Persuasive Media: Sharks in Danger
		RC L52	Informational Texts/Analyzing Persuasive Media: Public Service Announcement
		RC L53	Persuasive Text: Climate Change

<b>RI.4.1</b>			
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L56	Literature – Analyzing a Biography: George Washington Carver
		RC L57	Literature – Biography: Jane Goodall, Champion of Chimpanzees

<b>RI.4.2</b>			
Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space
C13	Living Lessons: Main Idea	ISIP AR RC	1C: Fire and Ice
C13B	Bees at Risk, Amazonia Alert!; Survivors!	ISIP AR RC	2A: Do Your Part
C14B	Race for the Moon, Visit Yellowstone	ISIP AR RC	2B: Spreading the Love
		ISIP AR RC	3C: Big Chug, Be Gone!
		ISIP AR RC	4A: Now That’s Recycling
		ISIP AR RC	4B: Give This Fish a Hand
		ISIP AR RC	5A: Too Much of a Good Thing

RI.4.2			
Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!
		ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain
		RC L47	Informational Texts: Amazonia Alert!
		RC L48	Informational Texts: The World Healers
		RC L49	Informational Texts: The Mystery of the Phoenix Lights
		C12	Main Idea
		C12L8A	Representing Text
		C15	Bridge Lesson – General Comprehension 1

<b>RI.4.3</b>			
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space
C10B	The Water Cycle, How Mountains Form	ISIP AR RC	1C: Fire and Ice
C12	Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab	ISIP AR RC	2A: Do Your Part
C12B	Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil	ISIP AR RC	2B: Spreading the Love
C13	Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain	ISIP AR RC	3C: Big Chug, Be Gone!
C13	Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy	ISIP AR RC	4A: Now That's Recycling
C13	Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation	ISIP AR RC	4B: Give This Fish a Hand
C14	Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels	ISIP AR RC	5A: Too Much of a Good Thing
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!
		ISIP AR RC	7C: Night Light

<b>RI.4.3</b>			
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain
		RC L47	Informational Texts: Amazonia Alert!
		RC L50	Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer
		RC L51	Informational Texts/Analyzing Persuasive Media: Sharks in Danger
		RC L52	Informational Texts/Analyzing Persuasive Media: Public Service Announcement
		RC L53	Persuasive Text: Climate Change
		RC L56	Literature – Analyzing a Biography: George Washington Carver
		RC L57	Literature – Biography: Jane Goodall, Champion of Chimpanzees

**Craft and Structure**

<b>RI.4.4</b>			
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Vocabulary Subtests	ISIP AR RC	1B: Exploring Space
C13B	Forest Fires: Lessons from the Front Lines; Deepwater Horizon: Solving the Spill; Exploring the Deep; Survivors!	ISIP AR RC	1C: Fire and Ice
C14B	Visit Yellowstone, Race for the Moon	ISIP AR RC	2A: Do Your Part
		ISIP AR RC	2B: Spreading the Love
		ISIP AR RC	3C: Big Chug, Be Gone!
		ISIP AR RC	4A: Now That's Recycling
		ISIP AR RC	4B: Give This Fish a Hand
		ISIP AR RC	5A: Too Much of a Good Thing
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!

<b>RI.4.4</b>			
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain
		ISIP AR VOC	1C: Tier 1 – Types of Flags, Latin Prefix (trans-)
		ISIP AR VOC	2B: Tier 2 – Suffixes (-less, -ful) “Play Ball”
		ISIP AR VOC	2C: Tier 1 – Kapok Tree, Latin Root (tain)
		ISIP AR VOC	3A: Tier 3 – Suffixes (-ous, -ive) “Thomas Jefferson – Mad Scientist?”
		ISIP AR VOC	3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?”
		ISIP AR VOC	4A: The Science of Carbon Dating: Suffixes (-able, -ible), Tier 3
		ISIP AR VOC	4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)
		ISIP AR VOC	5C: Tier 1 – Salamanders, Synonyms and Antonyms



**RI.4.4**

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4–6 for additional expectations.)

Code	Digital Student Experience	Code	Teacher Resources
		ISIP AR VOC	6A: Tier 3 – Homographs “Land of the ‘Free’”
		ISIP AR VOC	6B: Tier 2 – Greek Root (graph) “Picture This”
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”
		ISIP AR VOC	7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)
		ISIP AR VOC	9A: Tier 3 – Homographs “Food for Thought”
		ISIP AR VOC	9B: Tier 2 – Latin Root (ject) “Express Yourself”
		ISIP AR VOC	9C: Tier 1 – Chain Mail, Latin Roots (man, val)

**RI.4.5**

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Code	Digital Student Experience	Code	Teacher Resources
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space

<b>RI.4.5</b>			
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13	Living Lessons: Text Structure	ISIP AR RC	1C: Fire and Ice
C13B	Bees at Risk; Forest Fires: Lessons from the Front Lines	ISIP AR RC	2A: Do Your Part
		ISIP AR RC	2B: Spreading the Love
		ISIP AR RC	3C: Big Chug, Be Gone!
		ISIP AR RC	4A: Now That's Recycling
		ISIP AR RC	4B: Give This Fish a Hand
		ISIP AR RC	5A: Too Much of a Good Thing
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!
		ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark

<b>RI.4.5</b>			
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain
		C12	Text Structure
		C12L8A	Representing Text
		C15	Bridge Lesson: General Comprehension 2
		RC L50	Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer
		RC L51	Informational Texts/Analyzing Persuasive Media: Sharks in Danger
		RC L52	Informational Texts/Analyzing Persuasive Media: Public Service Announcement
		RC L53	Persuasive Text: Climate Change

**Integration of Knowledge and Ideas**

<b>RI.4.7</b>			
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12	Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab	C12L8A	Representing Text
C13	Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain		
C13	Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy		
C13	Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation		
C14	Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels		

<b>RI.4.8</b>			
Explain how an author uses reasons and evidence to support particular points in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	2A: Do Your Part
C13	Living Lessons: Author's Purpose	ISIP AR RC	2B: Spreading the Love
C13B	Forest Fires: Lessons from the Front Lines; Power for the Planet; Bees at Risk	ISIP AR RC	10C: A Great Dad
C14B	Race for the Moon, Visit Yellowstone	RC L47	Informational Texts: Amazonia Alert!

<b>RI.4.8</b>			
Explain how an author uses reasons and evidence to support particular points in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L48	Informational Texts: The World Healers
		RC L49	Informational Texts: The Mystery of the Phoenix Lights
		RC L51	Informational Texts/Analyzing Persuasive Media: Sharks in Danger
		RC L52	Informational Texts/Analyzing Persuasive Media: Public Service Announcement
		RC L53	Persuasive Text: Climate Change
		RC L56	Literature – Analyzing a Biography: George Washington Carver
		RC L57	Literature – Biography: Jane Goodall, Champion of Chimpanzees
		C11	Argumentative Text Characteristics
		C12L13	Author’s Purpose
		C15	Bridge Lesson – General Comprehension 2

<b>RI.4.9</b>			
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C12L8A	Representing Text
		C12L11	Compare and Contrast

<b>RI.4.9</b>			
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 42	Power for the Planet 3

**Range of Reading and Level of Text Complexity**

<b>RI.4.10</b>			
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Oral Reading Fluency Subtests	ISIP AR RC	1C: Fire and Ice
C12B&P	Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System	ISIP AR RC	2A: Do Your Part
C12B&P	The Moon; Exploring Space; Natural Resources; Water Recycled	ISIP AR RC	2B: Spreading the Love
C13B&P	A Desert Filled with Colonies; A Vaquero’s Life; Bees at Risk; Blowing Bubbles in the Rain Forest	ISIP AR RC	3C: Big Chug, Be Gone!
C13B&P	Colossal Critter Construction; Come Visit Jefferson; Dangerous Snakes; Deepwater Horizon: Solving the Spill	ISIP AR RC	4A: Now That’s Recycling
C13B&P	Exploring the Deep; Forest Fires: Lessons from the Front Lines; Monkey Trouble; Power for the Planet; Survivors!	ISIP AR RC	4B: Give This Fish a Hand
C13B&P	Teen Navigators; The Bats of Austin; The Mystery of the Phoenix Lights; Amazonia Alert!	ISIP AR RC	5A: Too Much of a Good Thing
C14B&P	A Boon for the Planet; A Renewable Future; Asteroid Hunters; Journey Through the Triangle; Low Down Living	ISIP AR RC	6C: Presto!

<b>RI.4.10</b>			
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C14B&P	Man on a Wire; Race for the Moon; Too-Cool Transportation: Aisha’s Travel Blog; Visit Yellowstone	ISIP AR RC	7A: Round and Round?
C14B&P	It’s a Bird...It’s a Plane...It’s Jetman!; How Can Brown Make a Car Go Green?	ISIP AR RC	7B: Unplug Yourself!
		ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9C: Band Aid
		ISIP AR VOC	1C: Tier 1 – Types of Flags, Latin Prefix (trans-)
		ISIP AR VOC	2B: Tier 2 – Suffixes (-less, -ful) “Play Ball”
		ISIP AR VOC	2C: Tier 1 – Kapok Tree, Latin Root (tain)
		ISIP AR VOC	3A: Tier 3 – Suffixes (-ous, -ive) “Thomas Jefferson – Mad Scientist?”
		ISIP AR VOC	3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?”
		ISIP AR VOC	4A: The Science of Carbon Dating: Suffixes (-able, -ible), Tier 3
		ISIP AR VOC	4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)

<b>RI.4.10</b>			
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	5C: Tier 1 – Salamanders, Synonyms and Antonyms
		ISIP AR VOC	6A: Tier 3 – Homographs “Land of the ‘Free’”
		ISIP AR VOC	6B: Tier 2 – Greek Root (graph) “Picture This”
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”
		ISIP AR VOC	7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)
		ISIP AR VOC	9A: Tier 3 – Homographs “Food for Thought”
		ISIP AR VOC	9B: Tier 2 – Latin Root (ject) “Express Yourself”
		ISIP AR VOC	9C: Tier 1 – Chain Mail, Latin Roots (man, val)
		ISIP AR	G4 Fluency 6: Train of Thought
		ISIP AR	G4 Fluency 10: Embrace the Strange
		C11	Argumentative Text Characteristics
		C12	Text Structure



RI.4.10			
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Code	Digital Student Experience	Code	Teacher Resources
		C12	Main Idea
		C12L8A	Representing Text
		C12L13	Author’s Purpose
		C15	Bridge Lesson – General Comprehension 1

**Reading Standards: Foundational Skills**

**Phonics and Word Recognition**

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3.a			
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
Code	Digital Student Experience	Code	Teacher Resources
ISIP AR	Word Analysis Subtest	ISIP AR	Word Analysis, Spelling, Vocabulary, and Reading Comprehension Intervention Lessons
C9–C14	Books	C11L11	Multisyllabic Words
C13–C14	Discovery Island: Self-Selected Reading Passages	C12L3	Vocabulary: Structural Analysis
C14	Vocab Lab	C12L8A	Representing Text: Vocabulary Support
C15	Living Lessons: Vocabulary	AD	Final Stable Syllable
		ISIP AR	G4 Fluency 1: Behind the Scenes

<b>RF.4.3.a</b>			
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	G4 Fluency 2: MP3 Play
		ISIP AR	G4 Fluency 3: Golden Touch
		ISIP AR	G4 Fluency 4: Afternoon Snack
		ISIP AR	G4 Fluency 5: Hare-y Situation
		ISIP AR	G4 Fluency 6: Train of Thought
		ISIP AR	G4 Fluency 7: A Very Long Day
		ISIP AR	G4 Fluency 8: A World from the Unwelcome
		ISIP AR	G4 Fluency 9: Bitter, Sweet
		ISIP AR	G4 Fluency 10: Embrace the Strange

**Fluency**

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

<b>RF.4.4.a</b>			
Read grade-level text with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Text Fluency and Oral Reading Fluency Subtests	ISIP AR	Text Fluency Interventions
C9–C14	Books	ISIP AR	G4 Fluency 1: Behind the Scenes
		ISIP AR	G4 Fluency 2: MP3 Play

RF.4.4.a			
Read grade-level text with purpose and understanding.			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP AR	G4 Fluency 3: Golden Touch
		ISIP AR	G4 Fluency 4: Afternoon Snack
		ISIP AR	G4 Fluency 5: Hare-y Situation
		ISIP AR	G4 Fluency 6: Train of Thought
		ISIP AR	G4 Fluency 7: A Very Long Day
		ISIP AR	G4 Fluency 8: A World from the Unwelcome
		ISIP AR	G4 Fluency 9: Bitter, Sweet
		ISIP AR	G4 Fluency 10: Embrace the Strange
		ISIP ORF DAP	Passages 121–150
		ISIP ORF PRP	Embrace the Strange; A Food Feud; Talking Lessons
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1-8)
		ISIP ORF	Rate Chart (Grades 1-8)
		ISIP ORF	Progress Monitoring Instructions

<b>RF.4.4.a</b>			
Read grade-level text with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ORF	Any Progress Monitoring Passage

<b>RF.4.4.b</b>			
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Oral Reading Fluency Subtest	ISIP AR	G4 Fluency 1: Behind the Scenes
C9–C14	Books	ISIP AR	G4 Fluency 2: MP3 Play
		ISIP AR	G4 Fluency 3: Golden Touch
		ISIP AR	G4 Fluency 4: Afternoon Snack
		ISIP AR	G4 Fluency 5: Hare-y Situation
		ISIP AR	G4 Fluency 6: Train of Thought
		ISIP AR	G4 Fluency 7: A Very Long Day
		ISIP AR	G4 Fluency 8: A World from the Unwelcome
		ISIP AR	G4 Fluency 9: Bitter, Sweet
		ISIP AR	G4 Fluency 10: Embrace the Strange
		ISIP ORF DAP	Passages 121–150
		ISIP ORF PRP	Embrace the Strange; A Food Feud; Talking Lessons

<b>RF.4.4.b</b>			
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1-8)
		ISIP ORF	Rate Chart (Grades 1-8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Any Progress Monitoring Passage

<b>RF.4.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Text Fluency, Vocabulary, and Oral Reading Fluency Subtests	ISIP AR	Text Fluency Interventions
C13	Living Lessons: Context Clues	ISIP AR	G4 Fluency 1: Behind the Scenes
C13B	Exploring the Deep; The Desert’s Gift; Power for the Planet; The Rain Forest Howlers; Survivors!	ISIP AR	G4 Fluency 2: MP3 Play
C13B	Bees at Risk; Deepwater Horizon: Solving the Spill; Amazonia Alert!	ISIP AR	G4 Fluency 3: Golden Touch
C14	Living Lessons: Context Clues	ISIP AR	G4 Fluency 4: Afternoon Snack

<b>RF.4.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C14B	Race for the Moon; Visit Yellowstone; Fueling Humanity; A Renewable Future	ISIP AR	G4 Fluency 5: Hare-y Situation
C14B	All Aboard! The First Transcontinental Railroad	ISIP AR	G4 Fluency 6: Train of Thought
		ISIP AR	G4 Fluency 7: A Very Long Day
		ISIP AR	G4 Fluency 8: A World from the Unwelcome
		ISIP AR	G4 Fluency 9: Bitter, Sweet
		ISIP AR	G4 Fluency 10: Embrace the Strange
		ISIP ORF DAP	Passages 121–150
		ISIP ORF PRP	Embrace the Strange; A Food Feud; Talking Lessons
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1-8)
		ISIP ORF	Rate Chart (Grades 1-8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Any Progress Monitoring Passage
		C15	Bridge Lesson: Context Clues

**Writing Standards**

**Types of Texts and Purposes**

<b>W.4.1</b>			
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 31	Atmosphere
		WE 33	Brookside's Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.4.1.a</b>			
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 31	Atmosphere
		WE 33	Brookside's Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.4.1.b</b>			
Provide reasons that are supported by facts and details.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 31	Atmosphere

<b>W.4.1.b</b>			
Provide reasons that are supported by facts and details.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 33	Brookside's Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.4.1.c</b>			
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside's Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.4.1.d</b>			
Provide a concluding statement or section related to the opinion presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside's Best Science Fair Ever!
		WE 39	Bees at Risk



<b>W.4.2</b>			
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay Interventions
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert's Gift
		WE 43	Forest Fires

<b>W.4.2.a</b>			
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay Interventions
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter

**W.4.2.a**

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Code	Digital Student Experience	Code	Teacher Resources
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert’s Gift
		WE 43	Forest Fires

**W.4.2.b**

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Code	Digital Student Experience	Code	Teacher Resources
WR	Expository Essay	WR	Expository Essay Interventions
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!

<b>W.4.2.b</b>			
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 38	The Desert’s Gift
		WE 43	Forest Fires

<b>W.4.2.c</b>			
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay Interventions
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert’s Gift
		WE 43	Forest Fires

<b>W.4.2.d</b>			
Use precise language and domain-specific vocabulary to inform about or explain the topic.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay Interventions
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert's Gift
		WE 43	Forest Fires

<b>W.4.2.e</b>			
Provide a concluding statement or section related to the information or explanation presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay Interventions
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter

<b>W.4.2.e</b>			
Provide a concluding statement or section related to the information or explanation presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 38	The Desert’s Gift
		WE 43	Forest Fires

<b>W.4.3</b>			
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative Interventions
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1

<b>W.4.3.a</b>			
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative Interventions
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1

<b>W.4.3.b</b>			
Use dialogue and description to develop experiences and events or show the responses of characters to situations.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative Interventions
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1

<b>W.4.3.c</b>			
Use a variety of transitional words and phrases to manage the sequence of events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative Interventions
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1

<b>W.4.3.d</b>			
Use concrete words and phrases and sensory details to convey experiences and events precisely.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative Interventions
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1

<b>W.4.3.e</b>			
Provide a conclusion that follows from the narrated experiences or events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative Interventions
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1

**Production and Distribution of Writing**

<b>W.4.4</b>			
Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Expository Essay Interventions
WR	Expository Essay	WR	Personal Narrative Interventions
WR	Paragraph Building: Ideas Trait, Organization Trait	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
		WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
		WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
		WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait



<b>W.4.4</b>			
Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2

**W.4.4**

Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Code	Digital Student Experience	Code	Teacher Resources
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>W.4.5</b>			
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative: Editing	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
WR	Expository Essay: Editing	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
WR	Paragraph Building: Ideas Trait, Organization Trait, Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1

**W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Code	Digital Student Experience	Code	Teacher Resources
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

**W.4.6**

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Code	Digital Student Experience	Code	Teacher Resources
WR	Personal Narrative: Editing	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
WR	Expository Essay: Editing	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
WR	Paragraph Building: Ideas Trait, Organization Trait, Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1

**W.4.6**

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Code	Digital Student Experience	Code	Teacher Resources
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

**Research to Build and Present Knowledge**

<b>W.4.7</b>			
Conduct short research projects that build knowledge through investigation of different aspects of a topic.			
Code	Digital Student Experience	Code	Teacher Resources
		WE	Inquiry and Research Writing Extension (Grade 4)
		WE 40	Power to the Planet 1
		WE 44	Coral Reefs: Part 1 of 3
		WE 47	Ecosystem: Part 1 of 3

<b>W.4.8</b>			
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.			
Code	Digital Student Experience	Code	Teacher Resources
		WE	Inquiry and Research Writing Extension (Grade 4)
		WE 41	Power to the Planet 2
		WE 45	Coral Reefs: Part 2 of 3
		WE 48	Ecosystem: Part 2 of 3

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>W.4.9.a</b>			
Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).			
Code	Digital Student Experience	Code	Teacher Resources
		WE 33	Brookside’s Best Science Fair Ever!

<b>W.4.9.b</b>			
Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).			
Code	Digital Student Experience	Code	Teacher Resources
		WE 36	Amazonia Alert!
		WE 42	Power to the Planet 3

**Range of Writing**

<b>W.4.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Code	Digital Student Experience	Code	Teacher Resources
WR	Personal Narrative	WR	Personal Narrative Interventions
WR	Expository Essay	WR	Expository Essay Interventions
WR	Paragraph Building: Ideas Trait, Organization Trait, Voice Trait, Word Choice Trait	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait



<b>W.4.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Sentence Fluency Trait, Conventions Trait	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
		WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
		WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
		WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WE	Inquiry and Research Writing Extension (Grade 4)
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere

<b>W.4.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

**Speaking and Listening Standards**

**Comprehension and Collaboration**

<b>SL.4.1</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		SP L	Group Work...How Does it Work?
		C12	Inferencing and Drawing Conclusions
		C12	Sequencing
		C12	Main Idea
		C12	Predicting Outcomes
		C12	Summarizing
		WE	Inquiry and Research Writing Extension (Grade 4)
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers

<b>SL.4.1</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert's Gift
		WE 39	Bees at Risk
		WE 42	Power to the Planet 3
		WE 43	Forest Fires

<b>SL.4.1.a</b>			
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	Reading Comprehension Interventions
		SP L	Group Work...How Does it Work?
		C12	Inferencing and Drawing Conclusions
		C12	Sequencing

<b>SL.4.1.a</b>			
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C12	Main Idea
		C12	Predicting Outcomes
		C12	Summarizing

<b>SL.4.1.b</b>			
Follow agreed-upon rules for discussions and carry out assigned roles.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	Reading Comprehension Interventions
		SP L	Group Work...How Does it Work?
		C12	Inferencing and Drawing Conclusions
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1

<b>SL.4.1.c</b>			
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	Reading Comprehension Interventions

<b>SL.4.1.c</b>			
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.			
Code	Digital Student Experience	Code	Teacher Resources
		SP L	Group Work...How Does it Work?
		C15	Bridge Lesson – General Comprehension 1
		C15	Bridge Lesson – General Comprehension 2
		C15	Bridge Lesson – General Comprehension 3
		C15	Bridge Lesson – General Comprehension 4

<b>SL.4.1.d</b>			
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP AR	Reading Comprehension Interventions
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1

<b>SL.4.2</b>			
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
Code	Digital Student Experience	Code	Teacher Resources
		SP L	Group Work...How Does it Work?

<b>SL.4.3</b>			
Identify the reasons and evidence a speaker or media source provides to support particular points.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	Reading Comprehension Interventions
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1

**Presentation of Knowledge and Ideas**

<b>SL.4.4</b>			
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		SP L	Group Work...How Does it Work?
		WE	Inquiry and Research Writing Extension (Grade 4)
		WE 31	Earth: Atmosphere
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 44	Coral Reefs: Part 1 of 3

SL.4.4			
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

SL.4.4.a			
Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 32	Weather Watchers
		WE 34	The Rain Forest Howlers, Chapter 1



SL.4.6			
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)			
Code	Digital Student Experience	Code	Teacher Resources
WR	Essay Writing: Introduction to Essay Writing	SP L	Group Work...How Does it Work?

## Language Standards

### Conventions of Standard English

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1.d			
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).			
Code	Digital Student Experience	Code	Teacher Resources
C14	Sentence Building	WE 21	Our Solar System
		WE 24	Fields of Change: Spring/Summer

L.4.1.e			
Form and use prepositional phrases.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 21	Our Solar System
		WE 24	Fields of Change: Spring/Summer
		WE 30	Earth: The Changing Surface

<b>L.4.1.f</b>			
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13–C15	Sentence Building	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
WR	Paragraph Building	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
WR	Personal Narrative: Drafting and Editing	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
WR	Expository Essay: Drafting and Editing	WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
		WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WR	Personal Narrative – Characteristics, Unit 1
		WR	Personal Narrative – Planning, Unit 2
		WR	Personal Narrative – Drafting, Unit 3
		WR	Expository Essay – Characteristics, Unit 1
		WR	Expository Essay – Planning, Unit 2
		WE 33	Brookside’s Best Science Fair Ever!
		WE 36	Amazonia Alert!
		WE 39	Bees at Risk
		WE 42	Power to the Planet 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>L.4.1.g</b>			
Correctly use frequently confused words (e.g., to, too, two; there, their).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 23	Earth: Day, Night, and Seasons
		WE 25	Fields of Change: Autumn/Winter
		WE 27	A View from Above
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!

<b>L.4.1.h</b>			
Write fluidly and legibly in cursive or joined italics.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 22	Mission Incredible
		WE 27	A View from Above

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>L.4.2.a</b>			
Use correct capitalization.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
WR	Personal Narrative: Conventions	WE	Inquiry and Research Writing Extension (Grade 4)
WR	Expository Essay: Conventions	WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1

<b>L.4.2.a</b>			
Use correct capitalization.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert's Gift
		WE 39	Bees at Risk
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>L.4.2.b</b>			
Use commas and quotation marks to mark direct speech and quotations from a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WE 29	Fossil Hunters: The Black Hills Dig
WR	Personal Narrative: Conventions	WE 32	Weather Watchers
		WE 43	Forest Fires

<b>L.4.2.c</b>			
Use a comma before a coordinating conjunction in a compound sentence.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	C14	Bridge Lesson – Conjunctions
C14	Coordinating Conjunctions	WE 26	The Moon

<b>L.4.2.d</b>			
Spell grade-appropriate words correctly, consulting references as needed.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Word Analysis Subtest	ISIP AR	1A Spelling Tier 3: R-Controlled Vowels
WR	Paragraph Building: Conventions Trait	ISIP AR	1B Spelling Tier 2: Open and Closed Syllables
		ISIP AR	1C Spelling Tier 1: Simple Prefixes and Base Words (un-, re-, dis-, pre-, sub-)
		ISIP AR	2A Spelling Tier 3: Diphthongs
		ISIP AR	2B Spelling Tier 2: Vowel Patterns in Accented Syllables
		ISIP AR	2C Spelling Tier 1: Simple Suffixes (-y, -ly, -ful, -less, -er, -erst, -ness)
		ISIP AR	3A Spelling Tier 3 – Hard and Soft C and G Sounds
		ISIP AR	3B Spelling Tier 2: Final Unaccented Syllables
		ISIP AR	3C Spelling Tier 1: Consonant Alternations
		ISIP AR	4A Spelling Tier 3: -s and -es Endings
		ISIP AR	4B Spelling Tier 2: The /j/ Sound

<b>L.4.2.d</b>			
Spell grade-appropriate words correctly, consulting references as needed.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	4C Spelling Tier 1: –ion Endings
		ISIP AR	5A Spelling Tier 3: Compound Words
		ISIP AR	5B Spelling Tier 2: Homophones
		ISIP AR	5C Spelling Tier 1: Consonant Alternations
		ISIP AR	6A Spelling Tier 2: –ed and –ing Endings
		ISIP AR	6B Spelling Tier 2: –s and –es Verb Endings
		ISIP AR	6C Spelling Tier 1: –ent and –ence Endings
		ISIP AR	7A Spelling Tier 3: Diphthongs
		ISIP AR	7B Spelling Tier 2: Irregular Plurals
		ISIP AR	7C Spelling Tier 1: Suffixes (–able and –ible)
		ISIP AR	8A Spelling Tier 3: Open and Closed Syllables
		ISIP AR	8B Spelling Tier 2: Prefixes (im–, mis–, non–)
		ISIP AR	8C Spelling Tier 1: Suffixes (–ary, –ery, –ory)
		ISIP AR	9A Spelling Tier 3: Long a Vowel Patterns in Stressed Syllables
		ISIP AR	9B Spelling Tier 2: –ous Endings
		ISIP AR	9C Spelling Tier 1: Vowel Alternations (Short to Schwa)
		ISIP AR	10A Spelling Tier 3: Final /k/ Sound

<b>L.4.2.d</b>			
Spell grade-appropriate words correctly, consulting references as needed.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	10B Spelling Tier 2: R-Controlled Vowels in Stressed Syllables (Vre Patterns)
		ISIP AR	10C Spelling Tier 1: Vowel Alternations (Long to Schwa)
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WE	Inquiry and Research Writing Extension (Grade 4)
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!



<b>L.4.2.d</b>			
Spell grade-appropriate words correctly, consulting references as needed.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 37	Survivors!
		WE 39	Bees at Risk
		WE 42	Power to the Planet 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

**Knowledge of Language**

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<b>L.4.3.a</b>			
Choose words and phrases to convey ideas precisely.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Word Choice Trait	WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
		WE	Inquiry and Research Writing Extension (Grade 4)
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter

<b>L.4.3.a</b>			
Choose words and phrases to convey ideas precisely.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires

<b>L.4.3.a</b>			
Choose words and phrases to convey ideas precisely.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>L.4.3.b</b>			
Choose punctuation for effect.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Sentence Fluency Trait	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
WR	Personal Narrative: Drafting	WR	Personal Narrative – Drafting, Unit 3
WR	Expository Essay: Drafting	WR	Expository Essay – Planning, Unit 2

<b>L.4.3.c</b>			
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Essay Writing: Introduction to Essay Writing	WR	Expository Essay Characteristics Lesson 1.3: Voice

**Vocabulary Acquisition and Use**

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

<b>L.4.4.a</b>			
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR	Vocabulary Lessons
C13	Living Lessons: Context Clues	C12L10	Vocabulary: Context
C13B	Exploring the Deep; The Desert’s Gift; Power for the Planet; The Rain Forest Howlers; Survivors!	C15	Bridge Lesson – Context Clues
C13B	Bees at Risk; Deepwater Horizon: Solving the Spill; Amazonia Alert!		
C14	Living Lessons: Context Clues		
C14B&P	Race for the Moon; Visit Yellowstone; Fueling Humanity; A Renewable Future		
C14B&P	All Aboard! The First Transcontinental Railroad		

<b>L.4.4.b</b>			
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR VOC	1C: Tier 1 – Types of Flags, Latin Prefix (trans–)
C14	Vocab Lab	ISIP AR VOC	2C: Tier 1 – Kapok Tree, Latin Root (tain)
		ISIP AR VOC	3C: Tier 1 – Irish Folklore, Latin Prefix (sub–)
		ISIP AR VOC	4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)
		ISIP AR VOC	5A: Tier 3 – Latin Root (tract) “A Matter of Interest”
		ISIP AR VOC	6B: Tier 2 – Greek Root (graph) “Picture This”
		ISIP AR VOC	6C: Tier 1 – Basketball, Latin Prefixes (inter–, pre–)
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore– and semi–) “Holiday Light”
		ISIP AR VOC	7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)
		ISIP AR VOC	8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”
		ISIP AR VOC	8C: Tier 1 – Civil War, Latin Roots (rupt, struct)

<b>L.4.4.b</b>			
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	9B: Tier 2 – Latin Root (ject) “Express Yourself”
		ISIP AR VOC	9C: Tier 1 – Chain Mail, Latin Roots (man, val)
		ISIP AR VOC	10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past”
		ISIP AR VOC	10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”
		C12	Vocabulary: Greek and Latin Roots
		C12L3	Vocabulary: Structural Analysis
		C15	Bridge Lesson – Prefixes

<b>L.4.4.c</b>			
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
C12B	With Glossary: Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth; Rocks and Soil	RC	Dictionary and Glossary Skills
C13B	With Glossary: Deepwater Horizon: Solving the Spill; Exploring the Deep; Amazonia Alert!	WE 23	Earth: Day, Night, and Seasons

<b>L.4.4.c</b>			
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13B	With Glossary: Forest Fires: Lessons from the Front Lines; Power for the Planet; Survivors!	WE 24	Fields of Change: Spring/Summer
C14B	With Glossary: Race for the Moon, Visit Yellowstone	WE 25	Fields of Change: Autumn/Winter
		WE 32	Weather Watchers
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 42	Power to the Planet 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<b>L.4.5.a</b>			
Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C15	Similes, Metaphors	C15	Bridge Lesson – Similes
		C15	Bridge Lesson – Metaphors

<b>L.4.5.b</b>			
Recognize and explain the meaning of common idioms, adages, and proverbs.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C14B	Visit Yellowstone	VOC L38	Idioms
		VOC L39	Idioms
		VOC L40	Idioms
		VOC	Adages
		VOC	Puns

<b>L.4.5.c</b>			
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR VOC	2A: Tier 3 – Synonyms “Monkey Brothers and the Hero Twins”
C15B	Amazonia Alert!	ISIP AR VOC	3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?”
C15	Antonyms, Synonyms	ISIP AR VOC	5C: Tier 1 – Salamanders: Synonyms and Antonyms
		ISIP AR VOC	8A: Tier 3 – Synonyms and Antonyms “I HAD a Dream”
		VOC L35	Analogies
		VOC L36	Analogies
		VOC L37	Antonyms and Synonyms



<b>L.4.5.c</b>			
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C15	Bridge Lesson – Synonyms
		C15	Bridge Lesson – Analogies
		C15	Bridge Lesson – Antonyms
		WE 37	Survivors!

<b>L.4.6</b>			
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR	Vocabulary Lessons
C13B	Exploring the Deep; Deepwater Horizon: Solving the Spill; Survivors!		
C13B	Forest Fires: Lessons from the Front Lines		
C14B	Race for the Moon; Visit Yellowstone		

**Grade 5**

**Reading Standards for Literature**

**Key Ideas and Details**

<b>RL.5.1</b>			
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1A: Time for Music
C12B	Mission Incredible, Fields of Change, Weather Watchers	ISIP AR RC	2C: Angels in the Lab
C12	Living Lessons: Inference	ISIP AR RC	3A: Choosing Love
C13B	The Desert’s Gift	ISIP AR RC	3B: What’s in a Name?
C13	Living Lessons: Inference	ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye

<b>RL.5.1</b>			
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		C11	Argumentative Text Characteristics
		C12	Predicting Outcomes
		C12L7	Drawing Conclusions
		C12L8A	Representing Text
		C14	Bridge Lesson – Compare and Contrast
		C14	Bridge Lesson – Supporting Responses
		C15	Bridge Lesson – General Comprehension 2
		C15	Bridge Lesson – General Comprehension 3
		C15	Bridge Lesson – General Comprehension 4
		RC L54	Literature – Poetry Analysis: Night Spirits of the Rain Forest
		RC L55	Literature – Poetry Analysis: A View from Above
		RC L56	Literature – Analyzing a Biography: George Washington Carver

<b>RL.5.1</b>			
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L57	Literature – Biography: Jane Goodall, Champion of Chimpanzees
		RC L59	Analyzing Themes in Myths: The Desert’s Gift
		RC L60	Analyzing Themes in Myths: Monkey Brothers and the Hero Twins
		RC L61	Literature – Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2
		RC L62	Literature – Analyzing Elements of Fiction: Phaeton and the Chariot of Fire
		RC L63	Literature – Analyzing Elements of Fiction: The Desert’s Gift

<b>RL.5.2</b>			
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1A: Time for Music
C12	Living Lessons: Summarization	ISIP AR RC	2C: Angels in the Lab
C13B	The Rain Forest Howlers, The Desert’s Gift, Race Across the Arctic	ISIP AR RC	3A: Choosing Love

<b>RL.5.2</b>			
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13	Living Lessons: Main Idea, Cause and Effect	ISIP AR RC	3B: What's in a Name?
C14	Living Lessons: Summarization	ISIP AR RC	4C: Labor of Love
C15	Living Lessons: Summarization	ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		C12	Summarizing
		RC L59	Analyzing Themes in Myths: The Desert's Gift
		RC L60	Analyzing Themes in Myths: Monkey Brothers and the Hero Twins

<b>RL.5.2</b>			
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L61	Literature – Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2 (Grades 4–5)
		RC L62	Literature – Analyzing Elements of Fiction: Phaeton and the Chariot of Fire
		RC L63	Literature – Analyzing Elements of Fiction: The Desert’s Gift
		RC	Poetry: Hyperbole
		RC	Poetry: Alliteration and Assonance

<b>RL.5.3</b>			
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1A: Time for Music
C13B	The Rain Forest Howlers, Race Across the Arctic	ISIP AR RC	2C: Angels in the Lab
C15	Living Lessons: Compare and Contrast	ISIP AR RC	3A: Choosing Love
		ISIP AR RC	3B: What’s in a Name?

<b>RL.5.3</b>			
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	4C: Labor of Love
		ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		C14	Bridge Lesson – Compare and Contrast
		C14	Bridge Lesson – Supporting Responses
		C15	Bridge Lesson: General Comprehension 2

<b>RL.5.3</b>			
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C15	Bridge Lesson: General Comprehension 3
		RC L61	Literature – Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2
		RC L62	Literature – Analyzing Elements of Fiction: Phaeton and the Chariot of Fire
		RC L63	Literature – Analyzing Elements of Fiction: The Desert’s Gift

**Craft and Structure**

<b>RL.5.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Vocabulary Subtests	ISIP AR RC	1A: Time for Music
C12B	Mission Incredible	ISIP AR RC	2C: Angels in the Lab
C13	Living Lessons: Context Clues	ISIP AR RC	3A: Choosing Love
C13B	The Desert’s Gift, The Rain Forest Howlers, Race Across the Arctic	ISIP AR RC	3B: What’s in a Name?
C14	Living Lessons: Context Clues	ISIP AR RC	4C: Labor of Love



<b>RL.5.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C15	Metaphors, Similes	ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		ISIP AR VOC	1A: Tier 3 – Prefixes (dis–, un–, re–, mis–, over–, out–) “The Lost Treasure of the Ruby Dagger”
		ISIP AR VOC	1B: Tier 2 – Prefixes “Mia’s Mystery Map”
		ISIP AR VOC	2A: Tier 3 – Synonyms “Monkey Brothers and the Hero Twins”

<b>RL.5.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	3C: Tier 1 – Irish Folklore, Latin Prefix (sub–)
		ISIP AR VOC	4B: Tier 2 – Homographs “A Hairy Little Problem”
		ISIP AR VOC	5A: Tier 3 – Latin Root (tract) “A Matter of Interest”
		ISIP AR VOC	5B: Tier 2 – Suffixes (–ate, –ify) “A Hairy Situation”
		ISIP AR VOC	5C: Tier 1 – Salamanders, Synonyms and Antonyms
		ISIP AR VOC	6C: Tier 1 – Basketball, Latin Prefixes (inter–, pre–)
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore–, semi–) “Holiday Light”
		ISIP AR VOC	8A: Tier 3 – Synonyms and Antonyms “I HAD a Dream”
		ISIP AR VOC	8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”
		ISIP AR VOC	8C: Tier 1 – Civil War Latin Roots (rupt, struct)
		ISIP AR VOC	10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past”

<b>RL.5.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”
		ISIP AR VOC	10C: Tier 1 – “Bullying” Homographs
		C12	Inferencing and Drawing Conclusions
		C12	Cause and Effect
		C12	Summarizing
		C12L7	Drawing Conclusions
		C12L10	Vocabulary: Context
		C15	Bridge Lesson – Context Clues
		C15	Bridge Lesson – Metaphors
		C15	Bridge Lesson – Similes
		RC L54	Literature – Poetry Analysis: Night Spirits of the Rain Forest
		RC L55	Literature – Poetry Analysis: A View from Above
		RC	Poetry: Hyperbole
		RC	Poetry: Alliteration and Assonance

<b>RL.5.5</b>			
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L54	Literature – Poetry Analysis: Night Spirits of the Rain Forest
		RC L55	Literature – Poetry Analysis: A View from Above
		RC	Poetry: Hyperbole
		RC	Poetry: Alliteration and Assonance
		EOD 2	Pandora’s Box

<b>RL.5.6</b>			
Describe how a narrator’s or speaker’s point of view influences how events are described.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L54	Literature – Poetry Analysis: Night Spirits of the Rain Forest
		RC L55	Literature – Poetry Analysis: A View from Above
		WR	Personal Narrative: Characteristics Lesson 1.1, First Person Point of View

**Integration of Knowledge and Ideas**

<b>RL.5.9</b>			
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C12L11	Compare and Contrast

**Range of Reading and Level of Text Complexity**

<b>RL.5.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension, Text Fluency, and Oral Reading Fluency Subtests	ISIP AR RC	1A: Time for Music
C12B	Fields of Change, Mission Incredible, Weather Watchers	ISIP AR RC	2C: Angels in the Lab
C13B&P	The Desert’s Gift, First Round-Up, Ghost Dancers, Ghost Party, Into the Darkness, What Time is It?	ISIP AR RC	3A: Choosing Love
C13B&P	Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, Race Across the Arctic, Spirit of the Wild	ISIP AR RC	3B: What’s in a Name?
C13B&P	Swimming with the Whale Sharks, The Lost Treasure of the Ruby Dagger	ISIP AR RC	4C: Labor of Love
C14B&P	Escaping Gravity’s Grasp, Myths of the Great Bear	ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson

<b>RL.5.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		ISIP AR	G5 Fluency 1: History Lesson
		ISIP AR	G5 Fluency 2: Water Soup
		ISIP AR	G5 Fluency 3: Echoes of Love
		ISIP AR	G5 Fluency 5: Home Sweet Home
		ISIP AR	G5 Fluency 7: History Lessons
		ISIP AR	G5 Fluency 9: A Perfect Shot
		C11	Argumentative Text Characteristics

<b>RL.5.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C12	Summarizing
		C12L7	Drawing Conclusions
		C12L8A	Representing Text
		C14	Bridge Lesson – Supporting Responses
		C14	Bridge Lesson – Compare and Contrast
		C15	Bridge Lesson – Context Clues
		C15	Bridge Lesson – General Comprehension 2
		C15	Bridge Lesson – General Comprehension 3
		C15	Bridge Lesson – General Comprehension 4
		C15	Bridge Lesson – Metaphors
		RC	Poetry: Hyperbole
		RC	Poetry: Alliteration and Assonance

**Reading Standards for Informational Text**

**Key Ideas and Details**

<b>RI.5.1</b>			
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space
C12B	Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System	ISIP AR RC	1C: Fire and Ice
C12B	Earth: The Changing Surface; The Moon; Earth: Rocks and Soil	ISIP AR RC	2A: Do Your Part
C12B	Natural Resources; Water Recycled; Exploring Space	ISIP AR RC	2B: Spreading the Love
C13B	Deepwater Horizon: Solving the Spill; Exploring the Deep; Forest Fires: Lessons from the Front Lines; Survivors!	ISIP AR RC	3C: Big Chug, Be Gone!
		ISIP AR RC	4A: Now That's Recycling
		ISIP AR RC	4B: Give This Fish a Hand
		ISIP AR RC	5A: Too Much of a Good Thing
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!



<b>RI.5.1</b>			
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain
		C12	Text Structure
		C12	Main Idea
		C12L8A	Representing Text
		C12L13	Author's Purpose
		C14	Bridge Lesson – Supporting Responses
		C15	Bridge Lesson – General Comprehension 1
		RC L47	Informational Texts: Amazonia Alert!
		RC L48	Informational Texts: The World Healers
		RC L49	Informational Texts: Phoenix Lights
		RC L50	Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer
		RC L51	Informational Texts/Analyzing Persuasive Media: Sharks in Danger

<b>RI.5.1</b>			
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L52	Informational Texts/Analyzing Persuasive Media: Public Service Announcement
		RC L53	Persuasive Text: Climate Change
		RC L56	Literature – Analyzing a Biography: George Washington Carver
		RC L57	Literature – Biography: Jane Goodall, Champion of Chimpanzees

<b>RI.5.2</b>			
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space
C13	Living Lessons: Main Idea	ISIP AR RC	1C: Fire and Ice
C13B	Bees at Risk; Survivors!	ISIP AR RC	2A: Do Your Part
C14B	Race for the Moon, Visit Yellowstone	ISIP AR RC	2B: Spreading the Love
		ISIP AR RC	3C: Big Chug, Be Gone!
		ISIP AR RC	4A: Now That's Recycling

<b>RI.5.2</b>			
<b>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</b>			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	4B: Give This Fish a Hand
		ISIP AR RC	5A: Too Much of a Good Thing
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!
		ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain
		RC L47	Informational Texts: Amazonia Alert!
		RC L48	Informational Texts: The World Healers
		RC L49	Informational Texts: Phoenix Lights
		C12	Main Idea
		C12L8A	Representing Text

<b>RI.5.3</b>			
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space
C12	Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab	ISIP AR RC	1C: Fire and Ice
C12B	Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil	ISIP AR RC	2A: Do Your Part
C13	Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain	ISIP AR RC	2B: Spreading the Love
C13	Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy	ISIP AR RC	3C: Big Chug, Be Gone!
C13	Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation	ISIP AR RC	4A: Now That's Recycling
C14	Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels	ISIP AR RC	4B: Give This Fish a Hand
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!
		ISIP AR RC	7C: Night Light

<b>RI.5.3</b>			
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain
		RC L56	Literature – Analyzing a Biography: George Washington Carver
		RC L57	Literature – Biography: Jane Goodall, Champion of Chimpanzees
		C15	Bridge Lesson: General Comprehension 1

**Craft and Structure**

<b>RI.5.4</b>			
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Vocabulary Subtests	ISIP AR RC	1B: Exploring Space
C13B	Forest Fires: Lessons from the Front Lines; Deepwater Horizon: Solving the Spill; Exploring the Deep; Survivors!	ISIP AR RC	1C: Fire and Ice
C14B	Visit Yellowstone, Race for the Moon	ISIP AR RC	2A: Do Your Part

<b>RI.5.4</b>			
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	2B: Spreading the Love
		ISIP AR RC	3C: Big Chug, Be Gone!
		ISIP AR RC	4A: Now That’s Recycling
		ISIP AR RC	4B: Give This Fish a Hand
		ISIP AR RC	5A: Too Much of a Good Thing
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!
		ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain

<b>RI.5.4</b>			
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	1C: Tier 1 – Types of Flags, Latin Prefix (trans–)
		ISIP AR VOC	2B: Tier 2 – Suffixes (–less, –ful) “Play Ball”
		ISIP AR VOC	2C: Tier 1 – Kapok Tree, Latin Root (tain)
		ISIP AR VOC	3A: Tier 3 – Suffixes (–ous, –ive) “Thomas Jefferson – Mad Scientist?”
		ISIP AR VOC	3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?”
		ISIP AR VOC	4A: Tier 3 – Suffixes (–able, –ible) “The Science of Carbon Dating”
		ISIP AR VOC	4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)
		ISIP AR VOC	5C: Tier 1 – Salamanders, Synonyms and Antonyms
		ISIP AR VOC	6A: Tier 3 – Homographs “Land of the ‘Free’”
		ISIP AR VOC	6B: Tier 2 – Greek Root (graph) “Picture This”
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore– and semi–) “Holiday Light”

<b>RI.5.4</b>			
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)
		ISIP AR VOC	9A: Tier 3 – Homographs “Food for Thought”
		ISIP AR VOC	9B: Tier 2 – Latin Root (ject) “Express Yourself”
		ISIP AR VOC	9C: Tier 1 – Chain Mail, Latin Roots (man, val)
		C12	Main Idea

<b>RI.5.5</b>			
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	C12	Text Structure
C13	Living Lessons: Text Structure	C12L8A	Representing Text
C13B	Forest Fires: Lessons from the Front Lines; Deepwater Horizon: Solving the Spill	C15	Bridge Lesson – General Comprehension 2
		RC L50	Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer
		RC L51	Informational Texts/Analyzing Persuasive Media: Sharks in Danger



<b>RI.5.5</b>			
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L52	Informational Text/Analyzing Persuasive Media: Public Service Announcement
		RC L53	Persuasive Text: Climate Change

**Integration of Knowledge and Ideas**

<b>RI.5.7</b>			
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12	Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab	C12L8A	Representing Text
C13	Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain		
C13	Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy		
C13	Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation		
C14	Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels		

<b>RI.5.8</b>			
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	2A: Do Your Part
C13	Living Lessons: Author's Purpose	ISIP AR RC	2B: Spreading the Love
C13B	Forest Fires: Lessons from the Front Lines, Power for the Planet, Bees at Risk	ISIP AR RC	4A: Now That's Recycling
C14B	Race for the Moon, Visit Yellowstone	ISIP AR RC	10C: A Great Dad
		C11	Argumentative Text Characteristics
		C12L13	Author's Purpose
		C15	Bridge Lesson – General Comprehension 2
		RC L47	Informational Texts: Amazonia Alert!
		RC L48	Informational Texts: The World Healers
		RC L49	Informational Texts: Phoenix Lights
		RC L50	Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer
		RC L51	Informational Texts/Analyzing Persuasive Media: Sharks in Danger
		RC L52	Informational Text/Analyzing Persuasive Media: Public Service Announcement
		RC L53	Persuasive Text: Climate Change

<b>RI.5.8</b>			
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L56	Literature – Analyzing a Biography: George Washington Carver
		RC L57	Literature – Biography: Jane Goodall, Champion of Chimpanzees

<b>RI.5.9</b>			
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13B	Exploring the Deep	C12L11	Compare and Contrast

**Range of Reading and Level of Text Complexity**

<b>RI.5.10</b>			
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Oral Reading Fluency Subtests	ISIP AR VOC	1C: Types of Flags, Latin Prefix (trans–), Tier 1
C12B&P	Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System	ISIP AR VOC	2C: Kapok Tree, Latin Root (tain), Tier 1
C12B&P	The Moon; Exploring Space; Natural Resources; Water Recycled	ISIP AR RC	1B: Exploring Space

<b>RI.5.10</b>			
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13B&P	A Desert Filled with Colonies; A Vaquero's Life; Bees at Risk; Blowing Bubbles in the Rain Forest	ISIP AR RC	1C: Fire and Ice
C13B&P	Colossal Critter Construction; Come Visit Jefferson; Dangerous Snakes; Deepwater Horizon: Solving the Spill	ISIP AR RC	2A: Do Your Part
C13B&P	Exploring the Deep; Forest Fires: Lessons from the Front Lines; Monkey Trouble; Power for the Planet; Survivors!	ISIP AR RC	2B: Spreading the Love
C13B&P	Teen Navigators; The Bats of Austin; The Mystery of the Phoenix Lights; Amazonia Alert!	ISIP AR RC	3C: Big Chug, Be Gone!
C14B&P	A Boon for the Planet; A Renewable Future; Asteroid Hunters; Journey Through the Triangle; Low Down Living	ISIP AR RC	4A: Now That's Recycling
C14B&P	Man on a Wire; Race for the Moon; Too-Cool Transportation: Aisha's Travel Blog	ISIP AR RC	4B: Give This Fish a Hand
C14B&P	Visit Yellowstone; It's a Bird...It's a Plane...It's Jetman!; How Can Brown Make a Car Go Green?	ISIP AR RC	5A: Too Much of a Good Thing
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!
		ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark

<b>RI.5.10</b>			
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain
		ISIP AR	G5 Fluency 6: One Hamburger with a Side of Pollution
		ISIP AR	G5 Fluency 10: A Food Feud
		C12	Text Structure
		C12	Main Idea
		C12L8A	Representing Text
		C12L13	Author's Purpose
		C15	Bridge Lesson – General Comprehension 1

**Reading Standards: Foundational Skills**

**Phonics and Word Recognition**

RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

<b>RF.5.3.a</b>			
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Word Analysis Subtest	ISIP AR	Spelling and Vocabulary Lessons
C13–C14	Discovery Island: Self-Selected Reading Passages	C11L11	Multisyllabic Words
C13B	Deepwater Horizon: Solving the Spill, Power for the Planet	C12L3	Vocabulary: Structural Analysis
C14	Vocab Lab	C12L8A	Representing Text: Vocabulary Support
C15	Living Lessons: Vocabulary	ISIP AR	G5 Fluency 1: History Lesson
		ISIP AR	G5 Fluency 2: Water Soup
		ISIP AR	G5 Fluency 3: Echoes of Love
		ISIP AR	G5 Fluency 5: Home Sweet Home
		ISIP AR	G5 Fluency 6: One Hamburger with a Side of Pollution
		ISIP AR	G5 Fluency 7: History Lessons
		ISIP AR	G5 Fluency 8: The Wonder of It All
		ISIP AR	G5 Fluency 9: A Perfect Shot
		ISIP AR	G5 Fluency 10: A Food Feud

**Fluency**

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

<b>RF.5.4.a</b>			
Read grade-level text with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Text Fluency and Oral Reading Fluency Subtests	ISIP AR	Text Fluency Interventions
C11–C14	Books	ISIP AR	G5 Fluency 1: History Lesson
		ISIP AR	G5 Fluency 2: Water Soup
		ISIP AR	G5 Fluency 3: Echoes of Love
		ISIP AR	G5 Fluency 6: One Hamburger with a Side of Pollution
		ISIP AR	G5 Fluency 7: History Lessons
		ISIP AR	G5 Fluency 8: The Wonder of It All
		ISIP AR	G5 Fluency 9: A Perfect Shot
		ISIP AR	G5 Fluency 10: A Food Feud
		ISIP ORF DAP	Passages 151–181
		ISIP ORF PRP	Garrett Morgan: Inventor of the People; Healing Broken Hearts; Invasion of the Burmese Pythons
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody

<b>RF.5.4.a</b>			
Read grade-level text with purpose and understanding.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ORF	Priority Practice (Grades 1-8)
		ISIP ORF	Rate Chart (Grades 1-8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Any Progress Monitoring Passage
		ISIP AR	Text Fluency Interventions

<b>RF.5.4.b</b>			
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Oral Reading Fluency Subtest	ISIP AR	G5 Fluency 1: History Lesson
C11–C14	Books	ISIP AR	G5 Fluency 2: Water Soup
		ISIP AR	G5 Fluency 3: Echoes of Love
		ISIP AR	G5 Fluency 6: One Hamburger with a Side of Pollution
		ISIP AR	G5 Fluency 7: History Lessons
		ISIP AR	G5 Fluency 8: The Wonder of It All
		ISIP AR	G5 Fluency 9: A Perfect Shot
		ISIP AR	G5 Fluency 10: A Food Feud
		ISIP ORF DAP	Passages 151–181



<b>RF.5.4.b</b>			
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ORF PRP	Garrett Morgan: Inventor of the People; Healing Broken Hearts; Invasion of the Burmese Pythons
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1-8)
		ISIP ORF	Rate Chart (Grades 1-8)
		ISIP ORF	Progress Monitoring Instructions
		ISIP ORF	Any Progress Monitoring Passage

<b>RF.5.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Text Fluency, Vocabulary, and Oral Reading Fluency Subtests	ISIP AR	Text Fluency Interventions
C13	Living Lessons: Context Clues	ISIP AR	Vocabulary Interventions
C13B	Exploring the Deep; The Desert’s Gift; Power for the Planet; The Rain Forest Howlers; Survivors!	ISIP AR	G5 Fluency 1: History Lesson

<b>RF.5.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13B	Deepwater Horizon: Solving the Spill; Bees at Risk; Amazonia Alert!	ISIP AR	G5 Fluency 2: Water Soup
C14B&P	Race for the Moon; Visit Yellowstone; Fueling Humanity; A Renewable Future	ISIP AR	G5 Fluency 3: Echoes of Love
C14B&P	All Board! The First Transcontinental Railroad	ISIP AR	G5 Fluency 6: One Hamburger with a Side of Pollution
C14	Living Lessons: Context Clues	ISIP AR	G5 Fluency 7: History Lessons
		ISIP AR	G5 Fluency 8: The Wonder of It All
		ISIP AR	G5 Fluency 9: A Perfect Shot
		ISIP AR	G5 Fluency 10: A Food Feud
		ISIP ORF DAP	Passages 151–181
		ISIP ORF PRP	Garrett Morgan: Inventor of the People; Healing Broken Hearts; Invasion of the Burmese Pythons
		ISIP ORF	Hasbrouck & Tindal Compiled ORF Norms
		ISIP ORF	Priority - Accuracy
		ISIP ORF	Priority - Rate
		ISIP ORF	Priority - Prosody
		ISIP ORF	Priority Practice (Grades 1-8)
		ISIP ORF	Rate Chart (Grades 1-8)
		ISIP ORF	Progress Monitoring Instructions

<b>RF.5.4.c</b>			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP ORF	Any Progress Monitoring Passage
		C15	Bridge Lesson – Context Clues

**Writing Standards**

**Types of Texts and Purposes**

<b>W.5.1</b>			
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.5.1.a</b>			
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.5.1.b</b>			
Provide logically ordered reasons that are supported by facts and details.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.5.1.c</b>			
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.5.1.d</b>			
Provide a concluding statement or section related to the opinion presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 31	Atmosphere
		WE 33	Brookside’s Best Science Fair Ever!
		WE 39	Bees at Risk

<b>W.5.2</b>			
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay, Planning Lesson 2.1, Choose an Overall Topic
WR	Paragraph Building: Ideas Trait	WR	Expository Essay, Planning Lesson 2.2, Form a Controlling Idea
		WR	Expository Essay, Planning Lesson 2.3: Form an Introduction
		WR	Expository Essay, Planning Lesson 2.4: Subtopics
		WR	Expository Essay, Planning Lesson 2.5: Concluding Sentence

<b>W.5.2.a</b>			
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Planning	WR	Expository Essay, Planning Lesson 2.2, Form a Controlling Idea
WR	Paragraph Building: Ideas Trait	WR	Expository Essay, Planning Lesson 2.3: Form an Introduction
		WR	Expository Essay, Planning Lesson 2.4: Subtopics

<b>W.5.2.b</b>			
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Drafting	WR	Expository Essay, Planning Lesson 2.4: Subtopics

<b>W.5.2.c</b>			
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Organization Trait	WR	Expository Essay, Planning Lesson 2.4: Subtopics

<b>W.5.2.d</b>			
Use precise language and domain-specific vocabulary to inform about or explain the topic.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Word Choice Trait	WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait

<b>W.5.2.e</b>			
Provide a concluding statement or section related to the information or explanation presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Organization Trait	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
		WR	Expository Essay, Planning Lesson 2.5: Concluding Sentence

<b>W.5.3</b>			
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative – Characteristics, Unit 1
WR	Paragraph Building	WR	Personal Narrative – Planning, Unit 2
		WR	Personal Narrative – Drafting, Unit 3

<b>W.5.3.a</b>			
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative: Planning, Drafting	WR	Personal Narrative – Planning Lesson 2.1, Focus Your Overall Topic
		WR	Personal Narrative – Planning Lesson 2.2, Form an Introduction

<b>W.5.3.b</b>			
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative: Planning, Drafting	WR	Personal Narrative – Drafting Lesson 3.2, Body Paragraphs
		WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait

**W.5.3.c**

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Code	Digital Student Experience	Code	Teacher Resources
WR	Paragraph Building: Sentence Fluency Trait	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait

**W.5.3.d**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Code	Digital Student Experience	Code	Teacher Resources
WR	Paragraph Building: Voice Trait and Word Choice Trait	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
		WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait

**W.5.3.e**

Provide a conclusion that follows from the narrated experiences or events.

Code	Digital Student Experience	Code	Teacher Resources
WR	Personal Narrative	WR	Personal Narrative – Drafting Lesson 3.3, Drafting a Conclusion
WR	Paragraph Building		



**Production and Distribution of Writing**

<b>W.5.4</b>			
Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
WR	Paragraph Building	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
		WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
		WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WR	Personal Narrative – Characteristics, Unit 1
		WR	Personal Narrative – Planning, Unit 2
		WR	Personal Narrative – Drafting, Unit 3
		WR	Expository Essay – Characteristics, Unit 1
		WR	Expository Essay – Planning, Unit 2
		WE	Inquiry and Research Writing Extension (Grade 5)
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer

**W.5.4**

Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Code	Digital Student Experience	Code	Teacher Resources
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3

<b>W.5.4</b>			
Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>W.5.5</b>			
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
WR	Paragraph Building	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
WR	Essay Writing: Introduction to the Writing Process	WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
		WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait

**W.5.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

Code	Digital Student Experience	Code	Teacher Resources
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WR	Personal Narrative – Characteristics, Unit 1
		WR	Personal Narrative – Planning, Unit 2
		WR	Personal Narrative – Drafting, Unit 3
		WR	Expository Essay – Characteristics, Unit 1
		WR	Expository Essay – Planning, Unit 2
		WE	Inquiry and Research Writing Extension (Grade 5)
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface

**W.5.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

Code	Digital Student Experience	Code	Teacher Resources
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert’s Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3

**W.5.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

Code	Digital Student Experience	Code	Teacher Resources
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

**W.5.6**

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Code	Digital Student Experience	Code	Teacher Resources
WR	Personal Narrative	WE	Inquiry and Research Writing Extension (Grade 5)
WR	Expository Essay	WE 39	Bees at Risk
		WE 42	Power to the Planet 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

**Research to Build and Present Knowledge**

<b>W.5.7</b>			
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Inquiry and Research Writing Extension (Grade 5)
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>W.5.8</b>			
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Inquiry and Research Writing Extension (Grade 5)

<b>W.5.8</b>			
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>W.5.9</b>			
Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE	Inquiry and Research Writing Extension (Grade 5)
		WE 42	Power to the Planet 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3



<b>W.5.9.a</b>			
Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C14	Bridge Lesson – Compare and Contrast
		WE 32	Weather Watchers

<b>W.5.9.b</b>			
Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 28	Earth: Rocks and Soil
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 39	Bees at Risk
		WE 43	Forest Fires

**Range of Writing**

<b>W.5.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
WR	Paragraph Building	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
		WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
		WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WR	Personal Narrative – Characteristics, Unit 1
		WR	Personal Narrative – Planning, Unit 2
		WR	Personal Narrative – Drafting, Unit 3
		WR	Expository Essay – Characteristics, Unit 1
		WR	Expository Essay – Planning, Unit 2
		WE	Inquiry and Research Writing Extension (Grade 5)
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer

<b>W.5.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert's Gift
		WE 39	Bees at Risk
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3

<b>W.5.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

**Speaking and Listening Standards**

**Comprehension and Collaboration**

<b>SL.5.1</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		SP L	Group Work...How Does it Work?
		C12	Inferencing and Drawing Conclusions
		C12	Sequencing
		C12	Main Idea

<b>SL.5.1</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C12	Predicting Outcomes
		C12	Summarizing
		WE	Inquiry and Research Writing Extension (Grade 5)
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside's Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!
		WE 37	Survivors!
		WE 38	The Desert's Gift
		WE 39	Bees at Risk

<b>SL.5.1</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 42	Power to the Planet 3
		WE 43	Forest Fires

<b>SL.5.1.a</b>			
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	Reading Comprehension Interventions
		SP L	Group Work...How Does it Work?
		C12	Inferencing and Drawing Conclusions
		C12	Sequencing
		C12	Main Idea
		C12	Predicting Outcomes
		C12	Summarizing

<b>SL.5.1.b</b>			
Follow agreed-upon rules for discussions and carry out assigned roles.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	Reading Comprehension Interventions
		SP L	Group Work...How Does it Work?
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1

<b>SL.5.1.c</b>			
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	Reading Comprehension Interventions
		C15	Bridge Lesson – General Comprehension 1
		C15	Bridge Lesson – General Comprehension 2
		C15	Bridge Lesson – General Comprehension 3
		C15	Bridge Lesson – General Comprehension 4
		SP L	Group Work...How Does it Work?

<b>SL.5.1.d</b>			
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	Reading Comprehension Interventions
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1

<b>SL.5.2</b>			
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		C12	Summarizing
		SP L	Group Work...How Does it Work?

<b>SL.5.3</b>			
Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		RC L53	Persuasive Text: Climate Change



**Presentation of Knowledge and Ideas**

<b>SL.5.4</b>			
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		SP L	Group Work...How Does it Work?
		WE	Inquiry and Research Writing Extension (Grade 5)
		WE 20	George Washington Carver
		WE 40	Power to the Planet 1
		WE 41	Power to the Planet 2
		WE 42	Power to the Planet 3
		WE 43	Forest Fires
		WE 44	Coral Reefs: Part 1 of 3
		WE 45	Coral Reefs: Part 2 of 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 47	Ecosystem: Part 1 of 3
		WE 48	Ecosystem: Part 2 of 3
		WE 49	Ecosystem: Part 3 of 3

<b>SL.5.4.a</b>			
Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.			
Code	Digital Student Experience	Code	Teacher Resources
		WE 31	Atmosphere

<b>SL.5.6</b>			
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)			
Code	Digital Student Experience	Code	Teacher Resources
		SP L	Group Work...How Does it Work?
		RC L53	Persuasive Text: Climate Change

**Language Standards**

**Conventions of Standard English**

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<b>L.5.1.a</b>			
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			
Code	Digital Student Experience	Code	Teacher Resources
C14	Coordinating Conjunctions	ISIP AR	G5 Fluency 7: History Lessons
WR	Paragraph Building: Conventions Trait	ISIP AR	G5 Fluency 9: A Perfect Shot
		C14	Bridge Lesson – Conjunctions

<b>L.5.1.a</b>			
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 21	Our Solar System
		WE 22	Mission Incredible
		WE 26	The Moon
		WE 30	Earth: The Changing Surface
		WE 35	The Rain Forest Howlers, Chapter 2

<b>L.5.1.d</b>			
Recognize and correct inappropriate shifts in verb tense.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative: Revising and Editing	WR	Personal Narrative – Planning, Unit 2
WR	Paragraph Building: Conventions Trait	WR	Personal Narrative – Drafting, Unit 3
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>L.5.2.a</b>			
Use punctuation to separate items in a series.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WE 21	Our Solar System

<b>L.5.2.d</b>			
Use underlining, quotation marks, or italics to indicate titles of works.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 22	Mission Incredible

<b>L.5.2.e</b>			
Spell grade-appropriate words correctly, consulting references as needed.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Word Analysis Subtest	ISIP AR	1A Spelling Tier 3: R-Controlled Vowels
WR	Personal Narrative	ISIP AR	1B Spelling Tier 2: Open and Closed Syllables
WR	Expository Essay	ISIP AR	1C Spelling Tier 1: Simple Prefixes and Base Words (un-, re-, dis-, pre-, sub-)
WR	Paragraph Building: Conventions Trait	ISIP AR	2A Spelling Tier 3: Diphthongs
		ISIP AR	2B Spelling Tier 2: Vowel Patterns in Accented Syllables
		ISIP AR	2C Spelling Tier 1: Simple Suffixes (-y, -ly, -ful, -less, -er, -erst, -ness)
		ISIP AR	3A Spelling Tier 3 – Hard and Soft C and G Sounds
		ISIP AR	3B Spelling Tier 2: Final Unaccented Syllables
		ISIP AR	3C Spelling Tier 1: Consonant Alternations
		ISIP AR	4A Spelling Tier 3: -s and -es Endings
		ISIP AR	4B Spelling Tier 2: The /j/ Sound

<b>L.5.2.e</b>			
Spell grade-appropriate words correctly, consulting references as needed.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	4C Spelling Tier 1: –ion Endings
		ISIP AR	5A Spelling Tier 3: Compound Words
		ISIP AR	5B Spelling Tier 2: Homophones
		ISIP AR	5C Spelling Tier 1: Consonant Alternations
		ISIP AR	6A Spelling Tier 2: –ed and –ing Endings
		ISIP AR	6B Spelling Tier 2: –s and –es Verb Endings
		ISIP AR	6C Spelling Tier 1: –ent and –ence Endings
		ISIP AR	7A Spelling Tier 3: Diphthongs
		ISIP AR	7B Spelling Tier 2: Irregular Plurals
		ISIP AR	7C Spelling Tier 1: Suffixes (–able and –ible)
		ISIP AR	8A Spelling Tier 3: Open and Closed Syllables
		ISIP AR	8B Spelling Tier 2: Prefixes (im–, mis–, non–)
		ISIP AR	8C Spelling Tier 1: Suffixes (–ary, –ery, –ory)
		ISIP AR	9A Spelling Tier 3: Long a Vowel Patterns in Stressed Syllables
		ISIP AR	9B Spelling Tier 2: –ous Endings
		ISIP AR	9C Spelling Tier 1: Vowel Alternations (Short to Schwa)
		ISIP AR	10A Spelling Tier 3: Final /k/ Sound

<b>L.5.2.e</b>			
Spell grade-appropriate words correctly, consulting references as needed.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR	10B Spelling Tier 2: R-Controlled Vowels in Stressed Syllables (Vre Patterns)
		ISIP AR	10C Spelling Tier 1: Vowel Alternations (Long to Schwa)
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WE	Inquiry and Research Writing Extension (Grade 4)
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 26	The Moon
		WE 27	A View from Above
		WE 28	Earth: Rocks and Soil
		WE 29	Fossil Hunters: The Black Hills Dig
		WE 30	Earth: The Changing Surface
		WE 31	Atmosphere
		WE 32	Weather Watchers
		WE 33	Brookside’s Best Science Fair Ever!
		WE 34	The Rain Forest Howlers, Chapter 1
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!

<b>L.5.2.e</b>			
Spell grade-appropriate words correctly, consulting references as needed.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 37	Survivors!
		WE 39	Bees at Risk
		WE 42	Power to the Planet 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

**Knowledge of Language**

<b>L.5.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Text Fluency and Oral Reading Fluency Subtests	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
WR	Paragraph Building: Conventions Trait		
WR	Personal Narrative		
WR	Expository Essay		

<b>L.5.3.a</b>			
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
WR	Personal Narrative		
WR	Expository Essay		

**Vocabulary Acquisition and Use**

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

<b>L.5.4.a</b>			
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR	Vocabulary Lessons
C13	Living Lessons: Context Clues	C12L10	Vocabulary: Context
C13B	Exploring the Deep; The Desert’s Gift; Power for the Planet; The Rain Forest Howlers; Survivors!	C15	Bridge Lesson – Context Clues
C13B	Bees at Risk; Deepwater Horizon: Solving the Spill; Amazonia Alert!		
C14	Living Lessons: Context Clues		
C14B&P	Race for the Moon; Visit Yellowstone; Fueling Humanity; A Renewable Future		
C14B&P	All Aboard! The First Transcontinental Railroad		



<b>L.5.4.b</b>			
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR VOC	1C: Tier 1 – Types of Flags, Latin Prefix (trans–)
C14	Vocab Lab	ISIP AR VOC	2C: Tier 1 – Kapok Tree, Latin Root (tain)
		ISIP AR VOC	3C: Tier 1 – Irish Folklore, Latin Prefix (sub–)
		ISIP AR VOC	4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)
		ISIP AR VOC	5A: Tier 3 – Latin Root (tract) “A Matter of Interest”
		ISIP AR VOC	6B: Tier 2 – Greek Root (graph) “Picture This”
		ISIP AR VOC	6C: Tier 1 – Basketball, Latin Prefixes (inter–, pre–)
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore– and semi–) “Holiday Light”
		ISIP AR VOC	7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)
		ISIP AR VOC	8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”

<b>L.5.4.b</b>			
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	8C: Tier 1 – Civil War, Latin Roots (rupt, struct)
		ISIP AR VOC	9B: Tier 2 – Latin Root (ject) “Express Yourself”
		ISIP AR VOC	9C: Tier 1 – Chain Mail, Latin Roots (man, val)
		ISIP AR VOC	10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past”
		ISIP AR VOC	10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”
		C12L3	Vocabulary: Structural Analysis
		C15	Bridge Lesson – Prefixes

<b>L.5.4.c</b>			
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C12B	With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System	ISIP AR VOC	2A: Tier 3 – Synonyms “Monkey Brothers and the Hero Twins”
C12B	With Glossary: Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth: Rocks and Soil	ISIP AR VOC	3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?”

<b>L.5.4.c</b>			
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13B	With Glossary: Deepwater Horizon: Solving the Spill; Exploring the Deep ; Survivors!	ISIP AR VOC	4B: Tier 2 – Homographs “A Hairy Little Problem”
C13B	With Glossary: Forest Fires: Lessons from the Front Lines; Power for the Planet; Amazonia Alert!	ISIP AR VOC	5A: Tier 3 – Latin Root (tract) “A Matter of Interest”
C14B	With Glossary: Race for the Moon; Visit Yellowstone	ISIP AR VOC	5B: Tier 2 – Suffixes (–ate, –ify) “A Hairy Situation”
		ISIP AR VOC	5C: Tier 1 – Salamanders: Synonyms and Antonyms
		ISIP AR VOC	6A: Tier 3 – Homographs “Land of the ‘Free’”
		ISIP AR VOC	6B: Tier 2 – Greek Root (graph) “Picture This”
		ISIP AR VOC	6C: Tier 1 – Basketball, Latin Prefixes (inter–, pre–)
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore– and semi–) “Holiday Light”
		ISIP AR VOC	7C: Tier 1 – Handmade Books, Latin Root (scrib/script)
		ISIP AR VOC	8A: Tier 3 – Synonyms and Antonyms “I HAD a Dream”
		ISIP AR VOC	8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”

<b>L.5.4.c</b>			
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	8C: Tier 1 – Civil War, Latin Roots (rupt, struct)
		ISIP AR VOC	9A: Tier 3 – Homographs “Food for Thought”
		ISIP AR VOC	9B: Tier 2 – Latin Root (ject) “Express Yourself”
		ISIP AR VOC	9C: Tier 1 – Chain Mail, Latin Roots (man, val)
		ISIP AR VOC	10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past!”
		ISIP AR VOC	10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”
		ISIP AR VOC	10C: Tier 1 – “Bullying” Homographs
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WE 23	Earth: Day, Night, and Seasons
		WE 24	Fields of Change: Spring/Summer
		WE 25	Fields of Change: Autumn/Winter
		WE 32	Weather Watchers
		WE 35	The Rain Forest Howlers, Chapter 2
		WE 36	Amazonia Alert!

<b>L.5.4.c</b>			
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WE 37	Survivors!
		WE 42	Power to the Planet 3
		WE 46	Coral Reefs: Part 3 of 3
		WE 49	Ecosystem: Part 3 of 3

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<b>L.5.5.a</b>			
Interpret figurative language, including similes and metaphors, in context.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C13B	Race Across the Arctic	C15	Bridge Lesson – Similes
C15	Similes, Metaphors	C15	Bridge Lesson – Metaphors

<b>L.5.5.b</b>			
Recognize and explain the meaning of common idioms, adages, and proverbs.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
C14B	Visit Yellowstone	VOC L40	Idioms
		VOC	Adages
		VOC	Puns

<b>L.5.5.c</b>			
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR VOC	3C: Tier 1 – Irish Folklore, Latin Prefix (sub-)
C13B	The Desert’s Gift; Forest Fires: Lessons from the Front Lines; Exploring the Deep; Amazonia Alert!	ISIP AR VOC	4B: Tier 2 – Homographs “A Hairy Little Problem”
C15	Antonyms, Synonyms	ISIP AR VOC	5C: Tier 1 – Salamanders: Synonyms and Antonyms
		ISIP AR VOC	6A: Tier 3 – Homographs “Land of the ‘Free’”
		ISIP AR VOC	8A: Tier 3 – Synonyms and Antonyms “I HAD a Dream”
		ISIP AR VOC	9A: Tier 3 – Homographs “Food for Thought”
		ISIP AR VOC	10C: Tier 1 – “Bullying” Homographs
		C15	Bridge Lesson – Synonyms
		C15	Bridge Lesson – Analogies
		C15	Bridge Lesson – Analogies
		VOC L35	Analogies
		VOC L36	Analogies
		VOC L37	Antonyms and Synonyms
		WE 37	Survivors!

<b>L.5.6</b>			
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR VOC	1A: Tier 3 – Prefixes (dis–, un–, re–, mis–, over–, out–) “The Lost Treasure of the Ruby Dagger”
C13B	Exploring the Deep	ISIP AR VOC	1B: Tier 2 – Prefixes “Mia’s Mystery Map”
C14B	Race for the Moon	ISIP AR VOC	1C: Tier 1 – Types of Flags, Latin Prefix (trans–)
		ISIP AR VOC	2A: Tier 3 – Synonyms “Monkey Brothers and the Hero Twins”
		ISIP AR VOC	2B: Tier 2 – Suffixes (–less, –ful) “Play Ball”
		ISIP AR VOC	2C: Tier 1 – Kapok Tree, Latin Root (tain)
		ISIP AR VOC	3A: Tier 3 – Suffixes (–ous, –ive) “Thomas Jefferson – Mad Scientist?”
		ISIP AR VOC	3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?”
		ISIP AR VOC	3C: Tier 1 – Irish Folklore, Latin Prefix (sub–)
		ISIP AR VOC	4A: Tier 3 – Suffixes (–able, –ible) “The Science of Carbon Dating”
		ISIP AR VOC	4B: Tier 2 – Homographs “A Hairy Little Problem”

<b>L.5.6</b>			
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)
		ISIP AR VOC	5A: Tier 3 – Latin Root (tract) “A Matter of Interest”
		ISIP AR VOC	5C: Tier 1 – Salamanders: Synonyms and Antonyms
		ISIP AR VOC	6A: Tier 3 – Homographs “Land of the ‘Free’”
		ISIP AR VOC	6B: Tier 2 – Greek Root (graph) “Picture This”
		ISIP AR VOC	6C: Tier 1 – Basketball, Latin Prefixes (inter–, pre–)
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore– and semi–) “Holiday Light”
		ISIP AR VOC	7C: Tier 2 – Handmade Books, Latin Roots (scrib/script)
		ISIP AR VOC	8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”
		ISIP AR VOC	8C: Tier 1 – Civil War, Latin Roots (rupt, struct)
		ISIP AR VOC	9B: Tier 2 – Latin Root (ject) “Express Yourself”



<b>L.5.6</b>			
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	9C: Tier 1 – Chain Mail, Latin Roots (man, val)
		ISIP AR VOC	10A: Tier 3 Latin Roots (aud, bene) “Hope from the Past”
		ISIP AR VOC	10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”
		ISIP AR VOC	10C: Tier 1 – “Bullying” Homographs
		VOC L35	Analogies
		VOC L36	Analogies
		VOC L37	Antonyms and Synonyms

**Grade 6**

**Reading Standards for Literature**

**Key Ideas and Details**

<b>RL.6.1</b>			
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	2C: Angels in the Lab
TT U1.1B	Didja Ninja: Inferences	ISIP AR RC	3A: Choosing Love
TT U1.1B	Who Stole the Mona Lisa?, Parts 1 and 2	ISIP AR RC	3B: What's in a Name?
TT U2.1A	Didja Ninja and the Pirates: Plot Elements	ISIP AR RC	4C: Labor of Love
TT 2 L1	World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell	ISIP AR RC	8B: Time to Fly
TT 2 L1	Virtual World: Sherlock Holmes and Moriarty	ISIP AR RC	8C: Hear Ye, Hear Ye
TT 2 L2	Virtual World: Les Misérables Adaptation	TT U1- U2	Priority - Making Inferences
TT 2 L2	World of Wonders Writing Prompt: Views of the Desert	TT U3- U4	Priority - Making Inferences
TT 2 L3	World of Wonders Writing Prompt: The Midnight Prowler	TT 2	Mood
TT 2 L4	Virtual World: A Tale of Two Cities	TT 2 L1	Priority - Characterization

<b>RL.6.1</b>			
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Virtual World: Rhetorical Devices: Juxtaposition – Charles Dickens Excerpt	TT 2 L2	Priority - History and Culture
TT 2 L4	World of Wonders Writing Prompt: Wrong Turn	TT 2 L2	Priority - Dramatic Techniques
HX CH2 ST1	The Disappearance of a Goddess	TT 2 L2	Priority - Point of View
HX CH2 ST3A	The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged)	TT 2 L3	Priority - Analyzing Argument
		TT 2 L5	Advanced Plot Elements Quiz
		TT 2	Masks Novella Unit
		HX	Middle School Reading: Making Inferences Priority Report Lesson
		HX	Middle School Reading: Text Evidence Priority Report Lesson
		HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)

<b>RL.6.2</b>			
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U1 L1.1A	Storytelling Across Cultures Lesson – Sequence and Summary

<b>RL.6.2</b>			
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1.1A	Sequence and Summary	TT U1&U3	Priority - Sequential Summary
TT U2.1A	Plot Elements	TT U4	Priority - Sequencing
TT U3.1B	Sequential Summary Organizer with Perseus and Medusa	TT U2&U3	Priority - Story Elements Lesson Extras
TT 2 L2	Virtual World: Les Misérables Adaptation	TT 2	Masks Novella Unit
TT 2 L2	World of Wonders Writing Prompt: Views of the Desert	TT 2	Analyzing Across Genres Essay Prompt (Views of the Desert)
TT 2 L3	Hub, Tier 5: Tony (ACER)	TT 2 L5	Advanced Plot Elements Quiz
TT 2 L3	World of Wonders Writing Prompt: Two Poems	HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)
HX CH1 ST1	Mount Fuji and the Moon Princess		
HX CH1 ST2	Lost and Found		
HX CH1 ST3A	The Tale of Hervor		
HX CH1 ST3B	How the Arrow Got His Name, A Tale of Brotherhood		

<b>RL.6.3</b>			
Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1A: Time for Music
TT U2.1A	The Warning	ISIP AR RC	2C: Angels in the Lab
TT U2.1A	Bear!	ISIP AR RC	3A: Choosing Love
TT U3.1B	Masks	ISIP AR RC	3B: What’s in a Name?
TT 2 L1	Virtual World: Sherlock	ISIP AR RC	4C: Labor of Love
TT 2 L1	World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell	ISIP AR RC	5B: Lunchtime with Lisa
TT 2 L2	Virtual World: Les Misérables Adaptation	ISIP AR RC	6A: Drum Lesson
TT 2 L2	Reteach: Drama	ISIP AR RC	6B: The Big Day
TT 2 L3	Virtual World: First Contact	ISIP AR RC	8A: A Good Fit
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	ISIP AR RC	8B: Time to Fly
TT 2 L6	World of Wonders Writing Prompt: Slam Night at the Midnight Lounge	ISIP AR RC	8C: Hear Ye, Hear Ye
		ISIP AR RC	9B: Sounds Like School Spirit

<b>RL.6.3</b>			
Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		TT U2	Priority - Plot Elements
		TT U2&U3	Priority - Story Elements
		TT U3	Priority - Hero’s Journey
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - Dramatic Techniques
		TT 2 L5	Advanced Plot Elements Quiz
		TT 2	Masks Novella Unit
		HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)

**Craft and Structure**

<b>RL.6.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Vocabulary Subtests	ISIP AR RC	1A: Time for Music
WR	Paragraph Building: Word Choice Trait	ISIP AR RC	2C: Angels in the Lab
TT U1.1B	Didja Ninja and the Missing Jewel	ISIP AR RC	3A: Choosing Love
TT U4.1B	The Author’s Purpose Featuring Didja Ninja	ISIP AR RC	3B: What’s in a Name?
TT 2 L1	Arcade: Card Match	ISIP AR RC	4C: Labor of Love
TT 2 L2	Hub, Tier 4: Bulletin Board, SOLO Shades	ISIP AR RC	5B: Lunchtime with Lisa
TT 2 L3	Hub, Tier 1: Bulletin Board	ISIP AR RC	6A: Drum Lesson
TT 2 L3	Hub, Tier 2: Table 2	ISIP AR RC	6B: The Big Day
TT 2 L3	Virtual World: First Contact: Translator 300	ISIP AR RC	8A: A Good Fit
TT 2 L3	World of Wonders Writing Prompt: The Midnight Prowler	ISIP AR RC	8B: Time to Fly
TT 2 L4	Arcade: Super Sleuth	ISIP AR RC	8C: Hear Ye, Hear Ye

<b>RL.6.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Virtual World: Allision Archive	ISIP AR RC	9B: Sounds Like School Spirit
TT 2 L4	World of Wonders Writing Prompt: Wrong Turn	ISIP AR RC	10A: Wants vs. Needs
HX	Arcade: Card Match	ISIP AR RC	10C: A Great Dad
		ISIP AR VOC	1A: Tier 3 – Prefixes (dis–, un–, re–, mis–, over–, out–) “The Lost Treasure of the Ruby Dagger”
		ISIP AR VOC	1B: Tier 2 – Prefixes “Mia’s Mystery Map”
		ISIP AR VOC	2A: Tier 3 Synonyms “Monkey Brothers and the Hero Twins”
		ISIP AR VOC	3C: Tier 1 – Irish Folklore, Latin Prefix (sub–)
		ISIP AR VOC	4B: Tier 2 – Homographs “A Hairy Little Problem”
		ISIP AR VOC	5A: Tier 3 – Latin Root (tract) “A Matter of Interest”
		ISIP AR VOC	5B: Tier 2 – Suffixes (–ate, –ify) “A Hairy Situation”
		ISIP AR VOC	6C: Tier 1 – Basketball, Latin Prefixes (inter–, pre–)
		ISIP AR VOC	8A: Tier 3 – Synonyms “I HAD a Dream”



<b>RL.6.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”
		ISIP AR VOC	8C: Tier 1 – Civil War, Latin Roots (rupt, struct)
		ISIP AR VOC	10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past”
		ISIP AR VOC	10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”
		ISIP AR VOC	10C: Tier 1 – “Bullying” Homographs
		TT U2	Fairy Tales, Legends, and Folklore: Vocabulary Visa
		TT U2-U3	Priority - Vocabulary Visa
		TT U3	Priority - Symbolism
		TT 2	Mood

<b>RL.6.5</b>			
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U2.1A	The Warning	C15	Bridge Lesson – General Comprehension 1

<b>RL.6.5</b>			
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U2.1A	Bear!	C15	Bridge Lesson – General Comprehension 2
TT U3.1B	Masks	C15	Bridge Lesson – General Comprehension 3
TT U4.1A	Didja Ninja and the Battle Stunt	TT U2	Priority - Plot Elements
TT 2 L1	Virtual World: Sherlock Holmes Branching Narrative	TT U2–U3	Priority - Story Elements
TT 2 L2	Virtual World: Les Misérables Adaptation	TT U3	Priority - Hero’s Journey
TT 2 L2	Reteach: Drama	TT 2 L2	Priority - Dramatic Techniques
HX CH1 ST1	Mount Fuji and the Moon Princess	TT 2 L5	Advanced Plot Elements Quiz
HX CH1 ST3A	The Tale of Hervor	TT 2	Masks Novella Unit

<b>RL.6.6</b>			
Explain how an author develops the point of view of the narrator or speaker in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	10C: A Great Dad
TT U4	The Author’s Purpose Featuring Didja Ninja	TT U4	Priority - Author’s Purpose
TT 2 L2	Hub, Tier 1: SOLO Shades	TT 2 L2	Priority - Point of View

<b>RL.6.6</b>			
Explain how an author develops the point of view of the narrator or speaker in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	Hub, Tier 2: Table 1	HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)
TT 2 L2	Hub, Tier 3: Table 1		
TT 2 L2	Hub, Tier 3: Table 2		
TT 2 L2	Hub, Tier 4: SOLO Shades		
TT 2 L2	Hub, Tier 7: Tony		
TT 2 L2	Virtual World: Les Misérables Adaptation		
TT 2 L2	Reteach: Point of View		
TT 2 L3	Virtual World: First Contact: Humanity Sim		

**Integration of Knowledge and Ideas**

<b>RL.6.7</b>			
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	Virtual World: Les Misérables Adaptation	TT U2	Fairy Tales, Legends, and Folklore Lesson - Plot Elements Lesson Extras
HX CH1 ST1	Mount Fuji and the Moon Princess	TT U2	Fairy Tales, Legends, and Folklore Lesson – Problem and Solution Lesson Extras
HX CH1 ST2	Lost and Found	TT U3	Priority - Hero’s Journey Lesson Extras

<b>RL.6.7</b>			
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U4	Priority - Author’s Purpose Lesson Extras
		TT U4	Priority - Author’s Stylistic Choices Lesson Extras
		TT 2 L2	Priority - Dramatic Techniques

<b>RL.6.9</b>			
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1-U4	World of Wonders Writing Prompts	TT U2	Fairy Tales, Legends, and Folklore Lesson - Plot Elements Lesson Extras
TT 2 L1-L7	World of Wonders Writing Prompts	TT U2	Fairy Tales, Legends, and Folklore Lesson – Problem and Solution Lesson Extras
HX CH1	Archives, Writing Prompts	TT U2	Priority - Plot Elements Lesson Extras
		TT U2&U3	Priority - Story Elements Lesson Extras
		TT U3	Priority - Hero’s Journey Lesson Extras
		TT U4	Priority - Author’s Purpose Lesson Extras

**Range of Reading and Level of Text Complexity**

<b>RL.6.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Text Fluency Subtests	ISIP AR RC	1A: Time for Music
TT U1-U4	World of Wonders Passages, Self-Selected Reading Passages	ISIP AR RC	2C: Angels in the Lab
TT 2 L1-L7	Fluency Assessment	ISIP AR RC	3A: Choosing Love
TT 2 L2	Virtual World: Les Misérables Adaptation	ISIP AR RC	3B: What's in a Name?
TT 2 L1-L7	World of Wonders Passages, Self-Selected Reading Passages	ISIP AR RC	4C: Labor of Love
HX CH1	Archives, Self-Selected Passages: The Call of the Wild; The Flying Dutchman; Icarus; Mei and the Terra-Cotta Army	ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye

<b>RL.6.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		ISIP AR	G6 Fluency 1: Tornado Training
		ISIP AR	G6 Fluency 2: Light Bulb in the Dark
		ISIP AR	G6 Fluency 3: Just Beyond Reach
		ISIP AR	G6 Fluency 5: Juiced
		ISIP AR	G6 Fluency 7: Meeting Up
		ISIP AR	G6 Fluency 8: Neither Hair nor There
		ISIP AR	G6 Fluency 9: Texas Pioneers
		TT U1- U4	Priority - Text Fluency
		TT 2 L1- L4	Priority - Text Fluency
		TT 2 L2	Priority - Dramatic Techniques
		TT 2	Self-Selected Reading Guide
		TT 2	Masks Novella Unit

<b>RL.6.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		HX	Priority - Middle School Reading: Text Fluency

**Reading Standards for Informational Text**

**Key Ideas and Details**

<b>RI.6.1</b>			
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	4A: Now That’s Recycling
TT U1.1B	Unexpected Treasure; Who Stole the Mona Lisa?	ISIP AR RC	5B: Lunchtime with Lisa
TT U4.1A	History of Hollywood: Special Effects and Makeup	ISIP AR RC	7A: Round and Round?
TT U4.1B	Film Adaptations and Documentaries	ISIP AR RC	7B: Unplug Yourself
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell and The True Horror Story of Typhoid Mary	ISIP AR RC	9C: Band Aid
TT 2 L2	World of Wonders Writing Prompts: 13 Things You Didn’t Know About the Eiffel Tower; A Mad Scientist’s Guide to Neuroplasticity; Views of the Desert	ISIP AR RC	10B: Exercise for the Body and the Brain

<b>RI.6.1</b>			
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	Virtual World: First Contact: Comms Log; Humanity Sim; Message Building; Final Task	TT U1	Priority - Summarize and Paraphrase
TT 2 L3	World of Wonders Writing Prompts: The Midnight Prowler; Two Poems; Is the Truth Out There?	TT 2 L3	Informational Text Features
TT 2 L4	Hub, Tier 5: Bulletin Board	TT 2 L3	Informational Organizational Patterns
TT 2 L4	Virtual World: Rhetorical Devices	TT 2 L3	Priority - Analyzing Argument
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names; Wrong Turn	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L5	Virtual World: Logical Fallacies	TT 2	Group Collaboration Guide
HX CH2 ST2	Solving the Mystery of the Antikythera Mechanism	HX	Priority - Middle School Reading: Paraphrasing Lesson
HX CH2 ST2	An Electrifying Debate		
HX CH2 ST3A	England's Two Faces		

<b>RI.6.2</b>			
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U1	Priority - Summarize and Paraphrase Lesson Extras



<b>RI.6.2</b>			
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	Hub, Tier 3: Table 1 – Reasoning/Faulty Reasoning	TT U1&U3	Priority - Sequential Summary
TT 2 L3	Hub, Tier 3: Table 2 – Central Idea	TT U4	Priority - Sequencing
TT 2 L3	Virtual World: First Contact	TT 2 L3	Informational Text Features
TT 2 L4	World of Wonders Writing Prompts: Working to Rehabilitate Teen Prisoners; The Good, the Bad, and the AI	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L5	Virtual World: Logical Fallacies	TT 2 L5	Advanced Plot Elements Quiz
HX CH1 ST3A	Female Viking Warriors	TT 2	Masks Novella Unit
HX CH1 ST3B	Genghis Khan Audio Guide		

<b>RI.6.3</b>			
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space
TT U1.1A	Harry Houdini	ISIP AR RC	1C: Fire and Ice

<b>RI.6.3</b>			
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1.1A	World of Wonders Passages and Writing Prompts	ISIP AR RC	2A: Do Your Part
TT U1.1B	Unexpected Treasure	ISIP AR RC	2B: Spreading the Love
TT U4.1A	History of Hollywood; Special Effects and Makeup; Film Adaptations and Documentaries	ISIP AR RC	3C: Big Chug, Be Gone!
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	ISIP AR RC	4A: Now That’s Recycling
TT 2 L4	World of Wonders Writing Prompt: The Good, the Bad, and the AI	ISIP AR RC	4B: Give This Fish a Hand
TT 2 L5	Virtual World: Rhetorical Devices	ISIP AR RC	6C: Presto!
TT 2 L5	World of Wonders Writing Prompt: Amelia Earhart and the Mystery of the Nikumaroro Bones	ISIP AR RC	7A: Round and Round?
TT 2 L7	World of Wonders Writing Prompts: Extra Pieces, Your Brain on Technology, Can the Internet Help End Poverty?	ISIP AR RC	7B: Unplug Yourself
HX CH1	Archives, Writing Prompt: Soccer and the World Cup	ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10B: Exercise for the Body and the Brain

<b>RI.6.3</b>			
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2	Group Collaboration Guide
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument
		TT 2 L3	Priority - Evaluating Persuasive Content

**Craft and Structure**

<b>RI.6.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Vocabulary Subtests	C15	Bridge Lesson – General Comprehension 4
TT U1.1B	Didja Ninja and the Missing Jewel; Unexpected Treasure	C15	Bridge Lesson – Context Clues
TT U2.1B	Analogy Charger; Word Sort	C15	Bridge Lesson – Analogies
TT 2 L3	Hub, Tier 1: Bulletin Board	TT U2	Priority - Vocabulary Visa
TT 2 L3	Hub, Tier 2: Tables 1 and 2	TT U3	Priority - Symbolism
TT 2 L3	Virtual World: First Contact	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L4	Virtual World: Rhetorical Devices	TT 2	Priority - Vocabulary: Context Clues

<b>RI.6.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Reteach: Macey Hype Call		
TT 2 L5	Virtual World: Logical Fallacies		
TT 2 L6	Hub, Tier 1: Cafe SMILE (Metaphor, Simile)		
TT 2 L6	Hub, Tier 3: Cafe SMILE, Table 1		
TT 2 L6	Hub, Tier 6: Tony, Part 2		
TT 2 L6	Virtual World: Poetry and Figurative Language		

<b>RI.6.5</b>			
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	History of Hollywood: Special Effects and Makeup; Making of a Documentary; World of Wonders Passages; Whose Ides Was That?	TT U2	Priority - Vocabulary Visa
TT 2 L3	Hub, Tier 1: Bulletin Board	TT U3	Priority - Symbolism
TT 2 L3	Virtual World: Message Building	TT 2 L3	Informational Text Features
TT 2 L4	World of Wonders Writing Prompt: The Good, the Bad, and the AI	TT 2 L3	Informative Text Organizational Patterns
TT 2 L5	Virtual World: Logical Fallacies		

<b>RI.6.5</b>			
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L5	Reteach: L Glass		

<b>RI.6.5.a</b>			
Analyze the use of text features (e.g., graphics, headers, captions) in popular media.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	History of Hollywood: Special Effects and Makeup; Making of a Documentary; World of Wonders Passages; Whose Ides Was That?	TT 2	Argumentative Text Quiz
TT 2 L2	Hub, Tier 4: Bulletin Board	TT 2 L3	Informational Text Features
TT 2 L3	Hub, Tier 1: Bulletin Board		

<b>RI.6.6</b>			
Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	2A: Do Your Part
TT 2 L2	Hub, Tier 1: SOLO Shades	TT U4	Priority - Author’s Purpose
TT 2 L2	Hub, Tier 2: Table 1	TT 2 L2	Priority - Point of View
TT 2 L2	Hub, Tier 3: Table 1 and Table 2	TT 2 L3	Informational Text Features

<b>RI.6.6</b>			
Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	Hub, Tier 4: SOLO Shades	TT 2 L3	Informative Text Organizational Patterns
TT2 L2	Hub, Tier 7: Tony (Point of View and Author’s Purpose)	TT 2 L3	Priority - Analyzing Argument
TT 2 L2	Virtual World: Les Misérables Adaptation	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L3	Hub, Tier 2: Table 1		
TT 2 L3	Virtual World: First Contact: Humanity Sim		
TT 2 L4	Hub, Tier 1: Table 2		
TT 2 L4	Hub, Tier 5: Bulletin Board		
TT 2 L4	World of Wonders Passages		
TT 2 L4	Virtual World: Rhetorical Devices		
TT 2 L5	Virtual World: Logical Fallacies		

**Integration of Knowledge and Ideas**

<b>RI.6.7</b>			
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1B	On Set: Movie Maker; World of Wonders Passages	TT 2 L3	Priority - Analyzing Argument

<b>RI.6.8</b>			
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT 2 L3	Priority - Analyzing Argument
TT U1-U4	World of Wonders Writing Prompts		
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?		
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	Virtual World: Logical Fallacies		
TT 2 L5	Reteach: L Glass		

<b>RI.6.9</b>			
Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	Virtual World: First Contact: Comms Log, Humanity Sim	TT U4	Priority - Author’s Purpose Lesson Extras
TT 2 L5	Virtual World: Memory Two Ways	TT U4	Priority - Author’s Stylistic Choices
TT 2 L6	World of Wonders Writing Prompt: Murasaki Shikibu: The Woman Behind the First Novel	TT 2 L3	Priority - Analyzing Argument
		TT 2 L3	Priority - Evaluating Persuasive Content

**Range of Reading and Level of Text Complexity**

<b>RI.6.10</b>			
By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U4	Priority - Text Structures
TT U1-U4	World of Wonders, Self-Selected Reading Passages	TT U4	Priority - Text Fluency
TT 2 L1-L5	Fluency Assessment	TT U4	Priority - Author’s Purpose
TT 2 L1-L7	World of Wonders Passages, Self-Selected Reading Passages	TT 2 L1-L4	Priority - Text Fluency
HX CH1	Fluency Passage: The Empty City	TT 2 L3	Informational Text Features
HX CH1	Archives, Self-Selected Passage: Soccer and the World Cup	TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument
		TT 2 L6	Priority - Text Fluency
		TT 2	Self-Selected Reading Guide
		ISIP AR	G6 Fluency 4: Bees Prepared



**Writing Standards**

**Types of Texts and Purposes**

<b>W.6.1</b>			
Write arguments to support claims with clear reasons and relevant evidence.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1–U4	World of Wonders Writing Prompts	TT 2	Argumentative Text Quiz
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Pro/Con: Should We Bring Back Extinct Species?	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names	TT 2 L5	Priority - Advanced Argumentative Texts: Extending the Lesson (Write)
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.6.1.a</b>			
Introduce claim(s) and organize the reasons and evidence clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument

<b>W.6.1.a</b>			
Introduce claim(s) and organize the reasons and evidence clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Pro/Con: Should We Bring Back Extinct Species?	TT 2 L5	Priority - Advanced Argumentative Texts: Extending the Lesson (Write)
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.6.1.b</b>			
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Pro/Con: Should We Bring Back Extinct Species?	TT 2 L5	Priority - Advanced Argumentative Texts: Extending the Lesson (Write)
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.6.1.c</b>			
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompts: Pro/Con: Should We Bring Back Extinct Species?	TT 2 L5	Priority - Advanced Argumentative Texts: Extending the Lesson (Write)
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	World of Wonders Writing Prompt: Bat: Fact or Fiction		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.6.1.d</b>			
Establish and maintain a formal style.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	World of Wonders Writing Prompt: Adventure Time: Videoconferencing Edition	TT 2 L3	Priority - Analyzing Argument
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction	TT 2 L5	Priority - Advanced Argumentative Texts: Extending the Lesson (Write)
TT 2 L6	World of Wonders Writing Prompt: The Roads Less Traveled		
TT 2 L7	World of Wonders Writing Prompt: The Power of One Person		

<b>W.6.1.e</b>			
Provide a concluding statement or section that follows from the argument presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	TT 2 L5	Priority - Advanced Argumentative Texts: Extending the Lesson (Write)
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.6.2</b>			
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Planning, Drafting	WR	Expository Essay, Planning Lesson 2.1: Choosing an Overall Topic
WR	Paragraph Building: Ideas Trait, Organization Trait	WR	Expository Essay, Planning Lesson 2.2: Form a Controlling Idea
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell, Shipwrecked, The Incredible Panyee FC	WR	Expository Essay, Planning Lesson 2.3: Form an Introduction
TT 2 L2	World of Wonders Writing Prompt: A Mad Scientist's Guide to Neuroplasticity	WR	Expository Essay, Planning Lesson 2.4: Subtopics
TT 2 L3	World of Wonders Writing Prompt: The Midnight Prowler	WR	Expository Essay, Planning Lesson 2.5: Concluding Sentence

<b>W.6.2</b>			
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompts: Wrong Turn, Hard Time: Working to Rehabilitate Teen Prisoners	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
TT 2 L4	Logical Fallacies	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways, Amelia Earhart and the Mystery of the Nikumaroro Bones	TT 2 L2	Priority - Dramatic Techniques
TT 2 L7	World of Wonders Writing Prompts: The Power of One Person, Extra Pieces, The Herald of the Forest	TT 2 L3	Informational Text Features
HX CH1	Archives, Writing Prompts: The Flying Dutchman, Icarus	TT 2 L3	Informative Text Organizational Patterns
		HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)
		HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)

<b>W.6.2.a</b>			
Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Planning, Drafting	WR	Expository Essay, Planning Lesson 2.1: Choosing an Overall Topic
WR	Paragraph Building: Ideas Trait, Organization Trait	WR	Expository Essay, Planning Lesson 2.4: Subtopics

<b>W.6.2.a</b>			
Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways, Amelia Earhart and the Mystery of the Nikumaroro Bones	TT 2 L2	Priority - Dramatic Techniques
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns

<b>W.6.2.b</b>			
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Drafting, Revising	WR	Expository Essay, Planning Lesson 2.1: Choosing an Overall Topic
WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait	TT 2 L3	Informational Text Features
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC; Views of the Desert	TT 2 L3	Informative Text Organizational Patterns
TT 2 L2	World of Wonders Writing Prompts: A Mad Scientist’s Guide to Neuroplasticity, 13 Things You Didn’t Know About the Eiffel Tower		
TT 2 L3	World of Wonders Writing Prompts: The Midnight Prowler; Adventure Time: Videoconferencing Edition; Is the Truth Out There?		

<b>W.6.2.b</b>			
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn		
TT 2 L4	Virtual World: Rhetorical Devices		
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways, Amelia Earhart and the Mystery of the Nikumaroro Bones		
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled, Slam Night at the Midnight Lounge, Murasaki Shikibu: The Woman Behind the World’s First Novel		

<b>W.6.2.c</b>			
Use appropriate transitions to clarify the relationships among ideas and concepts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Drafting, Revising	WR	Expository Essay, Characteristics Lesson 1.3: Voice
WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC	TT 2 L3	Informational Text Features
TT 2 L2	World of Wonders Writing Prompts: A Mad Scientist’s Guide to Neuroplasticity, Views of the Desert	TT 2 L3	Informative Text Organizational Patterns
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Pro/Con: Should We Bring Back Extinct Species?		

<b>W.6.2.c</b>			
Use appropriate transitions to clarify the relationships among ideas and concepts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn		
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways, Amelia Earhart and the Mystery of the Nikumaroro Bones		

<b>W.6.2.d</b>			
Use precise language and domain-specific vocabulary to inform about or explain the topic.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Voice Trait	WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
TT 2 L5	World of Wonders Writing Prompt: Amelia Earhart and the Mystery of the Nikumaroro Bones	WR	Expository Essay, Characteristics Lesson 1.3: Voice
		TT 2 L2	Priority - Dramatic Techniques

<b>W.6.2.e</b>			
Establish and maintain a formal style.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Voice Trait	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
WR	Introduction to Essay Writing: Formal vs. Informal Voice	WR	Expository Essay, Characteristics Lesson 1.3: Voice
WR	Expository Essay: Drafting, Revising	TT 2 L2	Priority - Point of View



<b>W.6.2.e</b>			
Establish and maintain a formal style.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	World of Wonders Writing Prompt: Adventure Time: Videoconferencing Edition		
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways, Amelia Earhart and the Mystery of the Nikumaroro Bones		

<b>W.6.2.f</b>			
Provide a concluding statement or section that follows from the information or explanation presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Drafting, Revising	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
TT 2 L2	World of Wonders Writing Prompts: A Mad Scientist’s Guide to Neuroplasticity, Views of the Desert	WR	Expository Essay, Planning Lesson 2.5: Concluding Sentence
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Pro/Con: Should We Bring Back Extinct Species?	TT 2 L3	Informational Text Features
TT 2 L4	World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn	TT 2 L3	Informative Text Organizational Patterns
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways, Amelia Earhart and the Mystery of the Nikumaroro Bones	HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)

<b>W.6.2.f</b>			
Provide a concluding statement or section that follows from the information or explanation presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
HX CH1	Archives, Writing Prompts: The Flying Dutchman, Icarus	HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)

<b>W.6.3</b>			
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative – Planning, Unit 2
WR	Paragraph Building	WR	Personal Narrative, Characteristics Lesson 1.1: First Person Point of View
TT U1-U4	World of Wonders Writing Prompts	WR	Personal Narrative, Characteristics Lesson 1.2: Voice
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative, Characteristics Lesson 1.3: Setting
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	TT 2	Mood
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	TT 2 L1	Priority - Characterization
HX CH1	Archives, Writing Prompts: Mei and the Terra-Cotta Army, Call of the Wild	TT 2 L2	Priority - Point of View
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.6.3.a</b>			
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative: Planning, Drafting	WR	Personal Narrative, Characteristics Lesson 1.1: First Person Point of View
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative, Characteristics Lesson 1.2: Voice
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	WR	Personal Narrative, Characteristics Lesson 1.3: Setting
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	WR	Personal Narrative, Characteristics Lesson 1.4: Description
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army	WR	Personal Narrative, Characteristics Lesson 1.5: Dialogue
		WR	Personal Narrative, Planning Lesson 2.1: Focus Your Overall Topic
		WR	Personal Narrative, Planning Lesson 2.2: Form an Introduction
		WR	Personal Narrative, Planning Lesson 2.3: Generate Subtopics
		WR	Personal Narrative, Planning Lesson 2.4: Generate Supporting Details
		WR	Personal Narrative, Planning Lesson 2.5: Form a Conclusion
		WR	Personal Narrative, Drafting Lesson 3.1: Introduction
		WR	Personal Narrative, Drafting Lesson 3.2: Body Paragraphs

<b>W.6.3.a</b>			
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WR	Personal Narrative, Drafting Lesson 3.3: Conclusion
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - Point of View
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
		HX	Middle School Reading: Writing Personal Narrative - Prewriting (Day 2)
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.6.3.b</b>			
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative: Planning, Drafting	WR	Personal Narrative, Characteristics Lesson 1.1: First Person Point of View
TT U1–U4	World of Wonders Writing Prompts	WR	Personal Narrative, Characteristics Lesson 1.2: Voice
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative, Characteristics Lesson 1.3: Setting
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	TT 2 L1	Priority - Characterization

<b>W.6.3.b</b>			
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	TT 2 L2	Priority - Point of View
HX CH1	Archives, Writing Prompts: Mei and the Terra-Cotta Army, Call of the Wild	TT 2 L2	Priority - Dramatic Techniques
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.6.3.c</b>			
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Sentence Fluency Trait	WR	Personal Narrative, Characteristics Lesson 1.1: First Person Point of View
		WR	Personal Narrative, Characteristics Lesson 1.2: Voice
		WR	Personal Narrative, Characteristics Lesson 1.3: Setting
		WR	Personal Narrative, Characteristics Lesson 1.4: Description
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.6.3.d</b>			
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Word Choice Trait, Voice Trait	WR	Personal Narrative, Characteristics Lesson 1.1: First Person Point of View
TT U1–U4	World of Wonders Writing Prompts	WR	Personal Narrative, Characteristics Lesson 1.2: Voice
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative, Characteristics Lesson 1.3: Setting
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	TT 2	Mood
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army	HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.6.3.e</b>			
Provide a conclusion that follows from the narrated experiences or events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative, Planning Lesson 2.5: Form a Conclusion
WR	Paragraph Building: Organization Trait	WR	Personal Narrative, Drafting Lesson 3.3: Conclusion
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.6.3.e</b>			
Provide a conclusion that follows from the narrated experiences or events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time		
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army		

**Production and Distribution of Writing**

<b>W.6.4</b>			
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Personal Narrative, Drafting Lesson 3.1: Introduction
WR	Personal Narrative	WR	Personal Narrative, Drafting Lesson 3.2: Body Paragraphs
WR	Paragraph Building	WR	Personal Narrative, Drafting Lesson 3.3: Conclusion
TT U1–U4	World of Wonders Writing Prompts	TT 2	Mood
TT 2 L1–L5	World of Wonders Writing Prompts	TT 2 L1	Priority - Characterization
HX CH1	Archives, Writing Prompts	TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument

<b>W.6.4</b>			
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
		HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)
		HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)
		HX	Middle School Reading: Writing Personal Narrative – Essay Formatting (Day 5)

<b>W.6.5</b>			
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	TT U2 L2.1A	Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras
WR	Personal Narrative	TT U2&U3	Priority - Story Elements Lesson Extras
WR	Paragraph Building	TT U2	Priority - Symbolism Lesson Extras
TT U1– U4	World of Wonders Writing Prompts	TT U3	Priority - Hero’s Journey Lesson Extras



<b>W.6.5</b>			
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1–L2	World of Wonders Writing Prompts	TT 2 L1	Priority - Characterization
HX CH1	Archives, Writing Prompts	TT 2 L2	Priority - Point of View
		TT 2 L2	Priority - History and Culture
		TT 2 L2	Priority - Dramatic Techniques
		HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)

<b>W.6.6</b>			
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

**Research to Build and Present Knowledge**

<b>W.6.7</b>			
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L7	Hub, Tier 3: Bulletin Board: Search Engine QTT, Relevancy QTT	TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument

<b>W.6.8</b>			
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L7	Hub, Tier 3: Bulletin Board: Search Engine QTT, Relevancy QTT	TT 2	Research Unit: Student Guide
TT 2 L7	Hub, Tier 5: Bulletin Board: Credibility QTT	TT 2	Research Unit: Teacher Guide
TT 2 L7	Hub: Tier 5: Table 1: Zak and Ramón	TT 2	Research Unit: Teacher Slideshow

<b>W.6.8</b>			
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2 L3	Priority - Analyzing Argument
		TT 2 L3	Informational Text Features

<b>W.6.9</b>			
Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompts: Kate Shelley Saves the Train, Part 1; The Incredible Panyee FC; The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The True Horror Story of Typhoid Mary	TT 2	Research Unit: Student Guide
TT 2 L2	World of Wonders Writing Prompts: Kate Shelley Saves the Train, Part 2; 13 Things You Didn't Know About the Eiffel Tower; A Mad Scientist's Guide to Neuroplasticity; Against All Odds; Views of the Desert	TT 2	Research Unit: Teacher Guide
TT 2 L3	World of Wonders Writing Prompts: Adventure time: Videoconferencing Edition; The Midnight Prowler; Two Poems; Is the Truth Out There?; Pro/Con: Should We Bring Back Extinct Species?	TT 2	Research Unit: Teacher Slideshow
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; Hard Time: Working to Rehabilitate Teen Prisoners; The Woman with Three Names; Forgotten by Time; Wrong Turn	TT 2 L1	Priority - Characterization
TT 2 L5	World of Wonders Writing Prompts: Amelia Earhart and the Mystery of the Nikumaroro Bones; Bats: Fact or	TT 2 L2	Priority - Point of View

<b>W.6.9</b>			
Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
	Fiction; Claudette Colvin: A True Revolutionary; The Psychology of Propaganda; Memory Two Ways		
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World’s First Novel; Slam Night at the Midnight Lounge; Summer at the Lake; Tightrope	TT 2 L3	Priority - Analyzing Argument
TT 2 L7	World of Wonders Writing Prompts: Your Brain on Technology; The Herald of the Forest; Extra Pieces; The Power of One Person; Can the Internet Help End Poverty?	TT 2	Mood

<b>W.6.9.a</b>			
Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	World of Wonders Writing Prompt: Views of the Desert	TT U4	Priority - Author’s Stylistic Choices
TT 2 L2	Virtual World: Les Misérables Adaptation	TT 2 L6	Priority - Analyzing Poetry
TT 2 L6	Virtual World: Poetry and Figurative Language		
HX CH1	Archives, Writing Prompts: The Flying Dutchman; Icarus; Mei and the Terra-Cotta Army; The Call of the Wild		

<b>W.6.9.b</b>			
Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	TT 2	Research Unit: Student Guide
TT 2 L4	World of Wonders Writing Prompt: The Good, the Bad, and the AI	TT 2	Research Unit: Teacher Guide
HX CH1	Archives, Writing Prompt: Soccer and the World Cup	TT 2	Research Unit: Teacher Slideshow

**Range of Writing**

<b>W.6.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	TT 2	Research Unit: Student Guide
WR	Personal Narrative	TT 2	Research Unit: Teacher Guide
WR	Paragraph Building	TT 2	Research Unit: Teacher Slideshow
TT 2 L1–L7	World of Wonders Writing Prompts	TT 2	Mood
HX CH1	Archives, Writing Prompts	TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - Point of View

<b>W.6.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2 L3	Priority - Analyzing Argument
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns

**Speaking and Listening Standards**

**Comprehension and Collaboration**

<b>SL.6.1</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Reteach: Macey	TT U2&U3	Priority - Story Elements
TT 2 L5	Tony (Intro)	TT U3	Priority - Hero’s Journey
		TT 2	Group Collaboration Guide
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - History and Culture
		TT 2 L2	Priority - Dramatic Techniques
		TT 2 L3	Informative Text Organizational Patterns

**SL.6.1.a**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Code	Digital Student Experience	Code	Teacher Resources
TT 2 L5	Tony (Intro)	TT U3	Priority - Hero's Journey
		C15	Bridge Lesson – General Comprehension 2
		C15	Bridge Lesson – General Comprehension 3
		C15	Bridge Lesson – General Comprehension 4

**SL.6.1.b**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Code	Digital Student Experience	Code	Teacher Resources
		TT U2 L2.1A	Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - History and Culture
		TT 2 L2	Priority - Point of View
		TT 2	Group Collaboration Guide

<b>SL.6.1.c</b>			
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Reteach: Macey	TT U1–U2	Priority - Making Inferences
TT 2 L5	Tony (Intro)	TT U3	Priority - Vocabulary Visa
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - History and Culture
		TT 2	Group Collaboration Guide

<b>SL.6.1.d</b>			
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
HX CH1 ST1	Mount Fuji and the Moon Princess	TT U1	Priority - Summarize and Paraphrase
HX CH1 ST2	Lost and Found	TT U1&U3	Priority - Sequential Summary
HX CH1 ST3A	The Tale of Hervor	TT 2 L1	Priority - Characterization
HX CH1 ST3B	Genghis Khan Audio Guide	TT 2 L2	Priority - History and Culture
		TT 2	Group Collaboration Guide
		HX	Priority - Middle School Reading: Paraphrasing Lesson



<b>SL.6.1.d</b>			
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		HX	Priority - Middle School Reading: Summarizing Lesson

<b>SL.6.2</b>			
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Virtual World: Rhetorical Devices	TT U2 L2.1A	Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras
TT 2 L5	Hub, Tier 5: Bulletin Board: Ramón	TT U2	Priority - Plot Elements Lesson Extras
TT 2 L7	Hub, Tier 5: Bulletin Board: Credibility QTT	TT U3	Priority - Hero's Journey Lesson Extras
		TT U3	Priority - Symbolism Lesson Extras
		TT 2 L2	Priority - Dramatic Techniques
		TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2	Group Collaboration Guide

<b>SL.6.3</b>			
Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Virtual World	TT 2	Group Collaboration Guide
TT 2 L5	Hub, Tier 5: Ramón	TT 2 L3	Priority - Analyzing Argument

**Presentation of Knowledge and Ideas**

<b>SL.6.4</b>			
Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L5	Tony (Intro)	TT U2&U3	Priority - Story Elements Lesson Extras
		TT U2 L2.1A	Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras
		TT U2	Priority - Plot Elements Lesson Extras
		TT U3	Priority - Hero’s Journey Lesson Extras
		TT 2 L2	Priority - Dramatic Techniques
		TT 2 L3	Informational Text Features
		TT 2 L3	Priority - Analyzing Argument
		TT 2	Group Collaboration Guide
		TT 2	Research Unit: Student Guide

<b>SL.6.4</b>			
Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>SL.6.4.a</b>			
Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2	Group Collaboration Guide
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow
		TT 2 L3	Informational Text Features
		TT 2 L3	Priority - Analyzing Argument

<b>SL.6.5</b>			
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U1	Priority - Summarize and Paraphrase
		TT U2	Priority - Vocabulary Visa
		TT U2 L2.1A	Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras
		TT U3	Priority - Hero's Journey
		TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument

<b>SL.6.6</b>			
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WR	Expository Essay, Characteristics Lesson 1.3: Voice
		TT U4	Priority - Author's Stylistic Choices
		TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns

<b>SL.6.6</b>			
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2 L3	Priority - Analyzing Argument
		TT 2	Group Collaboration Guide
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

**Language Standards**

**Conventions of Standard English**

<b>L.6.1</b>			
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
TT 2 L1–L5	World of Wonders Writing Prompts	TT U3	Priority - Hero’s Journey Lesson Extras
TT 2 L7	World of Wonders Writing Prompts	TT U4	Priority - Author’s Purpose Lesson Extras
HX	Archives, Writing Prompts	TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>L.6.1</b>			
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)

<b>L.6.1.a</b>			
Ensure that pronouns are in the proper case (subjective, objective, possessive).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
TT 2 L1–L5	World of Wonders Writing Prompts	WR	Personal Narrative, Characteristics Lesson 1.1: First Person Point of View
HX	Archives, Writing Prompt: Soccer and the World Cup	WR	Personal Narrative, Characteristics Lesson 1.2: Voice
		TT U3	Priority - Hero’s Journey Lesson Extras
		TT U4	Priority - Author’s Purpose Lesson Extras

<b>L.6.1.b</b>			
Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
WR	Personal Narrative	WR	Expository Essay, Characteristics Lesson 1.1: Audience
WR	Paragraph Building: Sentence Fluency Trait		

<b>L.6.1.b</b>			
Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: Shipwrecked (Personal Narrative)		
HX	Archives, Writing Prompt: Mei and the Terra-Cotta Army (Personal Narrative)		

<b>L.6.1.c</b>			
Recognize and correct inappropriate shifts in pronoun number and person.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
TT 2 L1–L5	World of Wonders Writing Prompts	TT U3	Priority - Hero’s Journey Lesson Extras
HX	Archives, Writing Prompts	TT U4	Priority - Author’s Purpose Lesson Extras
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>L.6.1.d</b>			
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait

<b>L.6.1.e</b>			
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1–L5	World of Wonders Writing Prompts	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
HX	Archives, Writing Prompts	WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
		WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
		WR	Expository Essay, Characteristics Lesson 1.1: Audience
		WR	Expository Essay, Characteristics Lesson 1.3: Voice
		WR	Personal Narrative, Characteristics Lesson 1.2: Voice

<b>L.6.2</b>			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
TT 2 L1–L7	World of Wonders Writing Prompts	TT U3	Priority - Hero's Journey Lesson Extras
TT 2 L1	Arcade: Lab Lockdown	TT U4	Priority - Author's Purpose Lesson Extras
HX	Archives, Writing Prompts	TT 2	Priority - Word Analysis: Spelling
HX	Nekokami Game	TT 2	Research Unit: Student Guide



<b>L.6.2</b>			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow
		HX	Priority – Middle School Reading: Spelling Lesson
		HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)

<b>L.6.2.a</b>			
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
TT 2 L1–L4	World of Wonders Writing Prompts	TT U3	Priority - Hero’s Journey Lesson Extras
HX	Archives, Writing Prompts	TT U4	Priority - Author’s Purpose Lesson Extras
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>L.6.2.b</b>			
Spell correctly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Word Analysis Subtest	WE 24	Fields of Change: Spring/Summer
WR	Expository Essay	TT U1	Priority - Word Analysis and Spelling – Suffixes
WR	Personal Narrative	TT U2	Priority - Word Analysis and Spelling – Root Words
TT U1–U4	Spelling Lab	TT U3	Priority - Word Analysis and Spelling – Syllabification
TT 2 L1	Arcade: Lab Lockdown	TT 2	Priority - Word Analysis: Spelling
TT 2 L1–L5	World of Wonders Writing Prompts	HX	Priority - Middle School Reading: Spelling Lesson
TT 2 L7	World of Wonders Writing Prompts		
HX	Archives, Writing Prompts		
HX	Nekokami Game		

**Knowledge of Language**

<b>L.6.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Text Fluency Subtest	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
WR	Expository Essay	WR	Expository Essay, Characteristics Lesson 1.1: Audience
WR	Personal Narrative	TT 2	Mood

<b>L.6.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Sentence Fluency Trait	TT 2	Priority - Word Analysis: Spelling
TT 2 L4	Virtual World: Listening to Speeches	HX	Priority – Middle School Reading: Spelling Lesson
TT 2 L1–L4	World of Wonders Writing Prompts	HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)
TT 2 L7	World of Wonders Writing Prompts	HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)
HX	Archives, Writing Prompts		

<b>L.6.3.a</b>			
Vary sentence patterns for meaning, reader/listener interest, and style.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
WR	Personal Narrative	WR	Expository Essay, Characteristics Lesson 1.1: Audience
WR	Paragraph Building: Sentence Fluency Trait		
TT 2 L1–L4	World of Wonders Writing Prompts		
HX	Archives, Writing Prompts		

<b>L.6.3.b</b>			
Maintain consistency in style and tone.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
WR	Personal Narrative	WR	Expository Essay, Characteristics Lesson 1.1: Audience
WR	Paragraph Building: Sentence Fluency Trait		
TT 2 L3	World of Wonders Writing Prompt: The Midnight Prowler		
TT 2 L7	World of Wonders Writing Prompts		
HX	Archives, Writing Prompts		

**Vocabulary Acquisition and Use**

<b>L.6.4</b>			
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR	Vocabulary and Reading Comprehension Lessons
TT U1–U4	Card Match	TT U1–U4	Priority - Vocabulary Visa
TT U1	Mystery Word	TT 2	Mood
TT U2	Word Sort	TT 2	Priority - Vocabulary: Context Clues
TT U3	Syllable Search, Vocab Hack	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L1	Arcade: Card Match		

<b>L.6.4</b>			
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	Virtual World: Sherlock Holmes		
TT 2 L2	Arcade: Abnarwhal		
TT 2 L3	Arcade: U.F. Whoa!		
TT 2 L4	Arcade: Super Sleuth		
HX	Arcade: Card Match		
HX	Arcade: Hype Dance Battle		

<b>L.6.4.a</b>			
Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT U3	Priority - Vocabulary Visa
TT U1	Vocab Match	TT U4	Priority - Word Analysis: Understanding Words in Context
TT U1	Mystery Word Game (Introduction)	TT 2	Priority - Vocabulary: Context Clues
TT 2 L1	Arcade: Card Match	TT 2	Priority - Vocabulary: Analyzing Context Clues
TT 2 L3	Arcade: U.F. Whoa!	HX	Priority - Middle School Reading: Context Clues
TT 2 L4	Arcade: Super Sleuth		
HX	Arcade: Card Match		

<b>L.6.4.a</b>			
Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
HX	Arcade: Hype Dance Battle		

<b>L.6.4.b</b>			
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT U3	Priority - Vocabulary Visa
TT U1	Vocab Match	TT U4	Priority - Word Analysis: Understanding Words in Context
TT U1	Mystery Word Game (Introduction)	TT 2	Priority - Vocabulary: Context Clues
TT 2 L1	Arcade: Card Match	TT 2	Priority - Vocabulary: Analyzing Context Clues
TT 2 L3	Arcade: U.F. Whoa!		
TT 2 L4	Arcade: Super Sleuth		

(Lexicon is available at all points in the program)

<b>L.6.4.c</b>			
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1–U4	4-Square with Didja Ninja	TT U1	Priority - Word Analysis – Suffixes
TT U1–U4	All Passages (Glossary)	TT 2	Priority - Word Analysis: Spelling
TT U1–U4	Card Match	HX	Priority - Middle School Reading: Spelling
TT 2 L1–L4	World of Wonders Passages: Lexicon/Glossary Entries		
TT 2 L1	Virtual World: Lexicon/Glossary		
TT 2 L2	Arcade: Abnarwhal		

<b>L.6.4.d</b>			
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1.1B	Vocab Match Game	TT U3	Priority - Vocabulary Visa
TT U1.1B	Mystery Word Game (Introduction)	TT U4	Priority - Word Analysis: Understanding Words in Context
TT 2 L1	Arcade: Card Match	TT 2	Priority - Vocabulary: Context Clues
TT 2 L2	Arcade: Abnarwhal	TT 2	Priority - Vocabulary: Analyzing Context Clues

<b>L.6.4.d</b>			
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	Arcade: U.F. Whoa!	HX	Priority - Middle School Reading: Context Clues
TT 2 L4	Arcade: Super Sleuth		
HX	Arcade: Card Match		
HX	Arcade: Hype Dance Battle		

<b>L.6.5</b>			
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT U4	Priority - Author's Stylistic Choices
WR	Paragraph Building: Word Choice Trait	TT 2 L6	Priority - Analyzing Poetry
TT 2 L2	Arcade: Abnarwhal	TT 2	Mood
TT 2 L3	Virtual World: First Contact		
TT 2 L4	Virtual World: Rhetorical Devices		
TT 2 L5	Tony (Intro)		
TT 2 L7	Arcade: Taco Truck		



<b>L.6.5.a</b>			
Interpret figures of speech (e.g., personification) in context.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1.1B	Mystery Word	C15	Bridge Lesson – Context Clues
TT U2.1B	Analogy Charger, Word Sort, Card Match	C15	Bridge Lesson – Similes
TT U3.1B	Vocab Match	C15	Bridge Lesson – Metaphors
TT 2 L4	Virtual World: Rhetorical Devices	TT U2– U3	Priority - Vocabulary Visa
TT 2 L5	Tony (Intro)		
TT 2 L5	Virtual World: Logical Fallacies		
TT 2 L6	Hub, Tier 6: Tony Part 2 – Branching Conversation		
TT 2 L6	Virtual World: Poetry and Figurative Language		

<b>L.6.5.b</b>			
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT U2	Priority - Vocabulary Visa Lesson Extras
WR	Paragraph Building: Word Choice Trait	TT 2 L3	Priority - Evaluating Persuasive Content

<b>L.6.5.c</b>			
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT U2	Priority - Vocabulary Visa Lesson Extras
WR	Paragraph Building: Word Choice Trait	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L3	Hub, Tier 2: Table 2 (Connotative Meaning)	TT 2	Mood
TT 2 L3	Virtual World: Translator 3000		

<b>L.6.6</b>			
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT U2–U3	Priority - Vocabulary Visa
TT U1.1B	Mystery Word Game	TT 2	Mood
TT U2.1B	Analogy Charger, Word Sort, Card Match	TT 2	Priority - Word Analysis – Root Words and Word Families
TT U3.1B	Vocab Match	TT 2	Priority - Vocabulary: Context Clues
TT 2 L1	Arcade: Card Match	TT 2	Priority - Vocabulary: Analyzing Context Clues
TT 2 L2	Arcade: Abnarwhal	HX	Priority - Middle School Reading: Context Clues
TT 2 L3	Arcade: U.F. Whoa!		
TT 2 L4	Arcade: Super Sleuth		

<b>L.6.6</b>			
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
HX	Arcade: Card Match		
HX	Arcade: Hype Dance Battle		

**Grade 7**

**Reading Standards for Literature**

**Key Ideas and Details**

<b>RL.7.1</b>			
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	2C: Angels in the Lab
TT 2 L1	World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell	ISIP AR RC	3A: Choosing Love
TT 2 L1	Virtual World: Sherlock Holmes	ISIP AR RC	3B: What's in a Name?
TT 2 L2	Virtual World: Les Misérables Adaptation	ISIP AR RC	4C: Labor of Love
TT 2 L2	Reteach: Drama	ISIP AR RC	8B: Time to Fly
TT 2 L2	World of Wonders Writing Prompt: Views of the Desert	ISIP AR RC	8C: Hear Ye, Hear Ye
TT 2 L3	World of Wonders Writing Prompts: The Midnight Prowler, Two Poems	TT U1- U3	Priority - Making Inferences
TT 2 L4	Virtual World: Rhetorical Devices: Juxtaposition – Charles Dickens Excerpt	TT 2	Mood
TT 2 L4	World of Wonders Writing Prompt: Wrong Turn	TT 2	Masks Novella Unit
HX CH2 ST1	The Disappearance of a Goddess	TT 2 L1	Priority - Characterization

<b>RL.7.1</b>			
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
HX CH2 ST3A	The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged)	TT 2 L2	Priority - History and Culture
		TT 2 L2	Priority - Point of View
		TT 2 L2	Priority - Dramatic Techniques
		TT 2 L5	Advanced Plot Elements Quiz
		HX	Middle School Reading: Making Inferences Priority Report Lesson
		HX	Middle School Reading: Text Evidence Priority Report Lesson
		HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)

<b>RL.7.2</b>			
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U1	Priority - Summarize and Paraphrase Lesson Extras
TT 2 L1	Virtual World: Sherlock Holmes	TT U1 L1.1A	Storytelling Across Cultures Lesson – Sequence and Summary
TT 2 L5	Hub: Crime Scene	TT U1&U3	Priority - Sequential Summary

<b>RL.7.2</b>			
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	Virtual World: Les Misérables Adaptation, Pascal LeClair Conversation	TT U1&U3	Priority - Sequential Summary Lesson Extras
TT 2 L2	World of Wonders Writing Prompt: Views of the Desert	TT U4	Priority - Sequencing
TT 2 L3	Hub, Tier 5: Tony	TT U4	Priority - Sequencing Lesson Extras
TT 2 L3	World of Wonders Writing Prompt: Two Poems	TT 2	Masks Novella Unit
HX CH1 ST1	Mount Fuji and the Moon Princess	TT 2 L5	Advanced Plot Elements Quiz
HX CH1 ST2	Lost and Found	HX	Priority - Middle School Reading: Summarizing Lesson
HX CH1 ST3A	The Tale of Hervor	HX	Priority - Middle School Reading: Paraphrasing Lesson
HX CH1 ST3B	How the Arrow Got His Name, A Tale of Brotherhood	HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)

<b>RL.7.3</b>			
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U2	Priority - Plot Elements
TT U2.1A	The Warning; Ogre; Sinking; Bear!	TT U2&U3	Priority - Story Elements
TT U3.1A	Apollo and the Python; Battle of Summer and Winter	TT U3	Priority - Characterization

<b>RL.7.3</b>			
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U3.1B	Masks; Didja Ninja in Space; Perseus	TT U3	Priority - Protagonist/Antagonist
TT U4.1B	On Set: Movie Maker; Hollywood Kid; World of Wonders Passages	TT U3	Priority - Hero's Journey
TT 2 L1	Virtual World: Sherlock Holmes	TT 2	Masks Novella Unit
TT 2 L2	Virtual World: Les Misérables Adaptation	TT 2 L1	Priority - Characterization
TT 2 L2	Reteach: Drama	TT 2 L2	Priority - History and Culture
TT 2 L5	Hub, Tier 6: Decoder (Characterization, Audience)	TT 2 L2	Priority - Dramatic Techniques
TT 2 L6	World of Wonders Passages	TT 2 L5	Advanced Plot Elements Quiz
HX CH2 ST3A	The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged)	HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)
HX CH1	Archives, Writing Prompts: Icarus; The Flying Dutchman		

**Craft and Structure**

<b>RL.7.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Vocabulary Subtests	ISIP AR RC	1A: Time for Music
TT U1.1B	Didja Ninja and the Missing Jewel; Unexpected Treasure	ISIP AR RC	2C: Angels in the Lab

<b>RL.7.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U2.1B	Didja Ninja and the Dragon; Giant Killer; Rising Swan; Destination Unknown	ISIP AR RC	3A: Choosing Love
TT U3.1A	Apollo and the Python; Battle of Summer and Winter	ISIP AR RC	3B: What's in a Name?
TT U4.1B	The Author's Purpose Featuring Didja Ninja	ISIP AR RC	4C: Labor of Love
TT 2 L1	Hub, Tier 5: Tony (Poetry)	ISIP AR RC	5B: Lunchtime with Lisa
TT 2 L3	Hub, Tier 5: Tony (Poetry)	ISIP AR RC	6A: Drum Lesson
TT 2 L3	Hub, Tier 1: Bulletin Board	ISIP AR RC	6B: The Big Day
TT 2 L3	Hub, Tier 2: Table 2	ISIP AR RC	8A: A Good Fit
TT 2 L3	Virtual World: First Contact: Translator 300	ISIP AR RC	8B: Time to Fly
TT 2 L3	World of Wonders Writing Prompt: The Midnight Prowler	ISIP AR RC	8C: Hear Ye, Hear Ye
TT 2 L4	Virtual World: Rhetorical Devices	ISIP AR RC	9B: Sounds Like School Spirit
TT 2 L4	(Reteach) Learning Lounge: Macey Hype Call	ISIP AR RC	10A: Wants vs. Needs
TT 2 L4	World of Wonders Writing Prompt: Wrong Turn	ISIP AR RC	10C: A Great Dad



<b>RL.7.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	1A: Tier 3 – Prefixes (dis–, un–, re–, mis–, over–, out–) “The Lost Treasure of the Ruby Dagger”
		ISIP AR VOC	1B: Tier 2 – Prefixes “Mia’s Mystery Map”
		ISIP AR VOC	2A: Tier 3 Synonyms “Monkey Brothers and the Hero Twins”
		ISIP AR VOC	3C: Tier 1 – Irish Folklore, Latin Prefix (sub–)
		ISIP AR VOC	4B: Tier 2 – Homographs “A Hairy Little Problem”
		ISIP AR VOC	5A: Tier 3 – Latin Root (tract) “A Matter of Interest”
		ISIP AR VOC	5B: Tier 2 – Suffixes (–ate, –ify) “A Hairy Situation”
		ISIP AR VOC	6C: Tier 1 – Basketball, Latin Prefixes (inter–, pre–)
		ISIP AR VOC	8A: Tier 3 – Synonyms “I HAD a Dream”
		ISIP AR VOC	8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”
		ISIP AR VOC	8C: Tier 1 – Civil War, Latin Roots (rupt, struct)
		ISIP AR VOC	10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past”

**RL.7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.)

Code	Digital Student Experience	Code	Teacher Resources
		ISIP AR VOC	10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”
		ISIP AR VOC	10C: Tier 1 – “Bullying” Homographs
		TT U2	Fairy Tales, Legends, and Folklore: Vocabulary Visa Lesson Extras
		TT U2-U3	Priority - Vocabulary Visa
		TT U3	Priority - Symbolism
		TT U4	Priority - Author’s Purpose
		TT 2	Mood
		TT 2	Priority - Vocabulary: Context Clues
		TT 2	Priority - Vocabulary: Analyzing Context Clues
		TT 2	Priority - Word Analysis: Root Words and Word Families
		TT 2 L6	Priority - Analyzing Poetry
		HX	Priority - Middle School Reading: Context Clues

<b>RL.7.5</b>			
Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U2.1A	The Warning; Ogre; Sinking; Bear!	TT U2	Priority - Plot Elements
TT U3.1A	Apollo and the Python; Battle of Summer and Winter	TT U2&U3	Priority - Story Elements
TT U3.1B	Masks; Didja Ninja in Space; Perseus	TT U3	Priority - Characterization
TT U4.1B	On Set: Movie Maker; Hollywood Kid; World of Wonders Passages	TT U3	Priority - Protagonist/Antagonist
TT 2 L1	Hub, Tier 5: Tony (Poetry SAGE Teach)	TT U3	Priority - Hero’s Journey
TT 2 L2	Virtual World: Les Misérables Adaptation	TT 2 L2	Priority - Dramatic Techniques
TT 2 L3	Hub, Tier 5: Tony (Poetry SAGE Teach)	TT 2 L6	Priority - Analyzing Poetry
TT 2 L6	Hub, Tier 1: Tables 1 and 2		
TT 2 L6	Hub, Tier 4: Bulletin Board (Notes on Poetic Form)		
TT 2 L6	Hub, Tier 6: Tables 1 and 2 (Analyzing Tony’s Sonnet)		

<b>RL.7.6</b>			
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U2&U3	Priority - Story Elements
TT U3.1A	Apollo and Python; Battle of Summer and Winter	TT U3	Priority - Characterization
TT U3.1B	Didja Ninja and the Hero’s Journey in Space; Masks	TT U3	Priority - Protagonist/Antagonist

<b>RL.7.6</b>			
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	Hub, Tier 1: SOLO Shades (1st and 3rd Person)	TT U3	Priority - Hero's Journey
TT 2 L2	Hub, Tier 2: Table 1 (3rd Limited)	TT 2 L1	Priority Characterization
TT 2 L2	Hub, Tier 3: Tables 1 and 2 (Omniscient, Objective/3rd Objective)	TT 2 L2	Priority - Point of View
TT 2 L2	Hub, Tier 4: SOLO Shades (Subjective vs. Objective)	HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)
TT 2 L2	Hub, Tier 7: Tony (Point of View and Author's Purpose)		
TT 2 L2	Virtual World: Les Misérables Adaptation		
TT 2 L2	Reteach: Content on Demand, Point of View		
TT 2 L3	Virtual World: First Contact: Humanity Sim		
TT 2 L5	Hub, Tier 6: Decoder		

**Integration of Knowledge and Ideas**

<b>RL.7.7</b>			
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U2.1B	Giant Killer; Rising Swan	TT U2 L2.1A	Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras
TT 2 L2	Virtual World: SAGE Theater	TT U2	Fairy Tales, Legends, and Folklore: Plot Elements Lesson Extras

<b>RL.7.7</b>			
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L6	Virtual World: Poetry and Figurative Language	TT U2	Priority - Plot Elements Lesson Extras
HX CH1 ST2	Lost and Found	TT U3	Priority - Hero's Journey Lesson Extras
		TT U4	Priority - Author's Purpose Lesson Extras
		TT 2 L2	Priority - Dramatic Techniques

<b>RL.7.9</b>			
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell	TT U1 L1.1A	Storytelling Across Cultures Lesson: Sequence and Summary Lesson Extras
		TT U2 L2.1A	Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras
		TT U2	Fairy Tales, Legends, and Folklore: Plot Elements Lesson Extras
		TT U2	Priority - Plot Elements Lesson Extras
		TT U2&U3	Priority - Story Elements Lesson Extras
		TT U3	Priority - Hero's Journey Lesson Extras
		TT U3	Priority - Characterization Lesson Extras

<b>RL.7.9</b>			
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U4	Priority - Author's Purpose Lesson Extras

**Range of Reading and Level of Text Complexity**

<b>RL.7.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Text Fluency Subtests	ISIP AR RC	1A: Time for Music
TT U1-U4	World of Wonders Passages, Self-Selected Reading Passages	ISIP AR RC	2C: Angels in the Lab
TT 2 L1-L7	Fluency Assessment	ISIP AR RC	3A: Choosing Love
TT 2 L1	Virtual World: Sherlock Holmes	ISIP AR RC	3B: What's in a Name?
TT 2 L2	Virtual World: Les Misérables Adaptation	ISIP AR RC	4C: Labor of Love
TT 2 L1-L7	World of Wonders Passages, Self-Selected Reading Passages	ISIP AR RC	5B: Lunchtime with Lisa
HX CH1	Archives, Self-Selected Passages: The Call of the Wild; The Flying Dutchman; Icarus; Mei and the Terra-Cotta Army	ISIP AR RC	6A: Drum Lesson

<b>RL.7.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		ISIP AR	G7 Fluency 1: Tone Deaf
		ISIP AR	G7 Fluency 3: Unpopular Promises
		ISIP AR	G7 Fluency 4: Legend of Lowcalibur
		ISIP AR	G7 Fluency 5: Sharla Goes to Work
		ISIP AR	G7 Fluency 7: You Win Some, You Lose Some
		ISIP AR	G7 Fluency 8: Field Trip
		ISIP AR	G7 Fluency 9: Music to Go

<b>RL.7.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U1-U4	Priority - Text Fluency
		TT 2 L1-L4	Priority - Text Fluency
		TT 2 L2	Priority - Dramatic Techniques
		TT 2 L2	Priority - Point of View
		TT 2	Self-Selected Reading Guide
		TT 2	Masks Novella Unit
		HX	Priority - Middle School Reading: Text Fluency

**Reading Standards for Informational Text**

**Key Ideas and Details**

<b>RI.7.1</b>			
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	9C: Band Aid
TT U1.1B	Unexpected Treasure; Who Stole the Mona Lisa?	ISIP AR RC	10B: Exercise for the Body and the Brain
TT U4.1A	History of Hollywood: Special Effects and Makeup	TT U1	Storytelling Across Cultures Lesson – Making Inferences



<b>RI.7.1</b>			
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1B	Film Adaptations and Documentaries	TT U1	Priority - Summarize and Paraphrase
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell and The True Horror Story of Typhoid Mary	TT U3-U4	Priority - Making Inferences Lesson Extras
TT 2 L2	World of Wonders Writing Prompts: 13 Things You Didn't Know About the Eiffel Tower; A Mad Scientist's Guide to Neuroplasticity; Views of the Desert; The Incredible Panyee FC	TT 2 L3	Informational Text Features
TT 2 L3	Virtual World: First Contact: Comms Log; Humanity Sim; Message Building; Final Task	TT 2 L3	Informational Organizational Patterns
TT 2 L3	World of Wonders Writing Prompts: The Midnight Prowler; Two Poems; Is the Truth Out There?	TT 2 L3	Priority - Analyzing Argument
TT 2 L4	Hub, Tier 5: Bulletin Board	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L4	Virtual World: Rhetorical Devices	TT 2	Group Collaboration Guide
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names; Wrong Turn	HX	Priority - Middle School Reading: Paraphrasing Lesson
TT 2 L5	Virtual World: Logical Fallacies		
HX CH2 ST2	Solving the Mystery of the Antikythera Mechanism		
HX CH2 ST2	An Electrifying Debate		
HX CH2 ST3A	England's Two Faces		
HX CH1	Archives, Writing Prompt: Soccer and the World Cup		

<b>RI.7.2</b>			
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U1	Priority - Summarize and Paraphrase
TT 2 L4	World of Wonders Writing Prompt: Hard Time: Working to Rehabilitate Teen Prisoners	TT U4	Priority - Text Structures
HX CH1 ST3A	Female Viking Warriors	TT 2 L3	Informational Text Features
HX CH1 ST3B	Genghis Khan Audio Guide	TT 2 L3	Informative Text Organizational Patterns
HX	Archives, Writing Prompt: Soccer and the World Cup		

<b>RI.7.3</b>			
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space
TT U1.1A	Unofficial Biography of Harry Houdini	ISIP AR RC	1C: Fire and Ice
TT U1.1B	Unexpected Treasure	ISIP AR RC	2A: Do Your Part
TT U4.1A	History of Hollywood: Special Effects and Makeup	ISIP AR RC	2B: Spreading the Love

<b>RI.7.3</b>			
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	Film Adaptations and Documentaries	ISIP AR RC	3C: Big Chug, Be Gone!
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	ISIP AR RC	4A: Now That’s Recycling
TT 2 L4	World of Wonders Writing Prompt: The Good, the Bad, and the AI	ISIP AR RC	4B: Give This Fish a Hand
HX	Archives, Writing Prompt: Soccer and the World Cup	ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself
		ISIP AR RC	7C: Night Light
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10B: Exercise for the Body and the Brain
		C15	Bridge Lesson – General Comprehension 1
		C15	Bridge Lesson – General Comprehension 2
		C15	Bridge Lesson – General Comprehension 3

<b>RI.7.3</b>			
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2	Group Collaboration Guide
		TT 2	Self-Selected Reading Guide
		TT 2 L1–L4	Text Fluency
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument

**Craft and Structure**

<b>RI.7.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Vocabulary Subtests	ISIP AR RC	1B: Exploring Space
TT U1.1B	Unexpected Treasure	ISIP AR RC	1C: Fire and Ice
TT U1–U4	Card Match	ISIP AR RC	2A: Do Your Part

<b>RI.7.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U2	Analogy Charger	ISIP AR RC	2B: Spreading the Love
TT 2 L3	Hub, Tier 1: Bulletin Board	ISIP AR RC	3C: Big Chug, Be Gone!
TT 2 L3	Hub, Tier 2: Tables 1 and 2	ISIP AR RC	4A: Now That’s Recycling
TT 2 L3	Virtual World: Translator 3000	ISIP AR RC	4B: Give This Fish a Hand
TT 2 L4	Virtual World: Rhetorical Devices	ISIP AR RC	6C: Presto!
TT 2 L4	Reteach (Learning Longue): Macey hELPR	ISIP AR RC	7A: Round and Round?
TT 2 L6	Hub, Tier 1: Cafe SMILE (Metaphor, Simile)	ISIP AR RC	7B: Unplug Yourself
TT 2 L6	Hub, Tier 3: Cafe SMILE, Table 1	ISIP AR RC	7C: Night Light
TT 2 L6	Hub, Tier 6: Tony, Part 2	ISIP AR RC	9A: When a Bark Is More Than a Bark
TT 2 L6	Virtual World: Poetry and Figurative Language	ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10B: Exercise for the Body and the Brain
		ISIP AR VOC	1C: Tier 1 – Types of Flags, Latin Prefix (trans–)

<b>RI.7.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	2B: Tier 2 – Suffixes (–less, –ful) “Play Ball”
		ISIP AR VOC	2C: Tier 1 – Kapok Tree, Latin Root (tain)
		ISIP AR VOC	3A: Tier 3 – Suffixes (–ous, –ive) “Thomas Jefferson – Mad Scientist?”
		ISIP AR VOC	3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?”
		ISIP AR VOC	4A: Tier 3 – Suffixes (–able, –ible) “The Science of Carbon Dating”
		ISIP AR VOC	4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)
		ISIP AR VOC	5C: Tier 1 – Salamanders: Synonyms and Antonyms
		ISIP AR VOC	6A: Tier 3 – Homographs “Land of the ‘Free’”
		ISIP AR VOC	6B: Tier 2 – Greek Root (graph) “Picture This”
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore– and semi–) “Holiday Light”
		ISIP AR VOC	7C: Tier 2 – Handmade Books, Latin Roots (scrib/script)

<b>RI.7.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	9A: Tier 3 – Homographs “Food for Thought”
		ISIP AR VOC	9B: Tier 2 – Latin Root (ject) “Express Yourself”
		ISIP AR VOC	9C: Tier 1 – Chain Mail, Latin Roots (man, val)
		TT U1–U2	Priority - Vocabulary Visa
		TT U3	Priority - Symbolism Lesson Extras
		TT U4	Priority - Author’s Purpose
		TT 2 L3	Priority - Evaluating Persuasive Content

<b>RI.7.5</b>			
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	History of Hollywood: Special Effects and Makeup	TT U4	Priority - Text Structures
TT U4.1A	Film Adaptations and Documentaries	TT 2 L3	Informational Text Features
TT 2 L5	Reteach: Zak GLASS	TT 2 L3	Informative Text Organizational Patterns

<b>RI.7.5.a</b>			
Analyze the use of text features (e.g., graphics, headers, captions) in public documents.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	History of Hollywood: Special Effects and Makeup; Making of a Documentary	TT 2	Argumentative Text Quiz
TT U4.1A	Film Adaptations and Documentaries	TT 2 L3	Informational Text Features
TT 2 L2	Hub, Tier 4: Bulletin Board		
TT 2 L3	Hub, Tier 1: Bulletin Board		
TT 2 L5	Virtual World: Logical Fallacies		
TT 2 L5	Hub, Tier 5: Bulletin Board: National Conspirer		

<b>RI.7.6</b>			
Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	2A: Do Your Part
TT 2 L4	Virtual World: First Contact	ISIP AR RC	2B: Spreading the Love
TT 2 L4	World of Wonders Passages	TT 2 L2	Priority - Point of View
TT 2 L4	Virtual World: Rhetorical Devices	TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument



**Integration of Knowledge and Ideas**

<b>RI.7.7</b>			
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	History of Hollywood: On Set: Movie Maker; World of Wonders Passages	TT U4	Priority - Author’s Purpose Lesson Extras
TT 2 L4	Virtual World: Rhetorical Devices	TT 2 L2	Priority - Point of View
TT 2 L5	World of Wonders Writing Prompt: Memory Two Ways		
TT 2 L6	Virtual World: Poetry and Figurative Language		

<b>RI.7.8</b>			
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	Hub, Tier 1: Table 1	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	Hub, Tier 2: Table 1	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L3	Hub, Tier 3: Table 1		
TT 2 L3	Hub, Tier 5: Tony		
TT 2 L3	Virtual World: First Contact		
TT 2 L3	Reteach: ACERF		
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?		

<b>RI.7.8</b>			
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	Hub, Tier 1: Tables 1 and 2		
TT 2 L5	Reteach (Learning Lounge): Zak GLASS		

<b>RI.7.9</b>			
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	History of Hollywood: Special Effects and Makeup	TT U4	Priority - Text Structures
TT U4.1A	Film Adaptations and Documentaries	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	Virtual World: First Contact: Comms Log	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?		
TT 2 L4	World of Wonders Writing Prompt: The Good, the Bad, and the AI		
TT 2 L6	Virtual World: Poetry and Figurative Language		
TT 2 L6	World of Wonders Writing Prompt: Murasaki Shikibu: The Woman Behind the World's First Novel		

**Range of Reading and Level of Text Complexity**

<b>RI.7.10</b>			
By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U4	Priority - Text Structures
TT U1-U4	World of Wonders, Self-Selected Reading Passages	TT U4	Priority - Text Fluency
TT 2 L2-L7	Fluency Assessment	TT U4	Priority - Author’s Purpose
TT 2 L1	World of Wonders Passages, Self-Selected Reading Passages	TT 2 L1-L4	Priority - Text Fluency
HX CH1	Fluency Passage: The Empty City	TT 2 L2	Priority - Point of View
HX CH1	Archives, Self-Selected Passage: Soccer and the World Cup	TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument
		TT 2 L6	Priority - Text Fluency
		TT 2	Self-Selected Reading Guide
		ISIP AR	G7 Fluency 2: Midnight Snack Attack
		ISIP AR	G7 Fluency 6: Talking Lessons
		ISIP AR	G7 Fluency 10: Second Chances for All

**Writing Standards**

**Types of Texts and Purposes**

<b>W.7.1</b>			
Write arguments to support claims with clear reasons and relevant evidence.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?		
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.7.1.a</b>			
Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	WR	Expository Essay, Planning Lesson 2.2: Form a Controlling Idea
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		

<b>W.7.1.a</b>			
Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.7.1.b</b>			
Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?		
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		
TT 2 L7	Hub, Tier 5: Table 1		

<b>W.7.1.c</b>			
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?		
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		
TT 2 L7	Hub, Tier 5: Table 1		

<b>W.7.1.d</b>			
Establish and maintain a formal style.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	World of Wonders Writing Prompt: Adventure Time: Videoconferencing Edition	TT 2 L3	Priority - Analyzing Argument
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction	TT 2 L5	Priority - Advanced Argumentative Texts: Extending the Lesson (Write)
TT 2 L6	World of Wonders Writing Prompt: The Roads Less Traveled	TT 2	Argumentative Text Quiz
TT 2 L7	World of Wonders Writing Prompt: The Power of One Person		

<b>W.7.1.e</b>			
Provide a concluding statement or section that follows from and supports the argument presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	TT 2	Argumentative Text Quiz
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.7.2</b>			
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Planning, Drafting	WR	Expository Essay, Characteristics Lesson 1.2, Point of View
WR	Paragraph Building: Ideas Trait, Organization Trait, Voice Trait, Word Choice Trait	WR	Expository Essay, Planning Lesson 2.1: Choosing an Overall Topic
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC	WR	Expository Essay, Planning Lesson 2.2: Form a Controlling Idea
TT 2 L2	World of Wonders Writing Prompts: A Mad Scientist's Guide to Neuroplasticity; 13 Things You Didn't Know About the Eiffel Tower	WR	Expository Essay, Planning Lesson 2.3: Form an Introduction
TT 2 L3	World of Wonders Writing Prompt: Is the Truth Out There?	WR	Expository Essay, Planning Lesson 2.4: Subtopics

<b>W.7.2</b>			
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Virtual World: Rhetorical Devices	WR	Expository Essay, Planning Lesson 2.5: Concluding Sentence
TT 2 L4	World of Wonders Writing Prompts: Wrong Turn; Hard Time: Working to Rehabilitate Teen Prisoners	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
TT 2 L5	World of Wonders Writing Prompt: Memory Two Ways	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Slam Night at the Midnight Lounge; Tightrope	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
TT 2 L7	World of Wonders Writing Prompts: The Power of One Person; Extra Pieces; The Herald of the Forest	WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
HX CH1	Archives, Writing Prompts: The Flying Dutchman, Icarus	TT 2 L2	Priority - Dramatic Techniques
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)
		HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)



<b>W.7.2.a</b>			
Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Planning, Drafting	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
WR	Paragraph Building: Ideas Trait	WR	Expository Essay, Characteristics Lesson 1.2, Point of View
TT 2 L5	World of Wonders Writing Prompt: Memory Two Ways	WR	Expository Essay, Planning Lesson 2.3: Form an Introduction
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World’s First Novel	TT 2 L3	Informational Text Features
HX CH1	Archives, Writing Prompts: The Flying Dutchman, Icarus	TT 2 L3	Informative Text Organizational Patterns

<b>W.7.2.b</b>			
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay, Planning Lesson 2.2: Form a Controlling Idea
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC	WR	Expository Essay, Planning Lesson 2.4: Subtopics
TT 2 L2	World of Wonders Writing Prompts: A Mad Scientist’s Guide to Neuroplasticity; 13 Things You Didn’t Know About the Eiffel Tower	TT 2 L2	Priority - Dramatic Techniques

<b>W.7.2.b</b>			
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	World of Wonders Writing Prompts: The Midnight Prowler; Adventure Time: Videoconferencing Edition; Is the Truth Out There?	TT 2 L3	Informational Text Features
TT 2 L4	Virtual World: Rhetorical Devices	TT 2 L3	Informative Text Organizational Patterns
TT 2 L4	World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn	HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways; Amelia Earhart and the Mystery of the Nikumaroro Bones	HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Slam Night at the Midnight Lounge; Murasaki Shikibu: The Woman Behind the World’s First Novel		
HX CH1	Archives, Writing Prompts: The Flying Dutchman, Icarus		

<b>W.7.2.c</b>			
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Sentence Fluency Trait	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
TT 2 L2	World of Wonders Writing Prompts: A Mad Scientist’s Guide to Neuroplasticity, Views of the Desert	TT 2 L3	Informational Text Features

<b>W.7.2.c</b>			
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Is the Truth Out There?; Pro/Con: Should We Bring Back Extinct Species?	TT 2 L3	Informative Text Organizational Patterns
TT 2 L4	World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn		
TT 2 L5	World of Wonders Writing Prompt: Memory Two Ways		
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World's First Novel		

<b>W.7.2.d</b>			
Use precise language and domain-specific vocabulary to inform about or explain the topic.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay, Planning Lesson 2.4: Subtopics
WR	Paragraph Building: Organizing Paragraphs	TT 2 L2	Priority - Dramatic Techniques
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Slam Night at the Midnight Lounge		

<b>W.7.2.e</b>			
Establish and maintain a formal style.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Voice Trait, Organizing Paragraphs	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
WR	Introduction to Essay Writing: Formal vs. Informal Voice	WR	Expository Essay Characteristics Lesson 1.3: Voice
WR	Expository Essay: Drafting, Revising	TT 2 L2	Priority - Point of View
TT 2 L3	World of Wonders Writing Prompt: Adventure Time: Videoconferencing Edition		
TT 2 L5	World of Wonders Writing Prompt: Memory Two Ways		
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World’s First Novel		

<b>W.7.2.f</b>			
Provide a concluding statement or section that follows from and supports the information or explanation presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay, Planning Lesson 2.5: Concluding Sentence
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC	TT 2 L3	Informational Text Features
TT 2 L2	World of Wonders Writing Prompts: A Mad Scientist’s Guide to Neuroplasticity; Views of the Desert	TT 2 L3	Informative Text Organizational Patterns
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Pro/Con: Should We Bring Back Extinct Species?	HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)

<b>W.7.2.f</b>			
Provide a concluding statement or section that follows from and supports the information or explanation presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn	HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways; Amelia Earhart and the Mystery of the Nikumaroro Bones		
TT 2 L6	World of Wonders Writing Prompts: Slam Night at the Midnight Lounge; The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World's First Novel		
HX CH1	Archives, Writing Prompts: Icarus, The Flying Dutchman		

<b>W.7.3</b>			
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative – Characteristics, Unit 1
WR	Expository Essay	WR	Personal Narrative – Planning, Unit 2
WR	Paragraph Building: Organization Trait	WR	Personal Narrative – Drafting, Unit 3
TT U1–U4	World of Wonders Writing Prompts	TT 2 L1	Priority - Characterization
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	TT 2 L2	Priority - Point of View
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	TT 2	Mood

<b>W.7.3</b>			
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army	HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.7.3.a</b>			
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Planning, Drafting	WR	Personal Narrative – Characteristics, Unit 1
TT U4	Didja Ninja	WR	Personal Narrative: Characteristics Lesson 1.1, First Person Point of View
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative – Planning, Unit 2
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	WR	Personal Narrative – Drafting, Unit 3
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	TT 2 L1	Priority - Characterization
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army	TT 2 L2	Priority - Point of View
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
		HX	Middle School Reading: Writing Personal Narrative - Prewriting (Day 2)

<b>W.7.3.a</b>			
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.7.3.b</b>			
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Drafting	WR	Personal Narrative: Characteristics Lesson 1.1, First Person Point of View
TT U1–U4	World of Wonders Writing Prompts	WR	Personal Narrative: Characteristics Lesson 1.2, Voice
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative: Characteristics Lesson 1.3, Setting
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	WR	Personal Narrative: Characteristics Lesson 1.4, Description
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	WR	Personal Narrative: Characteristics Lesson 1.5, Dialogue
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army	TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - Point of View
		TT 2 L2	Priority - Dramatic Techniques
		TT 2	Mood
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)

<b>W.7.3.b</b>			
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.7.3.c</b>			
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Sentence Fluency Trait	WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
		WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.7.3.d</b>			
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative: Characteristics Lesson 1.1, First Person Point of View
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative: Characteristics Lesson 1.2, Point of View



<b>W.7.3.d</b>			
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	WR	Personal Narrative: Characteristics Lesson 1.3, Setting
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	WR	Personal Narrative: Characteristics Lesson 1.4, Description
TT 2 L6	Hub, Tier 2: Tables 1 and 2	WR	Personal Narrative: Characteristics Lesson 1.5, Dialogue
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army	TT 2	Mood
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
		HX	Middle School Reading: Writing Personal Narrative - Drafting (Day 3)

<b>W.7.3.e</b>			
Provide a conclusion that follows from and reflects on the narrated experiences or events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative – Planning Lesson 2.5, Form a Conclusion
WR	Paragraph Building: Organization Trait	WR	Personal Narrative – Drafting Lesson 3.3, Conclusion
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	HX	Middle School Reading: Writing Personal Narrative - Drafting (Day 3)

<b>W.7.3.e</b>			
Provide a conclusion that follows from and reflects on the narrated experiences or events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time		
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army		

**Production and Distribution of Writing**

<b>W.7.4</b>			
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Publishing	TT 2 L1	Priority - Characterization
WR	Personal Narrative: Publishing	TT 2 L2	Priority - Point of View
TT U1.1A	World of Wonders Writing Prompts	TT 2 L3	Informational Text Features
TT U1.1B	World of Wonders Writing Prompts	TT 2 L3	Informational Organizational Patterns
TT U2.1A	World of Wonders Writing Prompts	TT 2 L3	Priority - Analyzing Argument
TT 2 L1–L7	World of Wonders Writing Prompts	TT 2	Mood
HX CH1	Archives, Writing Prompts	TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)

<b>W.7.4</b>			
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)
		HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)
		HX	Middle School Reading: Writing Personal Narrative – Essay Formatting (Day 5)

<b>W.7.5</b>			
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	TT 2	Research Unit: Student Guide
WR	Personal Narrative	TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow
		HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)

<b>W.7.6</b>			
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Publishing	TT 2	Research Unit: Student Guide
WR	Personal Narrative: Publishing	TT 2	Research Unit: Teacher Guide
TT U1.1A	World of Wonders Writing Prompts	TT 2	Research Unit: Teacher Slideshow
TT U1.1B	World of Wonders Writing Prompts		
TT U2.1A	World of Wonders Writing Prompts		
TT 2 L1–L7	World of Wonders Writing Prompts		
HX CH1	Archives, Writing Prompts		

**Research to Build and Present Knowledge**

<b>W.7.7</b>			
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L7	Hub, Tier 3: Bulletin Board	TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2 L3	Informational Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument

<b>W.7.7</b>			
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2	Mood
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>W.7.8</b>			
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L7	Hub, Tier 3: Table 1 (Intellectual Property)	TT 2 L3	Analyzing Argument
TT 2 L7	Hub, Tier 3: Bulletin Board: Search Engine QTT, Relevancy QTT	TT 2 L3	Informational Text Features
TT 2 L7	Hub, Tier 5: Bulletin Board (Credibility QTT)	TT 2	Research Unit: Student Guide
TT 2 L7	Hub: Tier 5: Table 1: Zak and Ramón	TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>W.7.9</b>			
Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1–L7	World of Wonders Writing Prompts	TT 2 L1	Priority - Characterization
HX CH1	Archives, Writing Prompts	TT 2 L2	Priority - Point of View
		TT 2 L3	Analyzing Argument
		TT 2	Mood
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>W.7.9.a</b>			
Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	TT 2 L2	Priority - History and Culture
TT 2 L2	World of Wonders Writing Prompts: Kate Shelley Saves the Train, Part 2; Against All Odds; Views of the Desert		
TT 2 L3	World of Wonders Writing Prompts: The Midnight Prowler; Two Poems		
TT 2 L4	World of Wonders Writing Prompt: Wrong Turn		
TT 2 L5	World of Wonders Writing Prompt: Memory Two Ways		

<b>W.7.9.a</b>			
Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L6	World of Wonders Writing Prompts: Slam Night at the Midnight Lounge; The Roads Less Traveled; Summer at the Lake; Tigh trope		
TT 2 L7	World of Wonders Writing Prompt: The Herald of the Forest		
HX CH1	Archives, Writing Prompts: Mei and the Terra-Cotta Army; The Call of the Wild; The Flying Dutchman; Icarus		

<b>W.7.9.b</b>			
Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; The True Horror of Typhoid Mary; The Incredible Panyee FC; Shipwrecked	TT 2 L3	Priority - Analyzing Argument
TT 2 L2	World of Wonders Writing Prompts: 13 Things You Didn't Know About the Eiffel Tower; A Mad Scientist's Guide to Neuroplasticity	TT 2	Research Unit: Student Guide
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Pro/Con: Should We Bring Back Extinct Species?; Is the Truth Out There?	TT 2	Research Unit: Teacher Guide
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; Hard Time: Working to Rehabilitate Teen Prisoners; The Woman with Three Names; Forgotten by Time	TT 2	Research Unit: Teacher Slideshow

<b>W.7.9.b</b>			
Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L5	World of Wonders Writing Prompts: Amelia Earhart and the Mystery of the Nikumaroro Bones; Bats: Fact or Fiction; Claudette Colvin: A True Revolutionary; The Psychology of Propaganda; Memory Two Ways		
TT 2 L6	World of Wonders Writing Prompts: Murasaki Shikibu: The Woman Behind the World’s First Novel; The Roads Less Traveled		
TT 2 L7	World of Wonders Writing Prompts: Your Brain on Technology; The Power of One Person; Extra Pieces; Can the Internet Help End Poverty?		
HX CH1	Archives, Writing Prompt: Soccer and the World Cup		

**Range of Writing**

<b>W.7.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Personal Narrative – Drafting Lesson 3.1, Introduction
WR	Personal Narrative	WR	Personal Narrative – Drafting Lesson 3.2, Body Paragraphs
WR	Paragraph Building	WR	Personal Narrative – Drafting Lesson 3.3, Conclusion
TT U1–U4	World of Wonders Writing Prompts	TT 2 L1	Priority - Characterization



<b>W.7.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1–L7	World of Wonders Writing Prompts	TT 2 L2	Priority - Point of View
TT 2 L1	Virtual World: Sherlock Holmes	TT 2 L3	Informational Text Features
TT 2 L4	Virtual World: Rhetorical Devices	TT 2 L3	Informational Organizational Patterns
HX CH1	Archives, Writing Prompts	TT 2 L3	Priority - Analyzing Argument
		TT 2	Mood
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

**Speaking and Listening Standards**

**Comprehension and Collaboration**

<b>SL.7.1</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L5	Tony (Intro)	TT U1&U2	Priority - Making Inferences
		TT U1-U4	Priority - Text Fluency

<b>SL.7.1</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U3	Priority - Hero's Journey Lesson Extras
		TT U3	Priority - Symbolism
		TT 2	Group Collaboration Guide
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - History and Culture
		TT 2 L2	Priority - Dramatic Techniques
		TT 2 L3	Informative Text Organizational Patterns

<b>SL.7.1.a</b>			
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U1-U4	Priority - Text Fluency
		TT U1&U2	Priority - Making Inferences
		TT U3	Priority - Hero's Journey Lesson Extras
		TT U3	Priority - Symbolism
		TT 2 L1	Priority - Characterization

<b>SL.7.1.a</b>			
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2 L2	Priority - History and Culture
		TT 2	Group Collaboration Guide

<b>SL.7.1.b</b>			
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U2	Fairy Tales, Legends, and Folklore
		TT U3-U4	Priority - Text Fluency
		TT U3&U4	Priority - Making Inferences
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - History and Culture
		TT 2 L2	Priority - Point of View
		TT 2	Group Collaboration Guide

<b>SL.7.1.c</b>			
Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L5	Tony (Intro)	TT U1–U4	Priority - Making Inferences
		TT U2	Fairy Tales, Legends, and Folklore
		TT U3	Priority - Characterization
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - History and Culture
		TT 2	Group Collaboration Guide

<b>SL.7.1.d</b>			
Acknowledge new information expressed by others and, when warranted, modify their own views.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	Hub, Tier 7: Tony (Point of View and Author’s Purpose)	TT 2 L1	Priority - Characterization
TT 2 L3	Tier 5: Tony (ACER)	TT 2 L2	Priority - History and Culture
TT 2 L3	Virtual World: First Contact	TT 2	Group Collaboration Guide
TT 2 L4	Hub, Tier 6: Tony 2: Branching Conversation		
TT 2 L4	Virtual World: Rhetorical Devices		

<b>SL.7.2</b>			
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	Virtual World: First Contact	TT U1-U2	Priority - Making Inferences
TT 2 L4	Hub, Tier 6: Tony 2	TT U3	Priority - Hero's Journey Lesson Extras
TT 2 L4	Virtual World: Rhetorical Devices	TT U3	Priority - Symbolism
TT 2 L5	Hub, Tier 5: Bulletin Board: Ramón	TT 2	Group Collaboration Guide
HX CH1 ST1	Mount Fuji and the Moon Princess	HX	Priority - Middle School Reading: Main Idea Lesson
HX CH1 ST2	Lost and Found		
HX CH1 ST3B	Genghis Khan Audio Guide		

<b>SL.7.3</b>			
Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	Virtual World: First Contact	TT 2 L3	Priority - Analyzing Argument
TT 2 L4	Virtual World: Rhetorical Devices	TT 2	Group Collaboration Guide
TT 2 L5	Reteach: Zak: GLASS		

**Presentation of Knowledge and Ideas**

<b>SL.7.4</b>			
Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U1-U2	Priority - Making Inferences
		TT U3	Priority - Symbolism
		TT 2 L2	Priority - Dramatic Techniques
		TT 2 L3	Priority - Analyzing Argument
		TT 2 L3	Informational Text Features
		TT 2	Group Collaboration Guide
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>SL.7.4.a</b>			
Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names; Wrong Turn	TT 2 L3	Priority - Evaluating Persuasive Content

<b>SL.7.4.a</b>			
Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2 L3	Priority - Analyzing Argument
		TT 2 L3	Informational Text Features
		TT 2 L5	Priority - Advanced Argumentative Texts
		TT 2	Argumentative Essay Prompt (Pro/Con)
		TT 2	Argumentative Essay Prompt (The Woman with Three Names)
		TT 2	Argumentative Text Quiz
		TT 2	Group Collaboration Guide
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>SL.7.5</b>			
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U2	Priority - Plot Elements
		TT U4	Priority - Word Analysis: Understanding Words in Context Lesson Extras
		TT 2 L2	Priority - Point of View

<b>SL.7.5</b>			
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument

<b>SL.7.6</b>			
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U1-U4	Priority - Text Fluency
		TT U3	Priority Vocabulary Visa Lesson Extras
		TT U3	Priority - Hero's Journey Lesson Extras
		TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument
		TT 2	Group Collaboration Guide
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide



<b>SL.7.6</b>			
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2	Research Unit: Teacher Slideshow
		HX	Priority - Middle School Reading: Text Fluency

**Language Standards**

**Conventions of Standard English**

<b>L.7.1</b>			
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
WR	Paragraph Building: Conventions Trait, Sentence Fluency Trait	WR	Paragraph Building: Conventions Trait Rubric
TT U1–U4	World of Wonders Writing Prompts	TT 2	Research Unit: Student Guide
TT 2 L1–L7	World of Wonders Writing Prompts	TT 2	Research Unit: Teacher Guide
HX	Archives, Writing Prompts	TT 2	Research Unit: Teacher Slideshow
		HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)

<b>L.7.1.a</b>			
Explain the function of phrases and clauses in general and their function in specific sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
WR	Paragraph Building: Conventions Trait, Sentence Fluency Trait	TT 2	Research Unit: Student Guide
TT 2 L1–L7	World of Wonders Writing Prompts	TT 2	Research Unit: Teacher Guide
HX	Archives, Writing Prompts	TT 2	Research Unit: Teacher Slideshow

<b>L.7.1.b</b>			
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Editing	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>L.7.1.c</b>			
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
WR	Expository Essay	TT 2	Research Unit: Student Guide
WR	Paragraph Building: Conventions Trait, Sentence Fluency Trait	TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>L.7.2</b>			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Publishing	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building: Conventions Trait Rubric
TT 2 L1-L7	World of Wonders Writing Prompts	TT 2	Priority - Word Analysis: Spelling
TT 2 L1	Arcade: Lab Lockdown	HX	Priority – Middle School Reading: Spelling Lesson
HX	Archives, Writing Prompts	HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)
HX	Nekokami Game		

<b>L.7.2.a</b>			
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait		
WR	Expository Essay: Editing		

<b>L.7.2.b</b>			
Spell correctly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Word Analysis Subtest	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
WR	Paragraph Building: Conventions Trait	TT 2	Priority - Word Analysis: Spelling
WR	Expository Essay	HX	Priority - Middle School Reading: Spelling Lesson
WR	Personal Narrative		
TT 2 L1	Arcade: Lab Lockdown		
TT 2 L1–L5	World of Wonders Writing Prompts		
TT 2 L7	World of Wonders Writing Prompts		
HX	Archives, Writing Prompts		
HX	Nekokami Game		

**Knowledge of Language**

<b>L.7.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Text Fluency Subtest	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building: Conventions Trait Rubric
TT 2 L1-L7	World of Wonders Writing Prompts	TT 2	Priority - Word Analysis – Affixes
HX	Archives, Writing Prompts	HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)
		HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)

<b>L.7.3.a</b>			
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Organization Trait		
WR	Expository Essay: Drafting		
TT 2 L1-L7	World of Wonders Writing Prompts		
HX	Archives, Writing Prompts		

**Vocabulary Acquisition and Use**

<b>L.7.4</b>			
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR	Vocabulary Interventions
TT U1	4-Square with Didja Ninja, Card Match	TT U1–U4	Priority - Vocabulary Visa
TT U1	Mystery Word, Vocab Lab	TT 2	Mood
TT U2	Word Sort, Analogy Charger		
TT U3	Syllable Search, Vocab Hack		
TT 2 L1	Arcade: Card Match		
TT 2 L1	Virtual World: Sherlock Holmes Branching Narrative		
TT 2 L2	Arcade: Abnarwhal		
TT 2 L3	Arcade: U.F. Whoa!		
TT 2 L4	Arcade: Super Sleuth		
HX	Arcade: Card Match		
HX	Arcade: Hype Dance Battle		

<b>L.7.4.a</b>			
Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR	Vocabulary Interventions
TT U1–U4	Card Match	TT U1–U4	Priority - Vocabulary Visa
TT U1	Mystery Word Game	TT U4	Priority - Word Analysis: Understanding Words in Context
TT U2	Word Sort	TT 2	Priority - Vocabulary: Context Clues
TT U3	Syllable Search, Vocab Hack	TT 2	Priority - Vocabulary: Analyzing Context Clues
TT 2 L1	Arcade: Card Match	HX	Priority - Middle School Reading: Context Clues
TT 2 L3	Arcade: U.F. Whoa!		
TT 2 L4	Arcade: Super Sleuth		
HX	Arcade: Card Match		
HX	Arcade: Hype Dance Battle		

<b>L.7.4.b</b>			
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR	Vocabulary Interventions
TT U1	Vocab Lab (Roots and Suffixes)	ISIP AR VOC	1C: Tier 1 – Types of Flags, Latin Prefix (trans–)

<b>L.7.4.b</b>			
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U2	Word Sort	ISIP AR VOC	2C: Tier 1 – Kapok Tree, Latin Root (tain)
TT 2 L2	Arcade: Abnarwhal	ISIP AR VOC	3C: Tier 1 – Irish Folklore, Latin Prefix (sub–)
TT 2 L3	Arcade: U.F. Whoa!	ISIP AR VOC	4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)
		ISIP AR VOC	5A: Tier 3 – Latin Root (tract) “A Matter of Interest”
		ISIP AR VOC	6B: Tier 2 – Greek Root (graph) “Picture This”
		ISIP AR VOC	6C: Tier 1 – Basketball, Latin Prefixes (inter–, pre–)
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore– and semi–) “Holiday Light”
		ISIP AR VOC	7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)
		ISIP AR VOC	8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”
		ISIP AR VOC	8C: Tier 1 – Civil War, Latin Roots (rupt, struct)
		ISIP AR VOC	9B: Tier 1 – Latin Root (ject) “Express Yourself”



<b>L.7.4.b</b>			
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	9C: Tier 1 – Chain Mail, Latin Roots (man, val)
		ISIP AR VOC	10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past”
		ISIP AR VOC	10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”
		TT U1	Priority - Word Analysis: Suffixes
		TT U2	Priority - Word Analysis: Root Words
		TT 2	Priority - Word Analysis: Root Words and Word Families
		TT 2	Priority - Word Analysis: Affixes

(Lexicon is available at all points in the program)

<b>L.7.4.c</b>			
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1-U4	4-Square with Didja Ninja	TT U2	Fairy Tales, Legends, and Folklore: Vocabulary Visa (Reteach)
TT U1-U4	All Passages (Glossary)	TT U4	Priority - Word Analysis: Word in Context
TT U1-U4	Card Match	TT U4	Priority - Word Analysis: Word in Context Lesson Extras

<b>L.7.4.c</b>			
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	Virtual World: Sherlock Holmes Branching Narrative	TT 2	Priority - Word Analysis: Root Words and Word Families
TT 2 L1	World of Wonders Passages: Lexicon/Glossary Entries		
TT 2 L1	Virtual World: Lexicon/Glossary		
TT 2 L2	Arcade: Abnarwhal		

<b>L.7.4.d</b>			
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1–U4	4-Square with Didja Ninja	TT 2	Priority - Vocabulary: Context Clues
TT U1–U4	All Passages (Glossary)	TT 2	Priority - Vocabulary: Analyzing Context Clues
TT 2 L1	Arcade: Card Match	HX	Priority - Middle School Reading: Context Clues
TT 2 L3	Arcade: U.F. Whoa!		
TT 2 L4	Arcade: Super Sleuth		
HX	Arcade: Card Match		
HX	Arcade: Hype Dance Battle		

<b>L.7.5</b>			
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT U1–U2	Priority - Making Inferences
WR	Paragraph Building: Word Choice Trait	TT U2–U3	Priority - Vocabulary Visa
TT 2 L2	Arcade: Abnarwhal	TT U4	Priority - Author’s Stylistic Choices
TT 2 L3	Virtual World: First Contact	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L4	Virtual World: Rhetorical Devices	TT 2 L6	Priority - Analyzing Poetry
TT 2 L6	Hub, Tier 1: Tables 1 and 2	TT 2	Mood
TT 2 L6	Hub, Tier 6: Tony, Part 1 and 2		
TT 2 L6	Virtual World: Poetry and Figurative Language		
TT 2 L7	Arcade: Taco Truck		

<b>L.7.5.a</b>			
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Word Choice Trait	TT U1–U2	Priority - Making Inferences
TT 2 L4	Virtual World: Rhetorical Devices	TT U2–U3	Priority - Vocabulary Visa
TT 2 L5	Tony (Intro)	TT U4	Priority - Author’s Stylistic Choices

<b>L.7.5.a</b>			
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L6	Virtual World: Poetry and Figurative Language	TT 2 L6	Priority - Analyzing Poetry

<b>L.7.5.b</b>			
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT U1–U2	Priority - Making Inferences Lesson Extras
WR	Paragraph Building: Word Choice Trait	TT U2–U3	Priority - Vocabulary Visa Lesson Extras
TT 2 L7	Arcade: Taco Truck	TT 2 L3	Priority - Evaluating Persuasive Content

<b>L.7.5.c</b>			
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT U1–U2	Priority - Making Inferences
WR	Paragraph Building: Word Choice Trait	TT U2–U3	Priority - Vocabulary Visa
TT 2 L3	Hub, Tier 2: Table 2	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L3	Virtual World: Translator 3000	TT 2	Mood

<b>L.7.6</b>			
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT 2	Priority - Word Analysis: Affixes
TT U1.1A	World of Wonders Passages	TT 2	Priority - Word Analysis: Root Words and Word Families
TT U1.1B	Vocab Preview: Wall of Water	TT 2	Priority - Vocabulary: Context Clues
TT U3.1B	Word Analysis Intro	TT 2	Priority - Vocabulary: Analyzing Context Clues
TT 2 L1	Arcade: Card Match	HX	Priority - Middle School Reading: Context Clues
TT 2 L2	Arcade: Abnarwhal		
TT 2 L3	Arcade: U.F. Whoa!		
TT 2 L4	Arcade: Super Sleuth		
HX	Arcade: Card Match		
HX	Arcade: Hype Dance Battle		

**Grade 8**

**Reading Standards for Literature**

**Key Ideas and Details**

<b>RL.8.1</b>			
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	2C: Angels in the Lab
TT 2 L1	World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell	ISIP AR RC	3A: Choosing Love
TT 2 L1	Virtual World: Sherlock Holmes and Moriarty	ISIP AR RC	3B: What's in a Name?
TT 2 L2	Virtual World: Les Misérables Adaptation	ISIP AR RC	4C: Labor of Love
TT 2 L2	Reteach: Drama	ISIP AR RC	8B: Time to Fly
TT 2 L2	World of Wonders Writing Prompt: Views of the Desert	ISIP AR RC	8C: Hear Ye, Hear Ye
TT 2 L3	World of Wonders Writing Prompts: The Midnight Prowler, Two Poems	TT U1- U3	Priority - Making Inferences
TT 2 L4	Virtual World: Rhetorical Devices: Juxtaposition – Charles Dickens Excerpt	TT U3	Priority - Characterization
TT 2 L4	World of Wonders Writing Prompt: Wrong Turn	TT 2	Mood
HX CH2 ST1	The Disappearance of a Goddess	TT 2	Masks Novella Unit

<b>RL.8.1</b>			
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
HX CH2 ST3A	The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged)	TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - History and Culture
		TT 2 L2	Priority - Point of View
		TT 2 L2	Priority - Dramatic Techniques
		TT 2 L5	Advanced Plot Elements Quiz
		HX	Middle School Reading: Making Inferences Priority Report Lesson
		HX	Middle School Reading: Text Evidence Priority Report Lesson
		HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)

<b>RL.8.2</b>			
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U1 L1.1A	Storytelling Across Cultures Lesson – Sequence and Summary
TT U1.1A	World of Wonders Passage: Unofficial Biography of Harry Houdini	TT U1&U3	Priority - Sequential Summary

<b>RL.8.2</b>			
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U2.1B	Giant Killer	TT U1&U3	Priority - Sequential Summary Lesson Extras
TT 2 L1	Virtual World: Content on Demand	TT U1	Priority - Summarize and Paraphrase Lesson Extras
TT 2 L2	Virtual World: Les Misérables Adaptation	TT U2&U3	Priority - Story Elements Lesson Extras
TT 2 L2	World of Wonders Writing Prompt: Views of the Desert	TT U4	Priority - Sequencing
TT 2 L3	Hub, Tier 5: Tony	TT U4	Priority - Sequencing Lesson Extras
TT 2 L3	World of Wonders Writing Prompt: Two Poems	TT 2	Masks Novella Unit
TT 2 L6	Virtual World: Poetry and Figurative Language	TT 2 L5	Advanced Plot Elements Quiz
TT 2 L6	World of Wonders Writing Prompts: Slam Night at the Midnight Lounge; Murasaki Shikibu: The Woman Behind the First Novel; The Roads Less Traveled; Tightrope	HX	Priority - Middle School Reading: Summarizing Lesson
HX CH1 ST1	Mount Fuji and the Moon Princess	HX	Priority - Middle School Reading: Paraphrasing Lesson
HX CH1 ST2	Lost and Found	HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)
HX CH1 ST3A	The Tale of Hervor		
HX CH1 ST3B	How the Arrow Got His Name, A Tale of Brotherhood		



<b>RL.8.3</b>			
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U1 L1.1A	Storytelling Across Cultures Lesson – Sequence and Summary
TT U2.1B	Reading Comprehension Skills	TT U1&U3	Priority - Sequential Summary
TT 2 L1	Hub, Tier 1: Tables 1 and 2	TT U1&U3	Priority - Sequential Summary Lesson Extras
TT 2 L1	Hub, Tier 3: Tables 1 and 2	TT U1	Priority - Summarize and Paraphrase Lesson Extras
TT 2 L1	Hub, Tier 4: Portal	TT U4	Priority - Sequencing
TT 2 L1	Hub, Tier 5: Tony	TT U4	Priority - Sequencing Lesson Extras
TT 2 L1	Virtual World: Sherlock Holmes (Content on Demand)	TT 2	Masks Novella Unit
TT 2 L1	Virtual World: Sherlock Holmes and Moriarty Connectors	TT 2 L5	Advanced Plot Elements Quiz
TT 2 L2	Virtual World: Les Misérables Adaptation	HX	Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1)
TT 2 L2	Reteach: Drama		
HX CH2 ST3A	The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged)		
HX CH1	Archives, Writing Prompts: Icarus, The Flying Dutchman		

**Craft and Structure**

<b>RL.8.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Vocabulary Subtests	C15	Bridge Lesson: Context Clues
WR	Paragraph Building: Word Choice Trait	TT U2	Priority - Vocabulary Visa
TT U1.1B	Didja Ninja and the Missing Jewel	TT U3	Priority - Vocabulary Visa
TT 2 L1	Hub, Tier 5: Tony	TT U3	Priority - Symbolism
TT 2 L3	Hub, Tier 1: Bulletin Board	TT U4	Priority - Author’s Purpose
TT 2 L3	Hub, Tier 2: Table 2	TT 2	Mood
TT 2 L3	Hub, Tier 5: Poetry SAGE Teach	HX	Priority - Middle School Reading: Context Clues
TT 2 L3	Virtual World: First Contact: Translator 3000		
TT 2 L3	World of Wonders Writing Prompt: The Midnight Prowler		
TT 2 L4	Virtual World: Rhetorical Devices		
TT 2 L4	Reteach: Macey Hype Call		
TT 2 L4	World of Wonders Writing Prompt: Wrong Turn		
TT 2 L6	Hub, Tier 1: Cafe SMILE		
TT 2 L6	Hub, Tier 2: Tables 1 and 2		
TT 2 L6	Virtual World: Poetry and Figurative Language		
TT 2 L7	Arcade: Taco Truck		

<b>RL.8.5</b>			
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L6	Virtual World: Poetry and Figurative Language	TT U2	Priority - Plot Elements Lesson Extras
HX CH1 ST1	Mount Fuji and the Moon Princess	TT 2 L2	Priority - Point of View
		TT 2 L5	Advanced Plot Elements Quiz

<b>RL.8.6</b>			
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT 2 L2	Priority - Point of View
TT U1.1A	Mulan; Wall of Water	TT 2 L2	Priority - Dramatic Techniques
TT U3.1B	Masks		
TT 2 L2	Virtual World: Les Misérables Script, Parts 3 and 4		
TT 2 L5	Hub, Tier 6: Decoder (Characterization and Knowing the Audience)		

**Integration of Knowledge and Ideas**

<b>RL.8.7</b>			
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1B	Whose Idea Was That? The Making of Film Adaptations	TT 2 L2	Priority - Dramatic Techniques

<b>RL.8.9</b>			
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1–U4	World of Wonders Writing Prompts	TT U2	Priority - Plot Elements Lesson Extras
		TT U2&U3	Priority - Story Elements Lesson Extras
		TT U3	Priority - Hero’s Journey Lesson Extras

**Range of Reading and Level of Text Complexity**

<b>RL.8.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Text Fluency Subtests	ISIP AR RC	1B: Exploring Space

<b>RL.8.10</b>			
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Text Fluency Subtests	ISIP AR RC	1B: Exploring Space
TT U1-U4	World of Wonders Passages, Self-Selected Reading Passages	ISIP AR RC	1A: Time for Music
TT 2 L1-L7	Fluency Assessment	ISIP AR RC	2C: Angels in the Lab
TT 2 L1	Virtual World: Sherlock Holmes	ISIP AR RC	3A: Choosing Love
TT 2 L2	Virtual World: Les Misérables Adaptation	ISIP AR RC	3B: What’s in a Name?
TT 2 L1-L7	World of Wonders Passages, Self-Selected Reading Passages	ISIP AR RC	4C: Labor of Love
HX CH1	Archives, Self-Selected Passages: The Call of the Wild; The Flying Dutchman; Icarus; Mei and the Terra-Cotta Army	ISIP AR RC	5B: Lunchtime with Lisa
		ISIP AR RC	6A: Drum Lesson
		ISIP AR RC	6B: The Big Day
		ISIP AR RC	8A: A Good Fit
		ISIP AR RC	8B: Time to Fly
		ISIP AR RC	8C: Hear Ye, Hear Ye

**RL.8.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10A: Wants vs. Needs
		ISIP AR RC	10C: A Great Dad
		ISIP AR	G8 Fluency 1: Google Talk
		ISIP AR	G8 Fluency 2: A Dangerous Gift
		ISIP AR	G8 Fluency 3: Enchanted Rock
		ISIP AR	G8 Fluency 4: The Case of the Missing Poodle
		ISIP AR	G8 Fluency 5: Saying Good-Bye
		ISIP AR	G8 Fluency 7: The Power of Music
		ISIP AR	G8 Fluency 8: One Tree, Four Haiku
		TT U1-U4	Priority - Text Fluency
		TT 2 L2	Priority - Point of View
		TT 2 L2	Priority - Dramatic Techniques
		TT 2	Self-Selected Reading Guide
		TT 2	Masks Novella Unit
		HX	Priority - Middle School Reading: Text Fluency

**Reading Standards for Informational Text**

**Key Ideas and Details**

<b>RI.8.1</b>			
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	9A: When a Bark Is More Than a Bark
TT U1.1B	Practice Making Inferences	TT U1	Priority - Summarize and Paraphrase
TT U1.1B	Didja Ninja Inferences	TT U1 L1.1B	Storytelling Across Cultures Lesson: Making Inferences
TT U1.1B	Mona Lisa: Inferences	TT U3-U4	Priority - Making Inferences
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell and The True Horror Story of Typhoid Mary; The Incredible Panyee FC	TT 2 L3	Informational Text Features
TT 2 L2	Virtual World: Les Misérables Adaptation	TT 2 L3	Informational Organizational Patterns
TT 2 L3	Virtual World: First Contact	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompt: Is the Truth Out There?	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L4	Hub, Tier 5: Bulletin Board	TT 2	Group Collaboration Guide
TT 2 L4	Virtual World: Rhetorical Devices	HX	Priority - Middle School Reading: Paraphrasing Lesson
TT 2 L4	World of Wonders Writing Prompt: The Good, the Bad, and the AI; The Woman with Three Names; Wrong Turn		
HX CH2 ST2	Solving the Mystery of the Antikythera Mechanism		

<b>RI.8.1</b>			
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
HX CH2 ST2	An Electrifying Debate		
HX CH2 ST3A	England's Two Faces		
HX CH1	Archives, Writing Prompt: Soccer and the World Cup		

<b>RI.8.2</b>			
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U4	Priority - Text Structures Lesson Extras
TT 2 L1	World of Wonders Writing Prompt: Shipwrecked	TT 2 L3	Informational Text Features
TT 2 L2	World of Wonders Writing Prompt: 13 Things You Didn't Know About the Eiffel Tower	TT 2 L3	Informational Organizational Patterns
TT 2 L4	World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; The Good, the Bad, and the AI	TT 2 L3	Priority - Evaluating Persuasive Content
HX CH1 ST3A	Female Viking Warriors	WR	Expository Essay – Planning Lesson 2.2, Form a Controlling Idea
HX CH1 ST3B	Genghis Khan Audio Guide		
HX	Archives, Writing Prompt: Soccer and the World Cup		



<b>RI.8.3</b>			
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space
TT U1.1A	Unofficial Biography of Harry Houdini	ISIP AR RC	1C: Fire and Ice
TT U4.1A	History of Hollywood: Special Effects and Makeup	ISIP AR RC	2A: Do Your Part
TT U4.1A	Film Adaptations and Documentaries	ISIP AR RC	2B: Spreading the Love
TT 2 L4	Virtual World: Allusion, Juxtaposition	ISIP AR RC	3C: Big Chug, Be Gone!
TT 2 L5	Tony (Intro)	ISIP AR RC	4A: Now That's Recycling
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	ISIP AR RC	4B: Give This Fish a Hand
TT 2 L4	World of Wonders Writing Prompt: The Good, the Bad, and the AI	ISIP AR RC	6C: Presto!
HX	Archives, Writing Prompt: Soccer and the World Cup	ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself
		ISIP AR RC	7C: Night Light

<b>RI.8.3</b>			
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9B: Sounds Like School Spirit
		ISIP AR RC	10B: Exercise for the Body and the Brain
		TT U4	Priority - Text Structures
		TT 2	Group Collaboration Guide
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument

**Craft and Structure**

<b>RI.8.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension and Vocabulary Subtests	TT 2 L3	Priority - Evaluating Persuasive Content
TT U1.1B	Unexpected Treasure		

<b>RI.8.4</b>			
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1B	On Set: Movie Maker; World of Wonders Passages		
TT 2 L3	Hub, Tier 1: Bulletin Board		
TT 2 L3	Hub, Tier 2: Table 2		
TT 2 L3	Virtual World: First Contact: Translator 3000		
TT 2 L4	Virtual World: Allusion Archive		
TT 2 L4	Reteach (Learning Lounge): Macey Hype Call		
TT 2 L6	Hub, Tier 1: Cafe SMILE Tables 1 and 2		
TT 2 L6	Hub, Tier 3: Cafe SMILE, Table 1		
TT 2 L6	Hub, Tier 6: Tony Parts 1 and 2		
TT 2 L6	Virtual World: Poetry and Figurative Language		
TT 2 L7	Arcade: Taco Truck		

<b>RI.8.5</b>			
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Organization Trait	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait

<b>RI.8.5</b>			
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	History of Hollywood: Special Effects and Makeup	TT U4	Priority - Text Structures
TT U4.1A	Film Adaptations and Documentaries	TT 2 L3	Informational Text Features
TT 2 L5	Reteach: Zak GLASS	TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument

<b>RI.8.5.a</b>			
Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Hub, Tier 4: Bulletin Board		

<b>RI.8.6</b>			
Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	TT U3	Priority - Protagonist/Antagonist
TT 2 L3	Virtual World: Humanity Sim	TT 2 L2	Priority - Point of View
TT 2 L2	World of Wonders Writing Prompt: 13 Things you Didn’t Know About the Eiffel Tower	TT 2 L3	Informational Text Features

<b>RI.8.6</b>			
Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompt: The Good, the Bad, and the AI	TT 2 L3	Informative Text Organizational Patterns
TT 2 L4	Virtual World: Rhetorical Devices	TT 2 L3	Priority - Evaluating Persuasive Content

**Integration of Knowledge and Ideas**

<b>RI.8.7</b>			
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	History of Hollywood: Special Effects and Makeup	TT 2 L2	Priority - Point of View
TT 2 L3	Hub, Tier 1: Bulletin Board: National Conspirer	TT 2 L3	Informative Text Organizational Patterns
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>RI.8.8</b>			
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	World of Wonders Writing Prompt: Mom’s Phone and the Intergalactic Cyborg Empire	TT 2 L3	Priority - Analyzing Argument
TT U4.1B	World of Wonders Writing Prompt: The Art of Persuasion	TT 2 L3	Priority - Evaluating Persuasive Content
TT 2 L3	Hub, Tier 1: Table 1: Argument		
TT 2 L3	Hub, Tier 1: National Conspirer		
TT 2 L3	Hub, Tier 2: Table 1		
TT 2 L3	Hub, Tier 3: Table 1		
TT 2 L3	Hub, Tier 5: Tony		
TT 2 L3	Virtual World: First Contact		
TT 2 L3	Reteach: ACERF		
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?		
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	Hub, Tier 1: Tables 1 and 2		
TT 2 L5	Reteach: Zak GLASS		

<b>RI.8.9</b>			
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U4.1A	World of Wonders Writing Prompt: Mom’s Phone and the Intergalactic Cyborg Empire	TT 2 L3	Priority - Analyzing Argument
TT U4.1B	World of Wonders Writing Prompt: The Art of Persuasion		

**Range of Reading and Level of Text Complexity**

<b>RI.8.10</b>			
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Reading Comprehension Subtest	ISIP AR RC	1B: Exploring Space
TT U1-U4	World of Wonders, Self-Selected Reading Passages	ISIP AR RC	1C: Fire and Ice
TT 2 L2-L7	Fluency Assessment	ISIP AR RC	2A: Do Your Part
TT 2 L1	World of Wonders Passages, Self-Selected Reading Passages	ISIP AR RC	2B: Spreading the Love
HX CH1	Fluency Passage: The Empty City	ISIP AR RC	3C: Big Chug, Be Gone!
HX	Archives, Writing Prompt: Soccer and the World Cup	ISIP AR RC	4A: Now That’s Recycling
		ISIP AR RC	4B: Give This Fish a Hand

<b>RI.8.10</b>			
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR RC	5C: An Aniplant
		ISIP AR RC	6C: Presto!
		ISIP AR RC	7A: Round and Round?
		ISIP AR RC	7B: Unplug Yourself!
		ISIP AR RC	9A: When a Bark Is More Than a Bark
		ISIP AR RC	9C: Band Aid
		ISIP AR RC	10B: Exercise for the Body and the Brain
		ISIP AR	G8 Fluency 6: The Power of the Pen
		ISIP AR	G8 Fluency 9: Go Ahead – Play Dirty
		ISIP AR	G8 Fluency 10: Invasion of the Burmese Pythons
		TT U4	Priority - Text Fluency
		TT U4	Priority - Text Structures
		TT U4	Priority - Author's Purpose
		TT 2 L1- L4	Priority - Text Fluency



<b>RI.8.10</b>			
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2 L3	Informational Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument
		TT 2	Self-Selected Reading Guide

**Writing Standards**

**Types of Texts and Purposes**

<b>W.8.1</b>			
Write arguments to support claims with clear reasons and relevant evidence.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1–U4	World of Wonders Writing Prompts	TT 2	Argumentative Text Quiz
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	TT 2 L5	Priority - Advanced Argumentative Texts
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names		
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		

<b>W.8.1</b>			
Write arguments to support claims with clear reasons and relevant evidence.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.8.1.a</b>			
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2	Argumentative Text Quiz
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	TT 2 L3	Priority - Analyzing Argument
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names	TT 2 L5	Priority - Advanced Argumentative Texts
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.8.1.b</b>			
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2	Argumentative Text Quiz
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	TT 2 L3	Priority - Analyzing Argument
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names	TT 2 L5	Priority - Advanced Argumentative Texts
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		
TT 2 L7	Hub, Tier 5: Bulletin Board (Credibility QTT)		

<b>W.8.1.c</b>			
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2	Argumentative Text Quiz
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	TT 2 L3	Priority - Analyzing Argument
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names	TT 2 L5	Priority - Advanced Argumentative Texts
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction		

<b>W.8.1.c</b>			
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.8.1.d</b>			
Establish and maintain a formal style.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition	TT 2	Argumentative Text Quiz
TT 2 L5	World of Wonders Writing Prompt: Bats: Fact or Fiction	TT 2 L3	Priority - Analyzing Argument
TT 2 L6	World of Wonders Writing Prompt: The Roads Less Traveled	TT 2 L5	Priority - Advanced Argumentative Texts
TT 2 L7	World of Wonders Writing Prompt: The Power of One Person		

<b>W.8.1.e</b>			
Provide a concluding statement or section that follows from and supports the argument presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary	TT 2	Argumentative Text Quiz
TT 2 L3	World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?	TT 2 L3	Priority - Analyzing Argument

<b>W.8.1.e</b>			
Provide a concluding statement or section that follows from and supports the argument presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names	TT 2 L5	Priority - Advanced Argumentative Texts
TT 2 L7	World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty?		

<b>W.8.2</b>			
Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay Planning Lesson 2.1: Choosing an Overall Topic
WR	Paragraph Building: Ideas Trait, Organization Trait, Voice Trait, Word Choice Trait	WR	Expository Essay, Planning Lesson 2.2: Form a Controlling Idea
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC	WR	Expository Essay, Planning Lesson 2.3: Form an Introduction
TT 2 L2	World of Wonders Writing Prompts: A Mad Scientist’s Guide to Neuroplasticity; 13 Things You Didn’t Know About the Eiffel Tower	WR	Expository Essay, Planning Lesson 2.4: Subtopics
TT 2 L3	World of Wonders Writing Prompt: Is the Truth Out There?	WR	Expository Essay, Planning Lesson 2.5: Concluding Sentence
TT 2 L4	Virtual World: Juxtaposition	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
TT 2 L4	World of Wonders Writing Prompts: Wrong Turn; Hard Time: Working to Rehabilitate Teen Prisoners	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait

<b>W.8.2</b>			
Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L5	World of Wonders Writing Prompt: Memory Two Ways	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Slam Night at the Midnight Lounge; Tightrope	WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
TT 2 L7	World of Wonders Writing Prompts: The Power of One Person; Extra Pieces; The Herald of the Forest	TT 2 L2	Priority - Dramatic Techniques
HX CH1	Archives, Writing Prompts: The Flying Dutchman; Icarus	TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)
		HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)

<b>W.8.2.a</b>			
Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Organizing	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
WR	Paragraph Building: Organization Trait	WR	Expository Essay, Planning Lesson 2.3: Form an Introduction
TT 2 L5	World of Wonders Writing Prompt: Memory Two Ways	TT 2 L3	Informational Text Features

<b>W.8.2.a</b>			
Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World's First Novel	TT 2 L3	Informative Text Organizational Patterns
HX CH1	Archives, Writing Prompts: The Flying Dutchman; Icarus		

<b>W.8.2.b</b>			
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay, Planning Lesson 2.2: Form a Controlling Idea
WR	Paragraph Building: Ideas Trait, Organization Trait, Sentence Fluency Trait	WR	Expository Essay, Planning Lesson 2.4: Subtopics
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC	WR	Paragraph Building – Six Traits: Unit 1: Ideas Trait
TT 2 L2	World of Wonders Writing Prompts: A Mad Scientist's Guide to Neuroplasticity; 13 Things You Didn't Know About the Eiffel Tower	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Is the Truth Out There?	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
TT 2 L4	Virtual World: Rhetorical Devices	TT 2 L2	Priority - Dramatic Techniques

<b>W.8.2.b</b>			
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn	TT 2 L3	Informational Text Features
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways; Amelia Earhart and the Mystery of the Nikumaroro Bones	TT 2 L3	Informative Text Organizational Patterns
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World’s First Novel	HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)
TT 2 L7	World of Wonders Writing Prompt: Extra Pieces	HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)

<b>W.8.2.c</b>			
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Voice Trait, Word Choice Trait	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC	WR	Expository Essay, Planning Lesson 2.3: Form an Introduction
TT 2 L2	World of Wonders Writing Prompt: A Mad Scientist’s Guide to Neuroplasticity	WR	Expository Essay, Planning Lesson 2.2: Form a Controlling Idea
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Is the Truth Out There?; Pro/Con: Should We Bring Back Extinct Species?	TT 2 L3	Informational Text Features
TT 2 L4	World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn	TT 2 L3	Informative Text Organizational Patterns



<b>W.8.2.c</b>			
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways		
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World's First Novel		

<b>W.8.2.d</b>			
Use precise language and domain-specific vocabulary to inform about or explain the topic.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
WR	Paragraph Building: Voice Trait, Word Choice Trait	WR	Paragraph Building – Six Traits: Unit 4: Word Choice Trait
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Slam Night at the Midnight Lounge	TT 2 L2	Priority - Dramatic Techniques

<b>W.8.2.e</b>			
Establish and maintain a formal style.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 3: Voice Trait
WR	Paragraph Building: Voice Trait	WR	Expository Essay Characteristics Lesson 1.3: Voice
TT 2 L6	World of Wonders Writing Prompts: The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World's First Novel		

<b>W.8.2.f</b>			
Provide a concluding statement or section that follows from and supports the information or explanation presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 2: Organization Trait
WR	Paragraph Building: Organization Trait	WR	Expository Essay, Planning Lesson 2.5: Concluding Sentence
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC	TT 2 L3	Informational Text Features
TT 2 L2	World of Wonders Writing Prompt: A Mad Scientist’s Guide to Neuroplasticity	TT 2 L3	Informative Text Organizational Patterns
TT 2 L3	World of Wonders Writing Prompt: Adventure Time: Videoconferencing Edition	HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)
TT 2 L4	World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn	HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)
TT 2 L5	World of Wonders Writing Prompts: Memory Two Ways; Amelia Earhart and the Mystery of the Nikumaroro Bones		
TT 2 L6	World of Wonders Writing Prompts: Slam Night at the Midnight Lounge; The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World’s First Novel		
HX CH1	Archives, Writing Prompts: The Flying Dutchman; Icarus		

**W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Code	Digital Student Experience	Code	Teacher Resources
WR	Personal Narrative	WR	Personal Narrative – Characteristics, Unit 1
WR	Paragraph Building	WR	Personal Narrative – Planning, Unit 2
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative – Drafting, Unit 3
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	TT 2 L1	Priority - Characterization
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	TT 2 L2	Priority - Point of View
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army	TT 2	Mood
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

**W.8.3.a**

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Code	Digital Student Experience	Code	Teacher Resources
WR	Paragraph Building: Planning, Drafting	WR	Personal Narrative – Characteristics, Unit 1
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative – Planning, Unit 2

<b>W.8.3.a</b>			
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	WR	Personal Narrative – Drafting, Unit 3
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	WR	Personal Narrative: Characteristics Lesson 1.1, First Person Point of View
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army	TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - Point of View
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
		HX	Middle School Reading: Writing Personal Narrative - Prewriting (Day 2)
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.8.3.b</b>			
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Organization Trait, Sentence Fluency Trait	WR	Personal Narrative: Characteristics Lesson 1.1, First Person Point of View
TT U1–U4	World of Wonders Writing Prompts	WR	Personal Narrative: Characteristics Lesson 1.2, Voice
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative: Characteristics Lesson 1.3, Setting

<b>W.8.3.b</b>			
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	WR	Personal Narrative: Characteristics Lesson 1.4, Description
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	WR	Personal Narrative: Characteristics Lesson 1.5, Dialogue
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army	TT 2	Mood
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - Point of View
		TT 2 L2	Priority - Dramatic Techniques
		HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.8.3.c</b>			
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative – Characteristics, Unit 1
WR	Paragraph Building: Sentence Fluency Trait, Word Choice Trait, Voice Trait, Organization Trait, Sentence Fluency Trait	WR	Personal Narrative – Planning, Unit 2
		WR	Personal Narrative – Drafting, Unit 3

<b>W.8.3.c</b>			
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)

<b>W.8.3.d</b>			
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative: Characteristics Lesson 1.1, First Person Point of View
WR	Paragraph Building: Sentence Fluency Trait, Word Choice Trait, Voice Trait, Sentence Fluency Trait	WR	Personal Narrative: Characteristics Lesson 1.2, Point of View
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	WR	Personal Narrative: Characteristics Lesson 1.3, Setting
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	TT 2	Mood
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time	HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
TT 2 L6	Hub, Tier 2: Tables 1 and 2	HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army		

<b>W.8.3.e</b>			
Provide a conclusion that follows from and reflects on the narrated experiences or events.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative – Planning Lesson 2.5, Form a Conclusion
WR	Paragraph Building: Organization Trait	WR	Personal Narrative – Drafting Lesson 3.3, Conclusion
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
TT 2 L2	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2	HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)
TT 2 L4	World of Wonders Writing Prompt: Forgotten by Time		
HX CH1	Archives, Writing Prompt: Mei and the Terra-Cotta Army		

**Production and Distribution of Writing**

<b>W.8.4</b>			
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Publishing	TT 2 L1	Priority - Characterization
WR	Personal Narrative: Publishing	TT 2 L2	Priority - Point of View
TT U1.1A	World of Wonders Writing Prompts	TT 2 L3	Informational Text Features
TT U1.1B	World of Wonders Writing Prompts	TT 2 L3	Informational Organizational Patterns
TT U2.1A	World of Wonders Writing Prompts	TT 2 L3	Priority - Analyzing Argument

<b>W.8.4</b>			
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1-L7	World of Wonders Writing Prompts	TT 2	Mood
HX CH1	Archives, Writing Prompts	HX	Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative)
		HX	Archive Passage: Icarus Passage Quiz (Writing Prompt)
		HX	Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)
		HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)
		HX	Middle School Reading: Writing Personal Narrative – Essay Formatting (Day 5)

<b>W.8.5</b>			
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Personal Narrative – Characteristics, Unit 1
WR	Expository Essay	WR	Personal Narrative – Planning, Unit 2
		WR	Personal Narrative – Drafting, Unit 3
		WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait



<b>W.8.5</b>			
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)

<b>W.8.6</b>			
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Publishing	TT 2	Research Unit: Student Guide
WR	Personal Narrative: Publishing	TT 2	Research Unit: Teacher Guide
TT U1.1A	World of Wonders Writing Prompts	TT 2	Research Unit: Teacher Slideshow
TT U1.1B	World of Wonders Writing Prompts	WR	Personal Narrative – Drafting, Unit 3
TT U2.1A	World of Wonders Writing Prompts	TT U2	Priority - Plot Elements Lesson Extras (Integrating Research and Technology)
TT 2 L1–L7	World of Wonders Writing Prompts		
HX CH1	Archives, Writing Prompts		

**Research to Build and Present Knowledge**

<b>W.8.7</b>			
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L7	Hub, Tier 3: Bulletin Board	TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2 L3	Informational Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument
		TT 2	Mood
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>W.8.8</b>			
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L7	Hub: Table 1, Tier 3	TT 2	Research Unit: Student Guide
TT 2 L7	Hub, Tier 7: Table 1	TT 2	Research Unit: Teacher Guide

<b>W.8.8</b>			
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L7	Hub: Bulletin Board: Search Engine QTT, Relevancy QTT	TT 2	Research Unit: Teacher Slideshow
TT 2 L7	Hub: Bulletin Board: Credibility QTT	TT 2 L3	Analyzing Argument
TT 2 L7	Hub: Tier 5: Table 1: Zak and Ramón	TT 2 L3	Informational Text Features

<b>W.8.9</b>			
Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1-U4	World of Wonders Writing Prompts	TT U2&U3	Priority - Story Elements Lesson Extras
TT 2 L1-L7	World of Wonders Writing Prompts	TT U3	Priority - Hero's Journey Lesson Extras
HX CH1	Archives, Writing Prompts	TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - Point of View
		TT 2 L3	Analyzing Argument
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

**W.8.9.a**

Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Code	Digital Student Experience	Code	Teacher Resources
TT 2 L1	World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1	TT 2 L2	Priority - History and Culture
TT 2 L2	World of Wonders Writing Prompts: Kate Shelley Saves the Train, Part 2; Against All Odds; Views of the Desert		
TT 2 L3	World of Wonders Writing Prompts: The Midnight Prowler; Two Poems		
TT 2 L4	World of Wonders Writing Prompt: Wrong Turn		
TT 2 L5	World of Wonders Writing Prompt: Memory Two Ways		
TT 2 L6	World of Wonders Writing Prompts: Slam Night at the Midnight Lounge; The Roads Less Traveled; Summer at the Lake; Tightrope		
TT 2 L7	World of Wonders Writing Prompt: The Herald of the Forest		
HX CH1	Archives, Writing Prompts: Mei and the Terra-Cotta Army; The Call of the Wild; The Flying Dutchman; Icarus		

<b>W.8.9.b</b>			
Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; The True Horror of Typhoid Mary; The Incredible Panyee FC; Shipwrecked	TT 2 L3	Priority - Analyzing Argument
TT 2 L2	World of Wonders Writing Prompts: 13 Things You Didn't Know About the Eiffel Tower; A Mad Scientist's Guide to Neuroplasticity	TT 2	Research Unit: Student Guide
TT 2 L3	World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Pro/Con: Should We Bring Back Extinct Species?; Is the Truth Out There?	TT 2	Research Unit: Teacher Guide
TT 2 L4	World of Wonders Writing Prompts: The Good, the Bad, and the AI; Hard Time: Working to Rehabilitate Teen Prisoners; The Woman with Three Names; Forgotten by Time	TT 2	Research Unit: Teacher Slideshow
TT 2 L5	World of Wonders Writing Prompts: Amelia Earhart and the Mystery of the Nikumaroro Bones; Bats: Fact or Fiction; Claudette Colvin: A True Revolutionary; The Psychology of Propaganda; Memory Two Ways		
TT 2 L6	World of Wonders Writing Prompts: Murasaki Shikibu: The Woman Behind the World's First Novel; The Roads Less Traveled		
TT 2 L7	World of Wonders Writing Prompts: Your Brain on Technology; The Power of One Person; Extra Pieces; Can the Internet Help End Poverty?		
HX CH1	Archives, Writing Prompt: Soccer and the World Cup		

**Range of Writing**

<b>W.8.10</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Personal Narrative – Drafting Lesson 3.1, Introduction
WR	Personal Narrative	WR	Personal Narrative – Drafting Lesson 3.2, Body Paragraphs
TT U1-U4	World of Wonders Writing Prompts	WR	Personal Narrative – Drafting Lesson 3.3, Conclusion
TT 2 L1-L7	World of Wonders Writing Prompts	TT 2 L1	Priority - Characterization
TT 2 L1	Virtual World: Watson In Danger Think Aloud, Moriarty Storms Out Think Aloud, Coatrack Think Aloud, Watson Letter/Moriarty Letter, Final Task	TT 2 L2	Priority - Point of View
TT 2 L4	Virtual World: Juxtaposition Free Response	TT 2 L3	Informational Text Features
		TT 2 L3	Informational Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument
		TT 2	Mood
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

**Speaking and Listening Standards**

**Comprehension and Collaboration**

<b>SL.8.1</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Reteach: Macey, hELPR	TT U1&U2	Priority - Making Inferences
TT 2 L5	Tony (Intro)	TT U2&U3	Priority - Story Elements
		TT U3	Priority - Hero’s Journey
		TT U4	Priority - Text Structures
		TT U4	Priority - Author’s Purpose
		TT 2	Group Collaboration Guide
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - History and Culture
		TT 2 L2	Priority - Dramatic Techniques
		TT 2 L3	Informative Text Organizational Patterns

**SL.8.1.a**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Code	Digital Student Experience	Code	Teacher Resources
TT 2 L5	Tony (Intro)	TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - History and Culture
		TT 2	Group Collaboration Guide

**SL.8.1.b**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Code	Digital Student Experience	Code	Teacher Resources
		TT U2	Priority - Symbolism Lesson Extras
		TT U4	Priority - Text Fluency
		TT 2 L1	Priority - Characterization
		TT 2 L2	Priority - History and Culture
		TT 2 L2	Priority - Point of View
		TT 2	Group Collaboration Guide



<b>SL.8.1.c</b>			
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L4	Reteach: Macey, hELPR	TT 2 L1	Priority - Characterization
TT 2 L5	Tony (Intro)	TT 2 L2	Priority - History and Culture
		TT 2	Group Collaboration Guide

<b>SL.8.1.d</b>			
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L1	Hub, Tier 5: Tony (Characterization)	TT U3	Priority - Hero's Journey Lesson Extras
TT 2 L2	Hub, Tier 7: Tony (Point of View and Author's Purpose)	TT U3	Priority - Characterization
TT 2 L3	Tier 5: Tony (ACER)	TT 2	Group Collaboration Guide
TT 2 L3	Virtual World: First Contact Branching Narrative	TT 2 L1	Priority - Characterization
TT 2 L4	Hub, Tier 6: Tony 2: Branching Conversation	TT 2 L2	Priority - History and Culture
TT 2 L4	Virtual World: Rhetorical Devices		

<b>SL.8.2</b>			
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L5	Hub, Tier 5: Bulletin Board (Ramón)	TT 2	Group Collaboration Guide

<b>SL.8.3</b>			
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L3	Hub, Tier 5: Tony (ACER)	TT 2 L3	Priority - Analyzing Argument
TT 2 L3	Virtual World: First Contact: Humanity Sim, Message Building, Final Task	TT 2 L5	Priority - Advanced Argumentative Texts
TT 2 L4	Virtual World: Rhetorical Devices	TT 2	Group Collaboration Guide

**Presentation of Knowledge and Ideas**

<b>SL.8.4</b>			
Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L5	Hub: Tony (Intro)	TT 2 L2	Priority - Dramatic Techniques
		TT 2 L3	Priority - Analyzing Argument
		TT 2 L3	Informational Text Features

**SL.8.4**

Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Code	Digital Student Experience	Code	Teacher Resources
		TT 2 L5	Priority - Advanced Argumentative Texts
		TT 2	Group Collaboration Guide
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

**SL.8.4.a**

Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.

Code	Digital Student Experience	Code	Teacher Resources
TT 2 L6	World of Wonders Writing Prompts	TT U3	Priority - Hero's Journey Lesson Extras
		TT U3	Priority - Protagonist/Antagonist Lesson Extras

**SL.8.5**

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Code	Digital Student Experience	Code	Teacher Resources
		TT U1	Priority - Summarize and Paraphrase Lesson Extras

<b>SL.8.5</b>			
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT U2	Priority - Vocabulary Visa Lesson Extras
		TT U3	Priority - Hero's Journey Lesson Extras
		TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument

<b>SL.8.6</b>			
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2 L2	Priority - Point of View
		TT 2 L3	Informational Text Features
		TT 2 L3	Informative Text Organizational Patterns
		TT 2 L3	Priority - Analyzing Argument
		TT 2	Group Collaboration Guide
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

**Language Standards**

**Conventions of Standard English**

<b>L.8.1</b>			
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
WR	Expository Essay	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
WR	Paragraph Building: Conventions Trait, Sentence Fluency Trait	WR	Paragraph Building: Conventions Trait Rubric
TT U1-U4	World of Wonders Writing Prompts	TT 2	Research Unit: Student Guide
TT 2 L1-L7	World of Wonders Writing Prompts	TT 2	Research Unit: Teacher Guide
HX	Archives, Writing Prompts	TT 2	Research Unit: Teacher Slideshow
		HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)

<b>L.8.1.a</b>			
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay: Publishing	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building: Conventions Trait Rubric
HX	Faceplant Game	TT 2	Research Unit: Student Guide

<b>L.8.1.a</b>			
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow
		HX	Middle School Reading: Verb Tenses/Aspects Priority Report Lesson

<b>L.8.1.b</b>			
Form and use verbs in the active and passive voice.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WR	Paragraph Building: Conventions Trait Rubric
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow

<b>L.8.1.c</b>			
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Personal Narrative	WR	Paragraph Building – Six Traits, Unit 3: Voice Trait
WR	Paragraph Building: Conventions Trait, Voice Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait

<b>L.8.1.c</b>			
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		WR	Personal Narrative Characteristics Lesson 1.2: Voice
		WR	Expository Essay Characteristics Lesson 1.3: Voice

<b>L.8.1.d</b>			
Recognize and correct inappropriate shifts in verb voice and mood.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Voice Trait	WR	Paragraph Building – Six Traits, Unit 3: Voice Trait
TT U1–U4	World of Wonders Writing Prompts		
TT 2 L1–L7	World of Wonders Writing Prompts		
HX CH1	Archives, Writing Prompts		

<b>L.8.2</b>			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait, Sentence Fluency Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
TT 2 L1–L7	World of Wonders Writing Prompts	WR	Paragraph Building: Conventions Trait Rubric

<b>L.8.2</b>			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
HX	Archives, Writing Prompts	TT 2	Priority - Word Analysis: Spelling
HX	Nekokami Game	HX	Priority - Middle School Reading: Spelling Lesson
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow
		HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)

<b>L.8.2.a</b>			
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WR	Paragraph Building: Conventions Trait Rubric
		TT 2	Research Unit: Student Guide
		TT 2	Research Unit: Teacher Guide
		TT 2	Research Unit: Teacher Slideshow



<b>L.8.2.b</b>			
Use an ellipsis to indicate an omission.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait
		WR	Paragraph Building: Conventions Trait Rubric

<b>L.8.2.c</b>			
Spell correctly.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Word Analysis Subtest	WR	Paragraph Building: Conventions Trait Rubric
WR	Personal Narrative: Publishing	TT 2	Priority - Word Analysis: Spelling
WR	Expository Essay: Publishing	HX	Priority - Middle School Reading: Spelling Lesson
TT 2 L1-L7	World of Wonders Writing Prompts		
HX CH1	Archives, Writing Prompts		
HX	Nekokami Game		

**Knowledge of Language**

<b>L.8.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Text Fluency Subtest	WR	Paragraph Building – Six Traits: Unit 6: Conventions Trait

<b>L.8.3</b>			
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Paragraph Building: Conventions Trait, Sentence Fluency Trait	WR	Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait
TT 2 L1-L7	World of Wonders Writing Prompts	WR	Paragraph Building: Conventions Trait Rubric
TT 2 L4	Virtual World: Listening to Speeches	TT 2	Priority - Word Analysis: Affixes
HX	Archives, Writing Prompts	HX	Middle School Reading: Writing Personal Narrative – Drafting (Day 3)
		HX	Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)

<b>L.8.3.a</b>			
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
WR	Expository Essay	WR	Expository Essay, Characteristics Lesson 1.3: Voice
WR	Personal Narrative	WR	Paragraph Building – Six Traits, Unit 3: Voice Trait

**Vocabulary Acquisition and Use**

<b>L.8.4</b>			
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR	Vocabulary Interventions
TT U2	Word Analysis Game	TT U1-U4	Priority - Vocabulary Visa
TT U2	Word Analysis Game Intro	TT U4	Priority - Word Analysis: Understanding Words in Context
TT 2 L1	Arcade: Card Match	TT 2	Priority - Vocabulary: Context Clues
TT 2 L2	Arcade: Abnarwhal	TT 2	Priority - Word Analysis: Affixes
TT 2 L3	Arcade: U.F. Whoa!	TT 2	Mood
TT 2 L4	Arcade: Super Sleuth	TT 2	Priority - Vocabulary: Context Clues
HX	Arcade: Card Match	TT 2	Priority - Word Analysis: Root Words and Word Families
HX	Arcade: Hype Dance Battle		

<b>L.8.4.a</b>			
Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR	Vocabulary Interventions
TT U1-U4	Card Match	TT U1-U4	Priority - Vocabulary Visa

<b>L.8.4.a</b>			
Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1	Mystery Word Game	TT U4	Priority - Word Analysis: Understanding Words in Context
TT U2	Word Sort	TT 2	Priority - Vocabulary: Context Clues
TT U3	Syllable Search, Vocab Hack	TT 2	Priority - Vocabulary: Analyzing Context Clues
TT 2 L1	Arcade: Card Match	HX	Priority - Middle School Reading: Context Clues
TT 2 L3	Arcade: U.F. Whoa!		
TT 2 L4	Arcade: Super Sleuth		
HX	Arcade: Card Match		
HX	Arcade: Hype Dance Battle		

<b>L.8.4.b</b>			
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	ISIP AR VOC	1C: Tier 1 – Types of Flags, Latin Prefix (trans-)
TT U1	Vocab Lab (Roots and Suffixes)	ISIP AR VOC	2C: Tier 1 – Kapok Tree, Latin Root (tain)
TT U2	Word Sort	ISIP AR VOC	3C: Tier 1 – Irish Folklore, Latin Prefix (sub-)

<b>L.8.4.b</b>			
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	Arcade: Abnarwhal	ISIP AR VOC	4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)
TT 2 L3	Arcade: U.F. Whoa!	ISIP AR VOC	5A: Tier 3 – Latin Root (tract) “A Matter of Interest”
		ISIP AR VOC	6B: Tier 2 – Greek Root (graph) “Picture This”
		ISIP AR VOC	6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-)
		ISIP AR VOC	7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”
		ISIP AR VOC	7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”
		ISIP AR VOC	7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)
		ISIP AR VOC	8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”
		ISIP AR VOC	8C: Tier 1 – Civil War, Latin Roots (rupt, struct)
		ISIP AR VOC	9B: Tier 1 – Latin Root (ject) “Express Yourself”
		ISIP AR VOC	9C: Tier 1 – Chain Mail, Latin Roots (man, val)
		ISIP AR VOC	10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past”

<b>L.8.4.b</b>			
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP AR VOC	10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”
		TT U1	Priority - Word Analysis: Suffixes
		TT U2	Priority - Word Analysis: Root Words
		TT 2	Priority - Word Analysis: Root Words and Word Families
		TT 2	Priority - Word Analysis: Affixes

(Lexicon is available at all points in the program)

<b>8.L.4.c</b>			
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech trace the etymology of words.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1- U4	4-Square with Didja Ninja	TT	Fairy Tales, Legends, and Folklore Vocabulary Visa - Reteach
TT U1- U4	All Passages (Glossary)	TT U4	Priority - Word Analysis: Understanding Words in Context
TT U1- U4	Card Match	TT U4	Priority - Word Analysis: Understanding Words in Context Lesson Extras
TT 2 L1	World of Wonders Passages: Lexicon/Glossary Entries	TT 2	Priority - Word Analysis: Root Words and Word Families
TT 2 L1	Virtual World: Lexicon/Glossary		
TT 2 L2	Arcade: Abnarwhal		

<b>L.8.4.d</b>			
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1-U4	4-Square with Didja Ninja	TT 2	Priority - Vocabulary: Context Clues
TT U1-U4	All Passages (Vocabulary Preview)	TT 2	Priority - Vocabulary: Analyzing Context Clues
TT 2 L1	Arcade: Card Match	HX	Priority - Middle School Reading: Context Clues
TT 2 L2	Arcade: Abnarwhal		
TT 2 L3	Arcade: U.F. Whoa!		
TT 2 L4	Arcade: Super Sleuth		
HX	Arcade: Card Match		
HX	Arcade: Hype Dance Battle		

<b>L.8.5</b>			
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	WR	Personal Narrative Rubric
WR	Personal Narrative: Editing	WR	Expository Essay Rubric
WR	Expository Essay: Editing	TT 2	Mood
WR	Paragraph Building: Word Choice Trait, Voice Trait	TT 2 L3	Priority - Evaluating Persuasive Content

<b>L.8.5</b>			
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT 2 L2	Arcade: Abnarwhal		
TT 2 L3	Virtual World: Translator 3000		
TT 2 L4	Virtual World Passages		
TT 2 L6	Hub, Tier 1: Cafe SMILE, Table 1		
TT 2 L6	Hub, Tier 3: Cafe SMILE, Table 1		
TT 2 L6	Hub, Tier 6: Tony, Part 2		
TT 2 L6	Virtual World: Poetry and Figurative Language		
TT 2 L7	Arcade: Taco Truck		

<b>L.8.5.a</b>			
Interpret figures of speech (e.g., verbal irony, puns) in context.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
TT U1.1B	Didja Ninja and the Missing Jewel; Unexpected Treasure	TT U2-U4	Priority - Vocabulary Visa
TT 2 L4	Virtual World: Rhetorical Devices	TT U4	Priority - Word Analysis: Understanding Words in Context
TT 2 L5	Tony (Intro)	TT 2	Priority - Vocabulary: Context Clues



**L.8.5.b**

Use the relationship between particular words to better understand each of the words.

Code	Digital Student Experience	Code	Teacher Resources
ISIP AR	Vocabulary Subtest	TT U4	Priority - Word Analysis: Root Words Lesson Extras
TT 2 L1	Arcade: Lab Lockdown	TT U4	Priority - Word Analysis: Understanding Words in Context Lesson Extras
TT 2 L1	Arcade: Card Match	TT 2 L3	Priority - Evaluating Persuasive Content

**L.8.5.c**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Code	Digital Student Experience	Code	Teacher Resources
ISIP AR	Vocabulary Subtest	TT U1-U2	Priority - Making Inferences Lesson Extras
WR	Paragraph Building: Word Choice Trait	TT U2-U3	Priority - Vocabulary Visa Lesson Extras
TT 2 L3	Hub, Tier 2: Table 2 (Connotative Meaning)	TT U4	Priority - Author's Stylistic Choices
TT 2 L3	Virtual World: First Contact: Translator 3000	TT 2	Mood
		TT 2 L3	Priority - Evaluating Persuasive Content
		TT 2 L6	Priority - Analyzing Poetry

<b>L.8.6</b>			
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
ISIP AR	Vocabulary Subtest	TT 2	Mood
TT U1.1A	World of Wonders Passages	TT 2	Priority - Word Analysis: Affixes
TT U1.1B	Vocab Preview: Wall of Water	TT 2	Priority - Word Analysis: Root Words and Word Families
TT U3.1B	Word Analysis Intro	TT 2	Priority - Vocabulary: Context Clues
TT 2 L1	Arcade: Card Match	TT 2	Priority - Vocabulary: Analyzing Context Clues
TT 2 L2	Arcade: Abnarwhal	HX	Priority - Middle School Reading: Context Clues
TT 2 L3	Arcade: U.F. Whoa!		
TT 2 L4	Arcade: Super Sleuth		
HX	Arcade: Card Match		
HX	Arcade: Hype Dance Battle		



## Appendix

### Classroom Resource

Letter and Game Cards	
Code	Resources
CR	Word Masters Spelling Game: Score Card
CR	Lowercase Letter Cards
CR	Alphabetic Letter Cards: Lowercase (Small)
CR	Capital Letter Cards
CR	Alphabetic Letter Cards: Capital (Small)

### School-to-Home Resources

Pre-Reading	
Code	Resources
PP	Blending Separate Spoken Sounds into Words
PP	Listening for Beginning Sounds

Cycle 1	
Code	Resources
PP	Identifying the Initial Short Vowel Sound /a/
PP	Reading Sentences with HFW



<b>Cycle 1</b>	
<b>Code</b>	<b>Resources</b>
C1 G	Word Bank Cards
BP	Pam and Cam
BP	The Maps

<b>Cycle 2</b>	
<b>Code</b>	<b>Resources</b>
PP	Identifying Letters and Sounds for Short Vowel /a/ and /i/
PP	Listening for the Middle Sound
C2 G	Word Bank Cards
C2 G	Phonogram Cards
BP	Pip and His Lips
BP	Tim and Sam
BP	Sam Tips the Lamp

<b>Cycle 3</b>	
<b>Code</b>	<b>Resources</b>
PP	Reading oa Words
PP	Reading Words with Beginning Blends: sl, sn, sp, st



<b>Cycle 3</b>	
<b>Code</b>	<b>Resources</b>
PP	Writing Extension: Dots and Spots
PP	Writing Extension: The Toads Are Lost
C3 G	Word Bank Cards
C3 G	Phonogram Cards
C3 G	Word Masters Spelling Game Cards
BP	The Toads in the Road
BP	Stan the Man
BP	Dots and Spots
BP	The Toads are Lost

<b>Cycle 4</b>	
<b>Code</b>	<b>Resources</b>
PP	Reading ee and ea Words
PP	Reading Sentences with HFW
PP	Writing Extension: Fred Has Ten Hens
PP	Writing Extension: My Dog Has Fleas
C4 G	Word Bank Cards
C4 G	Phonogram Cards



<b>Cycle 4</b>	
<b>Code</b>	<b>Resources</b>
C4 G	Word Masters Spelling Game Cards
BP	Meg and the Hens
BP	The Green Team
BP	Fred Has Ten Hens
BP	My Dog Has Fleas

<b>Cycle 5</b>	
<b>Code</b>	<b>Resources</b>
PP	Reading with Expression
PP	Spelling CVCe Words with A and O
PP	Writing Extension: Fun at Home
PP	Writing Extension: Late for the Game
C5 G	Word Bank Cards
C5 G	Phonogram Cards
C5 G	Word Masters Spelling Game Cards
BP	Homes for Sale
BP	The Blue Blimp
BP	Late for the Game



<b>Cycle 5</b>	
<b>Code</b>	<b>Resources</b>
BP	Fun at Home

<b>Cycle 6</b>	
<b>Code</b>	<b>Resources</b>
PP	Making New CVC Words through Sound Substitution
PP	Reading Letters and Words Rapidly
PP	Writing Extension: The Dunes
PP	Writing Extension: Where Is Jane?
C6 G	Word Bank Cards
C6 G	Phonogram Cards
C6 G	Word Masters Spelling Game Cards
BP	Time to Ride My Mule
BP	Just in Time
BP	Where Is Jane?
BP	The Dunes



<b>Cycle 7</b>	
<b>Code</b>	<b>Resources</b>
PP	Reading Open Syllable, One Syllable Words
PP	Reading Words Containing ar
PP	Writing Extension: Homes
PP	Writing Extension: Boats
C7 G	Word Bank Cards
C7 G	Phonogram Cards
C7 G	Word Masters Spelling Game Cards
BP	Mark and Kate
BP	The Big Game
BP	Boats
BP	Homes

<b>Cycle 8</b>	
<b>Code</b>	<b>Resources</b>
PP	Reading Words with the Diagraph th
PP	Reading Compound Words
PP	Writing Extension: A Big Sneeze
PP	Writing Extension: King Zung and the Lark





<b>Cycle 8</b>	
<b>Code</b>	<b>Resources</b>
C8 G	Word Bank Cards
C8 G	Phonogram Cards
C8 G	Word Masters Spelling Game Cards
BP	The Mailman
BP	Wait to Paint
BP	King Zung and the Lark
BP	A Big Sneeze

<b>Cycle 9</b>	
<b>Code</b>	<b>Resources</b>
PP	Reading Two-Syllable Words with the VCCV Pattern
PP	Reading and Sorting Words with oy and oi
PP	Writing Extension: Mitch's Big Fish Tales
PP	Writing Extension: The Best Trip
C9 G	Word Bank Cards
C9 G	Phonogram Cards
C9 G	Word Masters Spelling Game Cards
BP	A Trip to the Dentist



<b>Cycle 9</b>	
<b>Code</b>	<b>Resources</b>
BP	Roy and Troy Like Trains
BP	The Best Trip
BP	The Wise Crow
BP	Mitch's Big Fish Tales

<b>Cycle 10</b>	
<b>Code</b>	<b>Resources</b>
PP	Analyzing Characters
PP	Reading with Fluency
PP	Writing Extension: The Hero
PP	Writing Extension: The Three Little Bugs
PP	Writing Extension: George Washington Carver
C10 G	Word Bank Cards
C10 G	Phonogram Cards
C10 G	Word Masters Spelling Game Cards
BP	How Mountains Form
BP	Humphrey the Humpback Whale
BP	George Washington Carver



<b>Cycle 10</b>	
<b>Code</b>	<b>Resources</b>
BP	The Three Little Bugs
BP	The Hero

<b>Cycle 11</b>	
<b>Code</b>	<b>Resources</b>
PP	Reading Words with Prefixes
PP	Reading Words with Suffixes
C11 G	Word Bank Cards
C11 G	Phonogram Cards
BP	Who Is Following Us?
BP	Hurricanes

<b>Cycle 12</b>	
<b>Code</b>	<b>Resources</b>
PP	Identifying Causes and Effects
PP	Identifying the Main Idea
PP	Making Predictions
PP	Sequencing



<b>Cycle 12</b>	
<b>Code</b>	<b>Resources</b>
PP	Making Inferences
PP	Summarizing
PP	Writing Extension: Mission Incredible
PP	Writing Extension: Earth: Day, Night, and Seasons
PP	Writing Extension: Fields of Change: Spring/Summer
PP	Writing Extension: Fields of Change: Autumn/Winter
PP	Writing Extension: The Moon
PP	Writing Extension: A View from Above
PP	Writing Extension: Earth: Rocks and Soil
PP	Writing Extension: Fossil Hunters: The Black Hills Dig
PP	Writing Extension: Earth: The Changing Surface
PP	Writing Extension: Our Solar System
BP	Our Solar System
BP	Mission Incredible
BP	Earth: Day, Night, and Seasons
BP	Fossil Hunters: The Black Hills Dig
BP	A View from Above



<b>Cycle 12</b>	
<b>Code</b>	<b>Resources</b>
BP	Fields of Change
BP	The Moon
BP	Earth: Rocks and Soil
BP	Earth: The Changing Surface
BP	The Dirt Detectives
BP	Do Your Part
BP	A Trip to the Grand Canyon

<b>Cycle 13</b>	
<b>Code</b>	<b>Resources</b>
PP	Identifying Causes and Effects
PP	Identifying the Main Idea
PP	Making Inferences
PP	Summarizing
PP	Making Predictions
PP	Sequencing



<b>Cycle 14</b>	
<b>Code</b>	<b>Resources</b>
PP	Identifying Causes and Effects
PP	Identifying the Main Idea
PP	Making Predictions
PP	Making Inferences
PP	Summarizing
PP	Sequencing

<b>TT 1</b>	
<b>Code</b>	<b>Resources</b>
PP	Timeless Tales – Storytelling Across Cultures Lesson – Sequence and Summary – Teach
PP	Timeless Tales Sequential Summary Organizer
PP	Timeless Tales PP – Summarize and Paraphrase
PP	Timeless Tales Unit 1 Priority - Summarize and Paraphrase – Lesson Extras
PP	Timeless Tales PP – Making Inferences
PP	Timeless Tales Iceberg Organizer
PP	Timeless Tales Unit 1 and 2 Priority - Making Inferences – Lesson Extras
PP	Timeless Tales Unit 1 Priority - Spelling Most Common Words: Suffixes
PP	Timeless Tales Unit 1 Priority - Text Fluency



<b>TT 2</b>	
<b>Code</b>	<b>Resources</b>
PP	Timeless Tales PP – Plot Elements
PP	Timeless Tales Plot Elements Organizer
PP	Timeless Tales PP – Symbolism
PP	Timeless Tales Unit 2 Priority - Symbolism – Lesson Extras
PP	Timeless Tales – Fairy Tales, Legends, and Folklore Vocabulary Visa – Introduction
PP	Timeless Tales Unit 2 Priority - Vocabulary Visa – Lesson Extras
PP	Timeless Tales Unit 2 Priority - Text Fluency

<b>TT 3</b>	
<b>Code</b>	<b>Resources</b>
PP	Timeless Tales PP – Protagonist/Antagonist
PP	Timeless Tales PP – Hero’s Journey
PP	Timeless Tales Unit 3 Priority - Hero’s Journey – Lesson Extras
PP	Timeless Tales PP – Cause and Effect



<b>TT 4</b>	
<b>Code</b>	<b>Resources</b>
PP	Timeless Tales PP – Compare/Contrast
PP	Timeless Tales Unit 4 Priority - Text Structures – Lesson Extras
PP	Timeless Tales PP – Chronological/Procedural
PP	Timeless Tales PP – Problem/Solution
PP	Timeless Tales PP – Description

<b>TT Passages</b>	
<b>Code</b>	<b>Resources</b>
BP	World of Wonders Passage – Treasure
BP	World of Wonders Passage – Ali Baba and the Forty Thieves
BP	World of Wonders Passage – Altyn Part 1
BP	World of Wonders Passage – Altyn Part 2
BP	World of Wonders Passage – Angkor Wat
BP	World of Wonders Passage – Wrong Turn
BP	World of Wonders Passage – Aimee Mullins
BP	World of Wonders Passage – Sir George and Slasher
BP	World of Wonders Passage – Mom’s Phone and the Intergalactic Cyborg
BP	World of Wonders Passage – Evicted





<b>NexLevel Passages</b>	
<b>Code</b>	<b>Resources</b>
BP	World of Wonders Passage – The True Horror Story of Typhoid Mary
BP	World of Wonders Passage – The Incredible Paynee FC
BP	World of Wonders Passage – 13 Things You Didn't Know About the Eiffel Tower
BP	World of Wonders Passage – Two Poems
BP	World of Wonders Passage – Is the Truth Out There?
BP	World of Wonders Passage – The Good, the Bad, and the AI
BP	World of Wonders Passage – A Mad Scientist's Guide to Neuroplasticity
BP	World of Wonders Passage – Claudette Colvin: A True Revolutionary
BP	World of Wonders Passage – Slam Night at the Midnight Lounge
BP	World of Wonders Passage – Can the Internet Help End Poverty?
BP	World of Wonders Passage – Your Brain on Technology
BP	World of Wonders Passage – The Herald of the Forest
BP	World of Wonders Passage – The Real Sherlock Holmes: Dr. Joseph Bell