



# Istation

Istation Reading Curriculum Correlated to  
Vermont 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          |
| EOD         | Elements of Drama                    |
| EP          | Environmental Print                  |
| ER          | Early Reading                        |
| F           | Foundations                          |
| FLB         | Foundations Letter Blocks            |
| G           | Game                                 |
| HFW         | High-Frequency Words                 |
| HX          | HumanEX                              |
| IP          | Ipractice                            |

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



| <b>Code</b> | <b>Description</b>                |
|-------------|-----------------------------------|
| ISIP        | Istation's Indicators of Progress |
| L#L#        | Lesson #, Level #                 |
| L/S R       | Letter Sound Recognition          |
| LC          | Listening Comprehension           |
| LD          | Language Development              |
| MMM         | Magical Miss Mousey               |
| 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 Vermont Common Core State Standards for ELA



| <b>Code</b> | <b>Description</b> |
|-------------|--------------------|
| VOC         | Vocabulary         |
| WE          | Writing Extension  |
| WR          | Writing Rules      |



**Kindergarten**

**Reading Standards for Literature**

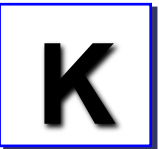
**Key Ideas and Details**

| <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                      | RC L1       | Making Predictions (Grades K-1)            |
| C3B   | Snails in a Pail, 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 (Grade K)                        |
| C5B   | Fun at Home, The Blue Blimp, Bug in the Mud, Homes for Sale, Pals, I Rode Home                      | RC L68      | Making Inferences (Grades K-1)             |
| C5B   | Late for the Game, Raindrops, Where Will They Ride?   | RC L69      | Asking Questions (Grades K-1)              |
| C6B   | A Cute Mule, Time to Ride My Mule, The Dunes, Just in Time, In the Sand                             | RC L70      | Characteristics of Characters (Grades K-1) |
| C6B   | The Last Scrap, Time to Ride, Where Is Jane?  |             |  |



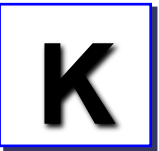
| <b>RL.K.1</b>   |  |             |                          |
|---|--|-------------|--------------------------|
| With prompting and support, ask and answer questions about key details in a text. |  |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b>  | <b>Code</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 (Grade K)               |
| C4B   | In the Sand, My Hands and Feet, The Green Team, My Dog Has Fleas   | RC L68      | Making Inferences (Grades K-1)    |
| 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 (Grades K-1)                       |
|   |  | RC L70      | Characteristics of Characters (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                           |



| <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?           |

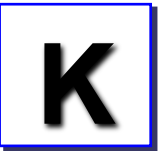
**Craft and Structure**

| <b>RL.K.4</b>   |  |             |  |
|---|--|-------------|--|
| Ask and answer questions about unknown words in a text. |  |             |  |
| <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  |             |  |



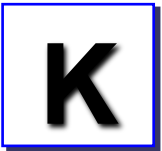


| <b>RL.K.5</b>  |   |             |   |
|--|---|-------------|---|
| Recognize common types of texts (e.g., storybooks, poems). |   |             |   |
| <b>Code</b>  | <b>Digital Student Experience</b>   | <b>Code</b> | <b>Teacher Resources</b>  |
| IP ER  | ABC Stories   | ER          | Poetry (Grades K-1)   |
| IP ER  | Rhyming 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                      |
| C6B  | The Dunes, Just in Time   | C3B         | Snails in a Pail, 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, Surprise!           |
|  |   | C5B         | Late for the Game, Raindrops, Pat's Cat, The Bun for Us, Where Will They Ride?                      |



| <b>RL.K.5</b>  |                                   |             |   |
|--|-----------------------------------|-------------|---|
| Recognize common types of texts (e.g., storybooks, poems). |                                   |             |   |
| <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         | Take That Off Stage; The Case of the Haunted Barn; The Twin Mice; Where Will They Ride?               |
|  |                                   | C7          | Rhyming and Poetry: Time  |

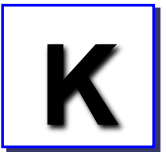
| <b>RL.K.6</b>  |                                   |             |  |
|--|-----------------------------------|-------------|--|
| With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |                                   |             |  |
| <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       | Teacher Resource Lessons: ISIP – Reading Comprehension |
| C1B  | At the Market (BPA)  | ISIP ER       | Listening Comprehension, Tiers 2 and 3                 |
| C2B  | Summer Camp (BPA)  | ISIP ER<br>LC | Adjectives, Tiers 2 and 3                              |
| C3B  | Lamps (BPA)  | ISIP ER<br>LC | Prepositions, Tiers 2 and 3                            |
| 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                         |



**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   |             |                                     |

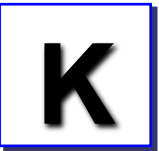


| <b>RI.K.3</b>   |  |             |                          |
|---|--|-------------|--------------------------|
| With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |             |                          |
| <b>Code</b>   | <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 |             |                          |
| C7B   | Homes                                    |             |                          |

**Craft and Structure**

| <b>RI.K.4</b>   |                                   |             |                          |
|---|-----------------------------------|-------------|--------------------------|
| With prompting and support, ask and answer questions about unknown words in a text. |                                   |             |                          |
| <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            |

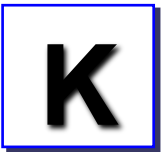


| <b>RI.K.6</b>   |                                   |             |                          |
|---|-----------------------------------|-------------|--------------------------|
| Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |                                   |             |                          |
| <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 |
| C7  | Genre Explorer: Buddy Bench, Hullaballoon Game |             |                                 |



**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                        |

**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          | Comprehension                               |
| C3B   | Lamps (BPA)   | C4          | Comprehension                               |
| C4B   | Where Is Coco? (BPA)                                | C5          | Comprehension                               |

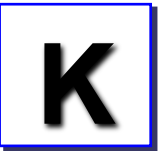




| <b>RF.K.1.b</b>   |   |             |                          |
|---|---|-------------|--------------------------|
| Recognize that spoken words are represented in written language by specific sequences of letters. |   |             |                          |
| <b>Code</b>   | <b>Digital Student 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     | Teacher Resource Lessons: ISIP – Letter Knowledge |
| 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               |



| <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>            |
| C3   | Letter Recognition Activities: Rr, Oo, Nn, Dd | C2          | Letter/Sound                        |
| C4   | Letter Recognition Activities: Ff, Ee, Gg, Hh | C3          | Priority Report: Letter Recognition |
| C5   | Letter Recognition Activities: Bb, Uu, Jj, Ww | C3          | Letter/Sound Recognition: ROND      |
| C6   | Letter Recognition Activities: Zz, Kk, Vv, Yy | C4          | Priority Report: Letter Recognition |
| C7   | Letter Recognition Activities: Qq, Xx         | C5          | Priority Report: Letter Recognition |
|  |   | C5          | Letter/Sound: Bb, Uu, Jj, Ww        |
|  |   | C6          | Priority Report: Letter Recognition |
|  |   | C6          | Letter/Sound                        |
|  |   | C7          | Letter Recognition                  |
|  |   | C1L14       | Rapid Word Naming                   |
|  |   | C2L21       | Rapid Word Naming                   |
|  |   | C3L22       | Rapid Word Naming                   |
|  |   | C5L16       | Rapid Word Naming                   |
|  |   | C6L15       | Rapid Word Naming                   |
|  |   | C7L14       | Rapid Word Naming                   |
|  |   | Ph L1       | Letter Discrimination               |
|  |   | Ph L2       | Letter Recognition: Sorting         |
|  |   | Ph L3       | Letter Recognition: Matching        |

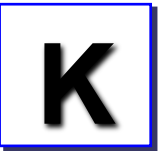


| <b>RF.K.1.d</b>  |                                   |             |                          |
|--|-----------------------------------|-------------|--------------------------|
| Recognize and name all upper- and lowercase letters of the alphabet. |                                   |             |                          |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
|  |                                   | 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<br>PA | Distinguish Rhyme, Tiers 2 and 3 |
| C2-C4                                | Rhymin' Ralph: Distinguish Two Words That Rhyme (Bubble Machine) | ER            | Poetry (Grades K-1)              |



**RF.K.2.a**

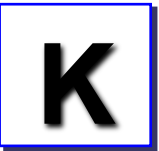
Recognize and produce rhyming words.

| Code  | Digital Student Experience          | Code  | Teacher Resources                |
|-------|-------------------------------------|-------|----------------------------------|
| C2-C4 | Rhymin' Ralph: Anticipatory Rhyming | C1L4  | Rhyming                          |
| C2-C4 | Rhymin' Ralph: ID Rhyming           | C2L3  | Rhyming                          |
| C2-C4 | Rhymin' Ralph: Rhyme Snag Grab Bag  | C3L20 | Rhyming Phonograms: Short Vowels |
|       |                                     | 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                |

**RF.K.2.b**

Count, pronounce, blend, and segment syllables in spoken words.

| Code    | Digital Student Experience  | Code          | Teacher Resources                 |
|---------|-----------------------------|---------------|-----------------------------------|
| ISIP ER | Phonemic Awareness Subtest  | ISIP ER<br>PA | Blending Syllables, Tiers 2 and 3 |
| C0      | Counting Syllables with Tab | PA L9         | Syllabication                     |

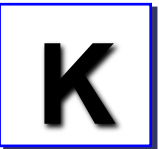


| <b>RF.K.2.b</b>   |  |             |                                 |
|---|--|-------------|---------------------------------|
| Count, pronounce, blend, and segment syllables in spoken words. |  |             |                                 |
| <b>Code</b>   | <b>Digital Student Experience</b>                        | <b>Code</b> | <b>Teacher Resources</b>        |
| C0-C3   | Clapping Clara: Segmenting One- and Two-Syllable Words   | PA L11      | Word Length                     |
| C0-C3   | Clapping Clara: Segmenting Two- and Three-Syllable Words | C0L2        | Counting Syllables              |
|   |  | C0L3        | Counting Syllables              |
|   |  | CC          | Syllables Game                  |
|   |  | CC          | Segmenting Words into Syllables |
|   |  | CC          | Segmenting Words in Sentences   |
|   |  | PA          | Syllables 3                     |
|   |  | PA          | Manipulating Syllables          |

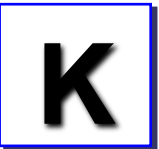
| <b>RF.K.2.c</b>   |                                   |             |                          |
|---|-----------------------------------|-------------|--------------------------|
| Blend and segment onsets and rimes of single-syllable spoken words. |                                   |             |                          |
| <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           |
| 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                             |
|   |   | C0L15       | Middle Sounds                             |
|   |   | C1-C3       | Short Vowel Lessons                       |
|   |   | C1L2        | Segment Sounds in Spoken Words            |
|   |   | C1L6        | Beginning Sounds                          |
|   |   | C1L8        | Ending Sounds                             |

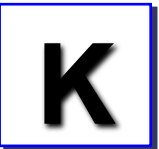


| <b>RF.K.2.d</b>   |                                   |             |  |
|---|-----------------------------------|-------------|--|
| Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) |                                   |             |  |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                             |
|   |                                   | 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                             |
|   |                                   | 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           |

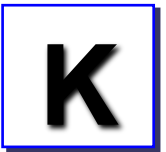


| <b>RF.K.2.d</b>   |                                   |             |  |
|---|-----------------------------------|-------------|--|
| Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) |                                   |             |  |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                           |
|   |                                   | 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                                      |
|   |                                   | 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                         |
|   |                                   | 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             |



**Phonics and Word Recognition**

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

| <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, Ii, Ss, Ll                                    | C1-C2       | Letter Sound Correspondence   |
| 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   |



**RF.K.3.a**

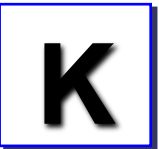
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
|      |                            | EP   | Alphabet Book     |

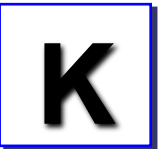
**RF.K.3.b**

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

| 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 Letters i and o                     |
|         |                                      | C3L10   | Blend Sounds and Letters to Read Words               |
|         |                                      | C3L11   | Vowels Sound A                                       |
|         |                                      | C3L24   | Spelling with s-blend and short o                    |



| <b>RF.K.3.b</b>  |                                   |             |  |
|--|-----------------------------------|-------------|--|
| Associate the long and short sounds with common spellings (graphemes) for the five major vowels. |                                   |             |  |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                     |
|  |                                   | C4          | Comprehension                                |
|  |                                   | C4          | Short Vowel e                                |
|  |                                   | C4L7        | Vowel Sound /e/ and Letter e                 |
|  |                                   | C4L8        | Vowel Sounds /o/ and /e/                     |
|  |                                   | 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 and U                    |
|  |                                   | C6L10       | Vowel Sounds and Letter Patterns i_e and u_e |
|  |                                   | Ph L10      | Read and Spell Words with Short Vowel Sounds |
|  |                                   | Ph L12      | Phonograms, Long Vowels                      |



| <b>RF.K.3.b</b>  |                                   |             |   |
|--|-----------------------------------|-------------|---|
| Associate the long and short sounds with common spellings (graphemes) for the five major vowels. |                                   |             |   |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                      |
|  |                                   | 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 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      |



| <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>                              |
| 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             |
|   |   | 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 |



| <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>                  |
|   |                                   | C4L18       | Rhyming Phonograms: Short Vowels          |
|   |                                   | C5L15       | Rhyming Phonograms                        |
|   |                                   | C6L8        | Substitute Short Vowel and Ending Sounds  |
|   |                                   | 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 |



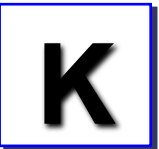
| <b>RF.K.4</b>  |                                   |             |   |
|--|-----------------------------------|-------------|---|
| Read emergent-reader texts with purpose and understanding. |                                   |             |   |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                            |
|  |                                   | 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                             |
|  |                                   | 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 4        | The Toads Are Lost       |
|  |                                   | WE 5        | Fred Has Ten Hens        |
|  |                                   | WE 6        | My Dog Has Fleas         |





**W.K.1**

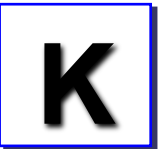
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

| 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?    |

**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 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          |



**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 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.

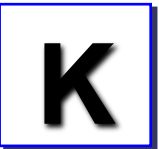
| Code | Digital Student Experience | Code  | Teacher Resources  |
|------|----------------------------|-------|--------------------|
|      |                            | WE 1  | Sam Tips the Lamp  |
|      |                            | WE 2  | See Sam Sit        |
|      |                        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

| <b>W.K.5</b>  |                                   |             |                          |
|---|-----------------------------------|-------------|--------------------------|
| With guidance and support from adults, 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> |
|   |                                   | 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?           |

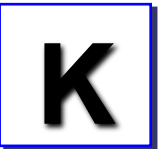
| <b>W.K.6</b>   |                                   |             |                              |
|--|-----------------------------------|-------------|------------------------------|
| With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |                                   |             |                              |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>     |
|  |                                   | ER          | Research Plan (Kindergarten) |
|  |                                   | WE 1        | Sam Tips the Lamp            |



| <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 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?           |

**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             |

**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       |



**SL.K.1**

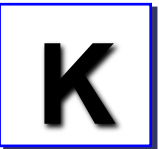
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

| Code | Digital Student Experience | Code  | Teacher Resources |
|------|----------------------------|-------|-------------------|
|      |                            | WE 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?    |

**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  |
|------|----------------------------|------|--------------------|
|      |                            | 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 |



**SL.K.1.a**

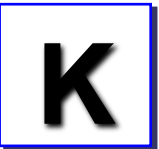
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

| Code | Digital Student Experience | Code  | Teacher Resources |
|------|----------------------------|-------|-------------------|
|      |                            | WE 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?    |

**SL.K.1.b**

Continue a conversation through multiple exchanges.

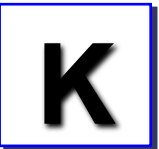
| Code | Digital Student Experience | Code | Teacher Resources  |
|------|----------------------------|------|--------------------|
|      |                            | C3   | Comprehension      |
|      |                            | C4   | Comprehension      |
|      |                            | 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  |



| <b>SL.K.1.b</b>                                     |                                   |             |                          |
|---|-----------------------------------|-------------|--------------------------|
| Continue a conversation through multiple exchanges. |                                   |             |                          |
| <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?           |

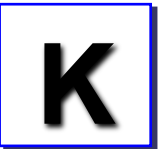
| <b>SL.K.2</b>  |                                   |               |  |
|--|-----------------------------------|---------------|--|
| Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting 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<br>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 (Grades K-1)              |
|  |                                   | WE 1          | Sam Tips the Lamp                          |
|  |                                   | WE 2          | See Sam Sit                                |





| <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> |
|  |                                   | 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?           |

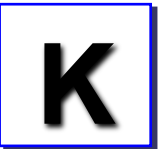
| <b>SL.K.3</b>   |                                   |             |  |
|---|-----------------------------------|-------------|--|
| Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |                                   |             |  |
| <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 (Grades K-1)          |
|   |                                   | WE 1        | Sam Tips the Lamp                      |
|   |                                   | WE 2        | See Sam Sit                            |
|   |                                   | WE 3        | Dots and Spots                         |
|   |                                   | WE 4        | The Toads Are Lost                     |



| <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> |
|   |                                   | 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?           |

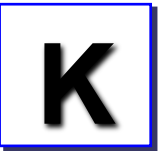
**Presentation of Knowledge and Ideas**

| <b>SL.K.4</b>  |                                   |             |                          |
|--|-----------------------------------|-------------|--------------------------|
| Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |                                   |             |                          |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
|  |                                   | 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       |



| <b>SL.K.4</b>  |                                   |             |                          |
|--|-----------------------------------|-------------|--------------------------|
| Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |                                   |             |                          |
| <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?           |

| <b>SL.K.5</b>  |                                   |             |                          |
|--|-----------------------------------|-------------|--------------------------|
| Add drawings or other visual displays to descriptions as desired to provide additional detail. |                                   |             |                          |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
|  |                                   | 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              |



**SL.K.5**

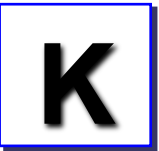
Add drawings or other visual displays to descriptions as desired to provide additional detail.

| Code | Digital Student Experience | Code  | Teacher Resources |
|------|----------------------------|-------|-------------------|
|      |                            | WE 8  | Late for the Game |
|      |                            | WE 9  | The Dunes         |
|      |                            | WE 10 | Where Is Jane?    |

**SL.K.6**

Speak audibly and express thoughts, feelings, and ideas clearly.

| Code | Digital Student Experience | Code | Teacher Resources  |
|------|----------------------------|------|--------------------|
|      |                            | 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  |



| <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> |
|  |                                   | 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**

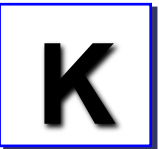
L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

| <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                             |



| <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> |
| 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?           |

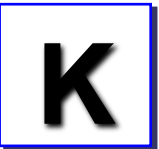
| <b>L.K.1.b</b>                            |   |             |                          |
|---|---|-------------|--------------------------|
| Use frequently occurring nouns and verbs. |   |             |                          |
| <b>Code</b>                               | <b>Digital Student Experience</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         |



| <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 7        | Fun at Home              |
|   |                                   | WE 8        | Late for the Game        |
|   |                                   | WE 9        | The Dunes                |
|   |                                   | 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<br>LC | Developing Listening Skills, Tiers 2 and 3 |
|   |                                   | WE 5          | Fred Has Ten Hens: Writing Prompt 2        |
|   |                                   | WE 7          | Fun at Home                                |

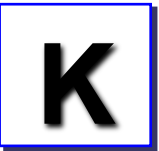
| <b>L.K.1.d</b>   |                                   |             |                          |
|--|-----------------------------------|-------------|--------------------------|
| Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). |                                   |             |                          |
| <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   | Reading Comprehension, and Vocabulary Subtests | ISIP ER<br>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              |

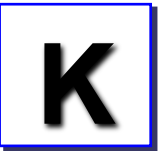




| <b>L.K.1.f</b>   |                                   |             |                          |
|--|-----------------------------------|-------------|--------------------------|
| Produce and expand complete sentences in shared language activities. |                                   |             |                          |
| <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?           |

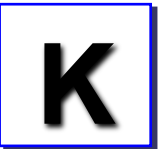
L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

| <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  | Dusty the Dog and Coco the Cat, Summer Camp (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        |



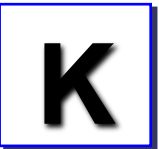
| <b>L.K.2.a</b>   |                                   |             |                          |
|--|-----------------------------------|-------------|--------------------------|
| Capitalize the first word in a sentence and the pronoun I. |                                   |             |                          |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
|  |                                   | WE 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                                 | Dusty the Dog and Coco the Cat, Summer Camp (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                |
|                                     |   | WE 10       | Where Is Jane?           |

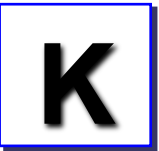


| <b>L.K.2.c</b>  |                                   |             |   |
|---|-----------------------------------|-------------|---|
| Write a letter or letters for most consonant and short-vowel sounds (phonemes). |                                   |             |   |
| <b>Code</b>   | <b>Digital 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                           |



| <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>                     |
|  |                                   | 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                             |
|  |                                   | WE 7        | Fun at Home                                  |
|  |                                   | WE 8        | Late for the Game                            |



| <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 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                  |

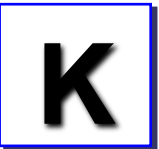
| <b>L.K.5.b</b>   |   |             |   |
|--|---|-------------|---|
| Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |   |             |   |
| <b>Code</b>  | <b>Digital Student Experience</b>             | <b>Code</b> | <b>Teacher 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                   | LD          | Identify and Use Direction Words            |
| C2B   | Pam and the Cap, The Act, Dusty the Dog and Coco the Cat, Sam Tips the Lamp |             |   |



| <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> |
| C2B   | Tim and Sam, Pam and Cam, See Sam Sit, Pip and His Lips, Where Is Coco?                        |             |                          |
| C3B   | Lamps, Trips with My Family, Cal and the Clam, The Garden Trail, Dots and Spots,               |             |                          |
| C3B   | Snails in a Pail, 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                            |             |                          |
| C4B   | Fred Has Ten Hens, Meg and the Hens, 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   | Jen and Her New Friends, A Special Delivery for Dusty      | 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)                 |

**RL.1.1**

Ask and answer questions about key details in a text.

| Code | Digital Student Experience | Code   | Teacher Resources                          |
|------|----------------------------|--------|--|
|      |                            | 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) |

**RL.1.2**

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

| Code    | Digital Student Experience                                 | Code | Teacher Resources                             |
|---------|--|------|---|
| 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  | Jen and Her New Friends, A Special Delivery for Dusty, 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. |                                   |             |   |
| <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                             |

**RL.1.4**

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
|      |                            | WE 9 | The Dunes         |

**RL.1.5**

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

| Code | Digital Student Experience | Code   | Teacher Resources   |
|------|----------------------------|--------|---|
| C7B  | Just the Right Size        | C4     | Comprehension: Introduce the Book, Comprehension Mini Lesson, Book Discussion |
|      |                            | C5     | Comprehension: Introduce the Book, Comprehension Mini Lesson, Book Discussion |
|      |                            | 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)  |

**RL.1.6**

Identify who is telling the story at various points in a text.

| Code | Digital Student Experience | Code | Teacher Resources                             |
|------|----------------------------|------|---|
|      |                            | C9   | Comprehension Lesson 2: A Trip to the Dentist |
|      |                            | C10  | Comprehension 10 Lesson 2: The Hero           |

| <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> |
|  |                                   | 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)                          |

| <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>                   |
|  |                                   | 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 and 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            |

| <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>   |
| 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   |
| 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  | Jen and Her New Friends, A Special Delivery for Dusty, 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        |



| <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>  |
| C9B  | Coach Chapman, Roy and Troy Like Trains, The Flying Pizza, Treasure Hunt at Pirates Bay, Winter Snowstorm | C6B         | Jen and Her New Friends, A Special Delivery for Dusty, 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            |
|  |   | 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   |
|  |   | C9B         | 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   |

| <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>   |
|  |                                   | 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 Ride, Tic-Tac-Toe   |

**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             |
| C7  | Genre Explorer: Buddy Bench              | RC L10      | Main Idea (Grade 1)                                     |
| C9B   | The Mother Cat and Her Kittens           | RC L64      | Main Idea – Nonfiction (Grades K-1)                     |
|   |  | RC L65      | Identifying Details (Grades K-1)                        |

**RI.1.2**

Identify the main topic and retell key details of a text.

| Code    | Digital Student Experience                                  | Code   | Teacher Resources                                       |
|---------|---|--------|---|
| ISIP ER | Reading Comprehension Subtest                               | 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 |
| 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)                        |

**RI.1.3**

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

| Code    | Digital Student Experience               | Code  | Teacher Resources                                       |
|---------|--|-------|---|
| 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. |                                   |             |   |
| <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 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                       |             |   |

| <b>RI.1.6</b>  |                                   |             |   |
|--|-----------------------------------|-------------|---|
| Distinguish between information provided by pictures or other illustrations and information provided by the words 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                      |
|  |                                   | C9          | Comprehension, Lesson 1: The Mother Cat and Her Kittens |

**Integration of Knowledge and Ideas**

| <b>RI.1.7</b>  |   |             |   |
|--|---|-------------|---|
| Use the illustrations and details in a text to describe its key ideas. |   |             |   |
| <b>Code</b>  | <b>Digital Student Experience</b>                           | <b>Code</b> | <b>Teacher Resources</b>                                |
| 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                         |             |   |

| <b>RI.1.8</b>   |  |             |                                    |
|---|--|-------------|------------------------------------|
| 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>           |
| C5B   | Pets: Fish                               | C6          | Informational Text Characteristics |
| C6  | Genre Explorer: The Life Cycle of a Frog | 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. |                            |      |   |
| Code  | Digital Student Experience | Code | Teacher Resources                           |
|   |                            | 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). |   |      |                                |
| Code  | Digital Student Experience                        | Code | Teacher Resources              |
| C1B   | At the Market (BPA)                               | C4   | Comprehension: Cut-Up Sentence |
| C2B   | Dusty the Dog and Coco the Cat, Summer Camp (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). |                            |      |                                 |
| Code   | Digital Student Experience | Code | Teacher Resources               |
| ISIP ER  | Phonemic Awareness Subtest | CC   | Segmenting Words into Syllables |

**RF.1.2**

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

| Code  | Digital Student Experience                       | Code | Teacher Resources                                 |
|-------|--|------|---|
| 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 |      |   |

**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 and ee; More Practice |
|      |                            | C5    | Short Vowel u                                     |



| <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>                             |
| ISIP ER   | Phonemic Awareness Subtest        | ISIP ER PA  | Blending Spoken Phonemes, Tiers 2 and 3              |
| C4  | Consonant Blends                  | ISIP ER     | Phonemic Blending Fluency                            |
| 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                                |

| <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>           |
|   |                                   | Ph L19      | Blending with Short i and a        |
|   |                                   | PA L29      | Blending with Picture Cards        |
|   |                                   | 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<br>PA | Initial Sound Fluency, Tiers 2 and 3      |
| C1  | Tab: Beginning Sounds                          | ISIP ER<br>PA | Identifying Final Phonemes, Tiers 2 and 3 |
| C2-C3   | Tab: Ending Sounds                             | ISIP ER       | Phonemic Blending Fluency                 |
| C3  | Magical Miss Mously: First Phoneme Recognition | C0-3          | Segmenting and Blending                   |
| C3  | Magical Miss Mously: Pairs of First Phonemes   | C0L5          | Counting Each Sound                       |
| C3  | Magical Miss Mously: First Phoneme Sound Sort  | C0L6          | Segmenting Spoken Words                   |
| C4  | Magical Miss Mously: First Phoneme Four Square | C0L7          | Segmenting Spoken Words                   |
|   |  | C0L10         | Beginning Sounds                          |

| <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>         |
|   |                                   | C0L12       | Ending Sounds                    |
|   |                                   | C0L13       | Ending Sounds                    |
|   |                                   | 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/     |

| <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>                      |
|  |                                   | C4L4        | Ending Sounds /f/ /g/                         |
|  |                                   | C5          | Letter Sound Correspondence                   |
|  |                                   | 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      |

| <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>            |
|   |                                   | PA L14      | Onset and Rime                      |
|   |                                   | PA L15      | Counting Each Sound (2 Sounds)      |
|   |                                   | 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 |

| <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>                      |
| C2-C3  | Tab: Segmenting Phonemes          | C0-3        | Segmenting and Blending                       |
|  |                                   | C1L2        | Segment Sounds in Spoken Words                |
|  |                                   | 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                              |

| <b>RF.1.2.d</b>  |                            |        |                                     |
|--|----------------------------|--------|-------------------------------------|
| Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |                            |        |                                     |
| Code   | Digital Student Experience | Code   | Teacher Resources                   |
|  |                            | 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. |                             |            |   |
| Code   | Digital Student Experience  | Code       | Teacher Resources                                 |
| 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. |   |            |                   |
| Code   | Digital Student Experience                        | Code       | Teacher Resources |
| ISIP ER  | Alphabetic Decoding and Letter Knowledge Subtests | ISIP ER AD | Final Blends ST   |

| <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>                 |
| C8   | Digraphs (SH and TH)              | ISIP ER<br>AD | Final Blends SK                          |
| C9   | Digraphs (CH)                     | ISIP ER<br>AD | Final Blends MP                          |
| C10  | Digraphs (WH and PH)              | ISIP ER<br>AD | Final Blends NT                          |
|  |                                   | ISIP ER<br>AD | CVCC Blends Lesson – NT                  |
|  |                                   | ISIP ER<br>AD | CVCC Blends Practice – NT                |
|  |                                   | ISIP ER<br>AD | CVCC Blends Lesson – ST                  |
|  |                                   | ISIP ER<br>AD | CVCC Blends Practice – ST                |
|  |                                   | ISIP ER<br>AD | CVCC Blends Lesson – SK                  |
|  |                                   | ISIP ER<br>AD | CVCC Blends Practice – SK                |
|  |                                   | ISIP ER<br>AD | Tier 2: CVCC Blends Lesson – MP          |
|  |                                   | ISIP ER<br>AD | CVCC Blends Practice – MP                |
|  |                                   | ISIP ER<br>AD | CVCC Blends Using the Floss Rule (Teach) |



| <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<br>AD | CVCC Blends Using the Floss Rule (Practice) |
|   |                                   | ISIP ER<br>AD | Blends with Mixed Vowels Practice           |
|   |                                   | ISIP ER<br>AD | All Blends and Vowels                       |
|   |                                   | C6            | Comprehension                               |
|   |                                   | 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           | Digraph /ph/ and /wh/                       |
|   |                                   | C10L11        | Read Words with Digraph wh                  |
|   |                                   | C10L12        | Read Words with Digraph ph                  |
|   |                                   | C10L13        | Review Digraph sh, ch, -tch, th, wh, ph     |

| <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          | Digraphs and Trigraphs   |
|  |                                   | Ph L58      | Digraph /ph/             |
|  |                                   | Ph L59      | Digraph /wh/             |
|  |                                   | Ph L60      | Digraph /ch/ and /tch/   |
|  |                                   | Ph L61      | Digraph /sh/             |
|  |                                   | 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<br>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<br>AD | Final Blends MP                                     |
| C3B  | Dots and Spots, In the Rain, Snails in a Pail, Stan the Man                    | ISIP ER<br>AD | Final Blends NT                                     |
| C4B  | Big Feet, Fred Has Ten Hens, Meg and the Hens, The Green Team                  | ISIP ER<br>AD | Final Blends SK                                     |
| C5B  | Bug in the Mud, Fun at Home, The Blue Blimp, The Bun for Us                    | ISIP ER<br>AD | CVCC Blends Lesson – SK                             |

| <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<br>AD | CVCC Blends Practice – SK                   |
|  |                                   | ISIP ER<br>AD | CVCC Blends Lesson – NT                     |
|  |                                   | ISIP ER<br>AD | CVCC Blends Practice – NT                   |
|  |                                   | ISIP ER<br>AD | CVCC Blends Lesson – ST                     |
|  |                                   | ISIP ER<br>AD | CVCC Blends Practice – ST                   |
|  |                                   | ISIP ER<br>AD | CVCC Blends Practice – MP                   |
|  |                                   | ISIP ER<br>AD | CVCC Blends Using the Floss Rule (Teach)    |
|  |                                   | ISIP ER<br>AD | CVCC Blends Using the Floss Rule (Practice) |
|  |                                   | ISIP ER<br>AD | Tier 2: CVCC Blends Lesson – MP             |
|  |                                   | ISIP ER<br>AD | Blends with Mixed Vowels Practice           |
|  |                                   | ISIP ER<br>AD | All Blends and Vowels                       |
|  |                                   | C3-C11        | Reading for Meaning                         |
|  |                                   | C1-2          | Short Vowel a                               |

| <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>                      |
|  |                                   | C1L13       | Blend Sounds to Read Words                    |
|  |                                   | C1L14       | Rapid Letter and Word Naming                  |
|  |                                   | C2-4        | Phoneme Substitution                          |
|  |                                   | C2          | Letter/Sound                                  |
|  |                                   | 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                   |

| <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>                             |
|  |                                   | 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                      |
|  |                                   | 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                             |

| <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>                   |
|  |                                   | C5          | Consonant Blends                           |
|  |                                   | C5          | Comprehension                              |
|  |                                   | C5-6        | Vowel Sound, Long A, Silent e              |
|  |                                   | C5L8        | Blend Big/Mid/Ending Sounds with Letters   |
|  |                                   | 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                            |

| <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>                         |
|  |                                   | C7          | Comprehension                                    |
|  |                                   | C7          | Open Syllable                                    |
|  |                                   | C7          | Consonant Blends                                 |
|  |                                   | C7L2        | Sound and Letter Manipulation using the Letter X |
|  |                                   | 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                                      |

| <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>                     |
|  |                                   | 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               |
|  |                                   | 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              |



| <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 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                           |
|  |                                   | 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                           |

| <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>               |
|   |                                   | 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 |

| <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>                  |
| 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 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            |

| <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>                        |
|  |                                   | Ph L61      | Digraph   |
|  |                                   | S           | Multisyllabic Words with VCe Syllables          |
|  |                                   | S           | Multisyllable Words with R-Controlled Syllables |

| <b>RF.1.3.f</b>                       |   |             |   |
|---------------------------------------|---|-------------|---|
| Read words with inflectional endings. |   |             |   |
| <b>Code</b>                           | <b>Digital Student Experience</b>                         | <b>Code</b> | <b>Teacher Resources</b>                    |
| 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>   |                                   |             |   |
|---|-----------------------------------|-------------|---|
| Recognize and read grade-appropriate irregularly spelled words. |                                   |             |   |
| <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<br>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   |

| <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> |
|   |                                   | WE 12       | Boats                    |
|   |                                   | WE 13       | A Big Sneeze             |
|   |                                   | WE 19       | The Three Little Bugs    |
|   |                                   | WE 20       | George Washington Carver |

| <b>W.1.3</b>  |                                   |             |                          |
|---|-----------------------------------|-------------|--------------------------|
| 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. |                                   |             |                          |
| <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 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             |



| <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> |
|  |                                   | 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**

| <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> |
|   |                                   | 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        |

| <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 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                       |
|  |                                   | RC L3       | Asking Questions Strategy (Grades K-1) |
|  |                                   | RC L69      | Asking Questions (Grades K-1)          |
|  |                                   | 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                              |

| <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 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.1.2</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            |



| <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> |
|   |                                   | 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                    |
|   |                                   | WE 12       | Boats                    |
|   |                                   | WE 13       | A Big Sneeze             |

| <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> |
|   |                                   | 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.1.3</b>   |                                   |             |                          |
|---|-----------------------------------|-------------|--------------------------|
| Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |                                   |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
| ISIP ER   | Listening Comprehension Subtest   | C7          | 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        |

**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 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 |

**Presentation of Knowledge and Ideas**

| <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> |
|   |                                   | 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       |
|   |                                   | 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.1.4**

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

| Code | Digital Student Experience | Code  | Teacher Resources        |
|------|----------------------------|-------|--------------------------|
|      |                            | 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.1.5**

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     |

| <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 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>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 19       | The Three Little Bugs    |
|  |                                   | WE 20       | George Washington Carver |

| <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> |
|  |                                   | 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        |

| <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 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 |



**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?                          |

| <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> |
|   |                                   | 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.b</b>                            |   |             |                          |
|---|---|-------------|--------------------------|
| Use common, proper, and possessive nouns. |   |             |                          |
| <b>Code</b>                               | <b>Digital Student Experience</b>             | <b>Code</b> | <b>Teacher Resources</b> |
| 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?           |

| <b>L.1.1.b</b>                            |                                   |             |                          |
|---|-----------------------------------|-------------|--------------------------|
| Use common, proper, and possessive nouns. |                                   |             |                          |
| <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 19       | The Three Little Bugs    |

| <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> |
| 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   |

**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        |
|------|----------------------------|-------|--------------------------|
|      |                            | 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.d**

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

| Code    | Digital Student Experience    | Code  | Teacher Resources      |
|---------|-------------------------------|-------|------------------------|
| 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, 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<br>LC | Adjectives, Tiers 2 and 3 |
|         |                            | WE 1          | Sam Tips the Lamp         |
|         |                            | WE 2          | See Sam Sit               |

| <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 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    |
|   |                                   | 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                 |



**L.1.1.g**

Use frequently occurring conjunctions (e.g., and, but, or, so, because).

| Code | Digital Student Experience | Code  | Teacher Resources        |
|------|----------------------------|-------|--------------------------|
|      |                            | WE 19 | The Three Little Bugs    |
|      |                            | WE 20 | George Washington Carver |

**L.1.1.i**

Use frequently occurring prepositions (e.g., during, beyond, toward).

| Code    | Digital Student Experience                    | Code          | Teacher Resources           |
|---------|---|---------------|-----------------------------|
| ISIP ER | Vocabulary and Reading Comprehension Subtests | ISIP ER<br>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      |

**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 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> |
|                                    |                                   | ER          | Research Plan (Grade 1)  |
|                                    |                                   | WE 1        | Sam Tips the Lamp        |
|                                    |                                   | WE 2        | See Sam Sit              |
|                                    |                                   | WE 3        | Dots and Spots           |
|                                    |                                   | WE 4        | The Toads Are Lost       |

| <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 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 |

**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       |

| <b>L.1.2.d</b>  |                                   |             |  |
|---|-----------------------------------|-------------|--|
| Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |                                   |             |  |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                           |
|   |                                   | 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 |
|         |                            | C3-C9  | Word Masters Game           |



| <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>                 |
|  |                                   | GM          | Word Masters Spelling Game Players Guide |
|  |                                   | 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                            |

| <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 18       | The Hero                 |
|  |                                   | 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        |

**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                |
|------|----------------------------|---------|----------------------------------|
|      |                            | C4L25   | Reading for Meaning              |
|      |                            | 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)             |
|      |                            | LD      | 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) |

**L.1.4.b**

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

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| C10  | Inflected Endings          |      |                   |

**L.1.4.c**

Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

| Code    | Digital Student Experience    | Code   | Teacher Resources   |
|---------|-------------------------------|--------|---------------------|
| 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 |

**L.1.5**

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

| Code    | Digital Student Experience    | Code | Teacher Resources      |
|---------|-------------------------------|------|------------------------|
| ISIP ER | Reading Comprehension Subtest | VOC  | Conceptual Sort        |
|         |                               | VOC  | Closed Conceptual Sort |

**L.1.5.a**

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

| Code    | Digital Student Experience                    | Code   | Teacher Resources                |
|---------|---|--------|----------------------------------|
| ISIP ER | Vocabulary and Reading Comprehension Subtests | VOC    | Conceptual Sort                  |
|         |   | VOC    | Closed Conceptual Sort           |
|         |   | VOC L3 | Conceptual Sort                  |
|         |   | VOC L4 | Sorting                          |
|         |   | LD     | Identify and Use Direction Words |

**L.1.5.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).

| Code    | Digital Student Experience                    | Code | Teacher Resources      |
|---------|---|------|------------------------|
| ISIP ER | Vocabulary and Reading Comprehension Subtests | VOC  | Conceptual Sort        |
|         |   | VOC  | Closed Conceptual Sort |

**L.1.5.c**

Identify real-life connections between words and their use (e.g., note places at home that are cozy).

| Code    | Digital Student Experience                    | Code | Teacher Resources |
|---------|---|------|-------------------|
| 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 | LD          | 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          | Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian) |
|  |  | RC          | Characteristics of Fairy Tales                                     |
|  |  | 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 and 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. |                                   |             |                          |
| <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   | 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                                  |
|   |                                   | RC          | 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 |

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



| <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&P   | 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&P   | Hurricanes, The Dirt Detectives   | RC L66      | Main Idea – Nonfiction (Grades 2-3)                     |
| C11  | Genre Explorer: Homes of Many Cultures, Sandbox Games, 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   | Genre Explorer: 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. |   |             |   |
| <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>           |
| C11   | Genre Explorer: Homes of Many Cultures, Sandbox Games, Hullaballoon Game | C11         | Informational Text Characteristics |
| C12   | Living Lessons: Author's Purpose   | C11         | Argumentative 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  |             |                          |
| C11   | Genre Explorer: 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  | Genre Explorer: Sandbox Games, Homes of Many Cultures, Hullaballoon Game | C11         | Informational Text Characteristics   |
|  |  | C12B        | Earth: Atmosphere; Our Solar System; The Moon; Earth: The Changing Surface |
|  |  | 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  |

| <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>    |
|  |                                   | 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   |             |   |

| <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> |
| 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   |             |                          |
| C11  | Genre Explorer: Homes of Many Cultures, Sandbox Games  |             |                          |
| C11B&P   | Hurricanes; The Dirt Detectives  |             |                          |
| C12B&P   | Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere                              |             |                          |
| 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.

| <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<br>AD | Final Blends ST          |

| <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>                 |
| C3   | Short O, Long A, Long O              | ISIP ER<br>AD | Final Blends SK                          |
| C4   | Short E, Long E                      | ISIP ER<br>AD | Final Blends NT                          |
| C5   | Short U, Silent E, Rapid Word Naming | ISIP ER<br>AD | Final Blends MP                          |
| C6   | Silent E, Rapid Word Naming          | ISIP ER<br>AD | CVCC Blends Lesson – NT                  |
|  |                                      | ISIP ER<br>AD | CVCC Blends Practice – NT                |
|  |                                      | ISIP ER<br>AD | Tier 2: CVCC Blends Lesson – MP          |
|  |                                      | ISIP ER<br>AD | CVCC Blends Practice – MP                |
|  |                                      | ISIP ER<br>AD | CVCC Blends Lesson – SK                  |
|  |                                      | ISIP ER<br>AD | CVCC Blends Practice – SK                |
|  |                                      | ISIP ER<br>AD | CVCC Blends Lesson – ST                  |
|  |                                      | ISIP ER<br>AD | CVCC Blends Practice – ST                |
|  |                                      | ISIP ER<br>AD | CVCC Blends Using the Floss Rule (Teach) |



| <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  | 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                               |
|  |                                   | 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     |

| <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>                  |
|  |                                   | 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              |
| 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                    |

| <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>                        |
|  |                                   | 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     |
|  |                                   | 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<br>AD | Final Blends ST          |
| C8  | The Digraphs                      | ISIP ER<br>AD | Final Blends SK          |

| <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>                    |
| C9  | The Digraphs, The Oddballs (Variant Vowels)                             | ISIP ER<br>AD | Final Blends NT                             |
| C10   | Detective Dan (Multisyllabic Words, Sneaky Schwa)                       | ISIP ER<br>AD | Final Blends MP                             |
| C11   | Contraction Action, Multisyllabic Game, Detective Dan (Irregular Words) | ISIP ER<br>AD | CVCC Blends Lesson – NT                     |
|   |   | ISIP ER<br>AD | CVCC Blends Practice – NT                   |
|   |   | ISIP ER<br>AD | Tier 2: CVCC Blends Lesson – MP             |
|   |   | ISIP ER<br>AD | CVCC Blends Practice – MP                   |
|   |   | ISIP ER<br>AD | CVCC Blends Lesson – SK                     |
|   |   | ISIP ER<br>AD | CVCC Blends Practice – SK                   |
|   |   | ISIP ER<br>AD | CVCC Blends Lesson – ST                     |
|   |   | ISIP ER<br>AD | CVCC Blends Practice – ST                   |
|   |   | ISIP ER<br>AD | CVCC Blends Using the Floss Rule (Teach)    |
|   |   | ISIP ER<br>AD | CVCC Blends Using the Floss Rule (Practice) |

| <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<br>AD | All Blends and Vowels                              |
|   |                                   | ISIP ER<br>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                            |
|   |                                   | 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 |

| <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>                       |
|   |                                   | 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 Diphthongs 1    |
|   |                                   | S           | Multisyllabic Words with Vowel Diphthongs 2    |
|   |                                   | S           | Multisyllabic Words with Vowel Teams           |
|   |                                   | 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         | Affixes -ion, -tion, -sion      |
|   |                                   | VOC L16     | Prefixes (mis-, dis-, un-, re-) |
|   |                                   | VOC L19     | Suffixes (-less, -ful, -y, -ly) |
|   |                                   | VOC L21     | Affixes                         |

| <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                             |
|   |                                   | 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                             |

| <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>                 |
|   |                                   | 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                     |
|   |                                   | C11         | Reading with Meaning 11                  |
|   |                                   | C11L3       | Phonogram eigh                           |
|   |                                   | C11L4       | Short /e/ Spelled ea                     |
|   |                                   | C11L6       | Phonograms ind, igh, ild                 |
|   |                                   | C11L7       | Variant Vowel                            |
|   |                                   | C11L8       | Variant Vowel                            |



| <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>                         |
|   |                                   | 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                             |

| <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>                                    |
| 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                                      |
|   |                                     | 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<br>DAP | Passages 61-90  |
|   |  | ISIP ORF<br>PRP | Going to the Vet, Insects, The Water Cycle  |
|   |  | ISIP ORF<br>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!             |

| <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> |
|   |                                   | 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 – 2nd Grade Practice   |
| C5-C12   | Books                             | ISIP ORF<br>DAP | Passages 61-90  |
|  |                                   | ISIP ORF<br>PRP | Going to the Vet, Insects, The Water Cycle  |
|  |                                   | ISIP ORF<br>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   |

| <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 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  |
|  |                                   | 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<br>DAP | Passages 61-90  |
| C9B  | The Flying Pizza   | ISIP ORF<br>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<br>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   |
| 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   |

| <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> |
|  |                                   | 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                               |
|   |                                   | 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   |
|  |                                   | 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?             |



| <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 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.2.5</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          | Fairy-Tale Characteristics |
|   |                                   | WE 10       | Where Is Jane?             |
|   |                                   | WE 11       | Homes                      |
|   |                                   | WE 12       | Boats                      |
|   |                                   | WE 13       | A Big Sneeze               |

| <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 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                   |
|   |                                   | 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.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 32       | Weather Watchers                    |
|   |                                   | 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          | Fairy-Tale Characteristics |
|  |                                   | WE 10       | Fred Has Ten Hens          |
|  |                                   | 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   |

**W.2.6**

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

| Code | Digital Student Experience | Code  | Teacher Resources                   |
|------|----------------------------|-------|-------------------------------------|
|      |                            | 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! |

**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            |
|  |                                   | 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       |

| <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 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! |

**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           |
|   |                                   | 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>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 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               |



| <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 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                   |
|   |                                   | WE 28       | Earth: Rocks and Soil               |
|   |                                   | WE 29       | Fossil Hunters: The Black Hills Dig |
|   |                                   | WE 30       | Earth: The Changing Surface         |
|   |                                   | WE 31       | Atmosphere                          |

**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 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                   |
|      |                            | WE 19 | The Three Little Bugs      |
|      |                            | WE 20 | George Washington Carver   |
|      |                            | WE 21 | Our Solar System           |
|      |                            | WE 22 | Mission Incredible         |

| <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 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                      |

| <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 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                   |
|  |                                   | WE 28       | Earth: Rocks and Soil               |
|  |                                   | WE 29       | Fossil Hunters: The Black Hills Dig |
|  |                                   | WE 30       | Earth: The Changing Surface         |

| <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 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              |
|   |                                   | WE 18       | The Hero                   |
|   |                                   | WE 19       | The Three Little Bugs      |
|   |                                   | WE 20       | George Washington Carver   |

| <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 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.2.3</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 |

**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 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               |
|      |                            | WE 28 | Earth: Rocks and Soil           |

| <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>            |
|   |                                   | 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              |



**SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

| 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            |
|      |                            | 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.2.6</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! |

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

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                         |
|   |                                   | 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          |
|  |  | 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 |



| <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 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! |

**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     |

| <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 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.2.3</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 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 |
| 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 L28     | 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?   |             |  |

| <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> |
| 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 L28     | Multiple-Meaning Words (Homographs) |

| <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> |
|  |                                   | 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-) |
|   |                                   | 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) |

| <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> |
|  |                                   | 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>                                 |
| C7  | Compound Words                    | ISIP ER PA  | Blending Spoken Words into Compound Words, Tiers 2 and 3 |
| C8  | Compound Words                    | C7          | Compound Words   |
|   |                                   | 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. |  |             |  |
| <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      |



| <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 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! |

**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                                 | C12         | Inferencing and Drawing Conclusions                                |
| C11B  | The Queen’s Suitcase, The Three Little Bugs, Who is Following Us?   | C12         | Main Idea  |
| C11B  | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper                       | C12         | Predicting Outcomes  |
| C11B  | Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea                          | C12         | Cause and Effect   |
| C11B  | Genres World: Rumpelstiltskin, The Golden Goose   | C14         | Bridge Lesson: Compare and Contrast                                |
| C11   | Genres World: The Fox and the Leopard Venn Diagram, The Bear and the Bees Sequencing, Character Analysis        | C14         | Bridge Lesson: Supporting Responses                                |
| C12B  | Fossil Hunters: The Black Hills Dig, Weather Watchers, Mission Incredible, Brookside’s Best Science Fair Ever!  | RC          | Fairy Tales: Compare and Contrast                                  |
| C12   | Living Lessons: Summarization 1, Main Idea, Inference   | RC          | Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian) |
|   |   | RC          | Characteristics of Fairy Tales                                     |

| <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 L4       | Asking Questions (Grades 2-3)            |
|   |                                   | 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                  |

| <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   | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper                   | RC L6       | Summarizing Strategy (Grades 2-3)        |
| 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 |

| <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>            |
| C11   | Genres World: Character Analysis, The Lion and the Mouse, The Bear and the Bees Sequencing | C14         | Bridge Lesson: Supporting Responses |
| 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 (Grade 3)                 |
| 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**

| <b>RL.3.4</b>   |   |             |                                     |
|---|---|-------------|-------------------------------------|
| Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |   |             |                                     |
| <b>Code</b>   | <b>Digital Student Experience</b>                 | <b>Code</b> | <b>Teacher Resources</b>            |
| 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  | 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. |                            |      |                      |
| 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                                  |
|   |                            | RC     | 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**

| RI.3.1  |  |        |                                     |
|---|--|--------|-------------------------------------|
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  |        |                                     |
| Code  | Digital Student Experience   | Code   | Teacher Resources                   |
| 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: Solving the Spill, 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         |

| <b>RI.3.2</b>  |   |             |                                     |
|--|---|-------------|-------------------------------------|
| Determine the main idea of a text; recount the key details and explain how they support the main idea. |   |             |                                     |
| <b>Code</b>  | <b>Digital Student Experience</b>   | <b>Code</b> | <b>Teacher Resources</b>            |
| C10B   | How Mountains Form  | RC L12      | Main Idea (Grade 3)                 |
| C11  | Genre Explorer: 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!   |             |                                     |

| <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>       |
| 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; Plant 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. |   |             |                                 |
| <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; Plant 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. |   |             |                             |
| <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; 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                   |
| C13B   | Forest Fires: Lessons from the Front Lines; Power for the Planet          |             |                                    |

**Integration of Knowledge and Ideas**

| <b>RI.3.7</b>  |   |             |                          |
|--|---|-------------|--------------------------|
| 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). |   |             |                          |
| <b>Code</b>  | <b>Digital Student Experience</b>                     | <b>Code</b> | <b>Teacher Resources</b> |
| C12  | Living Lessons: Representing Text                     |             |                          |
| C12B   | Fields of Change; Earth: Day, Night, and Seasons      |             |                          |
| C13B   | Deepwater Horizon: Solving the Spill; Amazonia Alert! |             |                          |

| <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>           |
| C11   | Passage: Hurricanes   | C11         | Argumentative Text Characteristics |
| C11   | Genre Explorer: Homes of Many Cultures, Sandbox Games, Hullaballoon Game    | C11         | Informational Text Characteristics |
| C12B&P  | The Moon; Water Recycled; Earth: Day, Night, and Seasons; Natural Resources | C12L8A      | Representing Text                  |
| C12B&P  | Earth: Atmosphere; Earth: The Changing Surface                              | C12L9       | Text Structure                     |
| C13B  | Amazonia Alert!   | RC L16      | Text Structure (Grade 3)           |

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

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

| RI.3.10   |   |        |   |
|---|---|--------|---|
| 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. |   |        |   |
| Code  | Digital Student Experience  | Code   | Teacher Resources   |
| 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)   |
| C11   | Genre Explorer: Homes of Many Cultures, Sandbox Games                               | 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**

| RF.3.3   |   |         |                                       |
|--|---|---------|---------------------------------------|
| Know and apply grade-level phonics and word analysis skills in decoding words. |   |         |                                       |
| Code   | Digital Student Experience  | Code    | Teacher Resources                     |
| 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! |         |                                       |

| RF.3.3.a   |   |         |                                       |
|--|---|---------|---------------------------------------|
| Identify and know the meaning of the most common prefixes and derivational suffixes. |   |         |                                       |
| Code   | Digital Student Experience                                | Code    | Teacher Resources                     |
| 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       |

| RF.3.3.a   |                            |       |                   |
|--|----------------------------|-------|-------------------|
| Identify and know the meaning of the most common prefixes and derivational suffixes. |                            |       |                   |
| Code   | Digital Student Experience | Code  | Teacher Resources |
|  |                            | WE 31 | Atmosphere        |

| RF.3.3.b                                 |                            |       |                                     |
|--|----------------------------|-------|-------------------------------------|
| Decode words with common Latin suffixes. |                            |       |                                     |
| Code                                     | Digital Student Experience | Code  | Teacher Resources                   |
| 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                        |

| RF.3.3.c                    |                             |               |                   |
|-----------------------------|-----------------------------|---------------|-------------------|
| Decode multisyllable words. |                             |               |                   |
| Code                        | Digital Student Experience  | Code          | Teacher Resources |
| ISIP ER                     | Alphabetic Decoding Subtest | ISIP ER<br>AD | Final Blends ST   |
| C11                         | Multisyllabic Game          | ISIP ER<br>AD | Final Blends SK   |



| <b>RF.3.3.c</b>             |   |             |   |
|-----------------------------|---|-------------|---|
| Decode multisyllable words. |   |             |   |
| <b>Code</b>                 | <b>Digital Student Experience</b>   | <b>Code</b> | <b>Teacher Resources</b>                    |
| 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                   |
|                             |   | ISIP ER AD  | CVCC Blends Using the Floss Rule (Teach)    |
|                             |   | ISIP ER AD  | CVCC Blends Using the Floss Rule (Practice) |

| <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<br>AD | All Blends and Vowels                                   |
|                             |                                   | ISIP ER<br>AD | Blends with Mixed Vowels Practice                       |
|                             |                                   | ISIP ER<br>AD | Tier 1: Final Stable Syllables – [ple & [tle            |
|                             |                                   | ISIP ER<br>AD | Tier 1: Final Stable Syllables – n[kle, n[cle           |
|                             |                                   | ISIP ER<br>AD | Tier 1: Final Stable Syllables and Derivative Review    |
|                             |                                   | ISIP ER<br>AD | Tier 1: Final Stable Syllables – [gle, [fle, [sle, [zle |
|                             |                                   | ISIP ER<br>AD | Tier 1: Final Stable Syllables – [ble & [dle            |
|                             |                                   | ISIP ER<br>AD | Tier 1: Final Stable Syllables – n[gle                  |
|                             |                                   | ISIP ER<br>AD | Tier 1: Final Stable Syllables – Double CCle            |
|                             |                                   | C11L1         | Prefixes (pre-, re-, un-, mis-, dis-)                   |
|                             |                                   | C11L11        | Multisyllabic Words                                     |
|                             |                                   | C11L15        | Reading for Meaning                                     |
|                             |                                   | C12L3         | Vocabulary: Structural Analysis                         |
|                             |                                   | AD            | Final Stable Syllable                                   |

| <b>RF.3.3.c</b>             |                                   |             |  |
|-----------------------------|-----------------------------------|-------------|--|
| Decode multisyllable words. |                                   |             |  |
| <b>Code</b>                 | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                         |
|                             |                                   | 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 |
| 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   |
|   |  | 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  |

| RF.3.4.a  |                            |        |   |
|---|----------------------------|--------|---|
| Read grade-level text with purpose and understanding. |                            |        |   |
| Code  | Digital Student Experience | Code   | Teacher Resources   |
|   |                            | 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 |

| RF.3.4.b   |                              |                 |  |
|--|------------------------------|-----------------|--|
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |                              |                 |  |
| Code   | Digital Student Experience   | Code            | Teacher Resources  |
| ISIP ER  | Oral Reading Fluency Subtest | ISIP ORF<br>DAP | Passages 91-120  |
| C9-C13   | Books                        | ISIP ORF<br>PRP | From Fearful to Fearless, The Dirt Detectives, Hurricanes  |
|  |                              | ISIP ORF<br>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  |

| <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 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  |
|  |                                   | C11L14      | Fluency   |
|  |                                   | C13         | Fluency Passages: Into the Darkness, The Mystery of the Phoenix Lights, The Lost Treasure of the Ruby Dagger  |

| RF.3.4.c   |  |              |  |
|--|--|--------------|--|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |              |  |
| Code   | Digital Student Experience   | Code         | Teacher Resources  |
| 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  |
| C11B   | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper    | 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: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea       | ISIP ORF     | Hasbrouck & Tindal Compiled ORF Norms  |
| C11B   | Genres World: Rumpelstiltskin, The Golden Goose  | ISIP ORF     | Priority – Accuracy  |
| C12B   | The Black Hills Dig, Weather Watchers, Fields of Change, Brookside’s Best Science Fair Ever! | ISIP ORF     | Priority – Rate  |
| C12  | Living Lessons: Context  | 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  |
|  |  | C11L12       | Homophones   |

| <b>RF.3.4.c</b>  |                            |        |                     |
|--|----------------------------|--------|---------------------|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |                            |        |                     |
| Code   | Digital Student Experience | Code   | Teacher Resources   |
|  |                            | 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. |                            |       |                                     |
| 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.3.1.a</b>   |                            |       |                                     |
|--|----------------------------|-------|-------------------------------------|
| Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. |                            |       |                                     |
| Code   | Digital Student Experience | Code  | Teacher Resources                   |
|  |                            | WE 31 | Atmosphere                          |
|  |                            | WE 33 | Brookside’s Best Science Fair Ever! |



| <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. |                            |       |                   |
| Code   | Digital Student Experience | Code  | Teacher Resources |
|  |                            | WE 39 | Bees at Risk      |

| <b>W.3.1.b</b>                            |                            |       |                                     |
|---|----------------------------|-------|-------------------------------------|
| Provide reasons that support the opinion. |                            |       |                                     |
| 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.3.1.c</b>   |                            |       |                                     |
|--|----------------------------|-------|-------------------------------------|
| Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. |                            |       |                                     |
| 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.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     |

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

| W.3.2.c  |                            |       |                                    |
|--|----------------------------|-------|------------------------------------|
| Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. |                            |       |                                    |
| Code   | Digital Student Experience | Code  | Teacher Resources                  |
|  |                            | 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            |

| 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 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.3.6   |                            |       |                          |
|---|----------------------------|-------|--------------------------|
| 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. |                            |       |                          |
| Code  | Digital Student Experience | Code  | Teacher Resources        |
|   |                            | 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. |                                   |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
|   |                                   | 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. |                                   |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
|   |                                   | 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. |                                   |             |                            |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>   |
|   |                                   | WE          | Fairy-Tale Characteristics |

**W.3.10**

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 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 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   |                            |       |                        |
|--|----------------------------|-------|------------------------|
| 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 48 | Ecosystem: Part 2 of 3 |
|  |                            | 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 |

**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 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.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 48 | Ecosystem: Part 2 of 3 |
|  |                            | WE 49 | Ecosystem: Part 3 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               |
|   |                            | 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           |

**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 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            |
|      |                            | WE 46 | Coral Reefs: 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). |                                   |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
|   |                                   | WE 47       | Ecosystem: Part 1 of 3   |
|   |                                   | WE 48       | Ecosystem: Part 2 of 3   |
|   |                                   | WE 49       | Ecosystem: Part 3 of 3   |

| <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>            |
|   |                                   | 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 |

| <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 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              |

| <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 49       | Ecosystem: Part 3 of 3   |

| <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          | 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! |



| <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 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.3.2  |                                 |       |                             |
|---|---------------------------------|-------|-----------------------------|
| Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |                                 |       |                             |
| Code  | Digital Student Experience      | Code  | Teacher Resources           |
| ISIP ER   | Listening Comprehension Subtest | WE 28 | Earth: Rocks and Soil       |
|   |                                 | WE 30 | Earth: The Changing Surface |
|   |                                 | WE 31 | Atmosphere                  |
|   |                                 | WE 45 | Coral Reefs: Part 2 of 3    |
|   |                                 | WE 48 | Ecosystem: Part 2 of 3      |

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

**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                  |
|   |                                   | 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!                          |

**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 38 | The Desert's Gift        |
|      |                            | WE 39 | Bees at Risk             |
|      |                            | WE 40 | Power for the Planet 1   |
|      |                            | WE 42 | Power for the Planet 3   |
|      |                            | 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   |

**SL.3.6**

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.)

| 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             |

| <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 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                        |
|   |                                   | WE 40       | Power to the Planet 1               |

| SL.3.6  |                            |       |                          |
|---|----------------------------|-------|--------------------------|
| 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.) |                            |       |                          |
| Code  | Digital Student Experience | Code  | Teacher Resources        |
|   |                            | 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.

| L.3.1.a   |                            |       |                            |
|---|----------------------------|-------|----------------------------|
| Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |                            |       |                            |
| Code  | Digital Student Experience | Code  | Teacher Resources          |
|   |                            | WE    | Fairy-Tale Characteristics |
|   |                            | WE 20 | George Washington Carver   |

| <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 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     |
|   |                                   | 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>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 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                |
|  |  | 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           |

| <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 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            |
|  |                                   | WE 46       | Coral Reefs: Part 3 of 3            |

| L.3.1.i  |                            |       |                        |
|--|----------------------------|-------|------------------------|
| Produce simple, compound, and complex sentences. |                            |       |                        |
| Code   | Digital Student Experience | Code  | Teacher Resources      |
|  |                            | WE 47 | Ecosystem: Part 1 of 3 |
|  |                            | WE 48 | Ecosystem: Part 2 of 3 |
|  |                            | WE 49 | Ecosystem: Part 3 of 3 |

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

| L.3.2.a                                 |                            |       |                                   |
|---|----------------------------|-------|-----------------------------------|
| Capitalize appropriate words in titles. |                            |       |                                   |
| Code                                    | Digital Student Experience | Code  | Teacher Resources                 |
|   |                            | 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 Rainforest 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 |
|   |                                   | WE 32       | Weather Watchers                    |
|   |                                   | WE 34       | The Rain Forest Howlers, Chapter 1  |
|   |                                   | 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              |

| <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 20       | George Washington Carver            |
|   |                                   | 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 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!                          |

| L.3.2.g  |                            |       |                          |
|--|----------------------------|-------|--------------------------|
| Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |                            |       |                          |
| Code   | Digital Student Experience | Code  | Teacher Resources        |
|  |                            | 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**

| L.3.3  |  |       |                                 |
|--|--|-------|---------------------------------|
| Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |       |                                 |
| Code   | Digital Student Experience                     | Code  | Teacher Resources               |
| 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            |

| L.3.3  |                            |       |                          |
|--|----------------------------|-------|--------------------------|
| Use knowledge of language and its conventions when writing, speaking, reading, or listening. |                            |       |                          |
| 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   |

| L.3.3.a                              |                            |       |                                     |
|--------------------------------------|----------------------------|-------|-------------------------------------|
| Choose words and phrases for effect. |                            |       |                                     |
| Code                                 | Digital Student Experience | Code  | Teacher Resources                   |
|                                      |                            | 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  | VOC         | Homographs                          |
| C9B  | The Flying Pizza   | VOC L14     | Antonyms                            |
| C10B   | The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale, Spiders                              | VOC L22     | Context Clues                       |
| C10B   | George Washington Carver, Who Is Following Us?   | VOC L26     | Homophones                          |
| C12  | Living Lessons: Context  | VOC L29     | Multiple-Meaning Words (Homographs) |
| C12B   | Fossil Hunters: The Black Hills Dig; Weather Watchers; Fields of Change; Brookside’s Best Science Fair Ever! | C12L10      | Vocabulary: Context                 |
| C13  | Living Lessons: Context  |             |                                     |

| <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 |

| <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>            |
| 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  |

| <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. |  |             |   |
| <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 |
| 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                          |

| 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. |                            |       |                                    |
| Code  | Digital Student Experience | Code  | Teacher Resources                  |
|   |                            | 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.3.5   |  |         |                                  |
|---|--|---------|----------------------------------|
| Demonstrate understanding of word relationships and nuances in word meanings. |  |         |                                  |
| Code  | Digital Student Experience   | Code    | Teacher Resources                |
| ISIP ER   | Reading Comprehension Subtest  | C11L12  | Homophones                       |
| C11   | Homophones   | VOC L9  | Synonyms                         |
| C13B  | Forest Fires: Lessons from the Front Lines (Antonyms);<br>The Desert’s Gift (Homophones) | VOC L26 | Homophones                       |
| C13B  | Race Across the Arctic (Similes and Metaphors);<br>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 (e.g., describe people who are friendly or helpful). |   |             |                          |
| <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 L9      | Synonyms                    |
|  |   | VOC L10     | Shades of Meaning: 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 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! |

**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<br>RC | 1A: Time for Music       |
| C12  | Living Lessons: Inference                              | ISIP AR<br>RC | 2C: Angels in the Lab    |
| C12B   | Mission Incredible, Fields of Change, Weather Watchers | ISIP AR<br>RC | 3A: Choosing Love        |
| C13B   | The Desert's Gift                                      | ISIP AR<br>RC | 3B: What's in a Name?    |
|  |  | ISIP AR<br>RC | 4C: Labor of Love        |
|  |  | ISIP AR<br>RC | 5B: Lunchtime with Lisa  |
|  |  | ISIP AR<br>RC | 6A: Drum Lesson          |
|  |  | ISIP AR<br>RC | 6B: The Big Day          |
|  |  | ISIP AR<br>RC | 8A: A Good Fit           |
|  |  | ISIP AR<br>RC | 8B: Time to Fly          |

| <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<br>RC | 8C: Hear Ye, Hear Ye  |
|  |                                   | ISIP AR<br>RC | 9B: Sounds Like School Spirit                                 |
|  |                                   | ISIP AR<br>RC | 10A: Wants vs. Needs  |
|  |                                   | ISIP AR<br>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<br>RC | 1A: Time for Music    |
| C12  | Living Lessons: Summarization, Main Idea, Cause and Effect | ISIP AR<br>RC | 2C: Angels in the Lab |

| <b>RL.4.2</b>   |  |             |                               |
|---|--|-------------|-------------------------------|
| <b>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</b> |  |             |                               |
| <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                   |

| <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>  |
|  |                                   | 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  |

| <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  | Reading Comprehension Subtest                   | ISIP AR<br>RC | 1A: Time for Music       |
| C13B   | The Rain Forest Howlers, Race Across the Arctic | ISIP AR<br>RC | 2C: Angels in the Lab    |
|  |   | ISIP AR<br>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 |



| <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>  |
|  |                                   | 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**

| <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). |  |               |                          |
| <b>Code</b>  | <b>Digital Student Experience</b>  | <b>Code</b>   | <b>Teacher Resources</b> |
| ISIP AR  | Reading Comprehension and Vocabulary Subtests                            | ISIP AR<br>RC | 1A: Time for Music       |
| C12B   | Fossil Hunters: The Black Hills Dig; Brookside's Best Science Fair Ever! | ISIP AR<br>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). |  |               |                               |
| <b>Code</b>  | <b>Digital Student Experience</b>                                  | <b>Code</b>   | <b>Teacher Resources</b>      |
| C12  | Living Lessons: Context Clues, Vocabulary                          | ISIP AR<br>RC | 3A: Choosing Love             |
| C13B   | The Desert's Gift; The Rain Forest Howlers; Race Across the Arctic | ISIP AR<br>RC | 3B: What's in a Name?         |
| C13  | Living Lessons: Context Clues                                      | ISIP AR<br>RC | 4C: Labor of Love             |
| C14  | Living Lessons: Context Clues                                      | ISIP AR<br>RC | 5B: Lunchtime with Lisa       |
|  |  | ISIP AR<br>RC | 6A: Drum Lesson               |
|  |  | ISIP AR<br>RC | 6B: The Big Day               |
|  |  | ISIP AR<br>RC | 8A: A Good Fit                |
|  |  | ISIP AR<br>RC | 8B: Time to Fly               |
|  |  | ISIP AR<br>RC | 8C: Hear Ye, Hear Ye          |
|  |  | ISIP AR<br>RC | 9B: Sounds Like School Spirit |
|  |  | ISIP AR<br>RC | 10A: Wants vs. Needs          |
|  |  | ISIP AR<br>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). |                                   |                |  |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b>    | <b>Teacher Resources</b>   |
|  |                                   | ISIP AR<br>VOC | 1A: Tier 3 – Prefixes (dis-, un-, re-, mis-, over-, out-) “The Lost Treasure of the Ruby Dagger” |
|  |                                   | ISIP AR<br>VOC | 1B: Tier 2 – Prefixes “Mia’s Mystery Map”  |
|  |                                   | ISIP AR<br>VOC | 2A: Tier 3 Synonyms “Monkey Brothers and the Hero Twins”   |
|  |                                   | ISIP AR<br>VOC | 3C: Tier 1 – Irish Folklore Latin Prefix (sub-)  |
|  |                                   | ISIP AR<br>VOC | 4B: Tier 2 – Homographs “A Hairy Little Problem”   |
|  |                                   | ISIP AR<br>VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest”   |
|  |                                   | ISIP AR<br>VOC | 5B: Tier 2 – Suffixes (-ate, -ify) “A Hairy Situation”   |
|  |                                   | ISIP AR<br>VOC | 6C: Tier 1 – Basketball Latin Prefixes (inter-, pre-)  |
|  |                                   | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”  |
|  |                                   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore-, semi-) “Holiday Light”   |
|  |                                   | ISIP AR<br>VOC | 7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)  |
|  |                                   | ISIP AR<br>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). |                                   |                |   |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b>    | <b>Teacher Resources</b>                                    |
|  |                                   | ISIP AR<br>VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
|  |                                   | ISIP AR<br>VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct)          |
|  |                                   | ISIP AR<br>VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past!” |
|  |                                   | ISIP AR<br>VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”     |
|  |                                   | ISIP AR<br>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                                   |

| <b>RL.4.5</b>  |                                   |             |   |
|--|-----------------------------------|-------------|---|
| 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. |                                   |             |   |
| <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                |
|  |                                   | EOD 2       | Pandora’s Box   |
|  |                                   | RC          | Poetry: Alliteration and Assonance                            |
|  |                                   | RC          | Poetry: Hyperbole   |

| <b>RL.4.6</b>  |                                      |             |  |
|--|--------------------------------------|-------------|--|
| Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |                                      |             |  |
| <b>Code</b>  | <b>Digital Student Experience</b>    | <b>Code</b> | <b>Teacher Resources</b>   |
| 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**

| RL.4.7   |  |        |                   |
|--|--|--------|-------------------|
| 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. |  |        |                   |
| Code   | Digital Student Experience                   | Code   | Teacher Resources |
| C12  | Living Lessons: Representing Text            | C12L8A | Representing Text |
| C13B   | Race Across the Arctic, Power for the Planet | EOD 2  | Pandora’s Box     |

| RL.4.9  |  |        |  |
|---|--|--------|--|
| 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. |  |        |  |
| Code  | Digital Student Experience                       | Code   | Teacher Resources  |
| 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<br>RC | 1A: Time for Music       |
| C12B&P   | Fields of Change, Mission Incredible, Weather Watchers   | ISIP AR<br>RC | 2C: Angels in the Lab    |
| C13B&P   | The Desert’s Gift, First Round-Up, Ghost Dancers, Ghost Party, Into the Darkness                                 | ISIP AR<br>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<br>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<br>RC | 4C: Labor of Love        |
| C14B&P   | Escaping Gravity’s Grasp, Myths of the Great Bear  | ISIP AR<br>RC | 5B: Lunchtime with Lisa  |
|  |  | ISIP AR<br>RC | 6A: Drum Lesson          |
|  |  | ISIP AR<br>RC | 6B: The Big Day          |
|  |  | ISIP AR<br>RC | 8A: A Good Fit           |
|  |  | ISIP AR<br>RC | 8B: Time to Fly          |
|  |  | ISIP AR<br>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<br>RC | 9B: Sounds Like School Spirit           |
|  |                                   | ISIP AR<br>RC | 10A: Wants vs. Needs                    |
|  |                                   | ISIP AR<br>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 4: Afternoon Snack           |
|  |                                   | ISIP AR       | G4 Fluency 5: Hare-y Situation          |
|  |                                   | ISIP AR       | G4 Fluency 7: A Very Long Day           |
|  |                                   | ISIP AR       | G4 Fluency 8: A Word from the Unwelcome |
|  |                                   | 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<br>RC | 1B: Exploring Space          |
| C12B   | Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System; Exploring Space               | ISIP AR<br>RC | 1C: Fire and Ice             |
| C12B   | Earth: The Changing Surface; The Moon; Earth: Rocks and Soil; Natural Resources; Water Recycled                  | ISIP AR<br>RC | 2A: Do Your Part             |
| C13B   | Deepwater Horizon: Solving the Spill; Exploring the Deep; Forest Fires: Lessons from the Front Lines; Survivors! | ISIP AR<br>RC | 2B: Spreading the Love       |
|  |  | ISIP AR<br>RC | 3C: Big Chug, Be Gone!       |
|  |  | ISIP AR<br>RC | 4A: Now That's Recycling     |
|  |  | ISIP AR<br>RC | 4B: Give This Fish a Hand    |
|  |  | ISIP AR<br>RC | 5A: Too Much of a Good Thing |
|  |  | ISIP AR<br>RC | 6C: Presto!                  |
|  |  | ISIP AR<br>RC | 7A: Round and Round?         |
|  |  | ISIP AR<br>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: 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<br>RC | 1B: Exploring Space          |
| C13   | Living Lessons: Main Idea                 | ISIP AR<br>RC | 1C: Fire and Ice             |
| C13B  | Bees at Risk; Amazonia Alert!; Survivors! | ISIP AR<br>RC | 2A: Do Your Part             |
| C14B  | Race for the Moon, Visit Yellowstone      | ISIP AR<br>RC | 2B: Spreading the Love       |
|   |   | ISIP AR<br>RC | 3C: Big Chug, Be Gone!       |
|   |   | ISIP AR<br>RC | 4A: Now That's Recycling     |
|   |   | ISIP AR<br>RC | 4B: Give This Fish a Hand    |
|   |   | ISIP AR<br>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: 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<br>RC | 1B: Exploring Space          |
| C10B   | The Water Cycle, How Mountains Form  | ISIP AR<br>RC | 1C: Fire and Ice             |
| C12  | Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab | ISIP AR<br>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<br>RC | 2B: Spreading the Love       |
| C13  | Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain           | ISIP AR<br>RC | 3C: Big Chug, Be Gone!       |
| C13  | Science Interactive: Life Cycles; Water Cycle; Plant Cycle; Plant Anatomy                                      | ISIP AR<br>RC | 4A: Now That's Recycling     |
| C13  | Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation                                      | ISIP AR<br>RC | 4B: Give This Fish a Hand    |
| C14  | Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels                          | ISIP AR<br>RC | 5A: Too Much of a Good Thing |
|  |  | ISIP AR<br>RC | 6C: Presto!                  |
|  |  | ISIP AR<br>RC | 7A: Round and Round?         |
|  |  | ISIP AR<br>RC | 7B: Unplug Yourself!         |
|  |  | ISIP AR<br>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<br>RC | 9A: When a Bark Is More Than a Bark   |
|  |                                   | ISIP AR<br>RC | 9C: Band Aid  |
|  |                                   | ISIP AR<br>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. |  |               |                              |
| <b>Code</b>   | <b>Digital Student Experience</b>  | <b>Code</b>   | <b>Teacher Resources</b>     |
| ISIP AR   | Reading Comprehension and Vocabulary Subtests  | ISIP AR<br>RC | 1B: Exploring Space          |
| C13B  | Forest Fires: Lessons from the Front Lines; Deepwater Horizon: Solving the Spill; Exploring the Deep; Survivors! | ISIP AR<br>RC | 1C: Fire and Ice             |
| C14B  | Visit Yellowstone, Race for the Moon   | ISIP AR<br>RC | 2A: Do Your Part             |
|   |  | ISIP AR<br>RC | 2B: Spreading the Love       |
|   |  | ISIP AR<br>RC | 3C: Big Chug, Be Gone!       |
|   |  | ISIP AR<br>RC | 4A: Now That's Recycling     |
|   |  | ISIP AR<br>RC | 4B: Give This Fish a Hand    |
|   |  | ISIP AR<br>RC | 5A: Too Much of a Good Thing |
|   |  | ISIP AR<br>RC | 6C: Presto!                  |
|   |  | ISIP AR<br>RC | 7A: Round and Round?         |
|   |  | ISIP AR<br>RC | 7B: Unplug Yourself!         |

**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.

| Code | Digital Student Experience | Code           | Teacher Resources  |
|------|----------------------------|----------------|--|
|      |                            | ISIP AR<br>RC  | 7C: Night Light  |
|      |                            | ISIP AR<br>RC  | 9A: When a Bark Is More Than a Bark                                    |
|      |                            | ISIP AR<br>RC  | 9C: Band Aid   |
|      |                            | ISIP AR<br>RC  | 10B: Exercise for the Body and the Brain                               |
|      |                            | ISIP AR<br>VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-)                     |
|      |                            | ISIP AR<br>VOC | 2B: Tier 2 – Suffixes (-less, -ful) “Play Ball”                        |
|      |                            | ISIP AR<br>VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain)                             |
|      |                            | ISIP AR<br>VOC | 3A: Tier 3 – Suffixes (-ous, -ive) “Thomas Jefferson – Mad Scientist?” |
|      |                            | ISIP AR<br>VOC | 3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?”          |
|      |                            | ISIP AR<br>VOC | 4A: The Science of Carbon Dating: Suffixes (-able, -ible), Tier 3      |
|      |                            | ISIP AR<br>VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)   |
|      |                            | ISIP AR<br>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.

| Code | Digital Student Experience | Code           | Teacher Resources                                       |
|------|----------------------------|----------------|---|
|      |                            | ISIP AR<br>VOC | 6A: Tier 3 – Homographs “Land of the ‘Free’”            |
|      |                            | ISIP AR<br>VOC | 6B: Tier 2 – Greek Root (graph) “Picture This”          |
|      |                            | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”     |
|      |                            | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light” |
|      |                            | ISIP AR<br>VOC | 7C: Tier 1 – Handmade Books, Latin Roots (scrib/script) |
|      |                            | ISIP AR<br>VOC | 9A: Tier 3 – Homographs “Food for Thought”              |
|      |                            | ISIP AR<br>VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself”       |
|      |                            | ISIP AR<br>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<br>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<br>RC | 1C: Fire and Ice                    |
| C13B  | Bees at Risk; Forest Fires: Lessons from the Front Lines | ISIP AR<br>RC | 2A: Do Your Part                    |
|   |  | ISIP AR<br>RC | 2B: Spreading the Love              |
|   |  | ISIP AR<br>RC | 3C: Big Chug, Be Gone!              |
|   |  | ISIP AR<br>RC | 4A: Now That's Recycling            |
|   |  | ISIP AR<br>RC | 4B: Give This Fish a Hand           |
|   |  | ISIP AR<br>RC | 5A: Too Much of a Good Thing        |
|   |  | ISIP AR<br>RC | 6C: Presto!                         |
|   |  | ISIP AR<br>RC | 7A: Round and Round?                |
|   |  | ISIP AR<br>RC | 7B: Unplug Yourself!                |
|   |  | ISIP AR<br>RC | 7C: Night Light                     |
|   |  | ISIP AR<br>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<br>RC | 9C: Band Aid   |
|   |                                   | ISIP AR<br>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:<br>How to Be an Underwater Explorer |
|   |                                   | RC L51        | Informational Texts/Analyzing Persuasive Media:<br>Sharks in Danger                    |
|   |                                   | RC L52        | Informational Texts/Analyzing Persuasive Media:<br>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, timelines, 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; Plant 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         |

**RI.4.8**

Explain how an author uses reasons and evidence to support particular points in a text.

| Code | Digital Student Experience           | Code   | Teacher Resources   |
|------|--------------------------------------|--------|---|
| C14B | Race for the Moon, Visit Yellowstone | 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 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                |

**RI.4.9**

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

| Code | Digital Student Experience | Code   | Teacher Resources |
|------|----------------------------|--------|-------------------|
|      |                            | C12L8A | Representing Text |

| <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> |
|  |                                   | C12L11      | Compare and Contrast     |
|  |                                   | 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 |

| <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   | A Boon for the Planet; A Renewable Future; Asteroid Hunters; Journey Through the Triangle; Low Down Living | ISIP AR RC  | 6C: Presto!  |
| 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      |

| <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<br>VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto) |
|  |                                   | ISIP AR<br>VOC | 5C: Tier 1 – Salamanders, Synonyms and Antonyms                      |
|  |                                   | ISIP AR<br>VOC | 6A: Tier 3 – Homographs “Land of the ‘Free’”                         |
|  |                                   | ISIP AR<br>VOC | 6B: Tier 2 – Greek Root (graph) “Picture This”                       |
|  |                                   | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”                  |
|  |                                   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”              |
|  |                                   | ISIP AR<br>VOC | 7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)              |
|  |                                   | ISIP AR<br>VOC | 9A: Tier 3 – Homographs “Food for Thought”                           |
|  |                                   | ISIP AR<br>VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself”                    |
|  |                                   | ISIP AR<br>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                                   |



| 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    | 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.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   |

| <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 1: Behind the Scenes          |
|   |                                   | 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 |

| RF.4.4.a  |                            |                 |   |
|---|----------------------------|-----------------|---|
| Read grade-level text with purpose and understanding. |                            |                 |   |
| Code  | Digital Student Experience | Code            | Teacher Resources                                 |
|   |                            | 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<br>DAP | Passages 121-150                                  |
|   |                            | ISIP ORF<br>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)                           |

| <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    | Progress Monitoring Instructions |
|   |                                   | ISIP ORF    | Progress Monitoring Passages     |

| <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<br>DAP | Passages 121-150                         |

| <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 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     | Progress Monitoring Passages                      |

| <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          |

| <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>                          |
| 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                     |
| 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<br>DAP | Passages 121-150                                  |
|  |  | ISIP ORF<br>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)                           |

| RF.4.4.c   |                            |          |                                  |
|--|----------------------------|----------|----------------------------------|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |                            |          |                                  |
| Code   | Digital Student Experience | Code     | Teacher Resources                |
|  |                            | ISIP ORF | Progress Monitoring Instructions |
|  |                            | ISIP ORF | Progress Monitoring Passages     |
|  |                            | C15      | Bridge Lesson: Context Clues     |

## Writing Standards

### Types of Texts and Purposes

| W.4.1   |                            |       |                                     |
|---|----------------------------|-------|-------------------------------------|
| 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                        |

| W.4.1.a   |                            |       |                                     |
|---|----------------------------|-------|-------------------------------------|
| 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! |

| <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. |                                   |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
|   |                                   | WE 39       | Bees at Risk             |

| <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 31       | Atmosphere                          |
|  |                                   | 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                       |

**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                  |
|------|----------------------------|-------|------------------------------------|
| 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                       |

**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 |

| <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 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.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!                    |

| <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> |
|  |                                   | 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    |
|  |                                   | 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 |

| <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>           |
|   |                                   | 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 |

| <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>            |
|   |                                   | 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 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      |
|  |   | 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   |

**W.4.4**

Produce clear and coherent writing 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 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            |

**W.4.4**

Produce clear and coherent writing 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 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.4.5**

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   |
|------|--|-------|---|
| 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    | 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                             |

**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 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                        |

| 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 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    | Inquiry and Research Writing Extension (Grade 4)            |
|  |  | WE 21 | Our Solar System  |
|  |  | WE 22 | Mission Incredible  |

**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 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                        |

**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 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**

**W.4.7**

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                            |

| <b>W.4.7</b>  |                                   |             |                          |
|---|-----------------------------------|-------------|--------------------------|
| Conduct short research projects that 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 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 and categorize information, 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 4) |
|   |                                   | WE 41       | Power to the Planet 2                            |
|   |                                   | WE 45       | Coral Reefs: Part 2 of 3                         |
|   |                                   | WE 48       | Ecosystem: Part 2 of 3                           |

| <b>W.4.9</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 4) |
|   |                                   | WE 41       | Power to the Planet 2                            |
|   |                                   | WE 45       | Coral Reefs: Part 2 of 3                         |



| <b>W.4.9</b>  |                            |       |                        |
|---|----------------------------|-------|------------------------|
| Draw evidence from literary or informational texts to support analysis, reflection, and research. |                            |       |                        |
| Code  | Digital Student Experience | Code  | Teacher Resources      |
|   |                            | WE 48 | Ecosystem: Part 2 of 3 |

| <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. |   |             |   |
| <b>Code</b>   | <b>Digital Student Experience</b>   | <b>Code</b> | <b>Teacher Resources</b>  |
| 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            |
| 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  |

**W.4.10**

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 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.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        |
|   |                            | 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. |                            |      |                                     |
| Code   | Digital Student Experience | Code | Teacher Resources                   |
|  |                            | SP L | Group Work...How Does it Work?      |
|  |                            | C12  | Inferencing and Drawing Conclusions |
|  |                            | C12  | Sequencing                          |
|  |                            | C12  | Main Idea                           |
|  |                            | C12  | Predicting Outcomes                 |
|  |                            | C12  | Summarizing                         |

**SL.4.1**

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.

| Code | Digital Student Experience | Code  | Teacher Resources                                |
|------|----------------------------|-------|--|
|      |                            | 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                                 |
|      |                            | 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                          |
|  |                                   | 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 |

**SL.4.1.c**

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                       |
|------|----------------------------|---------|---|
|      |                            | ISIP AR | Reading Comprehension Interventions     |
|      |                            | 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 |

**SL.4.1.d**

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  |
|      |                            | WE 36   | Amazonia Alert!                     |

| SL.4.2  |                            |      |                                |
|---|----------------------------|------|--------------------------------|
| 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? |

| SL.4.3   |                            |         |                                     |
|--|----------------------------|---------|-------------------------------------|
| Identify the reasons and evidence a speaker provides to support particular points. |                            |         |                                     |
| Code   | Digital Student Experience | Code    | Teacher Resources                   |
|  |                            | 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**

| 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                                |
|   |                            | SP L  | Group Work...How Does it Work?                   |
|   |                            | WE    | Inquiry and Research Writing Extension (Grade 4) |
|   |                            | WE 31 | Earth: Atmosphere                                |



| 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 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           |
|   |                            | 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.4.6   |  |      |                                |
|--|--|------|--------------------------------|
| 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               |
|------|----------------------------|---------|---------------------------------|
|      |                            | ISIP AR | G4 Fluency 7: A Very Long Day   |
|      |                            | ISIP AR | G4 Fluency 9: Bitter Sweet      |
|      |                            | 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! |

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                            |

| <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 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 to the Planet 3               |
|                             |                                   | WE 43       | Forest Fires                        |
|                             |                                   | WE 46       | Coral Reefs: Part 3 of 3            |

| <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 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 34       | The Rain Forest Howlers, Chapter 1  |
|  |                                       | 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   |
|   |                                       | 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                                     |

| <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     | 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  |
|   |                                   | 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   |



| <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 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 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                            |
|   |                                       | 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.4.3.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 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             |

| <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      |

**L.4.4.a**

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

| Code   | Digital Student Experience   | Code | Teacher Resources             |
|--------|--|------|-------------------------------|
| 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  |      |                               |

**L.4.4.b**

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

| Code    | Digital Student Experience | Code        | Teacher Resources  |
|---------|----------------------------|-------------|--|
| 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”               |

| <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<br>VOC | 6B: Tier 2 – Greek Root (graph) “Picture This”              |
|   |                                   | ISIP AR<br>VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-)      |
|   |                                   | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”         |
|   |                                   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”     |
|   |                                   | ISIP AR<br>VOC | 7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)     |
|   |                                   | ISIP AR<br>VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
|   |                                   | ISIP AR<br>VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct)          |
|   |                                   | ISIP AR<br>VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself”           |
|   |                                   | ISIP AR<br>VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val)             |
|   |                                   | ISIP AR<br>VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past”  |
|   |                                   | ISIP AR<br>VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”     |
|   |                                   | C12            | Vocabulary: Greek and Latin Roots                           |
|   |                                   | C12L3          | Vocabulary: Structural Analysis                             |

| L.4.4.b   |                            |      |                          |
|---|----------------------------|------|--------------------------|
| Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). |                            |      |                          |
| Code  | Digital Student Experience | Code | Teacher Resources        |
|   |                            | C15  | Bridge Lesson – Prefixes |

| L.4.4.c   |  |       |  |
|---|--|-------|--|
| 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. |  |       |  |
| Code  | Digital Student Experience   | Code  | Teacher Resources  |
| 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                             |
| 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                                      |

| <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. |                                   |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
|   |                                   | 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         | Adages                   |
|   |                                   | VOC         | Puns                     |
|   |                                   | VOC L38     | Idioms                   |
|   |                                   | VOC L39     | Idioms                   |
|   |                                   | VOC L40     | Idioms                   |



| <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<br>VOC | 2A: Tier 3 – Synonyms “Monkey Brothers and the Hero Twins”    |
| C13B   | Amazonia Alert!                   | ISIP AR<br>VOC | 3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?” |
| C15  | Antonyms, Synonyms                | ISIP AR<br>VOC | 5C: Tier 1 – Salamanders: Synonyms and Antonyms               |
|  |                                   | ISIP AR<br>VOC | 8A: Tier 3 – Synonyms and Antonyms “I HAD a Dream”            |
|  |                                   | VOC L35        | Analogies   |
|  |                                   | VOC L36        | Analogies   |
|  |                                   | VOC L37        | Antonyms and Synonyms   |
|  |                                   | C15            | Bridge Lesson – Synonyms                                      |
|  |                                   | C15            | Bridge Lesson – Analogies                                     |
|  |                                   | C15            | Bridge Lesson – Antonyms                                      |
|  |                                   | WE 37          | Survivors!  |

**L.4.6**

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).

| Code    | Digital Student Experience   | Code    | Teacher Resources  |
|---------|--|---------|--------------------|
| 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<br>RC | 1A: Time for Music       |
| C12B  | Mission Incredible, Fields of Change, Weather Watchers | ISIP AR<br>RC | 2C: Angels in the Lab    |
| C12   | Living Lessons: Inference                              | ISIP AR<br>RC | 3A: Choosing Love        |
| C13B  | The Desert’s Gift                                      | ISIP AR<br>RC | 3B: What’s in a Name?    |
| C13   | Living Lessons: Inference                              | ISIP AR<br>RC | 5B: Lunchtime with Lisa  |
|   |  | ISIP AR<br>RC | 6A: Drum Lesson          |
|   |  | ISIP AR<br>RC | 6B: The Big Day          |
|   |  | ISIP AR<br>RC | 8A: A Good Fit           |
|   |  | ISIP AR<br>RC | 8B: Time to Fly          |
|   |  | ISIP AR<br>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   |
|   |                                   | RC L57      | Literature, Biography: Jane Goodall, Champion of Chimpanzees  |

| <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 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<br>RC | 1A: Time for Music       |
| C12   | Living Lessons: Summarization                                      | ISIP AR<br>RC | 2C: Angels in the Lab    |
| C13B  | The Rain Forest Howlers, The Desert’s Gift, Race Across the Arctic | ISIP AR<br>RC | 3A: Choosing Love        |
| C13   | Living Lessons: Main Idea, Cause and Effect                        | ISIP AR<br>RC | 3B: What’s in a Name?    |

| <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>   |
| 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                                    |
|   |                                   | RC L61      | Literature, Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2 (Grades 4-5) |

| <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 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<br>RC | 1A: Time for Music       |
| C13B   | The Rain Forest Howlers, Race Across the Arctic | ISIP AR<br>RC | 2C: Angels in the Lab    |
| C15  | Living Lessons: Compare and Contrast            | ISIP AR<br>RC | 3A: Choosing Love        |
|  |   | ISIP AR<br>RC | 3B: What's in a Name?    |
|  |   | ISIP AR<br>RC | 4C: Labor of Love        |

| <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<br>RC | 5B: Lunchtime with Lisa                |
|  |                                   | ISIP AR<br>RC | 6A: Drum Lesson                        |
|  |                                   | ISIP AR<br>RC | 6B: The Big Day                        |
|  |                                   | ISIP AR<br>RC | 8A: A Good Fit                         |
|  |                                   | ISIP AR<br>RC | 8B: Time to Fly                        |
|  |                                   | ISIP AR<br>RC | 8C: Hear Ye, Hear Ye                   |
|  |                                   | ISIP AR<br>RC | 9B: Sounds Like School Spirit          |
|  |                                   | ISIP AR<br>RC | 10A: Wants vs. Needs                   |
|  |                                   | ISIP AR<br>RC | 10C: A Great Dad                       |
|  |                                   | C14           | Bridge Lesson – Compare and Contrast   |
|  |                                   | C14           | Bridge Lesson – Supporting Responses   |
|  |                                   | C15           | Bridge Lesson: General Comprehension 2 |
|  |                                   | C15           | Bridge Lesson: General Comprehension 3 |



| <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>  |
|  |                                   | 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. |  |               |                          |
| <b>Code</b>   | <b>Digital Student Experience</b>                                  | <b>Code</b>   | <b>Teacher Resources</b> |
| ISIP AR   | Reading Comprehension and Vocabulary Subtests                      | ISIP AR<br>RC | 1A: Time for Music       |
| C12B  | Mission Incredible   | ISIP AR<br>RC | 2C: Angels in the Lab    |
| C13   | Living Lessons: Context Clues                                      | ISIP AR<br>RC | 3A: Choosing Love        |
| C13B  | The Desert's Gift, The Rain Forest Howlers, Race Across the Arctic | ISIP AR<br>RC | 3B: What's in a Name?    |
| C14   | Living Lessons: Context Clues                                      | ISIP AR<br>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. |                                   |                |  |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b>    | <b>Teacher Resources</b>   |
| C15   | Metaphors, Similes                | ISIP AR<br>RC  | 5B: Lunchtime with Lisa  |
|   |                                   | ISIP AR<br>RC  | 6A: Drum Lesson  |
|   |                                   | ISIP AR<br>RC  | 6B: The Big Day  |
|   |                                   | ISIP AR<br>RC  | 8A: A Good Fit   |
|   |                                   | ISIP AR<br>RC  | 8B: Time to Fly  |
|   |                                   | ISIP AR<br>RC  | 8C: Hear Ye, Hear Ye   |
|   |                                   | ISIP AR<br>RC  | 9B: Sounds Like School Spirit  |
|   |                                   | ISIP AR<br>RC  | 10A: Wants vs. Needs   |
|   |                                   | ISIP AR<br>RC  | 10C: A Great Dad   |
|   |                                   | ISIP AR<br>VOC | 1A: Tier 3 – Prefixes (dis-, un-, re-, mis-, over-, out-) “The Lost Treasure of the Ruby Dagger” |
|   |                                   | ISIP AR<br>VOC | 1B: Tier 2 – Prefixes “Mia’s Mystery Map”  |
|   |                                   | ISIP AR<br>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. |                                   |                |   |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b>    | <b>Teacher Resources</b>                                    |
|   |                                   | ISIP AR<br>VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-)            |
|   |                                   | ISIP AR<br>VOC | 4B: Tier 2 – Homographs “A Hairy Little Problem”            |
|   |                                   | ISIP AR<br>VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest”      |
|   |                                   | ISIP AR<br>VOC | 5B: Tier 2 – Suffixes (-ate, -ify) “A Hairy Situation”      |
|   |                                   | ISIP AR<br>VOC | 5C: Tier 1 – Salamanders, Synonyms and Antonyms             |
|   |                                   | ISIP AR<br>VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-)      |
|   |                                   | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”         |
|   |                                   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore-, semi-) “Holiday Light”        |
|   |                                   | ISIP AR<br>VOC | 8A: Tier 3 – Synonyms and Antonyms “I HAD a Dream”          |
|   |                                   | ISIP AR<br>VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
|   |                                   | ISIP AR<br>VOC | 8C: Tier 1 – Civil War Latin Roots (rupt, struct)           |
|   |                                   | ISIP AR<br>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. |                                   |                |   |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b>    | <b>Teacher Resources</b>                                      |
|   |                                   | ISIP AR<br>VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”       |
|   |                                   | ISIP AR<br>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                            |

**RL.5.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

| Code | Digital Student Experience | Code   | Teacher Resources   |
|------|----------------------------|--------|---|
|      |                            | RC     | Poetry: Hyperbole   |
|      |                            | RC     | Poetry: Alliteration and Assonance                            |
|      |                            | 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   |

**RL.5.6**

Describe how a narrator’s or speaker’s point of view influences how events are described.

| 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                             |
|      |                            | 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<br>RC | 1A: Time for Music       |
| C12B  | Fields of Change, Mission Incredible, Weather Watchers   | ISIP AR<br>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<br>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<br>RC | 3B: What’s in a Name?    |
| C13B&P  | Swimming with the Whale Sharks, The Lost Treasure of the Ruby Dagger   | ISIP AR<br>RC | 4C: Labor of Love        |
| C14B&P  | Escaping Gravity’s Grasp, Myths of the Great Bear  | ISIP AR<br>RC | 5B: Lunchtime with Lisa  |
|   |  | ISIP AR<br>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<br>RC | 6B: The Big Day                    |
|   |                                   | ISIP AR<br>RC | 8A: A Good Fit                     |
|   |                                   | ISIP AR<br>RC | 8B: Time to Fly                    |
|   |                                   | ISIP AR<br>RC | 8C: Hear Ye, Hear Ye               |
|   |                                   | ISIP AR<br>RC | 9B: Sounds Like School Spirit      |
|   |                                   | ISIP AR<br>RC | 10A: Wants vs. Needs               |
|   |                                   | ISIP AR<br>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 |

**RL.5.10**

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.

| Code | Digital Student Experience | Code   | Teacher Resources                       |
|------|----------------------------|--------|---|
|      |                            | 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<br>RC | 1B: Exploring Space          |
| C12B  | Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System                                | ISIP AR<br>RC | 1C: Fire and Ice             |
| C12B  | Earth: The Changing Surface; The Moon; Earth: Rocks and Soil   | ISIP AR<br>RC | 2A: Do Your Part             |
| C12B  | Natural Resources; Water Recycled; Exploring Space   | ISIP AR<br>RC | 2B: Spreading the Love       |
| C13B  | Deepwater Horizon: Solving the Spill; Exploring the Deep; Forest Fires: Lessons from the Front Lines; Survivors! | ISIP AR<br>RC | 3C: Big Chug, Be Gone!       |
|   |  | ISIP AR<br>RC | 4A: Now That's Recycling     |
|   |  | ISIP AR<br>RC | 4B: Give This Fish a Hand    |
|   |  | ISIP AR<br>RC | 5A: Too Much of a Good Thing |
|   |  | ISIP AR<br>RC | 6C: Presto!                  |
|   |  | ISIP AR<br>RC | 7A: Round and Round?         |
|   |  | ISIP AR<br>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<br>RC | 1B: Exploring Space      |
| C13   | Living Lessons: Main Idea            | ISIP AR<br>RC | 1C: Fire and Ice         |
| C13B  | Bees at Risk, Survivors!             | ISIP AR<br>RC | 2A: Do Your Part         |
| C14B  | Race for the Moon, Visit Yellowstone | ISIP AR<br>RC | 2B: Spreading the Love   |
|   |                                      | ISIP AR<br>RC | 3C: Big Chug, Be Gone!   |
|   |                                      | ISIP AR<br>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<br>RC | 1B: Exploring Space       |
| C12  | Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab | ISIP AR<br>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<br>RC | 2A: Do Your Part          |
| C13  | Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain           | ISIP AR<br>RC | 2B: Spreading the Love    |
| C13  | Science Interactive: Life Cycles; Water Cycle; Plant Cycle; Plant Anatomy                                      | ISIP AR<br>RC | 3C: Big Chug, Be Gone!    |
| C13  | Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation                                      | ISIP AR<br>RC | 4A: Now That's Recycling  |
| C14  | Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels                          | ISIP AR<br>RC | 4B: Give This Fish a Hand |
|  |  | ISIP AR<br>RC | 6C: Presto!               |
|  |  | ISIP AR<br>RC | 7A: Round and Round?      |
|  |  | ISIP AR<br>RC | 7B: Unplug Yourself!      |
|  |  | ISIP AR<br>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<br>RC | 9A: When a Bark Is More Than a Bark                          |
|  |                                   | ISIP AR<br>RC | 9C: Band Aid   |
|  |                                   | ISIP AR<br>RC | 10B: Exercise for the Body and the Brain                     |
|  |                                   | C15           | Bridge Lesson: General Comprehension 1                       |
|  |                                   | RC L47        | Informational Texts: Amazonia Alert! (Grades 4-5)            |
|  |                                   | RC L56        | Literature, Analyzing a Biography: George Washington Carver  |
|  |                                   | RC L57        | Literature, Biography: Jane Goodall, Champion of Chimpanzees |

**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. |  |               |                          |
| <b>Code</b>  | <b>Digital Student Experience</b>  | <b>Code</b>   | <b>Teacher Resources</b> |
| ISIP AR  | Reading Comprehension and Vocabulary Subtests  | ISIP AR<br>RC | 1B: Exploring Space      |
| C13B   | Forest Fires: Lessons from the Front Lines; Deepwater Horizon: Solving the Spill; Exploring the Deep; Survivors! | ISIP AR<br>RC | 1C: Fire and Ice         |

| <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. |                                      |               |                                     |
| <b>Code</b>  | <b>Digital Student Experience</b>    | <b>Code</b>   | <b>Teacher Resources</b>            |
| C14B   | Visit Yellowstone, Race for the Moon | ISIP AR<br>RC | 2A: Do Your Part                    |
|  |                                      | ISIP AR<br>RC | 2B: Spreading the Love              |
|  |                                      | ISIP AR<br>RC | 3C: Big Chug, Be Gone!              |
|  |                                      | ISIP AR<br>RC | 4A: Now That's Recycling            |
|  |                                      | ISIP AR<br>RC | 4B: Give This Fish a Hand           |
|  |                                      | ISIP AR<br>RC | 5A: Too Much of a Good Thing        |
|  |                                      | ISIP AR<br>RC | 6C: Presto!                         |
|  |                                      | ISIP AR<br>RC | 7A: Round and Round?                |
|  |                                      | ISIP AR<br>RC | 7B: Unplug Yourself!                |
|  |                                      | ISIP AR<br>RC | 7C: Night Light                     |
|  |                                      | ISIP AR<br>RC | 9A: When a Bark Is More Than a Bark |
|  |                                      | ISIP AR<br>RC | 9C: Band Aid                        |

| <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. |                                   |             |  |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>   |
|  |                                   | 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: 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?”                  |



| <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. |                                   |                |   |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b>    | <b>Teacher Resources</b>                                |
|  |                                   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light” |
|  |                                   | ISIP AR<br>VOC | 7C: Tier 1 – Handmade Books, Latin Roots (scrib/script) |
|  |                                   | ISIP AR<br>VOC | 9A: Tier 3 – Homographs “Food for Thought”              |
|  |                                   | ISIP AR<br>VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself”       |
|  |                                   | ISIP AR<br>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 |

| <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 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  |

**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; Plant 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<br>RC | 2A: Do Your Part  |
| C13  | Living Lessons: Author's Purpose   | ISIP AR<br>RC | 2B: Spreading the Love  |
| C13B   | Forest Fires: Lessons from the Front Lines, Power for the Planet, Bees at Risk | ISIP AR<br>RC | 4A: Now That's Recycling  |
| C14B   | Race for the Moon, Visit Yellowstone   | ISIP AR<br>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> |
|  |                                   | 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<br>RC | 9C: Band Aid   |
|  |                                   | ISIP AR<br>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           | ISIP AR     | G5 Fluency 1: History Lesson  |
| C13B  | Deepwater Horizon: Solving the Spill, Power for the Planet | ISIP AR     | G5 Fluency 2: Water Soup  |
| C14   | Vocab Lab  | ISIP AR     | G5 Fluency 3: Echoes of Love  |
| C15   | Living Lessons: Vocabulary                                 | 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  |
|   |  | ISIP AR     | Word Analysis- ISIP Advanced Reading Teacher Directed Interventions |
|   |  | C11L11      | Multisyllabic Words   |
|   |  | C12L3       | Vocabulary: Structural Analysis                                     |
|   |  | C12L8A      | Representing Text: Vocabulary Support                               |

**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 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   |
|   |  | ISIP ORF<br>DAP | Passages 151-181   |
|   |  | ISIP ORF<br>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  |



| <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 – 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     |

| <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 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                           |

| <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<br>DAP | Passages 151-181   |
|  |                                   | ISIP ORF<br>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        | Progress Monitoring Passages   |

| <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   |

| <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   | Exploring the Deep; The Desert’s Gift; Power for the Planet; The Rain Forest Howlers; Survivors! | ISIP AR         | G5 Fluency 1: History Lesson   |
| 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 5: Home Sweet Home  |
| C14  | Living Lessons: Context Clues  | 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<br>DAP | Passages 151-181   |
|  |  | ISIP ORF<br>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)   |

| <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    | Rate Chart (Grades 1-8)          |
|  |                                   | ISIP ORF    | Progress Monitoring Instructions |
|  |                                   | ISIP ORF    | Progress Monitoring Passages     |
|  |                                   | C15         | Bridge Lesson – Context Clues    |
|  |                                   | ISIP AR     | Text Fluency Interventions       |
|  |                                   | 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 2.2, Form a Controlling Idea  |
| 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 |

| <b>W.5.3.c</b>  |  |             |   |
|---|--|-------------|---|
| Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |  |             |   |
| <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 |

| <b>W.5.3.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   | 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 |

| <b>W.5.3.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 – 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 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  |

| <b>W.5.4</b>   |                                   |             |   |
|--|-----------------------------------|-------------|---|
| Produce clear and coherent writing 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      |
|  |                                   | 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                             |

**W.5.4**

Produce clear and coherent writing 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 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              |

| <b>W.5.4</b>   |                                   |             |                          |
|--|-----------------------------------|-------------|--------------------------|
| Produce clear and coherent writing 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 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 |
|  |  | 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                      |

**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    | 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                      |
|      |                            | 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.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 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.5.6</b>  |                                   |             |  |
|---|-----------------------------------|-------------|--|
| 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. |                                   |             |  |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                         |
| 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 44       | Coral Reefs: Part 1 of 3                         |
|  |                                   | WE 45       | Coral Reefs: Part 2 of 3                         |
|  |                                   | WE 46       | Coral Reefs: Part 3 of 3                         |



| <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 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) |
|  |                                   | 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                         |
|  |                                   | 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                  |

| <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 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                           |

| <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 – 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                      |
|   |                                   | WE 31       | Atmosphere                                       |
|   |                                   | WE 32       | Weather Watchers                                 |
|   |                                   | WE 33       | Brookside’s Best Science Fair Ever!              |
|   |                                   | WE 34       | The Rain Forest Howlers, Chapter 1               |

**W.5.10**

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 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.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  |
|  |                                   | 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                                 |

| <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 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.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                          |

| <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> |
|  |                                   | 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?      |

| <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     |
|   |                                   | SP L        | Group Work...How Does It Work?          |
|   |                                   | C15         | Bridge Lesson – General Comprehension 1 |
|   |                                   | C15         | Bridge Lesson – General Comprehension 2 |



| <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>                |
|   |                                   | C15         | Bridge Lesson – General Comprehension 3 |
|   |                                   | C15         | Bridge Lesson – General Comprehension 4 |

| <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     |
|  |                                   | 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.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>       |
|  |                                   | SP L        | Group Work...How Does it Work? |
|  |                                   | C12         | Summarizing                    |

| <b>SL.5.3</b>   |                                   |             |                                 |
|---|-----------------------------------|-------------|---------------------------------|
| Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |                                   |             |                                 |
| <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 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                         |
|   |                                   | 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.5.6</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.) |                                   |             |                                 |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>        |
|   |                                   | 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. |                                       |             |                                 |
| <b>Code</b>  | <b>Digital Student Experience</b>     | <b>Code</b> | <b>Teacher Resources</b>        |
| 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    |
|  |                                       | WE 21       | Our Solar System                |
|  |                                       | WE 22       | Mission Incredible              |
|  |                                       | WE 24       | Fields of Change: Spring/Summer |
|  |                                       | WE 26       | The Moon                        |
|  |                                       | WE 30       | Earth: The Changing Surface     |

| <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   |
|   |                                       | 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                                     |

| <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     | 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  |
|   |                                   | 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 5)                              |
|   |                                   | WE 23       | Earth: Day, Night, and Seasons  |
|   |                                   | WE 24       | Fields of Change: Spring/Summer   |

| <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 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 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<br>VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-) |

| <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>   |
| C14   | Vocab Lab                         | ISIP AR<br>VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain)                           |
|   |                                   | ISIP AR<br>VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-)                     |
|   |                                   | ISIP AR<br>VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto) |
|   |                                   | ISIP AR<br>VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest”               |
|   |                                   | ISIP AR<br>VOC | 6B: Tier 2 – Greek Root (graph) “Picture This”                       |
|   |                                   | ISIP AR<br>VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-)               |
|   |                                   | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”                  |
|   |                                   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”              |
|   |                                   | ISIP AR<br>VOC | 7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)              |
|   |                                   | ISIP AR<br>VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”          |
|   |                                   | ISIP AR<br>VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct)                   |
|   |                                   | ISIP AR<br>VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself”                    |

| <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<br>VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val)            |
|   |                                   | ISIP AR<br>VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past” |
|   |                                   | ISIP AR<br>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. |  |                |   |
| <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<br>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<br>VOC | 3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?” |
| C13B  | With Glossary: Deepwater Horizon: Solving the Spill; Exploring the Deep ; Survivors!             | ISIP AR<br>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<br>VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest”        |

| <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. |   |                |   |
| <b>Code</b>   | <b>Digital Student Experience</b>                   | <b>Code</b>    | <b>Teacher Resources</b>                                    |
| C14B  | With Glossary: Race for the Moon; Visit Yellowstone | ISIP AR<br>VOC | 5B: Tier 2 – Suffixes (-ate, -ify) “A Hairy Situation”      |
|   |   | ISIP AR<br>VOC | 5C: Tier 1 – Salamanders: Synonyms and Antonyms             |
|   |   | ISIP AR<br>VOC | 6A: Tier 3 – Homographs “Land of the ‘Free’”                |
|   |   | ISIP AR<br>VOC | 6B: Tier 2 – Greek Root (graph) “Picture This”              |
|   |   | ISIP AR<br>VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-)      |
|   |   | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”         |
|   |   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”     |
|   |   | ISIP AR<br>VOC | 7C: Tier 1 – Handmade Books, Latin Root (scrib/script)      |
|   |   | ISIP AR<br>VOC | 8A: Tier 3 – Synonyms and Antonyms “I HAD a Dream”          |
|   |   | ISIP AR<br>VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
|   |   | ISIP AR<br>VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct)          |
|   |   | ISIP AR<br>VOC | 9A: Tier 3 – Homographs “Food for Thought”                  |

| <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. |                                   |                |   |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b>    | <b>Teacher Resources</b>                                    |
|   |                                   | ISIP AR<br>VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself”           |
|   |                                   | ISIP AR<br>VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val)             |
|   |                                   | ISIP AR<br>VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past!” |
|   |                                   | ISIP AR<br>VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”     |
|   |                                   | ISIP AR<br>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!   |
|   |                                   | WE 37          | Survivors!  |
|   |                                   | WE 42          | Power to the Planet 3                                       |
|   |                                   | WE 46          | Coral Reefs: Part 3 of 3                                    |

| <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. |                                   |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
|   |                                   | 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         | Adages                   |
|   |                                   | VOC         | Puns                     |
|   |                                   | VOC L40     | Idioms                   |

| <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<br>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<br>VOC | 4B: Tier 2 – Homographs “A Hairy Little Problem”   |
| C15  | Antonyms, Synonyms   | ISIP AR<br>VOC | 5C: Tier 1 – Salamanders: Synonyms and Antonyms    |
|  |  | ISIP AR<br>VOC | 6A: Tier 3 – Homographs “Land of the ‘Free’”       |
|  |  | ISIP AR<br>VOC | 8A: Tier 3 – Synonyms and Antonyms “I HAD a Dream” |
|  |  | ISIP AR<br>VOC | 9A: Tier 3 – Homographs “Food for Thought”         |
|  |  | ISIP AR<br>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<br>VOC | 1A: Tier 3 – Prefixes (dis-, un-, re-, mis-, over-, out-) “The Lost Treasure of the Ruby Dagger” |
| C13B  | Exploring the Deep                | ISIP AR<br>VOC | 1B: Tier 2 – Prefixes “Mia’s Mystery Map”  |
| C14B  | Race for the Moon                 | ISIP AR<br>VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-)   |
|   |                                   | ISIP AR<br>VOC | 2A: Tier 3 – Synonyms “Monkey Brothers and the Hero Twins”                                       |
|   |                                   | ISIP AR<br>VOC | 2B: Tier 2 – Suffixes (-less, -ful) “Play Ball”  |
|   |                                   | ISIP AR<br>VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain)   |
|   |                                   | ISIP AR<br>VOC | 3A: Tier 3 – Suffixes (-ous, -ive) “Thomas Jefferson – Mad Scientist?”                           |
|   |                                   | ISIP AR<br>VOC | 3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?”                                    |
|   |                                   | ISIP AR<br>VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-)   |
|   |                                   | ISIP AR<br>VOC | 4A: Tier 3 – Suffixes (-able, -ible) “The Science of Carbon Dating”                              |
|   |                                   | ISIP AR<br>VOC | 4B: Tier 2 – Homographs “A Hairy Little Problem”   |
|   |                                   | ISIP AR<br>VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)                             |



| <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<br>VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest”      |
|   |                                   | ISIP AR<br>VOC | 5C: Tier 1 – Salamanders: Synonyms and Antonyms             |
|   |                                   | ISIP AR<br>VOC | 6A: Tier 3 – Homographs “Land of the ‘Free’”                |
|   |                                   | ISIP AR<br>VOC | 6B: Tier 2 – Greek Root (graph) “Picture This”              |
|   |                                   | ISIP AR<br>VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-)      |
|   |                                   | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”         |
|   |                                   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”     |
|   |                                   | ISIP AR<br>VOC | 7C: Tier 2 – Handmade Books, Latin Roots (scrib/script)     |
|   |                                   | ISIP AR<br>VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
|   |                                   | ISIP AR<br>VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct)          |
|   |                                   | ISIP AR<br>VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself”           |
|   |                                   | ISIP AR<br>VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val)             |

| <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<br>VOC | 10A: Tier 3 Latin Roots (aud, bene) “- Hope from the Past” |
|   |                                   | ISIP AR<br>VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”    |
|   |                                   | ISIP AR<br>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<br>RC | 2C: Angels in the Lab        |
| TT U1.1B  | Didja Ninja: Inferences  | ISIP AR<br>RC | 3A: Choosing Love            |
| TT U1.1B  | Who Stole the Mona Lisa?, Parts 1 and 2                                    | ISIP AR<br>RC | 3B: What's in a Name?        |
| TT U2.1A  | Didja Ninja and the Pirates: Plot Elements                                 | ISIP AR<br>RC | 4C: Labor of Love            |
| TT 2 L1   | World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell | ISIP AR<br>RC | 8B: Time to Fly              |
| TT 2 L1   | Virtual World: Sherlock Holmes and Moriarty                                | ISIP AR<br>RC | 8C: Hear Ye, Hear Ye         |
| TT 2 L2   | Virtual World: Les Misérables Adaptation                                   | TT U1-<br>U2  | Priority – Making Inferences |
| TT 2 L2   | World of Wonders Writing Prompt: Views of the Desert                       | TT U3-<br>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          | Masks Novella Unit           |

| <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 L1     | Priority – Characterization  |
| TT 2 L4   | World of Wonders Writing Prompt: Wrong Turn                                | TT 2 L2     | Priority – History and Culture   |
| HX CH2 ST1  | The Disappearance of a Goddess   | TT 2 L2     | Priority – Dramatic Techniques   |
| HX CH2 ST3A   | The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged)                     | TT 2 L2     | Priority – Point of View   |
|   |  | TT 2 L3     | Priority – Analyzing Argument  |
|   |  | 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.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<br>RC | 1A: Time for Music            |
| TT U2.1A   | The Warning  | ISIP AR<br>RC | 2C: Angels in the Lab         |
| TT U2.1A   | Bear!  | ISIP AR<br>RC | 3A: Choosing Love             |
| TT U3.1B   | Masks  | ISIP AR<br>RC | 3B: What's in a Name?         |
| TT 2 L1  | Virtual World: Sherlock  | ISIP AR<br>RC | 4C: Labor of Love             |
| TT 2 L1  | World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell | ISIP AR<br>RC | 5B: Lunchtime with Lisa       |
| TT 2 L2  | Virtual World: Les Misérables Adaptation                                   | ISIP AR<br>RC | 6A: Drum Lesson               |
| TT 2 L2  | Reteach: Drama   | ISIP AR<br>RC | 6B: The Big Day               |
| TT 2 L3  | Virtual World: First Contact   | ISIP AR<br>RC | 8A: A Good Fit                |
| TT 2 L4  | World of Wonders Writing Prompt: Forgotten by Time                         | ISIP AR<br>RC | 8B: Time to Fly               |
| TT 2 L6  | World of Wonders Writing Prompt: Slam Night at the Midnight Lounge         | ISIP AR<br>RC | 8C: Hear Ye, Hear Ye          |
|  |  | ISIP AR<br>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<br>RC | 10A: Wants vs. Needs   |
|  |                                   | ISIP AR<br>RC | 10C: A Great Dad   |
|  |                                   | TT U2         | Priority – Plot Elements   |
|  |                                   | TT<br>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. |   |               |                          |
| <b>Code</b>   | <b>Digital Student Experience</b>                     | <b>Code</b>   | <b>Teacher Resources</b> |
| ISIP AR   | Reading Comprehension and Vocabulary Subtests         | ISIP AR<br>RC | 1A: Time for Music       |
| WR  | Paragraph Building: Word Choice Trait                 | ISIP AR<br>RC | 2C: Angels in the Lab    |
| TT U1.1B  | Didja Ninja and the Missing Jewel                     | ISIP AR<br>RC | 3A: Choosing Love        |
| TT U4.1B  | The Author’s Purpose Featuring Didja Ninja            | ISIP AR<br>RC | 3B: What’s in a Name?    |
| TT 2 L1   | Arcade: Card Match                                    | ISIP AR<br>RC | 4C: Labor of Love        |
| TT 2 L2   | Hub, Tier 4: Bulletin Board, SOLO Shades              | ISIP AR<br>RC | 5B: Lunchtime with Lisa  |
| TT 2 L3   | Hub, Tier 1: Bulletin Board                           | ISIP AR<br>RC | 6A: Drum Lesson          |
| TT 2 L3   | Hub, Tier 2: Table 2                                  | ISIP AR<br>RC | 6B: The Big Day          |
| TT 2 L3   | Virtual World: First Contact: Translator 300          | ISIP AR<br>RC | 8A: A Good Fit           |
| TT 2 L3   | World of Wonders Writing Prompt: The Midnight Prowler | ISIP AR<br>RC | 8B: Time to Fly          |
| TT 2 L4   | Arcade: Super Sleuth                                  | ISIP AR<br>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. |   |             |  |
| <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. |                                   |                |   |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b>    | <b>Teacher Resources</b>                                    |
|   |                                   | ISIP AR<br>VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
|   |                                   | ISIP AR<br>VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct)          |
|   |                                   | ISIP AR<br>VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past”  |
|   |                                   | ISIP AR<br>VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”     |
|   |                                   | ISIP AR<br>VOC | 10C: Tier 1 – “Bullying” Homographs                         |
|   |                                   | TT U2          | Fairy Tales, Legends, and Folklore: Vocabulary Visa         |
|   |                                   | TT U2-<br>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<br>ST1   | Mount Fuji and the Moon Princess         | TT U2       | Fairy Tales, Legends, and Folklore Lesson – Problem and Solution Lesson Extras |
| HX CH1<br>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<br>RC | 1A: Time for Music       |
| TT U1-U4  | World of Wonders Passages, Self-Selected Reading Passages   | ISIP AR<br>RC | 2C: Angels in the Lab    |
| TT 2 L1-L7  | Fluency Assessment  | ISIP AR<br>RC | 3A: Choosing Love        |
| TT 2 L2   | Virtual World: Les Misérables Adaptation  | ISIP AR<br>RC | 3B: What's in a Name?    |
| TT 2 L1-L7  | World of Wonders Passages, Self-Selected Reading Passages   | ISIP AR<br>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<br>RC | 5B: Lunchtime with Lisa  |
|   |   | ISIP AR<br>RC | 6A: Drum Lesson          |
|   |   | ISIP AR<br>RC | 6B: The Big Day          |
|   |   | ISIP AR<br>RC | 8A: A Good Fit           |
|   |   | ISIP AR<br>RC | 8B: Time to Fly          |
|   |   | ISIP AR<br>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<br>RC  | 9B: Sounds Like School Spirit        |
|   |                                   | ISIP AR<br>RC  | 10A: Wants vs. Needs                 |
|   |                                   | ISIP AR<br>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-<br>U4   | Priority – Text Fluency              |
|   |                                   | TT 2 L1-<br>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          | Middle School Reading: Paraphrasing Priority Report 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: Hard Time: 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   | Unofficial Biography of 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<br>RC | 2A: Do Your Part                         |
| TT U1.1B   | Unexpected Treasure  | ISIP AR<br>RC | 2B: Spreading the Love                   |
| TT U4.1A   | History of Hollywood; Special Effects and Makeup; Film Adaptations and Documentaries                         | ISIP AR<br>RC | 3C: Big Chug, Be Gone!                   |
| TT 2 L3  | World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species?                              | ISIP AR<br>RC | 4A: Now That's Recycling                 |
| TT 2 L4  | World of Wonders Writing Prompt: The Good, the Bad, and the AI   | ISIP AR<br>RC | 4B: Give This Fish a Hand                |
| TT 2 L5  | Virtual World: Rhetorical Devices  | ISIP AR<br>RC | 6C: Presto!                              |
| TT 2 L5  | World of Wonders Writing Prompt: Amelia Earhart and the Mystery of the Nikumaroro Bones                      | ISIP AR<br>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<br>RC | 7B: Unplug Yourself                      |
| HX CH1   | Archives, Self-Selected Passage: Soccer and the World Cup  | ISIP AR<br>RC | 7C: Night Light                          |
|  |  | ISIP AR<br>RC | 9A: When a Bark Is More Than a Bark      |
|  |  | ISIP AR<br>RC | 9C: Band Aid                             |
|  |  | ISIP AR<br>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. |  |             |  |
| <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     |
| TT 2 L4   | Reteach: Macey Hype Call                               |             |  |

| <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. |   |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b>             | <b>Code</b> | <b>Teacher Resources</b> |
| 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 Idea 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   |             |  |
| TT 2 L5  | Reteach: L GLASS   |             |  |

| <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> |
| HX CH1<br>ST3A   | Female Viking Warriors            |             |                          |

| <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<br>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              |
| 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                            |               |  |

| <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 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? |             |                               |

| <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> |
| 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: 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: 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: 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: Bats: Fact or Fiction                                      |             |   |
| TT 2 L7  | World of Wonders Writing Prompts: 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: 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; 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; 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 Prompt: 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<br>L2.1A | Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras |
| WR  | Personal Narrative                | TT<br>U2&U3    | Priority – Story Elements Lesson Extras                                |
| WR  | Paragraph Building                | TT U2          | Priority – Symbolism Lesson Extras                                     |
| TT U1-<br>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                  | 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                               |
| TT 2 L1-L7  | World of Wonders Writing Prompts  | 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>  |
| HX CH1  | Archives, Writing Prompts         | 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  |
|   |                                   | HX          | Archive Passage: Icarus Passage Quiz (Writing Prompt)                                 |
|   |                                   | HX          | Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt)                  |
|   |                                   | 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)                  |
|   |                                   | HX          | Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)          |
|   |                                   | HX          | Middle School Reading: Writing Personal Narrative – Essay Formatting (Day 5)          |

**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 |

| <b>SL.6.1.a</b>   |                                   |             |   |
|---|-----------------------------------|-------------|---|
| 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. |                                   |             |   |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                |
| TT 2 L5   | Tony (Intro)                      | TT U3       | Priority – Hero’s Journey               |
|   |                                   | C15         | Bridge Lesson – General Comprehension 2 |
|   |                                   | C15         | Bridge Lesson – General Comprehension 3 |



| <b>SL.6.1.a</b>   |                                   |             |   |
|---|-----------------------------------|-------------|---|
| 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. |                                   |             |   |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                |
|   |                                   | C15         | Bridge Lesson – General Comprehension 4 |

| <b>SL.6.1.b</b>  |                                   |                |  |
|--|-----------------------------------|----------------|--|
| Follow rules for collegial discussions, set 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<br>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-<br>U2 | Priority – Making Inferences |
| TT 2 L5  | Tony (Intro)                      | TT U3        | Priority – Vocabulary Visa   |

| <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 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          | Middle School Reading: Paraphrasing Priority Report Lesson |
|  |                                   | HX          | Middle School Reading: Summarizing Priority Report 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<br>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, sequencing ideas logically and using pertinent descriptions, facts, and details 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   |
|   |                                   | TT 2        | Research Unit: Teacher Guide   |
|   |                                   | TT 2        | Research Unit: Teacher Slideshow                                       |

| <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<br>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<br>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 intensive pronouns (e.g., myself, ourselves). |  |             |   |
| <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 intensive pronouns (e.g., myself, ourselves). |   |             |                          |
| <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<br>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<br>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<br>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, Vocab Lab           | TT 2        | Mood   |
| TT U2  | Word Sort, Analogy Charger        | 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, unwasteful, 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<br>RC | 2C: Angels in the Lab        |
| TT 2 L1   | World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell | ISIP AR<br>RC | 3A: Choosing Love            |
| TT 2 L1   | Virtual World: Sherlock Holmes   | ISIP AR<br>RC | 3B: What's in a Name?        |
| TT 2 L2   | Virtual World: Les Misérables Adaptation                                   | ISIP AR<br>RC | 4C: Labor of Love            |
| TT 2 L2   | Reteach: Drama   | ISIP AR<br>RC | 8B: Time to Fly              |
| TT 2 L2   | World of Wonders Writing Prompt: Views of the Desert                       | ISIP AR<br>RC | 8C: Hear Ye, Hear Ye         |
| TT 2 L3   | World of Wonders Writing Prompts: The Midnight Prowler, Two Poems          | TT U1-<br>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<br>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<br>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<br>L1.1A | Storytelling Across Cultures Lesson – Sequence and Summary |
| TT 2 L2  | Virtual World: Les Misérables Adaptation, Pascal LeClair Conversation | TT<br>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  | World of Wonders Writing Prompt: Views of the Desert | TT U1&U3    | Priority – Sequential Summary Lesson Extras                                |
| TT 2 L3  | Hub, Tier 5: Tony                                    | TT U4       | Priority – Sequencing  |
| TT 2 L3  | World of Wonders Writing Prompt: Two Poems           | TT U4       | Priority – Sequencing Lesson Extras  |
| TT 2 L5  | Hub: Crime Scene                                     | 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          | Middle School Reading: Summarizing Priority Report Lesson                  |
| HX CH1 ST3A  | The Tale of Hervor                                   | HX          | Middle School Reading: Paraphrasing Priority Report 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. |  |             |                          |
| <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. |  |             |                               |
| <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              |

**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.

| Code | Digital Student Experience | Code        | Teacher Resources  |
|------|----------------------------|-------------|--|
|      |                            | 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.

| Code | Digital Student Experience | Code           | Teacher Resources  |
|------|----------------------------|----------------|--|
|      |                            | ISIP AR<br>VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart”              |
|      |                            | ISIP AR<br>VOC | 10C: Tier 1 – “Bullying” Homographs                                  |
|      |                            | TT U2          | Fairy Tales, Legends, and Folklore: Vocabulary Visa<br>Lesson Extras |
|      |                            | TT U2-<br>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                      |

**RL.7.5**

Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

| Code     | Digital Student Experience                                    | Code     | Teacher Resources                 |
|----------|---|----------|-----------------------------------|
| 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)         |          |                                   |

**RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

| Code     | Digital Student Experience                         | Code     | Teacher Resources                 |
|----------|--|----------|-----------------------------------|
| 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<br>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<br>L1.1A | Storytelling Across Cultures Lesson: Sequence and Summary Lesson Extras |
|  |  | TT U2<br>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<br>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<br>RC | 6B: The Big Day                           |
|   |                                   | ISIP AR<br>RC | 8A: A Good Fit                            |
|   |                                   | ISIP AR<br>RC | 8B: Time to Fly                           |
|   |                                   | ISIP AR<br>RC | 8C: Hear Ye, Hear Ye                      |
|   |                                   | ISIP AR<br>RC | 9B: Sounds Like School Spirit             |
|   |                                   | ISIP AR<br>RC | 10A: Wants vs. Needs                      |
|   |                                   | ISIP AR<br>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  | 10B: Exercise for the Body and the Brain                |
| TT U1.1B  | Unexpected Treasure; Who Stole the Mona Lisa?    | TT U1       | Storytelling Across Cultures Lesson – Making Inferences |
| TT U4.1A  | History of Hollywood: Special Effects and Makeup | TT U1       | Priority – Summarize and Paraphrase                     |

| <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 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   | TT 2 L3     | Informational Text Features                                |
| 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 Organizational Patterns                      |
| TT 2 L3   | Virtual World: First Contact: Comms Log; Humanity Sim; Message Building; Final Task   | TT 2 L3     | Priority – Analyzing Argument                              |
| TT 2 L3   | World of Wonders Writing Prompts: The Midnight Prowler; Two Poems; 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          | Middle School Reading: Paraphrasing Priority Report Lesson |
| TT 2 L4   | World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names; Wrong Turn   |             |  |
| 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   |             |  |

| <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  | 9C: Band Aid                             |
|  |   | 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. |   |             |                          |
| <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         |
| TT U2   | Analogy Charger                               | ISIP AR RC  | 2B: Spreading the Love   |

| <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. |   |             |  |
| <b>Code</b>   | <b>Digital Student Experience</b>             | <b>Code</b> | <b>Teacher Resources</b>                           |
| 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 Lounge): 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  | 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”    |

| <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. |                                   |                |  |
| <b>Code</b>   | <b>Digital Student Experience</b> | <b>Code</b>    | <b>Teacher Resources</b>   |
|   |                                   | ISIP AR<br>VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain)                             |
|   |                                   | ISIP AR<br>VOC | 3A: Tier 3 – Suffixes (-ous, -ive) “Thomas Jefferson – Mad Scientist?” |
|   |                                   | ISIP AR<br>VOC | 3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?”          |
|   |                                   | ISIP AR<br>VOC | 4A: Tier 3 – Suffixes (-able, -ible) “The Science of Carbon Dating”    |
|   |                                   | ISIP AR<br>VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto)   |
|   |                                   | ISIP AR<br>VOC | 5C: Tier 1 – Salamanders: Synonyms and Antonyms                        |
|   |                                   | ISIP AR<br>VOC | 6A: Tier 3 – Homographs “Land of the Free”                             |
|   |                                   | ISIP AR<br>VOC | 6B: Tier 2 – Greek Root (graph) “Picture This”                         |
|   |                                   | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”                    |
|   |                                   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”                |
|   |                                   | ISIP AR<br>VOC | 7C: Tier 2 – Handmade Books, Latin Roots (scrib/script)                |
|   |                                   | ISIP AR<br>VOC | 9A: Tier 3 – Homographs “Food for Thought”                             |

| <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. |                                   |             |   |
| <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)   |
|   |                                   | 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.7.6</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?             |             |  |
| 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 |

| <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 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    |

| <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>                 |
| HX CH1  | Archives, Writing Prompt: 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? |             |                               |

| <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 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 Prompt: Can the Internet Help End Poverty?                         |             |                          |

| <b>W.7.1.a</b>   |   |             |  |
|--|---|-------------|--|
| Introduce claim(s), acknowledge 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                                      |             |  |
| TT 2 L7  | World of Wonders Writing Prompt: Can the Internet Help End Poverty?                         |             |  |

| <b>W.7.1.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 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 Prompt: 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                                      |             |                               |

| <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 L7   | World of Wonders Writing Prompt: 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 |

| <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 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                 |
| TT 2 L4   | Virtual World: Rhetorical Devices  | WR          | Expository Essay, Planning Lesson 2.5: Concluding Sentence       |



| <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   | 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; Tigh trope | 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 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 |

**W.7.2.a**

Introduce a topic 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.

| Code    | Digital Student Experience  | Code    | Teacher Resources   |
|---------|---|---------|---|
| 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                    |

**W.7.2.b**

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

| Code    | Digital Student Experience   | Code    | Teacher Resources  |
|---------|--|---------|--|
| 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                                 |
| 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                                    |

| <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 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                                     |
| 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                        |

| <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 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   |

| <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                                     | 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)                |
| 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) |

| <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 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   | Paragraph Building: Organization Trait                                | WR          | Personal Narrative – Planning, Unit 2   |
| TT U1-U4   | World of Wonders Writing Prompts                                      | WR          | Personal Narrative – Drafting, Unit 3   |
| TT 2 L1  | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1 | TT 2 L1     | Priority – Characterization   |
| TT 2 L2  | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2 | TT 2 L2     | Priority – Point of View  |
| TT 2 L4  | World of Wonders Writing Prompt: Forgotten by Time                    | TT 2        | Mood  |
| HX CH1   | Archives, Writing Prompt: Mei and the Terra-Cotta Army                | HX          | Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative) |

| <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>   |
|  |                                   | 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)                |
|   |   | 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) |
|   |   | 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              |
| 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   |

| <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>  |
|  |                                   | 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)                  |
| 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) |
|   |                                   | 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         |
|   |                                   | 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     | Priority – Analyzing Argument |
| TT 2 L7   | Hub, Tier 3: Bulletin Board: Search Engine QTT, Relevancy QTT | TT 2 L3     | Informational Text Features   |

| <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 5: Bulletin Board (Credibility QTT) | TT 2        | Research Unit: Student Guide     |
| TT 2 L7   | 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     | Priority – Analyzing Argument    |
|   |                                   | TT 2        | Mood                             |
|   |                                   | TT 2        | Research Unit: Student Guide     |
|   |                                   | TT 2        | Research Unit: Teacher Guide     |
|   |                                   | TT 2        | Research Unit: Teacher Slideshow |

**W.7.9.a**

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”).

| 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                  |         |                                |

**W.7.9.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”).

| Code    | Digital Student Experience  | Code    | Teacher Resources             |
|---------|---|---------|-------------------------------|
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; The True Horror Story of Typhoid Mary; The Incredible Panyee FC; Shipwrecked | TT 2 L3 | Priority – Analyzing Argument |

| <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 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.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  |
| TT 2 L1-L7  | World of Wonders Writing Prompts  | TT 2 L2     | Priority – Point of View   |
| HX CH1  | Archives, Writing Prompts         | 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                                     |
|   |                                   | HX          | Archive Passage: Icarus Passage Quiz (Writing Prompt)                |
|   |                                   | HX          | Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt) |

| <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>  |
|   |                                   | 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)                  |
|   |                                   | HX          | Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4)          |
|   |                                   | HX          | Middle School Reading: Writing Personal Narrative – Essay Formatting (Day 5)          |

**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                 |
|   |                                   | TT U3       | Priority – Hero’s Journey Lesson Extras |

| <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 – 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             |
|   |                                   | TT 2 L2     | Priority – History and Culture          |

| <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        | 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  | Hub, 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, 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, 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.7.5</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<br>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 U1-U4         | Spelling Lab                          |             |  |
| 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                            | Views of the des | 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                          |                  |                            |

**L.7.4.a**

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.

| Code     | Digital Student Experience  | Code     | Teacher Resources  |
|----------|-----------------------------|----------|--|
| 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   |          |  |

**L.7.4.b**

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

| Code    | Digital Student Experience     | Code           | Teacher Resources                                  |
|---------|--------------------------------|----------------|--|
| ISIP AR | Vocabulary Subtest             | ISIP AR<br>VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-) |
| TT U1   | Vocab Lab (Roots and Suffixes) | ISIP AR<br>VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain)         |

| <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<br>VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-)                     |
| TT 2 L2   | Arcade: Abnarwhal                 | ISIP AR<br>VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto) |
| TT 2 L3   | Arcade: U.F. Whoa!                | ISIP AR<br>VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest”               |
|   |                                   | ISIP AR<br>VOC | 6B: Tier 2 – Greek Root (graph) “Picture This”                       |
|   |                                   | ISIP AR<br>VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-)               |
|   |                                   | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”                  |
|   |                                   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”              |
|   |                                   | ISIP AR<br>VOC | 7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)              |
|   |                                   | ISIP AR<br>VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”          |
|   |                                   | ISIP AR<br>VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct)                   |
|   |                                   | ISIP AR<br>VOC | 9B: Tier 1 – Latin Root (ject) “Express Yourself”                    |
|   |                                   | ISIP AR<br>VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val)                      |



| <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 | 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. |  |             |   |
| <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       |
| TT 2 L1   | Virtual World: Sherlock Holmes Branching Narrative | TT 2        | Priority – Word Analysis: Root Words and Word Families        |

| <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. |   |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b>                   | <b>Code</b> | <b>Teacher Resources</b> |
| 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<br>RC | 2C: Angels in the Lab        |
| TT 2 L1   | World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell | ISIP AR<br>RC | 3A: Choosing Love            |
| TT 2 L1   | Virtual World: Sherlock Holmes and Moriarty                                | ISIP AR<br>RC | 3B: What's in a Name?        |
| TT 2 L2   | Virtual World: Les Misérables Adaptation                                   | ISIP AR<br>RC | 4C: Labor of Love            |
| TT 2 L2   | Reteach: Drama   | ISIP AR<br>RC | 8B: Time to Fly              |
| TT 2 L2   | World of Wonders Writing Prompt: Views of the Desert                       | ISIP AR<br>RC | 8C: Hear Ye, Hear Ye         |
| TT 2 L3   | World of Wonders Writing Prompts: The Midnight Prowler, Two Poems          | TT U1-<br>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<br>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<br>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<br>L1.1A | Storytelling Across Cultures Lesson – Sequence and Summary |
| TT U1.1A  | World of Wonders Passage: Unofficial Biography of Harry Houdini | TT<br>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; Tighrope | HX          | Middle School Reading: Summarizing Priority Report Lesson                  |
| HX CH1 ST1  | Mount Fuji and the Moon Princess   | HX          | Middle School Reading: Paraphrasing Priority Report 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<br>L1.1A | Storytelling Across Cultures Lesson – Sequence and Summary                 |
| TT U2.1B   | Reading Comprehension Skills                           | TT<br>U1&U3    | Priority – Sequential Summary  |
| TT 2 L1  | Hub, Tier 1: Tables 1 and 2                            | TT<br>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<br>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. |   |             |   |
| <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<br>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>      |
| 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          |
|  |   | ISIP AR RC  | 9B: Sounds Like School Spirit |

| <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<br>RC | 10A: Wants vs. Needs                           |
|  |                                   | ISIP AR<br>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-<br>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  | 10B: Exercise for the Body and the Brain                   |
| TT U1.1B  | Practice Making Inferences   | TT U1       | Storytelling Across Cultures Lesson – Making Inferences    |
| TT U1.1B  | Didja Ninja Inferences   | TT U1       | Priority – Summarize and Paraphrase                        |
| TT U1.1B  | Who Stole the Mona Lisa?: Inferences   | TT U3-U4    | Priority – Making Inferences                               |
| TT 2 L1   | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell, 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          | Middle School Reading: Paraphrasing Priority Report Lesson |
| TT 2 L4   | World of Wonders Writing Prompts: 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<br>ST2   | An Electrifying Debate            |             |                          |
| HX CH2<br>ST3A  | England's Two Faces               |             |                          |

| <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<br>ST3A  | Female Viking Warriors   | WR          | Expository Essay – Planning Lesson 2.2, Form a Controlling Idea |
| HX CH1<br>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<br>RC | 1B: Exploring Space                 |
| TT U1.1A   | Unofficial Biography of Harry Houdini   | ISIP AR<br>RC | 1C: Fire and Ice                    |
| TT U4.1A   | History of Hollywood: Special Effects and Makeup                                | ISIP AR<br>RC | 2A: Do Your Part                    |
| TT U4.1A   | Film Adaptations and Documentaries  | ISIP AR<br>RC | 2B: Spreading the Love              |
| TT 2 L4  | Virtual World: Allusion, Juxtaposition  | ISIP AR<br>RC | 3C: Big Chug, Be Gone!              |
| TT 2 L5  | Tony (Intro)  | ISIP AR<br>RC | 4A: Now That's Recycling            |
| TT 2 L3  | World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species? | ISIP AR<br>RC | 4B: Give This Fish a Hand           |
| TT 2 L4  | World of Wonders Writing Prompt: The Good, the Bad, and the AI                  | ISIP AR<br>RC | 6C: Presto!                         |
| HX   | Archives, Writing Prompt: Soccer and the World Cup                              | ISIP AR<br>RC | 7A: Round and Round?                |
|  |   | ISIP AR<br>RC | 7B: Unplug Yourself                 |
|  |   | ISIP AR<br>RC | 7C: Night Light                     |
|  |   | ISIP AR<br>RC | 9A: When a Bark Is More Than a Bark |

**RI.8.3**

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

| Code | Digital Student Experience | Code       | Teacher Resources                        |
|------|----------------------------|------------|--|
|      |                            | ISIP AR RC | 9C: Band Aid                             |
|      |                            | 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**

**RI.8.4**

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.

| Code     | Digital Student Experience                     | Code    | Teacher Resources                        |
|----------|--|---------|--|
| ISIP AR  | Reading Comprehension and Vocabulary Subtests  | TT 2 L3 | Priority – Evaluating Persuasive Content |
| TT U1.1B | Unexpected Treasure                            |         |  |
| TT U4.1B | On Set: Movie Maker; World of Wonders Passages |         |  |
| TT 2 L3  | Hub, Tier 1: Bulletin Board                    |         |  |

| <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. |   |             |                          |
| <b>Code</b>   | <b>Digital Student Experience</b>             | <b>Code</b> | <b>Teacher Resources</b> |
| 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 |
| 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.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 2 L3     | Priority – Analyzing Argument |

| <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 L2  | World of Wonders Writing Prompt: 13 Things you Didn’t Know About the Eiffel Tower | TT 2 L2     | Priority – Point of View                 |
| TT 2 L3  | Virtual World: Humanity Sim   | 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 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  |             |  |

| <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 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<br>RC | 1B: Exploring Space       |
| TT U1-U4   | World of Wonders, Self-Selected Reading Passages          | ISIP AR<br>RC | 1C: Fire and Ice          |
| TT 2 L2-L7   | Fluency Assessment  | ISIP AR<br>RC | 2A: Do Your Part          |
| TT 2 L1  | World of Wonders Passages, Self-Selected Reading Passages | ISIP AR<br>RC | 2B: Spreading the Love    |
| HX CH1   | Fluency Passage: The Empty City                           | ISIP AR<br>RC | 3C: Big Chug, Be Gone!    |
| HX   | Archives, Writing Prompt: Soccer and the World Cup        | ISIP AR<br>RC | 4A: Now That's Recycling  |
|  |   | ISIP AR<br>RC | 4B: Give This Fish a Hand |
|  |   | ISIP AR<br>RC | 5C: An Aniplant           |
|  |   | ISIP AR<br>RC | 6C: Presto!               |
|  |   | ISIP AR<br>RC | 7A: Round and Round?      |
|  |   | ISIP AR<br>RC | 7B: Unplug Yourself!      |

| <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  | 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                        |
|  |                                   | 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                                      |             |   |
| TT 2 L7   | World of Wonders Writing Prompt: 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 |

| <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 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 Prompt: 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 Prompt: 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                                      |             |   |
| TT 2 L7  | World of Wonders Writing Prompt: 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 Prompt: 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           |
| 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 Prompt: Can the Internet Help End Poverty?                         |             |   |

| <b>W.8.2</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   | 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                |

| <b>W.8.2</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 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          |
| 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 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 |

| <b>W.8.2.a</b>  |   |             |   |
|---|---|-------------|---|
| Introduce a topic 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  | 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                                 |
| 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 |

| <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   | Virtual World: Rhetorical Devices   | TT 2 L2     | Priority – Dramatic Techniques                                       |
| 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                                    |

| <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 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 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.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  |



| <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> |
| 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 |             |  |

| <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> |
| HX CH1   | Archives, Writing Prompts: The Flying Dutchman; Icarus |             |                          |

| <b>W.8.3</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   | 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   |
| 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)                  |

**W.8.3.b**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

| Code | Digital Student Experience                                     | Code | Teacher Resources  |
|------|--|------|--|
| WR   | Paragraph Building: Organization Trait, Sentence Fluency Trait | WR   | Personal Narrative: Characteristics Lesson 1.1, First Person Point of View |

| <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<br>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        | 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 |

| <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  | 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                                |
|   |  | 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)                  |

| <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> |
| 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   |
| 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                   |
|  |                                   | 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<br>L1-L7  | World of Wonders Writing Prompts  |             |  |



| <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> |
| 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, Tier 3: Table 1, Bulletin                        | TT 2        | Research Unit: Student Guide     |
| TT 2 L7   | Hub, Tier 5: Table 1, Bulletin Board                  | TT 2        | Research Unit: Teacher Guide     |
| 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     | Priority – 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     | Priority – Analyzing Argument           |
|   |                                   | TT 2        | Research Unit: Student Guide            |
|   |                                   | TT 2        | Research Unit: Teacher Guide            |

| <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 2        | Research Unit: Teacher Slideshow |

| <b>W.8.9.a</b>   |   |             |                                |
|--|---|-------------|--------------------------------|
| 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”). |   |             |                                |
| <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  |             |                                |
| 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                  |             |                                |

**W.8.9.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”).

| Code    | Digital Student Experience   | Code    | Teacher Resources                |
|---------|--|---------|----------------------------------|
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; The True Horror Story 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                               |
| HX CH1  | Archives, Writing Prompts   | 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          |

**SL.8.1.c**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

| Code    | Digital Student Experience | Code    | Teacher Resources              |
|---------|----------------------------|---------|--------------------------------|
| 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      |

**SL.8.1.d**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

| Code    | Digital Student Experience                             | Code    | Teacher Resources                       |
|---------|--|---------|---|
| 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, 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    |

| <b>SL.8.4</b>  |                                   |             |   |
|--|-----------------------------------|-------------|---|
| Present claims and findings, 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     | 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        |

| <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 U1       | Priority – Summarize and Paraphrase Lesson Extras |
|   |                                   | 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                    |

| <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>   |
| 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                                      |
|  |                                       | 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 |
|   |  | 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 |

| <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> |
| TT<br>U1-U4  | World of Wonders Writing Prompts  |             |                          |
| TT 2<br>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<br>L1-L7  | World of Wonders Writing Prompts                              | WR          | Paragraph Building: Conventions Trait Rubric                                 |
| 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 |

| <b>L.8.2.c</b>   |                                   |             |                          |
|------------------|-----------------------------------|-------------|--------------------------|
| Spell correctly. |                                   |             |                          |
| <b>Code</b>      | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b> |
| 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                   |
| 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         |             |  |

**L.8.4.a**

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.

| Code     | Digital Student Experience  | Code     | Teacher Resources  |
|----------|-----------------------------|----------|--|
| 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   |          |  |

**L.8.4.b**

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

| Code    | Digital Student Experience     | Code           | Teacher Resources                                  |
|---------|--------------------------------|----------------|--|
| ISIP AR | Vocabulary Subtest             | ISIP AR<br>VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-) |
| TT U1   | Vocab Lab (Roots and Suffixes) | ISIP AR<br>VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain)         |

| <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 U2   | Word Sort                         | ISIP AR<br>VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-)                     |
| TT 2 L2   | Arcade: Abnarwhal                 | ISIP AR<br>VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto) |
| TT 2 L3   | Arcade: U.F. Whoa!                | ISIP AR<br>VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest”               |
|   |                                   | ISIP AR<br>VOC | 6B: Tier 2 – Greek Root (graph) “Picture This”                       |
|   |                                   | ISIP AR<br>VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-)               |
|   |                                   | ISIP AR<br>VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?”                  |
|   |                                   | ISIP AR<br>VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light”              |
|   |                                   | ISIP AR<br>VOC | 7C: Tier 1 – Handmade Books, Latin Roots (scrib/script)              |
|   |                                   | ISIP AR<br>VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit”          |
|   |                                   | ISIP AR<br>VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct)                   |
|   |                                   | ISIP AR<br>VOC | 9B: Tier 1 – Latin Root (ject) “Express Yourself”                    |
|   |                                   | ISIP AR<br>VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val)                      |

| <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<br>VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past” |
|   |                                   | ISIP AR<br>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.8.4.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. |   |             |   |
| <b>Code</b>   | <b>Digital Student Experience</b>                   | <b>Code</b> | <b>Teacher Resources</b>  |
| TT U1-<br>U4  | 4-Square with Didja Ninja                           | TT          | Fairy Tales, Legends, and Folklore Vocabulary Visa - Reteach              |
| TT U1-<br>U4  | All Passages (Glossary)                             | TT U4       | Priority – Word Analysis: Understanding Words in Context                  |
| TT U1-<br>U4  | Card Match  | TT U4       | Priority – Word Analysis: Understanding Words in Context<br>Lesson Extras |
| TT 2 L1   | World of Wonders Passages: Lexicon/Glossary Entries | TT 2        | Priority – Word Analysis: Root Words and Word Families                    |

**L.8.4.c**

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.

| Code    | Digital Student Experience      | Code | Teacher Resources |
|---------|---------------------------------|------|-------------------|
| TT 2 L1 | Virtual World: Lexicon/Glossary |      |                   |
| TT 2 L2 | Arcade: Abnarwhal               |      |                   |

**L.8.4.d**

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).

| Code     | Digital Student Experience        | Code | Teacher Resources                               |
|----------|-----------------------------------|------|---|
| 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 |
| 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 |

| <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 2 L5  | Tony (Intro)                      | TT 2        | Priority – Vocabulary: Context Clues |

| <b>L.8.5.b</b>  |                                   |             |  |
|---|-----------------------------------|-------------|--|
| Use the relationship between particular words 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 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                               |

| <b>L.8.5.c</b>   |   |             |  |
|--|---|-------------|--|
| Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |   |             |  |
| <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 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                                       |

| <b>L.8.5.c</b>   |                                   |             |  |
|--|-----------------------------------|-------------|--|
| Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |                                   |             |  |
| <b>Code</b>  | <b>Digital Student Experience</b> | <b>Code</b> | <b>Teacher Resources</b>                 |
|  |                                   | 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 Resources

| 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  |
| B              | Pam and Cam      |
| B              | 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  |
| B              | Pip and His Lips   |
| B              | Tim and Sam  |
| B              | 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 |

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| <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      |
| B              | The Toads in the Road                 |
| B              | Stan the Man                          |
| B              | Dots and Spots                        |
| B              | 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                      |

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| <b>Cycle 4</b> |                                  |
|----------------|----------------------------------|
| <b>Code</b>    | <b>Resources</b>                 |
| C4 G           | Word Masters Spelling Game Cards |
| B              | Meg and the Hens                 |
| B              | The Green Team                   |
| B              | Fred Has Ten Hens                |
| B              | 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     |
| B              | Homes for Sale                       |
| B              | The Blue Blimp                       |
| B              | Late for the Game                    |

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| <b>Cycle 5</b> |                  |
|----------------|------------------|
| <b>Code</b>    | <b>Resources</b> |
| B              | 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                |
| B              | Time to Ride My Mule                            |
| B              | Just in Time                                    |
| B              | Where Is Jane?                                  |
| B              | The Dunes                                       |

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| <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          |
| B              | Mark and Kate                             |
| B              | The Big Game                              |
| B              | Boats                                     |
| B              | 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 |

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| <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 |
| B              | The Mailman                      |
| B              | Wait to Paint                    |
| B              | King Zung and the Lark           |
| B              | 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                 |
| B              | A Trip to the Dentist                            |

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| <b>Cycle 9</b> |                          |
|----------------|--------------------------|
| <b>Code</b>    | <b>Resources</b>         |
| B              | Roy and Troy Like Trains |
| B              | The Best Trip            |
| B              | The Wise Crow            |
| B              | 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            |
| B               | How Mountains Form                          |
| B               | Humphrey the Humpback Whale                 |
| B               | George Washington Carver                    |





| <b>Cycle 10</b> |                       |
|-----------------|-----------------------|
| <b>Code</b>     | <b>Resources</b>      |
| B               | The Three Little Bugs |
| B               | 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             |
| B               | Who Is Following Us?        |
| B&P             | 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                     |

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| <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 and Summer |
| PP              | Writing Extension: Fields of Change: Autumn and 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                    |
| B               | Our Solar System                                       |
| B               | Mission Incredible                                     |
| B               | Earth: Day, Night, and Seasons                         |
| B               | Fossil Hunters: The Black Hills Dig                    |
| B               | A View from Above                                      |



| <b>Cycle 12</b> |                             |
|-----------------|-----------------------------|
| <b>Code</b>     | <b>Resources</b>            |
| B               | Fields of Change            |
| B               | The Moon                    |
| B               | Earth: Rocks and Soil       |
| B               | Earth: The Changing Surface |
| B&P             | The Dirt Detectives         |
| B&P             | Do Your Part                |
| B&P             | 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                     |

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| <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 Units 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>  |
| B&P                | World of Wonders Passage – Treasure                                 |
| B&P                | World of Wonders Passage – Ali Baba and the Forty Thieves           |
| B&P                | World of Wonders Passage – Altyn Part 1                             |
| B&P                | World of Wonders Passage – Altyn Part 2                             |
| B&P                | World of Wonders Passage – Angkor Wat                               |
| B&P                | World of Wonders Passage – Wrong Turn                               |
| B&P                | World of Wonders Passage – Aimee Mullins                            |
| B&P                | World of Wonders Passage – Sir George and Slasher                   |
| B&P                | World of Wonders Passage – Mom’s Phone and the Intergalactic Cyborg |
| B&P                | World of Wonders Passage – Evicted                                  |



| <b>NexLevel Passages</b> |   |
|--------------------------|---|
| <b>Code</b>              | <b>Resources</b>  |
| B&P                      | World of Wonders Passage – The True Horror Story of Typhoid Mary            |
| B&P                      | World of Wonders Passage – The Incredible Paynee FC                         |
| B&P                      | World of Wonders Passage – 13 Things You Didn't Know About the Eiffel Tower |
| B&P                      | World of Wonders Passage – Two Poems  |
| B&P                      | World of Wonders Passage – Is the Truth Out There?                          |
| B&P                      | World of Wonders Passage – The Good, the Bad, and the AI                    |
| B&P                      | World of Wonders Passage – A Mad Scientist's Guide to Neuroplasticity       |
| B&P                      | World of Wonders Passage – Claudette Colvin: A True Revolutionary           |
| B&P                      | World of Wonders Passage – Slam Night at the Midnight Lounge                |
| B&P                      | World of Wonders Passage – Can the Internet Help End Poverty?               |
| B&P                      | World of Wonders Passage – Your Brain on Technology                         |
| B&P                      | World of Wonders Passage – The Herald of the Forest                         |
| B&P                      | World of Wonders Passage – The Real Sherlock Holmes: Dr. Joseph Bell        |