Istation Reading Curriculum Correlated to

# South Carolina College- and Career-Ready Standards for English Language Arts

Grades K-5



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# Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities	R	leading	Standar	rd Strand	Is
				1	2	3	4	5
collaboratively	ill individually and engage and interact with ome curious, self-regulated, ners.							
1.1	Formulate relevant, self- generated questions based on interests and/or needs that can be investigated. Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate "I wonders" about ideas of interest. [SCCCRS.K.I.1.1]		All Books [K.I.1.1]	$\checkmark$				
		1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap [K.I.1.1]	✓				
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.I.1.1]</i>	✓				
		3	Read-Alouds: The Garden Trail, Trips with My Family, Lamps Comprehension Book: Trips with My Family Decodable Books: The Toast in the Road, Stan the Man, The Toads Are Lost,	✓				

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	s
		-		1	2	3	4	5
			<i>In the Rain [K.I.1.1]</i>					
		4	Decodable Books: Meg and the Hens, The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas HFW Book: My Hands and Feet Comprehension Book: In the Sand [K.I.1.1]	~				
		5	Comprehension Book: Where Will They Ride? Decodable Books: Late for the Game, I Rode Home HFW Book: The Bun for Us BPA: Pets - Snakes [K.I.1.1]	✓				
		6	<i>Comprehension Book: Pets - Fish, Main Idea Decodable Books: Time to Ride, The Dunes HFW Book: Where Is Jane? [K.I.1.1]</i>	~				

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		-		1	2	3	4	5		
		7	<i>HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard [K.I.1.1]</i>	✓						
		CBTR 5	<i>Passage Reading: Prosody [K.I.1.1]</i>	✓ ✓						
		CBTR 7	<i>Passage Reading: Prosody [K.I.1.1]</i>	✓						
		SBTR	Sequencing [K.I.1.1] Character [K.I.1.1]	V						
1.2	Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. With guidance and support, engage in daily explorations of texts to make	1	Read-Aloud Books: Dusty the Dog and Coco the Cat , Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [K2.1]	Ý						
	connections to		HFW Book: Pam and the Cap							

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Standards	Indicators	Cycle	Activities	R	Reading Standard St         1       2       3         1       2       3       4         √       1       1       1       1         √       1       1       1       1       1         √       1       1       1       1       1         √       1       1       1       1       1       1         √       1 <th1< th=""> <th1< th="">       1</th1<></th1<>		d Strand	s
		-		1	2	3	4	5
	personal experiences, other texts, or the environment. [SCCCRS.K.I.2.1]		<i>BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.I.2.1]</i>					
		2	Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.I.2.1]	~				
		3	Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the	~				

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				1	2	3	4	5
			Man, The Toads Are Lost, In the Rain [K.I.2.1] Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the					
		4	Man, The Toads Are Lost, In the Road, Stan the Man, The Toads Are Lost, In the Rain [K.I.2.1] Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco?	✓				
			Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.I.2.1]					
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us</i>	~				

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Standards	Indicators	Cycle	Activities	R	Reading Standard Strand         1       2       3       4         √       Image: Standard Strand       Image: Standard Strand       Image: Standard Strand         √       Image: Standard Strand       Image: Standard Strand       Image: Standard Strand			
				1	2	3	4	5
			BPA: Pets - Snakes Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.I.2.1]					
		6	Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Comprehension Book: Pets – Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.I.2.1]					
		7	Read-Aloud Books: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The	~				

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				1	2	3	4	5
			<i>Oatmeal Man, The Big Game [K.I.2.1]</i>					
1.3	Construct knowledge, applying disciplinary concepts and tools, to build		<i>All Books, Teacher-Directed Lessons [K.I.3.1], [K.I.3.2]</i>	✓				
	concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. i. With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers. [SCCCRS.K.I.3.1] ii. With guidance and support, select information, revise ideas, and record and communicate	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail, The Maps HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat [K.I.3.2]	~				
		2	Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.I.3.1], [K.I.3.2]	~				

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Standards	Indicators	Cycle	Activities	R	leading S	<u>Standar</u>	d Strand	ls
				1	2	3	4	5
	findings. [SCCCRS.K.I.3.2]	3	Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.I.3.1], [K.I.3.2]	✓				
		4	Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Word Masters Book: The Great Pig Escape Comprehension Book: In the Sand, Characters Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.I.3.1], [K.I.3.2]	✓				
		5	Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!	$\checkmark$				

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6       Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane?       ✓         1       2       3         1       1       2       3         1       1       1       2       3         1	Standards	Indicators	Cycle	Activities	R	eading	rd Strands		
BPA: Pets - Snakes         Word Masters Book: Fun at Pine Cone         Stream         Comprehension Book: Where Will They         Ride?         Decodable Books: Bug in the Mud, Late         for the Game, I Rode Home, Homes for         Sale, Fun at Home, The Blue Blimp         [K.I.3.1], [K.I.3.2]         6         Read-Aloud Books: Jen and Her New         Friends, The Last Scrap, A Special         Delivery for Dusty, In the Sand         HFW Book: Where Is Jane?         Word Masters Book: The Kid in the Mask         Comprehension Book: Pets - Fish         Decodable Books: Time to Ride, A Cute			_		1	2	3	4	5
Image: Complexity of the state of the s				BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone Stream Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp					
Just In Time [K.I.3.1] Decodable Book: The Dunes HFW Book: Where Is Jane? [K.I.3.2]			6	Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask Comprehension Book: Pets - Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.I.3.1] Decodable Book: The Dunes HFW Book: Where Is Jane?					

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				1	2	3	4	5
		7	<i>HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard [K.I.3.2]</i>	~				
		SBTR	Foundations: Lesson 1 – Listening to Sounds [K.I.3.1], [K.I.3.2]	~				
		CBTR 5	<i>Passage Reading: Prosody [K.I.3.1]</i>	~				
		CBTR 7	<i>Passage Reading: Prosody [K.I.3.2]</i>	~				
1.4	Synthesize information to share learning and/or take action.	CBTR 2	Reading for Meaning [K.I.4.1], [K.I.4.2]	~				
	i. With guidance and support, recognize the value of	CBTR 3	Reading for Meaning [K.I.4.1], [K.I.4.2]	~				
	individual and collective thinking. [SCCCRS.K.I.4.1] ii. With guidance and	CBTR 4	<i>Rhyming Words and Poetry Reading for Meaning [K.I.4.1], [K.I.4.2], [K.I.4.3]</i>	×				
	support, use tools to communicate findings.	5	HFW Book: The Bun for Us [K.I.4.1], [K.I.4.3]	~				

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				1	2	3	4	5
	[SCCCRS.K.I.4.2] iii. With guidance and support, reflect on	CBTR 5	Reading for Meaning [K4.1], [K.I.4.2]	~				
	findings. [SCCCRS.K.I.4.3]	6	HFW Book: Where Is Jane? [K.I.4.1], [K.I.4.2], [K.I.4.3]	~				
		CBTR 6	Reading for Meaning [K.I.4.1], [K.I.4.2]	~				
		7	<i>HFW Book: Hide and Seek [K.I.4.1], [K.I.4.3]</i>	~				
		CBTR 7	<i>Reading for Meaning [K.I.4.1], [K.I.4.2]</i>	~				
		SBTR	Sam Tips the Lamp, See Sam Sit, Dots and Spots, The Toads Are Lost, Fred Has Ten Hens, My Dog Has Fleas, Fun At Home, Late for the Game, The Dunes, Where Is Jane? [K.I.4.2], [K.I.4.3]	V				
1.5	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and		All Books [K.I.5.1], [K.I.5.2]	~				

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		-		1	2	3	4	5
	collaboratively. i. With guidance and support, recognize the value of individual and collective thinking. [SCCCRS.K.I.5.1] ii. With guidance and support monitor and assess learning to guide inquiry. [SCCCRS.K.I.5.2]							
(cueing) syste (semantics), s	will integrate an information m that includes meaning tructure (syntax), visual ), and pragmatics (schematic) ing from text.							
2.1	Use Principles of Reading to: i. Demonstrate understanding of the organization and basic features of	SBTR	Foundations: Lesson 1- Listening to Sounds Foundations: Lesson 3 – Word Length [K.RL.1]		~			

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				1	2	3	4	5
	print. [SCCCRS.K.RL.1] ii. Follow words from	SBTR	<i>Foundations: Lesson 2 – Sentence Segmentation [K.RL.1] through [K.RL.1.4]</i>		~			
	left to right, top to bottom, and front to back. [SCCCRS.K.RL.1.1]	SBTR	Foundations: Lesson 12 – Visual Discrimination Foundations: Lesson 13 – Letter		✓			
	iii. Recognize that spoken words are represented in written language by specific sequences of letters. [SCCCRS.K.RL.1.2] iv. Understand that		Discrimination Letter Recognition, Sorting Letter Recognition, Matching Letter Recognition, Identification [K.RL.1.2], [K.RL.1.4]					
	words are separated by spaces in print. [SCCCRS.K.RL.1.3] v. Recognize and name all upper- and lowercase letters of the alphabet. [SCCCRS.K.RL.1.4]	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown and Tim the Dog, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RL.1] through [K.RL.1.4]		×			
			Alphabet Song Literacy Acquisition Theater Letter					

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4 = Writing (W)

Standards	Indicators	Cycle	Activities	Reading Standard         1       2       3         Image: standard sta	d Strand	S		
				1	2	3	4	5
			Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) Vowel Song, Short a [K.RL.1.1]					
			Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room					
			<i>Sound/Symbol Correspondence Activities [K.RL.1.4]</i>					
		2	Read-Alouds: Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RL.1]		~			
			<i>Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition</i>					

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				n er	4	5		
			Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) TISL Vowel Song, Short a Vowel Song, Short i In Context Reading with Short a In Context Reading with Short i Letter Recognition Game [Pick That Letter] [K.RL.1.1] Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.RL.1.4]					
		3	Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot		~			

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Standards	Indicators	Cycle	Activities	Reading Standard Strand1234			s	
								5
			BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain, On the Dot [K.RL.1] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) ROND Vowel Song, Short o In Context Reading with Short o Vowel Song, Long A /ai/ In Context Reading with long A /ai/ Vowel Song, Long O /oa/ In Context Reading with Long O /oa/ Letter Recognition Game [Pick That Letter] Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot					

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			Γ	1	2	3	4	5
			BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RL.1.1], [K.RL.1.2] BPA: Lamps Vowel Song, Short o Vowel Song, Long A /ai/ Vowel Song, Long O /oa/ Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RL.1.3]					
			Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Lamps Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.RL.1.4]					

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		-		1	2	3	4	5
		4	Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Word Masters Book: The Great Pig Escape Comprehension Book: In the Sand, Characters Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.1.1], [K.RL.1.2]		✓ 			
			Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) FEHG Vowel Song, Short e In Context Reading with Short e Vowel Song, Long E In Context Reading with Long E /ee/, /ea/ Letter Recognition Game [Pick That					

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Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	S
				1	2	3	4	5
			Letter] Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Word Masters Book: The Great Pig Escape Comprehension Book: In the Sand, Characters Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.1.1], [K.RL.1.2] Vowel Song, Short e Vowel Song, Long E Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.1.3] Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick					

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	rd Strand	ls
				1	2	3	4	5
			That Letter] [K.RL.1.4]					
		5	Read-Alouds: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone Stream Comprehension Book: Where Will They Ride? Sequence Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.1], [K.RL.1.2] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) BUJW Vowels Song, Short u Vowel Song, Long A /a_e/ In Context Reading with Long A /a_e/ In Context Reading with Long O /o_e/					

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Standards	Indicators	Cycle	Activities	R	leading	Standar	rd Strand	ls
		-		1	2	3	4	5
			In Context Reading (short vowel review) Letter Recognition Game [Pick That Letter] Read-Alouds: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone Stream Comprehension Book: Where Will They Ride? Sequence Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.1.1] Vowels Song, Short u Vowel Song, Long A /a_e/ Vowel Song, Long O /o_e/ Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.1.1] Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room					

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#### **Reading Standard Strands**

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standa	rd Strand	ls
				1	2	3	4	5
			<i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.RL.1.4]</i>					
		6	Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask Comprehension Books: Pets - Fish, Time to Ride Decodable Books: A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.1], [K.RL.1.2] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) ZKVY Vowel Song, Long I /i_e/ In Context Reading with Long U /u_e/ In Context Reading with Long U /u_e/ Long Vowel Review (ai, oa, ee, ea)					

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#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

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5 = Communication (C) 3 = Reading - Informational Text (RI)

4 = Writing (W)

Standards	Indicators	Cycle	Activities	F	Reading	Standa	rd Strand	s
				1	2	3	4	5
			In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Letter Recognition Game [Pick That Letter] Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask Comprehension Book: Pets - Fish, Main Idea Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.1.1] Vowel Song, Long I /i_e/ Vowel Song, Long U /u_e/ Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes					
			Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.1.3] Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed					

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5 = Communication (C)

Indicators	Cycle	Activities	Reading Standard Strands         1       2       3       4			ls	
			1	2	3	4	5
		<i>Wormer] Letter Recognition Game [Pick That Letter] [K.RL.1.4]</i>					
	7	Read-Alouds: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.1] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) QX (see Cycle 1) In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled					
	Indicators		Wormer] Letter Recognition Game [Pick That Letter] [K.RL.1.4]         Read-Alouds: Fun at the Pond, Where Will They Ride?         HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.1]         Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) QX (see Cycle 1) In Context Reading with R Controlled Vowel /or/	Wormer] Letter Recognition Game [Pick That Letter] [K.RL.1.4]       1         7       Read-Alouds: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.1]         Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) QX (see Cycle 1) In Context Reading with R Controlled	Wormer] Letter Recognition Game [Pick That Letter] [K.RL.1.4]     1       7     Read-Alouds: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.1]     Image: Complexity of the sease of the Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) QX (see Cycle 1) In Context Reading with R Controlled	Wormer] Letter Recognition Game [Pick That Letter] [K.RL.1.4]     1     2     3       7     Read-Alouds: Fun at the Pond, Where Will They Ride?     i <td< td=""><td>Wormer] Letter Recognition Game [Pick That Letter] [K.RL.1.4]       1       2       3       4         7       Read-Alouds: Fun at the Pond, Where Will They Ride?       i       <td< td=""></td<></td></td<>	Wormer] Letter Recognition Game [Pick That Letter] [K.RL.1.4]       1       2       3       4         7       Read-Alouds: Fun at the Pond, Where Will They Ride?       i <td< td=""></td<>

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Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
		-		1	2	3	4	5
			Vowels /are/ Vowel Silent e Review Read-Alouds: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Letter Recognition Game [Pick That Letter] Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size, Compare and Contrast Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.1.1], [K.RL.1.2] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.1.3] Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game					

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Standards	Indicators	Cycle	Activities	R	d Strand	s		
				1	2	3	4	5
			[Pick That Letter] [K.RL.1.4]					
		CBTR 1	Letter Name Recognition: Mm, Aa, Pp, Cc [K.RL.1.4]		√			
		CBTR 2	Blending Beginning/ Middle/ Ending Sounds with Letters [K.RL.1.1]		V			
			Letter Name Recognition: Tt, Ii, Ss, Ll Cc [K.RL.1.4]					
		CBTR 3	Blending Beginning/ Middle/ Ending Sounds with Letters [K.RL.1.1]		V			
			Letter Name Recognition: Rr, Oo, Nn, Dd [K.RL.1.4]					
		CBTR 4	Blending Beginning/ Middle/ Ending Sounds with Letters [K.RL.1.1]		~			
			<i>Letter Name Recognition: Ff, Ee, Hh, Gg</i> [K.RL.1.4]					

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Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	s
				1	2	3	4	5
		CBTR 5	Blending Beginning/ Middle/ Ending Sounds with Letters [K.RL.1.1] Letter Name Recognition: Bb, Uu, Jj, Ww [K.RL.1.4]		~			
		CBTR 6	Blending Beginning/Middle/Ending sounds with Letters [K.RL.1.1] Letter Name Recognition: Zz, Kk, Vv, Yy [K.RL.1.4]		V			
2.2	Use Principles of Reading to: i. Demonstrate understanding of spoken words, syllables, and sounds.	0	PA: Counting Syllables [K.RL.2.2] PA: Identifying Phonemes: Initial, Medial, Final [K.RL.2], [K.RL.2.3], [K.RL.2.4]		~			
	<ul> <li>[SCCCRS.K.RL.2]</li> <li>ii. Recognize and produce rhyming words.</li> <li>[SCCCRS.K.RL.2.1]</li> <li>iii. Count, pronounce,</li> </ul>	1	PA: Identifying Phonemes: Initial, Medial, Final PA: Identify and Isolate Initial Phonemes PA: Segmenting Phonemes Decodable Books: Pam and Cam, Mac and Cam, The Maps		~			

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4	=	Writing (W)	
5	=	Communication	(C)

Standards	Indicators	Cycle	Activities	R	eading :	Standar	d Strand	ls
		-		1	2	3	4	5
	<ul> <li>blend, and segment syllables in spoken words.</li> <li>[SCCCRS.K.RL.2.2]</li> <li>iv. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>[SCCCRS.K.RL.2.3]</li> <li>v. Isolate and pronounce the initial, medial, and final sounds in a three- phoneme word.</li> <li>[SCCCRS.K.RL.2.4]</li> <li>vi. Add or substitute individual sounds in simple, one-syllable words to make new words.</li> <li>[SCCCRS.K.RL.2.5]</li> </ul>	2	<ul> <li>[K.RL.2], [K.RL.2.3], [K.RL.2.4]</li> <li>Boom Train Song (Beg., Mid., End Sounds) HFW: and, has, see, the PA: Identifying Phonemes: Initial, Medial, Final</li> <li>PA: Blending Phonemes</li> <li>Vowel Short a</li> <li>Blending with Short a</li> <li>Decodable Books: Pam and Cam, Mac and Cam, The Maps</li> <li>[K.RL.2], [K.RL.2.4], [K.RL.2.5]</li> <li>BPA: Summer Camp</li> <li>Word Families/ Rhyming</li> <li>[K.RL.2.1], [K.RL.2.2]</li> <li>PA: Identify Initial, Medial and Final</li> <li>Phonemes</li> <li>PA: Identify and Isolate Final Phonemes</li> <li>PA: Segmenting Phonemes [CVC]</li> <li>[K.RL.2.4], [K.RL.2.5]</li> </ul>		∠			

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Standards	Indicators	Cycle         Activities           Vowel Short a Blending with Short a           Vewel Short i Blending with Short a	R	Reading	Standa	rd Strand	s	
				1	2	3	4	5
			<i>Vowel Short a Blending with Short a Vowel Short i Blending with Short I Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RL.2], [K.RL.2.5]</i>					
		3	BPA: Lamps Word Families/ Rhyming [K.RL.2], [K2.1], [K.RL.2.3] PA: Identify Initial, Medial and Final Phonemes PA: Identify and Isolate Final Phonemes PA: Segmenting Phonemes [CVC] [K.RL.2.2], [K.RL.2.4] Boom Train Song (Beg., Mid., End Sounds) HFW: they, you, are, here PA: Identify Initial, Medial and Final Phonemes PA: Blending Phonemes [CVC] Vowel Short o Blending with Short Vowel o Vowel Long A, /ai/ Blending long A /ai/ Vowel Long O /oa/ Blending Long O /oa/ Decodable Books: Dots and Spots, Snails		×			

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#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

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Standards	Indicators	Cycle	Cycle Activities		Reading	Standar	d Strand	s
				1	2	3	4	5
			<i>in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RL.2] through [K.RL.2.5]</i>					
		4	Onset Rime/ Build Word Families Game [machine game] (-en, -ess) [K.RL.2.4], [K.RL.2.5]		✓			
			Boom Train Song (Beg., Mid., End Sounds) HFW: with, my, where, to PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Onset Rime/ Build Word Families Game [Machine Game] (-en, -ess) Vowel Short e Blending short e Vowel Long E Blending Long E /ea/, /ee/ Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.2], [K.RL.2.2] through [K.RL.2.5]					

# Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

4 = Writing (W)

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

5 = Communication (C) 3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	s
				1	2	3	4	5
		5	Boom Train Song (Beg., Mid., End Sounds) HFW: what, said, her, for PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Vowel Short u Blending Short u Vowel Long A /a_e/ Blending Long A /a_e/ Vowel Long O /o_e/ Blending Long O /o_e/ Short Vowel Review (a,e,i,o,u) Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.2], [K.RL.2.2] through [K.RL.2.5]					
		6	Boom Train Song (Beg., Mid., End Sounds) HFW: was, that, from, she Vowel Long I /i_e/ Blending Long I /i_e/ Vowel Long U /u_e/ Blending Long U /u_e/ Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes,		✓			

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#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

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3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standa	rd Strand	s
		-		1	2	3	4	5
			Just In Time [K.RL.2.5]					
		7	Boom Train Song (Beg., Mid., End Sounds) HFW: do, have, come, of, their, some R Controlled /or/ R Controlled /ar/ Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.2.5]		×			
		CBTR 0	Counting Syllables Counting Syllables with Syllable Squares [K.RL.2.2] Counting Each Sound (2 Sounds) Counting Each Sound (3 Sounds) Matching Segmented Spoken Words with Pictures Segmenting Spoken Words Game Ending Sounds with Sounds Squares Ending Sounds Middle Sounds					

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Standards	Indicators	Cycle	Activities	R	leading s	Standar	d Strand	s
				1	2	3	4	5
			Middle Sounds: Identification Using Picture Cards [K.RL.2.3], [K.RL.2.4] Segmenting Spoken Words Game Blending Spoken Sounds into Words Blending Spoken Sounds into Words with Sound Squares					
		CBTR 1	[K.RL.2.4], [K.RL.2.5] Rhyming		~			
			[K.RL.2.1] Segment Sounds in Spoken Words [K.RL.2.3], [K.RL.2.4]					
			Blend Sounds to Say Words Blend Sounds to Read Words Rapid Letter and Word Naming [K.RL.2.5]					
		CBTR 2	Rhyming Rhyming Phonograms [K.RL.2.1]		~			
			Segment 1-2 Syllable Words [K.RL.2.2]					

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	<u>Standar</u>	d Strand	ls
				1	2	3	4	5
			Middle Sounds Middle Sounds: Decorator Service Game Blending Beginning/ Middle/ Ending Sounds with Letters [K.RL.2.3], [K.RL.2.4] Ending Blend /-mp/ Ending Blend /-st/ Blending Beginning/ Middle/ Ending Sounds with Letters Blend Sounds with Letters t, I, s, I Blend Sounds with Letters to Read Words Read CVC Words with Short i Rhyming Phonograms Rapid Letter and Word Naming Spelling with Short /a/ and Short /i/ Reading for Meaning [K.RL.2.1], [K.RL.2.5]					
		CBTR 3	Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels [K.RL.2.1] Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Beginning Sound		✓ ✓			

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- 2 = Reading Literary Text (RL) 5 = C
- 3 = Reading Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
			Phoneme Substitution, Middle Sound [K.RL.2.3], [K.RL.2.4] Blending Beginning/Middle/ Ending sounds with Letters Blend Sounds with Letters to Read Words Read Words with Vowel Sound /oa/ Beginning Blends sl-, sp-, st- Beginning Blends sl-, sn-, sp-, st-, More Practice Read Words with Ending Sounds, Blends /-nd/ and /-nt/ Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Spelling with S- Blend and Short /o/ Spelling Long A /ai/ and Long O /oa/ Reading for Meaning [K.RL.2] through [K.RL.2.4]						
		CBTR 4	Rhyme Phonograms, Long Vowels Rhyming Words and Poetry [K.RL.2.1] Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Ending Sound		×				

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Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	s
				1	2	3	4	5
			Phoneme Middle Sound [K.RL.2.3], [K.RL.2.4] Blending Beginning/Middle/ Ending Sounds with Letters Read Words with Vowel Sounds /ee/, /ea/ Beginning Blends cl-, fl-, gl- Beginning Blends cl-, dr-, fr-, gr-, pr-, tr- Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/ Reading for Meaning [K.RL.2.5]					
		CBTR 5	Rhyme Phonograms, Long Vowels [K.RL.2.1] Blending Beginning/Middle/Ending Sounds with Letters [K.RL.2.3], [K.RL.2.4] Blending Beginning/Middle/Ending Sounds with Letters Blend Sounds to Say Words, /u/ Blend Sounds and letters to Read Words Beginning Blends sm-, bl-, br-		~			

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
			Beginning Blends sm-, bl-, br-, str-, spl-, spr- Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Passage Reading: Prosody Spelling with Short /u/ and Blends Spelling CVCe with a_e and o_e Reading for Meaning [K.RL.2.5]					
		CBTR 6	Rhyme Phonograms, Long Vowels, Silent e [K.RL.2.1]Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and ending					
			Substitute Short Vower and ending Sounds [K.RL.2.3], [K.RL.2.4] Read and Spell Words with Short Vowel Sounds Blending					
			Beginning/Middle/Ending sounds with Letters Blend Sounds to Say Words Blend Sounds with Letters to Read and Spell Words Beginning and Ending Blends sc, sk, scr Rhyme Phonograms, Long Vowels, Silent e Rapid Letter and Word Naming					

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Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	s
				1	2	3	4	5
			<i>Spelling CVCe with i_e, and u_e Reading for Meaning [K.RL.2.5]</i>					
		CBTR 7	Rhyming Words [K.RL.2.1] Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words Open Syllables (me, go, by) Bossy R -ar, as in star and farm Phonogram -are as in care Bossy R -or as in core, -ore as in more Beginning Blends squ, sw, tw Compound Words Rapid Letter and Word Naming Passage Reading: Prosody Spelling Words with -ar, -are, -or, -ore Spelling Words with Soft c and Soft g Spelling Compound Words Reading for Meaning [K.RL.2], [K.RL.2.2], [K.RL.2.5]		~			

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	ls
				1	2	3	4	5
		SBTR	Rhyming with Pictures Rhyming with Discrimination Rhyme Identification [K.RL.2.1] Segmenting Words Segmenting and Blending Sounds Game [K.RL.2.3], [K.RL.2.4], [K.RL.2.5]		×			
2.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis skills when decoding words. [SCCCRS.K.RL.3] ii. Produce one-to-one letter-sound correspondences for each consonant. [SCCCRS.K.RL.3.1] iii. Associate long and short sounds of the five major vowels with their common spellings. [SCCCRS.K.RL.3.2]	1	Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities HFW: and, has, see, the Vowel Short a Blending with Short a Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RL.3.1], [K.RL.3.2] HFW: and, has, see, the HFW Book: Pam and the Cap [K.RL.3.3], [K.RL.3.5] Boom Train Song (Beg., Mid. End Sounds) HFW: and, has, see, the PA: Identifying Phonemes: Initial, Medial,		✓			

Reading Curriculum Correlations

# Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

## **Reading Standard Strands**

- 1 = Inquiry-Based Literacy (I)
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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls	
					1	2	3	4	5
	iv. v.	Read regularly spelled one-syllable words. [SCCCRS.K.RL.3.3] Distinguish between similarly spelled consonant-vowel- consonant-patterned words by identifying		Final PA: Blending Phonemes Vowel Short a Blending with Short a Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RL.3.2], [K.RL.3.3], [K.RL.3.4], [K.RL.3.6]					
	vi. vii.	the sounds of the letters that differ. [SCCCRS.K.RL.3.4] Read common high- frequency words. [SCCCRS.K.RL.3.5] Recognize grade- appropriate irregularly spelled words. [SCCCRS.K.RL.3.6]	2	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) TISL High Frequency Words HFW: go, his, is, this Vowel Short a Blending with Short a In Context Reading with Short a Vowel Short i Blending with Short i In Context Reading with Short i Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] Rapid Sound Symbol Game [Free Fall]		✓			

Reading Curriculum Correlations

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Standards	Indicators	Cycle	Activities	F	Reading	Standa	rd Strand	s
				1	2	3	4	5
			Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RL.3.3], [K.RL.3.1], [K.RL.3.5], [K.RL.3.6] Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities TISL High Frequency Words HFW: go, his, is, this Vowel Song, Short a Vowel Song, Short i Vowel Song, Short a Vowel Song, Short i Vowel Short a Blending with Short a In Context Reading with short a Vowel Short i Blending with Short i In Context Reading with short i Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] Rapid Sound Symbol Game [Free Fall] Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RL.3.2], [K.RL.3.4], [K.RL.3.6]					3

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- 4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	s
				1	2	3	4	5
			Read-Aloud Book: Pam and the Cap High Frequency Words HFW: go, his, is, this HFW Book: Tim at Camp [K.RL.3.3], [K.RL.3.5] Boom Train Song (Beg., Mid., End Sounds) High Frequency Words (HFW): go, his, is, this PA: Identify Initial, Medial and Final Phonemes PA: Blending Phonemes [CVC] Vowel Short a Blending with Short a Vowel Short a Blending with Short i Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and am, Sam Tips the Lamp [K.RL.3.3], [K.RL.3.4]					
		3	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) ROND HFW: they, you, are,		×			

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Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
			here BPA: Lamps Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] Vowel short o Blending with Short vowel o In Context Reading with Short o Vowel Long A, /ai/ Blending long A /ai/ In Context Reading with long A /ai/ Vowel Long O /oa/ Blending Long O /oa/ In Context Reading with Long O /oa/ Consonant Blends (sl, st, sp, sn) Teach Rapid Sound Symbol Game [Free Fall] Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RL.3], [K.RL.3.1], [K.RL.3.2], [K.RL.3.5] HFW: they, you, are, here HFW Book: On the Dot [K.RL.3.2], [K.RL.3.5] Boom Train Song (Beg., Mid., End Sounds) HFW: they, you, are, here PA: Identify Initial, Medial and Final					

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- 4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standar	rd Strand	ls
				1	2	3	4	5
			Phonemes PA: Blending Phonemes [CVC] Vowel short o Blending with Short vowel o Vowel Long A, /ai/ Blending long A /ai/ Vowel Long O /oa/ Blending Long O /oa/ Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RL.3.3], [K.RL.3.4], [K.RL.3.6]					
		4	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) FEHG HFW: with, my, where, to Vowel Short e Blending Short e In Context Reading with Short e Vowel Long E Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Consonant Blends (cl, fl, gl, pl, cr, dr, tr,		×			

Reading Curriculum Correlations

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2 = Reading - Literary Text (RL)

3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	s
				1	2	3	4	5
			fr, gr, pr) Rapid Sound Symbol Game [Free Fall] Decodable Books: Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.3], [K.RL.3.1], [K.RL.3.5] Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities FEHG HFW: with, my, where, to Vowel Song, Short e Vowel Short e Blending short e In Context Reading with Short e Vowel Song, Long E Vowel Long E Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Consonant Blends (cl, fl, gl, pl, cr, dr, tr, fr, gr, pr) Rapid Sound Symbol Game [Free Fall] Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.3.2], [K.RL.3.4]					

Reading Curriculum Correlations

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- 1 = Inquiry-Based Literacy (I)
- 2 = Reading Literary Text (RL) 5 = Comn
- 3 = Reading Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	s
		_		1	2	3	4	5
			HFW: with, my, where, to HFW Book: My Hands and Feet [K.RL.3.2], [K.RL.3.5] Boom Train Song (Beg., Mid. End Sounds) HFW: with, my, where, to PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Onset Rime/ Build Word Families Game [machine game] (-en, -ess) Vowel Short e Blending short e Vowel Long E Blending Long E /ea/, /ee/ Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.3.3], [K.RL.3.5], [K.RL.3.6]					
		5	<i>Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room</i>		~			

# Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

## **Reading Standard Strands**

- 1 = Inquiry-Based Literacy (I)
- 2 = Reading Literary Text (RL)
- 3 = Reading Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) BUJW HFW: what, said, her, for Vowel Short u Blending Short u Vowel Long A /a_e/ Blending Long A /a_e/ In Context Reading with Long A /a_e/ Blending Long O /o_e/ In Context Reading with Long O /o_e/ Short Vowel Review (a,e,i,o,u) In Context Reading (short vowel review) Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall] Rapid Word Naming Game [Virus Game- HFW] Rapid Word Naming Game [Spot That Word-CVC] Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.3.1], [K.RL.3.5] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities					

Reading Curriculum Correlations

# Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

## **Reading Standard Strands**

4 = Writing (W)

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

5 = Communication (C) 3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
				1	2	3	4	5
			BUJW HFW: what, said, her, for Vowels Song, Short u Vowel Short u Blending Short u Vowel Song, Long A /a_e/ Vowel Long A /a_e/ Blending Long A /a_e/ In Context Reading with Long A /a_e/ Vowel Song, Long O /o_e/ Vowel Long O /o_e/ Blending Long O /o_e/ In Context Reading with Long O /o_e/ Short Vowel Review (a,e,i,o,u) In Context Reading (short vowel review) Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall] Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.3.2], [K.RL.3.4] HFW: what, said, her, for HFW Book: The Bun for Us Rapid Word Naming Game [Virus Game- HFW] [K.RL.3.2], [K.RL.3.5]					

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## **Reading Standard Strands**

- 1 = Inquiry-Based Literacy (I)
- 2 = Reading Literary Text (RL)
- 3 = Reading Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
				1	2	3	4	5
			Boom Train Song (Beg., Mid. End Sounds) HFW: what, said, her, for PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Vowel Short u Blending Short u Vowel Long A /a_e/ Blending Long A /a_e/ Vowel Long O /o_e/ Blending Long O /o_e/ Short Vowel Review (a,e,i,o,u) Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.3.3], [K.RL.3.5], [K.RL.3.6]					
		6	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) ZKVY HFW: was, that, from, she Vowel Long I /i_e/ Blending Long I /i_e/		~			

Reading Curriculum Correlations

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- 1 = Inquiry-Based Literacy (I)
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- 4 = Writing (W) 5 = Communication (C)

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

Reading Curriculum Correlations

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3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	Reading Standard Strands							
				1	2	3	4	5			
			Patterns (ai, oa, ee, ea) Consonant         Blends (sc, sk, scr)         Rapid Sound Symbol Game[Free Fall]         Rapid Word Naming Game[Virus Game-         HFW] Rapid Word Naming Game[Spot         That Word-CVC]         Decodable Books: Time to Ride, A Cute         Mule, Time to Ride My Mule, The Dunes,         Just In Time         [K.RL.3], [K.RL.3.1], [K.RL.3.4],         [K.RL.3.5]         Alphabet Song         Literacy Acquisition Theater         Letter Recognition Room         Sound Recognition Activities         Letter Sound Room         Sound/Symbol Correspondence Activities         ZKVY HFW: was, that, from, she         Vowel Song, Long I /i_e/ Vowel Long I         /i_e/ Blending Long I /i_e/         In Context Reading with Long I /i_e/         Vowel Long U /u_e/ Blending Long U         /u_e/         In Context Reading with Long U /u_e/         Long Vowel Review (ai, oa, ee, ea)								

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading Standard Strands				
				1	2	3	4	5	
			In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Consonant Blends (sc, sk, scr) Rapid Sound Symbol Game[Free Fall] Rapid Word Naming Game[Virus Game- HFW] Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.3.1], [K.RL.3.4], [K.RL.3.5], [K.RL.3.6] HFW: was, that, from, she HFW Book: Where Is Jane? Rapid Word Naming Game [Virus Game- HFW] [K.RL.3.2] Boom Train Song (Beg., Mid., End Sounds) HFW: was, that, from, she Vowel Long I /i_e/ Blending Long I /i_e/ Vowel Long U /u_e/ Blending Long U /u_e/ Rapid Word Naming Game[Virus Game- HFW] Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes,					3	

Reading Curriculum Correlations

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Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	s
				1	2	3	4	5
			Just In Time [K.RL.3.2], [K.RL.3.4], [K.RL.3.6] HFW: was, that, from, she HFW Book: Where Is Jane? Rapid Word Naming Game [Virus Game- HFW] [K.RL.3.3], [K.RL.3.5]					
		7	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds): QX HFW: do, have, come, of, their, some Consonant Blends (squ, tw, sw) R controlled /or/ In Context Reading with R Controlled Vowel /or/ R controlled /ar/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review Rapid Sound Symbol [Free Fall]		~			

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
			Rapid Word Naming Game [Virus Game- HFW] Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.3.1], [K.RL.3.4] Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words Alliteration Q Soft C as /s/ Soft G as /j/ Open Syllables (me, go, by) Bossy R -ar, as in star and farm Phonogram -are as in care Bossy R -or as in core, -ore as in more Beginning Blends squ, sw, tw Compound Words Rapid Letter and Word Naming Read HFWs Passage Reading: Prosody Spelling Words with -ar, -are, -or, -ore Spelling Words with Soft c and Soft g Spelling Compound Words					

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- 4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
Standards	Indicators	Cycle	ActivitiesReading for Meaning[K.RL.3], [K.RL.3.2], [K.RL.3.5]Alphabet SongLiteracy Acquisition Theater LetterRecognition Room Sound RecognitionActivities Letter Sound RoomSound/SymbolCorrespondence Activities QXHFW: do, have, come, of, their, someConsonant Blends (squ, tw, sw)R controlled /or/In Context Reading with R ControlledVowel /or/ R controlled /ar/In Context Reading with R ControlledVowel /ar/ Vowels /ore/Vowel Silent e ReviewRapid Sound Symbol [Free Fall]Rapid Sound Symbol [Free Fall]Rapid Word Naming Game [Virus Game-HFW]Decodable Books: Boats, Take That OffStage, Homes, Ben and Steve at theSeaside, At the Farm, The Twin Mice, The					
			Oatmeal Man, The Big Game [K.RL.3.2], [K.RL.3.4], [K.RL.3.5], [K.RL.3.6]					

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3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
			<i>HFW: do, have, come, of, their, some HFW Book: Hide and Seek Rapid Word Naming Game [Virus Game- HFW] [K.RL.3.3], [K.RL.3.5]</i>					
2.4	Use Principles of Reading to: i. Read with sufficient		All Books [K.RL.4]		~			
	<ul> <li>i. Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.K.RL.4]</li> <li>ii. Read emergent- reader texts with purpose and understanding. [SCCCRS.K.RL.4.1]</li> <li>iii. Read emergent texts orally with accuracy, appropriate rate, and expression. [SCCCRS.K.RL.4.2]</li> <li>iv. Use picture cues to confirm or self-</li> </ul>	CBTR 1	Beginning Sounds: /m/, /p/, /k/ Beginning Sounds with Letters m, p, c [Ending Sounds: /m/, /p/, /k/ Ending Sounds with Letters m, p, c Vowel Sound /a/ Vowel Sound /a/ and letter a Blend Sounds to Read Words Rapid Letter and Word Naming Read Sentences with HFWs: and, the, see, has [K.RL.4] through [K.RL.4.3] Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities					

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
				1	2	3	4	5
	correct word recognition and understanding. [SCCCRS.K.RL.4.3]		HFW: and, has, see, the Vowel Song, Short a Vowel Short a Blending with Short a Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RL.4] through [K.RL.4.3] Beginning Sounds: /m/, /p/, /k/ Beginning Sounds with Letters m, p, c Ending Sounds: /m/, /p/, /k/ Ending Sounds with Letters m, p, c Vowel Sound swith Letters m, p, c Vowel Sound /a/ Vowel Sound /a/ Vowel Sound /a/ Word Naming Read Sentences with HFWs: and, the, see, has [K.RL.4], [K.RL.4.2], [K.RL.4.3]					
		CBTR 2	<i>Identify Nonsense and Real Words Beginning Sounds: /t/, /s/, /l/ Beginning Sounds with Letters t,s,l Ending Sounds: /t/, /s/, /l/ Ending Sounds with Letters t,s,l Vowel Sound /i/ Vowel Sound /i/ Vowel Sound /i/ and Letter i Vowel Sounds and Letters /a/ and /i/</i>		~			

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Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	ls
				1	2	3	4	5
			Ending Blend /-mp/ Ending Blend /-st/ Blending Beginning/ Middle/ Ending Sounds with Letters Blend Sounds with Letters t, I, s, I Blend Sounds with Letters to Read Words Read CVC Words with Short i Rhyming Phonograms Rapid Letter and Word Naming Read Sentences with HFWs: this, is, his, go Spelling with Short /a/ and short /i/ Reading for Meaning [K.RL.4] through [K.RL.4.3] Literacy Acquisition Theater Letter Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities TISL High Frequency Words (HFW): go, his, is, this Vowel Song, Short a Vowel Song, Short i Vowel Short a Blending with Short a In Context Reading with short a Vowel Short i Blending with Short i					

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
			In Context Reading with short i Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] Rapid Sound Symbol Game [Free Fall] Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RL.4], [K.RL.4.2], [K.RL.4.3]					
		CBTR 3	Beginning Sounds: /r/, /n/, /d/ Beginning Sounds with Letters r, n, d Ending Sounds: /r/, /n/, /d/ Ending Sounds with Letters r, n, d Vowel Sound /o/ Vowel Sound /o/ and Letter o Vowel Sounds and Letters /i/ and /o/ Blending Beginning/Middle/ Ending Sounds with Letters Blend Sounds with Letters to Read Words Vowel Sound /A/ Vowel Sound with Letters /ai/ Vowel Sound with Letters /oa/ Read Words with Vowel Sound /oa/ Phoneme Substitution, Middle Sound Beginning Blends sl-, sp-, st-		✓			

Reading Curriculum Correlations

# Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

## **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	s
				1	2	3	4	5
			Beginning Blends sl-, sn-, sp-, st-, More         Practice         Read Words with Ending Sounds, Blends         /-nd/ and /-nt/ Rhyme Phonograms,         Short Vowels         Rhyme Phonograms, Long Vowels         Rapid letter and Word Naming         Read Sentences with HFWs: they, you,         are, here         Spelling with s-blend and short /o/         Spelling Long A /ai/ and Long O /oa/         Reading for Meaning         [K.RL.4 through [K.RL.4.3]         Literacy Acquisition Theater Letter         Recognition Room         Sound/Symbol Correspondence Activities         ROND HFW words: they, you, are, here         BPA: Lamps         Word Families/ Rhyming         Onset Rime/ Build Word Families Game         [machine game] Vowel Song, Short o         Vowel short o         Blending with Short vowel o	1	2	3	4	5
			[machine game] Vowel Song, Short o					

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Standards	Indicators	Cycle	Activities	R	leading	<u>Standar</u>	d Strand	ls
				1	2	3	4	5
		CBTR 4	Vowel Song, Long A /ai/ Vowel Long A, /ai/ Blending long A /ai/ In Context Reading with long A /ai/ Vowel Song, Long O /oa/ Vowel Long O /oa/ Blending Long O /oa/ In Context Reading with Long O /oa/ Consonant Blends (sl, st, sp, sn) Teach Rapid Sound Symbol Game [Free Fall] Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RL.4], [K.RL.4.2], [K.RL.4.3] Beginning Sounds: /f/, /g/, /h/ Beginning Sounds with Letters f, g, h Ending Sounds with Letters f, g Vowel Sound /e/ Vowel Sound /e/ and letter e Vowel Sound /e/ and letter e Vowel Sound s/o/ and /e/ Blending Beginning/Middle/ Ending Sounds with Letters Vowel Sound with Letters /ee/, /ea/ Vowel Sound with Letters /ee/, /ea/ Nore practice Read Words with Vowel Sounds /ee/, /ea/ Phoneme Middle Sound Beginning Blends cl-, fl-, gl-		✓ V			

Reading Curriculum Correlations

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## **Reading Standard Strands**

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Standards	Indicators	Cycle	Activities	F	Reading	<b>Standar</b>	d Strand	ls
				1	2	3	4	5
			Beginning Blends cl-, dr-, fr-, gr-, pr-, tr- Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Read Sentences with HFWs: with, my, where, to Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/ Reading for Meaning [K.RL.4], [K.RL.4.2], [K.RL.4.3] Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities FEHG HFW words: with, my, where, to Vowel Song, Short e Vowel Short e Blending short e In Context Reading with Short e Vowel Song, Long E Vowel Long E Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Consonant Blends (cl, fl, gl, pl, cr, dr, tr, fr, gr, pr) Rapid Sound Symbol Game [Free Fall] Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the					

Reading Curriculum Correlations

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## **Reading Standard Strands**

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Standards	Indicators	Cycle	Activities		Reading Standard Strands				
				1	2	3	4	5	
			<i>Hens, The Green Team, My Dog Has Fleas</i> [K.RL.4] through [K.RL.4.3]						
		CBTR 5	Beginning Sounds; /b/, /j/, /w/ Beginning Sounds with Letters b, w, j, u Ending Sound /b/, Review /m/ Ending Sounds, Letters b, Review m, n, g Vowel Sound /u/ Vowel Sound /u/ and Letter u Blending Beginning/Middle/Ending Sounds with Letters Vowel Sound, Silent e, pattern a_e Vowel Sound, Silent e, pattern o_e Blend Sounds and letters to Read Words Beginning Blends sm-, bl-, br- Beginning Blends sm-, bl-, br-, str-, spl-, spr- Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Read Sentences with HFWs: what, said, her, for Passage Reading: Prosody Spelling with Short /u/ and Blends Spelling CVCe with a_e and o_e Reading for Meaning [K.RL.4], [K.RL.4.2], [K.RL.4.3] Alphabet Song Literacy Acquisition Theater						

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Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	S
				1	2	3	4	5
			Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities BUJW HFW: what, said, her, for Vowels Song, Short u Vowel Short u Blending Short u Vowel Song, Long A /a_e/ Vowel Long A /a_e/ Blending Long A /a_e/ In Context Reading with Long A /a_e/ Vowel Song, Long O /o_e/ Vowel Long O /o_e/ Blending Long O /o_e/ In Context Reading with Long O /o_e/ Short Vowel Review (a,e,i,o,u) In Context Reading (short vowel review) Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall] Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.4] through [K.RL.4.3]					

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
		CBTR 6	Beginning Sounds: /z/, /v/, /y/ Beginning Sounds with letters z, k, v, y Ending Sound: /v/, /z/ Ending Sounds, Letters z, y, review Read and Spell Words with Short Vowel Sounds Blending Beginning/Middle/Ending Sounds with Letters Long Vowel Sound /I/, /U/ Vowel Sound, Silent e, Letter Patterns i_e, u_e Blend Sounds with Letters to Read and Spell Words Beginning and Ending Blends sc, sk, scr Rhyme Phonograms, Long Vowels, Silent e Rapid Letter and Word Naming Read Sentences with HFWs was, that, from, she Spelling CVCe with i_e, and u_e Reading for Meaning [K.RL.4], [K.RL.4.2], [K.RL.4.3] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities ZKVY HFW: was, that, from, she					

Reading Curriculum Correlations

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## **Reading Standard Strands**

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Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	s
				1	2	3	4	5
			Vowel Song, Long I /i_e/ Vowel Long I /i_e/ Blending Long I /i_e/ In Context Reading with Long I /i_e/ Vowel Song, Long U /u_e/ Vowel Long U /u_e/ Blending Long U /u_e/ In Context Reading with Long U /u_e/ Long Vowel Review (ai, oa, ee, ea) In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Consonant Blends (sc, sk, scr) Rapid Sound Symbol Game[Free Fall] Rapid Word Naming Game[Virus Game- HFW] Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.4] through [K.RL.4.3]					
		CBTR 7	Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words Alliteration Q Soft C as /s/ Soft G as /j/ Open Syllables (me, go, by) Bossy R -ar, as in star and farm Phonogram -are as in care		V			

# Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

## **Reading Standard Strands**

4 = Writing (W)

5 = Communication (C)

5

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Stran
				1	2	3	4
			Bossy R -or as in core, -ore as in more Beginning Blends squ, sw, tw Compound Words Rapid Letter and Word Naming Read HFWs				
			Passage Reading: Prosody Spelling Words with -ar, -are, -or, -ore				

Words Rapid Letter and Word Naming Read HFWs Passage Reading: Prosody Spelling Words with -ar, -are, -or, -ore Spelling Words with Soft c and Soft g Spelling Compound Words Reading for Meaning [K.RL.4], [K.RL.4.2], [K.RL.4.3] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities QX HFW: do, have, come, of, their, some Consonant Blends (squ, tw, sw) R controlled /or/ In Context Reading with R Controlled Vowel /or/ R controlled /ar/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review	

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## **Reading Standard Strands**

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Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	ds
		-		1	2	3	4	5
			Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.4] through [K.RL.4.3]					
		SBTR	Letter Sound Discrimination Letter Sound Picture Match, Beginning Sound Letter Sounds: Matching Characters with Pictures Letter Sounds Identification Letter Sounds Matching Game [K.RL.4], [K.RL.4.2], [K.RL.4.3]		V			
2.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence,	1	Read-Aloud Books: Dusty the Dog and Coco the Cat Read Aloud: Mac and Cam Read Aloud: Clem the Clown Read-Aloud Book: Sam Has Mail HFW Book: Pam and The Cap Book and Print Awareness (BPA): At the Market BPA: Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps		<b>√</b>			

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
	and investigating multiple interpretations.		[K.RL.5], [K.RL.5.1], [K.RL.5.2]					
	<ul> <li>[SCCCRS.K.RL.5]</li> <li>ii. With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</li> <li>[SCCCRS.K.RL.5.1]</li> <li>iii. With guidance and support, ask and answer questions to make predictions</li> </ul>		Letter Sound Block: TISL (see Cycle 1) Read Aloud: Pam and the Cap Read Aloud: Where is Coco? Read Aloud: The Act Tim at Camp BPA: Summer Camp HFW Book: Vowel Song, Short a Vowel Song, Short i In Context Reading with short a In Context Reading with short i Decodable Books: Pam and Cam, See Sam Sit, Pip and His Lips, Tim and Sam, Sam Tips the Lamp Word Families/ Rhyming TR Blending Beginning/ Middle/ Ending Sounds with Letters [K.RL.5], [K.RL.5.1], [K.RL.5.2]					
	using prior knowledge, pictures, illustrations, title, and information about author and illustrator. [SCCCRS.K.RL.5.2]	3	Letter Sound Block: ROND (see Cycle 1) Read-Alouds: The Garden Trail, Cal and Clam, Trips With My Family, Lamps HFW Book: On the Dot BPA: Lamps Vowel Song, Short o In Context Reading with Short o Vowel					

Reading Curriculum Correlations

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Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	s
				1	2	3	4	5
			Song, Long A /ai/ In Context Reading with long A /ai/ Vowel Song, Long O /oa/ In Context Reading with Long O /oa/ Word Masters Book - The Lost Island, Spelling: short o, a, long A /ai/ and long O /oa/, ending -nd, and -st Comprehension Book: Trips With My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads are Lost, In the Rain Letter Recognition Game [Pick That Letter] TR Blending Beginning/Middle/ Ending sounds with Letters [K.RL.5], [K.RL.5.1], [K.RL.5.2]					
		4	Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Word Masters Book: The Great Pig Escape /ee/, /ea/, short o, short e, ending -gr, and -nt Comprehension Book: In the Sand, Characters		~			

Reading Curriculum Correlations

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xt (RL) 5 = Communication (C)

4 = Writing (W)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.5], [K.RL.5.1], [K.RL.5.2]					
		5	Read-Alouds: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone Stream short u, o, Long O /o_e/, Long E /ea/, Long A /a_e/, Blends (sm, spl, br, str, bl, -nd, -mp) Comprehension Book: Where Will They Ride? Sequence Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.5], [K.RL.5.1], [K.RL.5.2]		✓			
		6	Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask short a, short I, short u, short o, long A /a_e/, Long U /u_e/, Long O /o_e/,		×			

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Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	ls
				1	2	3	4	5
			Blends -sk Comprehension Books: Pets - Fish, Time to Ride Decodable Books: A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.5], [K.RL.5.1], [K.RL.5.2]					
		7	Read-Alouds: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Word Masters Book: The Case of the Haunted Barn (R controlled vowels /ar/, /or/, Blends tw, st, pl, Soft c, Soft g, short o, long A /a_e/ Long O /o_e/ and Long I /i_e/ Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.5], [K.RL.5.1], [K.RL.5.2]					
2.6	Use Meaning and Context to: i. Summarize key details and ideas to	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap		×			

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
	support analysis of thematic development. [SCCCRS.K.RL.6] ii. Describe the relationship between illustrations and the text. [SCCCRS.K.RL.6.1]		BPA: At the Market, Dusty the Dog and Coco the Cat [K.RL.6] Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Pam and Cam, Mac and Cam, The Maps [K.RL.6], [K.RL.6.1]					
		3	Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RL.6], [K.RL.6.1] Decodable Books: The Toast in the Road, Stan the Man, Stan the Man, The Toads Are Lost, In the Rain [K.RL.6.1]		V			

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Standards	Indicators	Cycle	Activities	F	Reading	Standa	rd Strand	ls
				1	2	3	4	5
		4	Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Word Masters Book: The Great Pig Escape Comprehension Book: In the Sand, Characters Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.6] Decodable Books: The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas HFW Book: My Hands and Feet Comprehension Book: In the Sand [K.RL.6.1]					
		5	Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone					

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	s
				1	2	3	4	5
			Stream Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.6.1], [K.RL.6] HFW Book: The Bun for Us BPA: Pets - Snakes Decodable Book: I Rode Home [K.RL.6.1]					
		6	Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask Comprehension Book: Pets - Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.6], [K.RL.6.1] Decodable Book: The Dunes HFW Book: Where Is Jane? [K.RL.6]					

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
		7	<i>HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard [K.RL.6]</i>		✓			
		CBTR 5	Passage Reading: Prosody [K.RL.6]		~			
		CBTR 7	Passage Reading: Prosody [K.RL.6]		~			
2.7	Use Meaning and Context to: i. Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RL.7], [K.RL.7.1], [K.RL.7.2]		~			
	modalities. [SCCCRS.K.RL.7] ii. With guidance and support, retell a	2	Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Pam and the Cap, Where Is Coco? HFW Book: Tim at Camp		~			

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	s
		_		1	2	3	4	5
	familiar text; identify beginning, middle, and end in a text heard or read. [SCCCRS.K.RL.7.1] iii. Read or listen closely		BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RL.7], [K.RL.7.1], [K.RL.7.2]					
	to compare familiar texts. [SCCCRS.K.RL.7.2]	3	Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RL.7] Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the					

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	s
				1	2	3	4	5
			<i>Man, The Toads Are Lost, In the Rain [K.RL.7], [K.RL.7.1], [K.RL.7.2]</i>					
		4	Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Comprehension Book: In the Sand Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.7], [K.RL.7.1], [K.RL.7.2]		~			
		5	Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.7], [K.RL.7.1], [K.RL.7.2]		~			

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- 3 = Reading Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading Standa         1       2       3         ✓       ✓       ✓         ✓       ✓       ✓         ✓       ✓       ✓         ✓       ✓       ✓         ✓       ✓       ✓         ✓       ✓       ✓         ✓       ✓       ✓         ✓       ✓       ✓         ✓       ✓       ✓	Standar	d Strand	ls
				1			4	5
		6	Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Comprehension Book: Pets - Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.7], [K.RL.7.1], [K.RL.7.2]		×			
		7	Read-Aloud Books: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.7], [K.RL.7.1], [K.RL.7.2]		×			
2.8	Use Meaning and Context to: i. Analyze characters,		All Books [K.RL.8] through [K.RL.8.1e]		✓			
	ideas as they develop and interact	SBTR	<i>Comprehension: Lesson 9 – Main Idea</i> <i>Comprehension: Lesson 64 – Main Idea</i> <i>[K.RL.8], [K81a] through [K.RL.8.1e]</i>		×			

Reading Curriculum Correlations

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

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Standards	Indicators	Cycle	Activities	Reading Standard Strands						
		-		1	2	3	4	5		
	within a particular context. [SCCCRS.K.RL.8] ii. With guidance and support, read or		<i>Comprehension: Lesson 65 – Identifying Details [RL.8.1b] through [K.RL.8.1e]</i>							
	listen closely to: [SCCCRS.K.RL.8.1] iii. describe characters and their actions; [SCCCRS.K.RL.8.1a] iv. compare characters' experiences to those of the reader; [SCCCRS.K.RL.8.1b] v. describe setting; [SCCCRS.K.RL.8.1c] vi. identify the problem and solution; and	1	Read-Aloud Books: Dusty the Dog and Coco the Cat Read Aloud: Mac and Cam Read Aloud: Clem the Clown Read-Aloud Book: Sam Has Mail HFW Book: Pam and The Cap Book and Print Awareness (BPA): At the Market BPA: Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RL.8] through [K.RL.8.1e]		×					
	[SCCCRS.K.RL.8.1d] vii. Identify the cause of an event. [SCCCRS.K.RL.8.1e]	2	Read-Alouds: Pam and the Cap, Where is Coco?, The Act, Tim at Camp BPA: Summer Camp HFW Book: Vowel Song, Short a Vowel Song, Short i In Context Reading with short a In Context Reading with short i Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam							

Reading Curriculum Correlations

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
			<i>Tips the Lamp [K.RL.8] through [K.RL.8.1e]</i>					
		3	Letter Sound Block: ROND (see Cycle 1) Read-Alouds: The Garden Trail, Cal and Clam, Trips With My Family, Lamps HFW Book: On the Dot BPA: Lamps Vowel Song, Short o In Context Reading with Short o Vowel Song, Long A /ai/ In Context Reading with long A /ai/ Vowel Song, Long O /oa/ In Context Reading with Long O /oa/ Word Masters Book - The Lost Island, Spelling: short o, a, long A /ai/ and long O /oa/, ending -nd, and -st Comprehension Book: Trips With My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads are Lost, In the Rain Letter Recognition Game [Pick That Letter] TR Blending Beginning/Middle/ Ending sounds with Letters					

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
			[K.RL.8] through [K.RL.8.1e]					
		4	Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Word Masters Book: The Great Pig Escape /ee/, /ea/, short o, short e, ending -gr, and -nt Comprehension Book: In the Sand, Characters Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.8] through [K.RL.8.1e]					
		5	Read-Alouds: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone Stream short u, o, Long O /o_e/, Long E /ea/, Long A /a_e/, Blends (sm, spl, br, str, bl, -nd, -mp) Comprehension Book: Where Will They Ride? Sequence		×			

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	s
				1	2	3	4	5
			Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.8] through [K.RL.8.1e]					
		6	Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask short a, short I, short u, short o, long A /a_e/, Long U /u_e/, Long O /o_e/, Blends -sk Comprehension Books: Pets - Fish, Time to Ride Decodable Books: A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.8] through [K.RL.8.1e]		×			
		7	Read-Alouds: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Word Masters Book: The Case of the Haunted Barn (R controlled vowels /ar/, /or/, Blends tw, st, pl, Soft c, Soft g, short o, long A /a_e/ Long O /o_e/ and Long I /i_e/		×			

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Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	s
				1	2	3	4	5
			<i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off</i> <i>Stage, Homes, Ben and Steve at the</i> <i>Seaside, At the Farm, The Twin Mice, The</i> <i>Oatmeal Man, The Big Game</i> <i>[K.RL.8] through [K.RL.8.1e]</i>					
	Use Language, Craft, and Structure to: i. Interpret and analyze the author's use of words, phrases, and conventions and how their relationships shape meaning and tone in print and multimedia texts. [SCCCRS.K.RL.9]	1	Comprehension Books: Dusty the Dog and CoCo the Cat Pam and the Cap Where is Coco? The Act Tim at Camp Pip and His Lips See Sam Sit Tim and Sam Sam Tips the Lamp [K.RL.9], [K.RL.9.1], [K.RL.9.2]		×			
	ii. With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify	2	<i>Foundational Books: Dusty the Dog and Coco the Cat Mac and Cam Pam and the Cap Fun With Friends Pals The Cleaning Attack Sam Has Mail</i>		~			

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Standards	Indicators	Indicators Cycle Activities	Activities	Reading Standard Strands					
				1	2	3	4	5	
	<ul> <li>when the author uses each.</li> <li>[SCCCRS.K.RL.9.1]</li> <li>iii. With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</li> <li>[SCCCRS.K.RL.9.2]</li> </ul>	SBTR	Pat's Cat Lamps Surprise! The Yellow Pin The Garden Trail In the Sand The Act Naptime Raindrops A Special Delivery for Dusty Cal and the Clam The Last Scrap Jen and Her New Friends [K.RL.9], [K.RL.9.1], [K.RL.9.2] Foundations: Lesson 5 – Alliteration Foundations: Lesson 7 – Rhyming with Pictures Foundations: Lesson 8 – Rhyming Discrimination Foundations: Lesson 9 – Rhyming Identification Foundations: Lesson 10 – Generating		✓				

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	rd Strand	s
		-		1	2	3	4	5
			Rhymes [K.RL.9]					
2.10	Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple- meaning words, phrases, and jargon;	1	Read-Aloud Books: Dusty the Dog and Coco the Cat , Mac and Cam, Clem the Clown, Sam Has Mail, HFW Book: Pam and the Cap BPA: Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RL.10] through [K.RL.10.3]		·			
	acquire and use general academic and domain-specific vocabulary. [SCCCRS.K.RL.10] ii. With guidance and support, ask and answer questions about known and unknown words.	2	Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Pam and the Cap, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RL.10] through [K.RL.10.3]					
	[SCCCRS.K.RL.10.1] iii. With guidance and support, identify new meanings for familiar	3	Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot		✓			

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
	words and apply them accurately. [SCCCRS.K.RL.10.2 iv. With guidance and support, use inflectional endings and affixes to determine the meaning of unknow		BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RL.10] through [K.RL.10.3]					
	words. [SCCCRS.K.RL.10.3 v. With guidance and support, identify the individual words used to form a compound word. [SCCCRS.K.RL.10.4 vi. With guidance and support, use print	4	Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.10] through [K.RL.10.3]		×			
	and multimedia resources to explore word relationships and nuances in word meanings. [SCCCRS.K.RL.10.5 vii. With guidance and support, use words	1	Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for		~			

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Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	s
				1	2	3	4	5
	and phrases acquired through talk and text;		<i>Sale, Fun at Home, The Blue Blimp [K.RL.10] through [K.RL.10.3]</i>					
	explore nuances of words and phrases. [SCCCRS.K.RL.10.6]	6	Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Comprehension Book: Pets – Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.10] through [K.RL.10.3]		×			
		7	Read-Aloud Books: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.10] through [K.RL.10.3]		×			

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
		SBTR	<i>The Big Game, Wait to Paint, The Mailman, Ben and Steve at the Seaside, Trips with My Family [K.RL.10.4]</i>		~			
		CBTR 5	<i>Read Sentences with HFWs Passage Reading: Prosody Reading for Meaning [K.RL.10] through [K.RL.10.6]</i>		×			
2.11	Use Language, Craft, and Structure to: i. Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning,	1	Read-Aloud Books: Dusty the Dog and Coco the Cat , Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RL.11], [K.RL.11.1], [K.RL.11.2]		×			
	and style. [SCCCRS.K.RL.11] ii. Identify the author and illustrator and define the role of each. [SCCCRS.K.RL.11.1] iii. Identify who is	2	Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp		×			

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	S
				1	2	3	4	5
	telling the story, the narrator or characters.		[K.RL.11], [K.RL.11.1], [K.RL.11.2]					
	[SCCCRS.K.RL.11.2]	3	Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RL.11], [K.RL.11.1], [K.RL.11.2]		×			
		4	Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.11], [K.RL.11.1], [K.RL.11.2]		×			

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Standards	Indicators	Cycle	Activities	F	Reading S	Standar	rd Strand	s
				1	2	3	4	5
		5	Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.11], [K.RL.11.1], [K.RL.11.2]		~			
		6	Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Comprehension Book: Pets – Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RL.11], [K.RL.11.1], [K.RL.11.2]		~			
		7	Read-Aloud Books: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off		Ý			

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tandards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	ľ,
			Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RL.11], [K.RL.11.1], [K.RL.11.2]					
2.12	Use Language, Craft, and Structure to: i. Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. [SCCCRS.K.RL.12] ii. Recognize and sort types of literary texts. [SCCCRS.K.RL.12.1] iii. Recognize the crafted text structure of recurring phrases. [SCCCRS.K.RL.12.2]		All Books [K.RL.12], [K.RL.12.1], [K.RL.12.2]		×			
2.13	Use Range and Complexity to:		All Books [K.RL.13] through [K.RL.13.3]		~			

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Standards		Indicators	Cycle	Activities	F	leading	Standar	d Strand	s
					1	2	3	4	5
	i.	Read independently and comprehend a variety of texts for the purposes of	6	<i>Comprehension Book: Pets – Fish HFW Book: Where Is Jane? [K.RL.13] through [K.RL.13.3]</i>		<b>√</b>			
		reading for enjoyment, acquiring new learning, and	7	<i>HFW Book: Hide and Seek [K.RL.13] through [K.RL.13.3]</i>		~			
		building stamina; reflect and respond to increasingly	CBTR 2	<i>Reading for Meaning [K.RL.13] through [K.RL.13.3]</i>		~			
		complex text over time. [SCCCRS.K.RL.13]	CBTR 3	<i>Reading for Meaning [K.RL.13] through [K.RL.13.3]</i>		✓			
	ii.	Engage in whole and small group reading with purpose and understanding.	CBTR 4	Rhyming Words and Poetry Reading for Meaning [K.RL.13] through [K.RL.13.3]		~			
	iii.	[SCCCRS.K.RL.13.1] Read independently for sustained periods	CBTR 5	<i>Reading for Meaning [K.RL.13] through [K.RL.13.3]</i>		~			
		of time to build stamina.	CBTR 6	<i>Reading for Meaning [K.RL.13] through [K.RL.13.3]</i>		<b>√</b>			
	iv.	[SCCCRS.K.RL.13.2] Read and respond according to task	CBTR 7	<i>Reading for Meaning [K.RL.13] through [K.RL.13.3]</i>		✓ 			

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
	and purpose to become self- directed, critical readers and thinkers. [SCCCRS.K.RL.13.3]	SBTR	Character [K.RL.13] through [K.RL.13.3]		×			
	will notice and analyze the hnique authors use to help ruct meaning.							
3.1	Use Principles of Reading to: i. Demonstrate	0	Rhyming Book: Time To Rhyme [K.RI.1.1]			✓		
	understanding of the organization and basic features of print. [SCCCRS.K.RI.1] ii. Follow words from left to right, top to bottom, and front to back. [SCCCRS.K.RI.1.1] iii. Recognize that spoken words are	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RI.1] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition					

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
	represented in written language by specific sequences of letters. [SCCCRS.K.RI.1.2] iv. Understand that words are separated by spaces in print. [SCCCRS.K.RI.1.3] v. Recognize and name all upper- and lowercase letters of the alphabet. [SCCCRS.K.RI.1.4]		Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) Vowel Song, Short a Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RI.1.1], [K.RI.1.2] Read-Aloud Book: Dusty the Dog and Coco the Cat Read-Alouds: Mac and Cam, Clem the Clown, Sam Has Mail BPA: At the Market, Dusty the Dog and Coco the Cat Read-Alouds: Mac and Cam, Clem the Clown, Sam Has Mail BPA: At the Market, Dusty the Dog and Coco the Cat Vowel Song, Short a Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RI.1.1], [K.RI.1.3], [K.RI.1.4] Letter Formation (MAPC) Letter Recognition Activities Letter Recognition					

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Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
			Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities [K.RI.1.2]					
		2	Read-Alouds: Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RI.1] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) TISL Vowel Song, Short a Vowel Song, Short i In Context Reading with Short a In Context Reading with Short i Letter Recognition Game [Pick That Letter]					

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Standards	Indicators	Cycle	Activities	R	leading	<u>Standar</u>	d Strand	s
				1	2	3	4	5
			Read-Alouds: Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RI.1.1] BPA: Summer Camp Vowel Song, Short a Vowel Song, Short i Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RI.1.2] Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.RI.1] through [K.RI.1.4]				4	5

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
				1	2	3	4	5
		3	Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain, On the Dot [K.RI.1] Alphabet Song Literacy Acquisition Theater Letter Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) ROND Vowel Song, Short o In Context Reading with Short o Vowel Song, Long A /ai/ In Context Reading with long A /ai/ Vowel					

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

- 1 = Inquiry-Based Literacy (I)
- 2 = Reading Literary Text (RL)
- 3 = Reading Informational Text (RI)
- 4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	s
				1	2	3	4	5
			Song, Long O /oa/ In Context Reading with Long O /oa/ Letter Recognition Game [Pick That Letter] Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RI.1], [K.RI.1.2] BPA: Lamps Vowel Song, Short o Vowel Song, Long A /ai/ Vowel Song, Long O /oa/ Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RI.1], The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RI.1.3] Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter					

Reading Curriculum Correlations

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## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading Standard		d Strand	s
				1	2	3	4	5
			<i>Sound Room BPA: Lamps Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.RI.1.4]</i>					
		4	Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Word Masters Book: The Great Pig Escape Comprehension Book: In the Sand, Characters Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RI.1.1], [K.RI.1.2] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) FEHG Vowel Song, Short e In Context Reading with Short e					

Reading Curriculum Correlations

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

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- 2 = Reading Literary Text (RL)
- 3 = Reading Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
			Vowel Song, Long E In Context Reading with Long E /ee/, /ea/ Letter Recognition Game [Pick That Letter] Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Word Masters Book: The Great Pig Escape Comprehension Book: In the Sand, Characters Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RI.1.1], [K.RI.1.2] Vowel Song, Short e Vowel Song, Long E Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RI.1.3] Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room					

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL) 5 =

3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	Reading Standard Strands			ls	
				1	2	3	4	5
			<i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.RI.1.4]</i>					
		5	Read-Alouds: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone Stream Comprehension Book: Where Will They Ride? Sequence Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RI.1], [K.RI.1.4] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) BUJW Vowels Song, Short u Vowel Song, Long A /a_e/ In Context Reading with Long A /a_e/					

Reading Curriculum Correlations

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

- 1 = Inquiry-Based Literacy (I)
- 2 = Reading Literary Text (RL)
- 3 = Reading Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
			Vowel Song, Long O /o_e/ In Context Reading with Long O /o_e/ In Context Reading (short vowel review) Letter Recognition Game [Pick That Letter] Read-Alouds: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone Stream Comprehension Book: Where Will They Ride? Sequence Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RI.1.1] Vowels Song, Short u Vowel Song, Long A /a_e/ Vowel Song, Long O /o_e/ Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RI.1.1] Letter Formation (BUJW) Letter Recognition Activities Letter Recognition					

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
			Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.RI.1.4]					
		6	Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask Comprehension Books: Pets - Fish, Time to Ride Decodable Books: A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RI.1], [K.RI.1.1], [K.RI.1.2] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) ZKVY Vowel Song, Long I /i_e/ In Context Reading with Long I /i_e/ Vowel Song, Long U /u_e/			✓		

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

4 = Writing (W)

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

5 = Communication (C) 3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities	F	Reading	<b>Standar</b>	d Strand	s
				1	2	3	4	5
			In Context Reading with Long U /u_e/ Long Vowel Review (ai, oa, ee, ea) In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Letter Recognition Game [Pick That Letter] Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask Comprehension Book: Pets - Fish, Main Idea Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RI.1.2] Vowel Song, Long I /i_e/ Vowel Song, Long U /u_e/ Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RI.2], [K.RI.1.3] Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter					

Reading Curriculum Correlations

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#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
			<i>Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.RI.1.4]</i>					
		7	Read-Alouds: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RI.1], [K.RI.1.2] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) QX (see Cycle 1) In Context Reading with R Controlled Vowel /or/					

Reading Curriculum Correlations

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
				1	2	3	4	5
			In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review Read-Alouds: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek BPA: Mr. Grump and the Beautiful Yard Letter Recognition Game [Pick That Letter] Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size, Compare and Contrast Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [LAFS.K.RF.1.1a] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RI.1.2], [K.RI.1.3] Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game					

Reading Curriculum Correlations

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#### **Reading Standard Strands**

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	s
				1	2	3	4	5
			[Speed Wormer] Letter Recognition Game [Pick That Letter] [K.RI.1.4]					
		CBTR1	<i>Letter Name Recognition: Mm, Aa, Pp, Cc</i> [K.RI.1.4]			~		
		CBTR 2	Blending Beginning/ Middle/ Ending Sounds with Letters [K.RI.1.1], [K.RI.1.2]			√		
			<i>Letter Name Recognition: Tt, Ii, Ss, Ll Cc</i> [K.RI.1.4]					
		CBTR 3	Blending Beginning/ Middle/ Ending Sounds with Letters [K.RI.1.1], [K.RI.1.2]			✓		
			<i>Letter Name Recognition: Rr, Oo, Nn, Dd</i> [K.RI.1.4]					
		CBTR 4	Blending Beginning/ Middle/ Ending Sounds with Letters [K.RI.1.1], [K.RI.1.2]			<b>√</b>		
			<i>Letter Name Recognition: Ff, Ee, Hh, Gg</i> [K.RI.1.4]					

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4 = Writing (W) 5 = Communication (C)

tandards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	Į
		CBTR 5	Blending Beginning/ Middle/ Ending Sounds with Letters [K.RI.1.1], [K.RI.1.2] Letter Name Recognition: Bb, Uu, Jj, Ww [K.RI.1.4]			×		
		CBTR 6	Blending Beginning/Middle/Ending sounds with Letters [K.RI.1.1], [K.RI.1.2] Letter Name Recognition: Zz, Kk, Vv, Yy [K.RI.1.2]			×		
		SBTR	<i>Letter Discrimination Letter Recognition, Sorting Letter Recognition, Matching Letter Recognition, Identification [K.RI.1] through [K.RI.1.4]</i>			×		
3.2	Use Principles of Reading to: i. Demonstrate understanding of	0	PA: Counting Syllables [K.RI.2], [K.RI.2.2] PA: Identifying Phonemes: Initial, Medial,			×		

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators Cycle Activities		R	eading	Standar	d Strand	ls	
		-		1	2	3	4	5
	spoken words, syllables, and sounds. [SCCCRS.K.RI.2]		Final [K.RI.2.4], [K.RI.2.5]					
	<ul> <li>ii. Recognize and produce rhyming words. [SCCCRS.K.RI.2.1]</li> <li>iii. Count, pronounce, blend, and segment syllables in spoken words. [SCCCRS.K.RI.2.2]</li> <li>iv. Blend and segment onsets and rimes of</li> </ul>	1	<ul> <li>PA: Identifying Phonemes: Initial, Medial, Final</li> <li>PA: Identify and Isolate Initial Phonemes</li> <li>PA: Segmenting Phonemes Decodable</li> <li>Books: Pam and Cam, Mac and Cam, The</li> <li>Maps</li> <li>[K.RI.2], [K.RI.2.5]</li> <li>Boom Train Song (Beg., Mid., End</li> <li>Sounds) HFW: and, has, see, the PA:</li> <li>Identifying Phonemes: Initial, Medial,</li> </ul>			×		
	single-syllable spoken words. [SCCCRS.K.RI.2.3] v. Isolate and pronounce the initial, medial, and final sounds in a three- phoneme word.		Final PA: Blending Phonemes Vowel Short a Blending with Short a Decodable Books: Pam and Cam, Mac and Cam, The Maps [K.RI.2], K.RI.2.4], [K.RI.2.5]					
	[SCCCRS.K.RI.2.4] vi. Add or substitute individual sounds in simple, one-syllable	2	BPA: Summer Camp Word Families/ Rhyming [K.RI.2.1]			~		

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Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
				1	2	3	4	5
	words to make new words. [SCCCRS.K.RI.2.5]		<ul> <li>PA: Identify Initial, Medial and Final Phonemes</li> <li>PA: Identify and Isolate Final Phonemes</li> <li>PA: Segmenting Phonemes [CVC] [[K2], [K.RI.2.3], [K.RI.2.4]</li> <li>Boom Train Song (Beg., Mid., End Sounds) High Frequency Words (HFW): go, his, is, this PA: Identify Initial, Medial and Final Phonemes</li> <li>PA: Blending Phonemes [CVC]</li> <li>Vowel Short a Blending with Short a</li> <li>Vowel Short i Blending with Short I</li> <li>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RI.2.4], [K.RI.2.5]</li> </ul>					
		3	BPA: Lamps Word Families/ Rhyming [K.RI.2.2], [K.RI.2.3] PA: Identify Initial, Medial and Final Phonemes PA: Identify and Isolate Final Phonemes PA: Segmenting Phonemes [CVC] [K.RI.2.4], [K.RI.2.5]			~		

Reading Curriculum Correlations

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- 4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
			Boom Train Song (Beg., Mid., End Sounds) HFW words: they, you, are, here PA: Identify Initial, Medial and Final Phonemes PA: Blending Phonemes [CVC] Vowel Short o Blending with Short Vowel o Vowel Long A, /ai/ Blending long A /ai/ Vowel Long O /oa/ Blending Long O /oa/ Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RI.2] through [K.RI.2.5]					
		4	Onset Rime/ Build Word Families Game [machine game] (-en, -ess) [K.RI.2], [K.RI.3] Boom Train Song (Beg., Mid., End Sounds) HFW Words: with, my, where, to PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Onset Rime/ Build Word Families Game [Machine Game] (-en, -ess) Vowel Short e			~		

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- 4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standard	d Strand	s
				1	2	3	4	5
			Blending short e Vowel Long E Blending Long E /ea/, /ee/ Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RI.2.3], [K.RI.2.4], [K.RI.2.5]					
		5	Boom Train Song (Beg., Mid., End Sounds) HFW: what, said, her, for PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Vowel Short u Blending Short u Vowel Long A /a_e/ Blending Long A /a_e/ Vowel Long O /o_e/ Blending Long O /o_e/ Short Vowel Review (a,e,i,o,u) Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RI.2] through [K.RI.2.5]					

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	ls
				1	2	3	4	5
		6	Boom Train Song (Beg., Mid., End Sounds) HFW: was, that, from, she Vowel Long I /i_e/ Blending Long I /i_e/ Vowel Long U /u_e/ Blending Long U /u_e/ Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RI.2.2], [K.RI.2.5]					
		7	Boom Train Song (Beg., Mid., End Sounds) HFW: do, have, come, of, their, some R Controlled /or/ R Controlled /ar/ Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RI.2.3], [K.RI.2.5]			~		
		CBTR 0	<i>Counting Syllables Counting Syllables with Syllable Squares [K.RI.2.2]</i>			<b>~</b>		

Reading Curriculum Correlations

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	S
				1	2	3	4	5
			Counting Each Sound (2 Sounds) Counting Each Sound (3 Sounds) Matching Segmented Spoken Words with Pictures Segmenting Spoken Words Game Ending Sounds with Sounds Squares Ending Sounds Middle Sounds Middle Sounds: Identification Using Picture Cards [K.RI.2.1], [K.RI.2.2] Segmenting Spoken Words Game Blending Spoken Sounds into Words Blending Spoken Sounds into Words with Sound Squares [K.RI.2.3], [K.RI.2.5]					
		CBTR 1	<i>Rhyming</i> [K.RI.2.1], [K.RI.2.5] <i>Segment Sounds in Spoken Words</i> [K.RI.2.3], [K.RI.2.5] <i>Blend Sounds to Say Words Blend Sounds</i> <i>to Read Words Rapid Letter and Word</i>			×		

Reading Curriculum Correlations

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#### **Reading Standard Strands**

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3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	
				1	2	3	4	5
			Naming [K.RI.2.3], [K.RI.2.5]					
		CBTR 2	Rhyming Rhyming Phonograms [Rhyming Rhyming Phonograms [K.RI.2.2]			×		
			Segment 1-2 Syllable Words [K.RI.2.3], [K.RI.2.5]					
			<i>Middle Sounds Middle Sounds: Decorator Service Game Blending Beginning/ Middle/ Ending Sounds with Letters [K.RI.2.4], [K.RI.2.3]</i>					
			Ending Blend /-mp/ Ending Blend /-st/ Blending Beginning/ Middle/ Ending Sounds with Letters Blend Sounds with Letters t, I, s, I Blend Sounds with Letters to Read Words Read CVC Words with Short i					
			Rhyming Phonograms Rapid Letter and Word Naming Spelling with Short /a/ and Short /i/ Reading for Meaning					

Reading Curriculum Correlations

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

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2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	g Standard Strands				
				1	2	3	4	5		
			[K.RI.2] through [K.RI.2.5]							
		CBTR 3	Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels [K.RI.2.1]Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Beginning Sound Phoneme Substitution, Middle Sound [K.RI.2.1], [K.RI.2.5]Blending Beginning/Middle/ Ending sounds with Letters Blend Sounds with Letters to Read Words Read Words with Vowel Sound /oa/ Beginning Blends sl-, sp-, st- Beginning Blends sl-, sn-, sp-, st-, More practice Read Words with Ending Sounds, Blends /-nd/ and /-nt/ Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Spelling with S- Blend and Short /o/ Spelling Long A /ai/							

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)

ext (RL) 5 = Communication (C)

4 = Writing (W)

Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	S
				1	2	3	4	5
			[K.RI.2] through [K.RI.2.5]					
		CBTR 4	Rhyme Phonograms, Long Vowels Rhyming Words and Poetry [K.RI.2.1] Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound [K.RI.2.4], [K.RI.2.5] Blending Beginning/Middle/ Ending Sounds with Letters Read Words with Vowel Sounds /ee/, /ea/ Beginning Blends cl-, fl-, gl- Beginning Blends cl-, dr-, fr-, gr-, pr-, tr- Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/ Reading for Meaning [K.RI.2] through[K.RI.2.5]					

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
		CBTR 5	<i>Rhyme Phonograms, Long Vowels [K.RI.2.1] Blending Beginning/Middle/Ending Sounds with Letters [K.RI.2.4], [K.RI.2.5]</i>			~		
			Blending Beginning/Middle/Ending Sounds with Letters Blend Sounds to Say Words, /u/ Blend Sounds and letters to Read Words Beginning Blends sm-, bl-, br- Beginning Blends sm-, bl-, br-, str-, spl-, spr- Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Passage Reading: Prosody Spelling with Short /u/ and Blends Spelling CVCe with a_e and o_e Reading for Meaning [K.RI.2] through [K.RI.2.5]					
		CBTR 6	<i>Rhyme Phonograms, Long Vowels, Silent e [K.RI.2.1]</i>			✓		
			Blending Beginning/Middle/Ending Sounds with Letters					

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Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	s
				1	2	3	4	5
			<i>Substitute Short Vowel and ending Sounds [K.RI.2.4], [K.RI.2.5]</i>					
			Read and Spell Words with Short Vowel Sounds Blending Beginning/Middle/Ending sounds with Letters Blend Sounds to Say Words Blend Sounds with Letters to Read and Spell Words Beginning and Ending Blends sc, sk, scr Rhyme Phonograms, Long Vowels, Silent e Rapid Letter and Word Naming Spelling CVCe with i_e, and u_e Reading for Meaning [K.RI.2] through [K.RI.2.5]					
		CBTR 7	Rhyming Words [K.RI.2] Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words			×		
			<i>Open Syllables (me, go, by) Bossy R -ar, as in star and farm Phonogram -are as in care</i>					

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
			Bossy R -or as in core, -ore as in more Beginning Blends squ, sw, tw Compound Words Rapid Letter and Word Naming Passage Reading: Prosody Spelling Words with -ar, -are, -or, -ore Spelling Words with Soft c and Soft g Spelling Compound Words Reading for Meaning [K.RI.2.5]					
		SBTR	Rhyming with Pictures Rhyming with Discrimination Rhyme Identification [K.RI.2.1] Segmenting Words Segmenting and Blending Sounds Game [K.RI.2.3], [K.RI.2.4], [K.RI.2.5]					
3.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis skills when decoding words.	1	Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities HFW: and, has, see, the Vowel Short a Blending with Short a Decodable Books: Pam and Cam, Mac			×		

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Standards	Indicat	Indicators	dicators Cycle	Activities	Reading Standard Strands					
					1	2	3	4	5	
	ii.	[SCCCRS.K.RI.3] Produce one-to-one letter-sound		and Cam, The Maps [K.RI.3], [K.RI.3.1], [K.RI.3.2]						
	iii.	correspondences for each consonant. [SCCCRS.K.RI.3.1] Associate long and		<i>HFW: and, has, see, the HFW Book: Pam and the Cap [K.RI.3.5]</i>						
		short sounds of the five major vowels with their common spellings.		Boom Train Song (Beg., Mid. End Sounds) HFW: and, has, see, the PA: Identifying Phonemes: Initial, Medial,						
	iv.	[SCCCRS.K.RI.3.2] Read regularly spelled one-syllable words. [SCCCRS.K.RI.3.3]		Final PA: Blending Phonemes Vowel Short a Blending with Short a Decodable Books: Pam and Cam, Mac						
	v.	Distinguish between similarly spelled consonant-vowel-		and Cam, The Maps [K.RI.3] through [K.RI.3.6]						
		consonant-patterned words by identifying the sounds of the letters that differ. [SCCCRS.K.RI.3.4]	2	<i>Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i>			V			
	vi.	Read common high- frequency words. [SCCCRS.K.RI.3.5]		Boom Train Song (Beg., Mid., End Sounds) TISL High Frequency Words (HFW): go, his, is, this Vowel Short a						

Reading Curriculum Correlations

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Standards	Indicators	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
					1	2	3	4	5
	vii.	Recognize grade- appropriate irregularly spelled words. [SCCCRS.K.RI.3.6]		Blending with Short a In Context Reading with Short a Vowel Short i Blending with Short i In Context Reading with Short i Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] Rapid Sound Symbol Game [Free Fall] Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RI.3], [K.RI.3.2], [K.RI.3.3] Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities TISL High Frequency Words (HFW): go, his, is, this Vowel Song, Short a Vowel Song, Short i Vowel Short a Blending with Short a In Context Reading with short a Vowel Short i Blending with Short i In Context Reading with short i					

Reading Curriculum Correlations

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Standards	Indicators	Cycle	Activities	F	leading	Standar	d Strand	ls
				1	2	3	4	5
			Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] Rapid Sound Symbol Game [Free Fall] Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [K.RI.3] through [K.RI.3.6]					
		3	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) ROND HFW words: they, you, are, here BPA: Lamps Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] Vowel short o Blending with Short vowel o In Context Reading with Short o Vowel Long A, /ai/ Blending long A /ai/ In Context Reading with long A /ai/ Vowel Long O /oa/ Blending Long O /oa/					

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Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
			In Context Reading with Long O /oa/ Consonant Blends (sl, st, sp, sn) Teach Rapid Sound Symbol Game [Free Fall] Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RI.3], [K.RI.3.1], [K.RI.3.2] HFW words: they, you, are, here HFW Book: On the Dot [K.RI.3.5] Boom Train Song (Beg., Mid., End Sounds) HFW words: they, you, are, here PA: Identify Initial, Medial and Final Phonemes PA: Blending Phonemes [CVC] Vowel short o Blending with Short vowel o Vowel Long A, /ai/ Blending long A /ai/ Vowel Long O /oa/ Blending Long O /oa/ Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [K.RI.3.6]					

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading Standard Strands234				
		-		1	2	3	4	5	
		4	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) FEHG HFW words: with, my, where, to Vowel Short e Blending Short e In Context Reading with Short e Vowel Long E Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Consonant Blends (cl, fl, gl, pl, cr, dr, tr, fr, gr, pr) Rapid Sound Symbol Game [Free Fall] Decodable Books: Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RI.3], [K.RI.3.3] Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities FEHG HFW words: with, my, where, to						

Reading Curriculum Correlations

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- 4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	S
				1	2	3	4	5
			Vowel Song, Short e Vowel Short e Blending short e In Context Reading with Short e Vowel Song, Long E Vowel Long E Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Consonant Blends (cl, fl, gl, pl, cr, dr, tr, fr, gr, pr) Rapid Sound Symbol Game [Free Fall] Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RI.3.2], [K.RI.3.3] HFW words: with, my, where, to HFW Book: My Hands and Feet [K.RI.3.5] Boom Train Song (Beg., Mid., End Sounds) HFW words: with, my, where, to PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Onset Rime/ Build Word Families Game [machine game] (-en, -ess) Vowel Short e Blending short e					

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Stranc	ls
				1	2	3	4	5
			<i>Vowel Long E Blending Long E /ea/, /ee/ Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RI.3.6]</i>					
		5	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) BUJW HFW: what, said, her, for Vowel Short u Blending Short u Vowel Long A /a_e/ Blending Long A /a_e/ In Context Reading with Long A /a_e/ Blending Long O /o_e/ In Context Reading with Long O /o_e/ Short Vowel Review (a,e,i,o,u) In Context Reading (short vowel review) Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall] Rapid Word Naming Game [Virus Game-					

Reading Curriculum Correlations

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Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	s
				1	2	3	4	5
			<ul> <li>HFW] Rapid Word Naming Game [Spot That Word-CVC]</li> <li>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RI.3], [K.RI.3.3]</li> <li>Alphabet Song</li> <li>Literacy Acquisition Theater</li> <li>Letter Recognition Activities</li> <li>Letter Sound Room</li> <li>Sound/Symbol Correspondence Activities</li> <li>BUJW HFW: what, said, her, for Vowels</li> <li>Song, Short u Vowel Short u Blending</li> <li>Short u Vowel Short u Blending</li> <li>Short u Vowel Short u Blending</li> <li>Short u Vowel Song, Long A /a_e/</li> <li>In Context Reading with Long A /a_e/</li> <li>Vowel Long O /o_e/ Blending Long O</li> <li>/o_e/</li> <li>In Context Reading with Long O /o_e/</li> <li>Short Vowel Review (a,e,i,o,u)</li> <li>In Context Reading (short vowel review)</li> <li>Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall]</li> </ul>					

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	ls
				1	2	3	4	5
			Rapid Word Naming Game [Virus Game- HFW]Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RI.3.2], [K.RI.3.3]HFW: what, said, her, for HFW Book: The Bun for Us Rapid Word Naming Game [Virus Game-HFW] [K.RI.3.5]Boom Train Song (Beg., Mid., End Sounds) HFW: what, said, her, for PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Vowel Short u Blending Short u Vowel Long A /a_e/ Blending Long A /a_e/ Vowel Long O /o_e/ Blending Long O /o_e/ Short Vowel Review (a,e,i,o,u) Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Bug in the Mud, Late	1	2	3	4	5
			Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for					

Reading Curriculum Correlations

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

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2 = Reading - Literary Text (RL)

3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
			<i>Sale, Fun at Home, The Blue Blimp [K.RI.3.6]</i>					
		6	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) ZKVY HFW: was, that, from, she Vowel Long I /i_e/ Blending Long I /i_e/ In Context Reading with Long I /i_e/ Blending Long U /u_e/ Blending Long U /u_e/ In Context Reading with Long U /u_e/ Long Vowel Review (ai, oa, ee, ea) In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Consonant Blends (sc, sk, scr) Rapid Sound Symbol Game[Free Fall] Rapid Word Naming Game[Virus Game- HFW] Rapid Word Naming Game[Spot That Word-CVC] Decodable Books: Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room					

Reading Curriculum Correlations

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

4 = Writing (W)

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

5 = Communication (C) 3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
				1	2	3	4	5
			Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) ZKVY HFW: was, that, from, she Vowel Long I /i_e/ Blending Long I /i_e/ In Context Reading with Long I /i_e/ Vowel Long U /u_e/ Blending Long U /u_e/ In Context Reading with Long U /u_e/ Long Vowel Review (ai, oa, ee, ea) In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Consonant Blends (sc, sk, scr) Rapid Sound Symbol Game[Free Fall] Rapid Word Naming Game[Virus Game- HFW] Rapid Word Naming Game[Spot That Word-CVC] Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RI.3], [K.RI.3.3] HFW: was, that, from, she HFW Book: Where Is Jane? Rapid Word Naming Game [Virus Game- HFW] [K.RI.3.5]					

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#### **Reading Standard Strands**

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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	ls
				1	2	3	4	5
			Boom Train Song (Beg., Mid., End Sounds) HFW: was, that, from, she Vowel Long I /i_e/ Blending Long I /i_e/ Vowel Long U /u_e/ Blending Long U /u_e/ Rapid Word Naming Game[Virus Game- HFW] Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [K.RI.2.2], [K.RI.3.3]					
		7	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds): QX HFW: do, have, come, of, their, some Consonant Blends (squ, tw, sw) R controlled /or/ In Context Reading with R Controlled Vowel /or/ R controlled /ar/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/			¥		

Reading Curriculum Correlations

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- 4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
			Vowels /are/ Vowel Silent e Review Rapid Sound Symbol [Free Fall] Rapid Word Naming Game [Virus Game- HFW] Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [K.RI.3], [K.RI.3.3] Segmenting and Blending Sounds in Words Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words Alliteration Q Soft C as /s/ Soft G as /j/ Open Syllables (me, go, by) Bossy R -ar, as in star and farm Phonogram -are as in care Bossy R -or as in core, -ore as in more Beginning Blends squ, sw, tw Compound Words Rapid Letter and Word Naming Read HFWs Passage Reading: Prosody					

Reading Curriculum Correlations

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

4 = Writing (W)

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

5 = Communication (C) 3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities	R	eading	Standard	d Strand	s
		-		1	2	3	4	5
			Spelling Words with -ar, -are, -or, -ore Spelling Compound Words Reading for Meaning [K.RI.3], [K.RI.3.2], [K.RI.3.3] Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities QX HFW: do, have, come, of, their, some Consonant Blends (squ, tw, sw) R controlled /or/ In Context Reading with R Controlled Vowel /or/ R controlled /ar/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review Rapid Sound Symbol [Free Fall] Rapid Word Naming Game [Virus Game- HFW] Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The					

Reading Curriculum Correlations

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## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

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- 3 = Reading Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	eading	Standard	l Strand	ls
				1	2	3	4	5
			<i>Oatmeal Man, The Big Game</i> [K.RI.3.2], [K.RI.3.3], [K.RI.3.4] <i>HFW: do, have, come, of, their, some</i> <i>HFW Book: Hide and Seek</i> <i>Rapid Word Naming Game</i> [Virus Game- <i>HFW</i> ] [K.RI.3.5]					
3.4	Use Principles of Reading to: i. Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.K.RI.4] ii. Read emergent-	SBTR 0	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Pam and the Cap, Sam Has Mail, Lamps, The Garden Trail, Fun With Friends, The Cleaning Attack, The Yellow Pin, Pat's Cat, Raindrops, Pals, Surprise! [K.RI.4], [K.RI.4.1], [K.RI.4.3]			V		
	reader texts with purpose and understanding. [SCCCRS.K.RI.4.1]	2	<i>Lesson 24: Reading for Meaning – Comprehending Words That are Read [K.RI.4] through [K.RI.4.3]</i>			~		
	iii. Read emergent texts orally with accuracy, appropriate rate, and	3	Comprehension 3: Priority Alert [K.RI.4] through [K.RI.4.3]			~		
	expression. [SCCCRS.K.RI.4.2]	5	Fluency Passage: Homes for Sale [K.RI.4]			~		

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	S
				1	2	3	4	5
	iv. Use picture cues to confirm or self- correct word recognition and understanding. [SCCCRS.K.RI.4.3]	6	Comprehension Book: Pets – Fish [K.RI.4], [K.RI.4.1], [K.RI.4.3]			~		
3.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by	3	Comprehension 3: Priority Alert [K.RI.5], [K.RI.5.1], [K.RI.5.2]			×		
	making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. [SCCCRS.K.RI.5]	SBTR	Comprehension: Lesson 1 – Making Predictions [K.RI.5], [K.RI.5.1], [K.RI.5.2] Comprehension: Lesson 68 - Making Inferences [K.RI.5], [K.RI.5.1], [K.RI.5.2]			~		
	ii. With guidance and support, ask and answer who, what, when, where, why, and how questions	SBTR	<i>Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens</i>			~		

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	S
				1	2	3	4	5
	about a text; refer to key details to make inferences and draw conclusions in texts heard or read. [SCCCRS.K.RI.5.1] iii. With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. [SCCCRS.K.RI.5.2]		<i>My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? [K.RI.5], [K.RI.5.1], [K.RI.5.2]</i>					

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
3.6	Use Meaning and Context to: i. Summarize key details and ideas to support analysis of central ideas. [SCCCRS.K.RI.6] ii. With guidance and support, retell the central idea and identify key details	SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? [K.RI.6], [K.RI.6.1]			✓		
3.7	to summarize a text heard, read, or viewed. [SCCCRS.K.RI.6.1] Use Meaning and Context to: i. Research events,	CBTR	Lesson 21 – Reading for Meaning [K.RI.7]			×		
	topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and	CBTR CBTR 2	Lesson 18 – Reading for Meaning [K.RI.7], [K.RI.7.1] Lesson 3 – Rhyming Lesson 4 – Name Recognition			✓ ✓		

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Standards	Indicators	Cycle	Activities	Reading Standard         1       2       3         1       2       3         1       1       1       1	Strands			
				1	2	3	4	5
	kinesthetic modalities. [SCCCRS.K.RI.7]		[K.RI.7]					
	ii. With guidance and support, compare topics or ideas within a thematic or author study heard, read, or	SBTR	Comprehension: Lesson 1 – Making Predictions Comprehension: Lesson 5 – Summarizin Strategy	g		Ý		
	viewed. [SCCCRS.K.RI.7.1]		<i>Comprehension: Lesson 13 – Inferences</i> [K.RI.7], [K.RI.7.1]					
3.8	Use Language, Craft, and Structure to: i. Interpret and	6	Comprehension Book: Pets – Fish [K.RI.8], [K.RI.8.1], [K.RI.8.2]			~		
	analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. [SCCCRS.K.RI.8] ii. With guidance and	SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? [K.RI.8], [K.RI.8.1], [K.RI.8.2]					

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Indicators	Cycle	Activities	Reading Standard Stran         1       2       3       4         Image: standard strandspace strands	d Strand	ds		
			1	2	3	4	5
support, identify words, phrases, illustrations, and photographs used to provide information. [SCCCRS.K.RI.8.1] iii. With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text. [SCCCRS.K.RI.8.2]							
Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning	CBTR	Foundations Lessons Cycle 0 lessons Cycle 1 lessons Cycle 2 lessons All Associated Books [K.RI.9] through [K.RI.9.5]			×		
	support, identify words, phrases, illustrations, and photographs used to provide information. [SCCCRS.K.RI.8.1] iii. With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text. [SCCCRS.K.RI.8.2] Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and	support, identify words, phrases, illustrations, and photographs used to provide information. [SCCCRS.K.RI.8.1] iii. With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text. [SCCCRS.K.RI.8.2] Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and	support, identify         words, phrases,         illustrations, and         photographs used to         provide information.         [SCCCRS.K.RI.8.1]         iii.       With guidance and         support, use front         cover, title page,         illustrations/         photographs, fonts,         glossary, and table         of contents to locate         and describe key         facts or information;         describe the         relationship between         these features and         the text.         [SCCCRS.K.RI.8.2]           Use Language, Craft, and         Structure to:         i.       Apply a range of         strategies to       CBTR         determine and       All Associated Books	support, identify words, phrases, illustrations, and photographs used to provide information. [SCCCRS.K.RI.8.1]     1       iii.     With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text. [SCCCRS.K.RI.8.2]     Image: Content of the content	support, identify words, phrases, illustrations, and photographs used to provide information. [SCCCRS.K.RI.8.1]     1     2       iii.     With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text. [SCCCRS.K.RI.8.2]     I     2       Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and     CBTR     Foundations Lessons Cycle 2 lessons All Associated Books     1     2	support, identify words, phrases, illustrations, and photographs used to provide information. [SCCCRS.K.RI.8.1]     1     2     3       iii.     With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text. [SCCCRS.K.RI.8.2]     I	support, identify words, phrases, illustrations, and photographs used to provide information. [SCCCRS.K.RI.8.1]     I <td< td=""></td<>

## Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

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Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
				1	2	3	4	5
	of known, unknown, and multiple- meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	SBTR	Comprehension: Making Predictions K-1 Asking Questions K-1 Summarizing Strategy K-1		2	<u>3</u> √	4	5
	[SCCCRS.K.RI.9] ii. With guidance and support, ask and answer questions about known and unknown words. [SCCCRS.K.RI.9.1]		<i>Clarifying Words Strategy K-1 Main Idea K-1 Making Inferences K-1 [K.RI.9] through [K.RI.9.5]</i>					
	iii. With guidance and support, identify new meanings for familiar words and apply them accurately. [SCCCRS.K.RI.9.2]							
	iv. With guidance and support, use inflectional endings and affixes to determine the meaning of unknown							

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Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	ls
				1	2	3	4	5
	<ul> <li>words.</li> <li>[SCCCRS.K.RI.9.3]</li> <li>v. With guidance and support, use print and multimedia resources to explore word relationships and meanings.</li> <li>[SCCCRS.K.RI.9.4]</li> <li>vi. With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</li> <li>[SCCCRS.K.RI.9.5]</li> </ul>							
3.10	Use Language, Craft, and Structure to: i. Analyze and provide	5	Comprehension 5 [K.RI.10], [K.RI.10.1]			~		
evidence of how th author's choice of purpose and	author's choice of purpose and perspective shapes content, meaning,	7	Comprehension 7 [K.RI.10], [K.RI.10.1]			✓		

#### Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

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Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	ls
		-		1	2	3	4	5
	[SCCCRS.K.RI.10] ii. Identify the author and illustrator and define the role of each. [SCCCRS.K.RI.10.1]							
3.11	Use Language, Craft, and Structure to: i. Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. [SCCCRS.K.RI.11] ii. With guidance and support, explore	SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? [K.RI.11], [K.RI.11.1], [K.RI.11.2]			×		
	informational text structures within texts heard or read. [SCCCRS.K.RI.11.1] iii. With guidance and support, identify the reasons an author gives to support a	SBTR	Comprehension: Lesson 20 – Drawing Conclusions [K.RI.11], [K.RI.11.1], [K.RI.11.2]			×		

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Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	ls
				1	2	3	4	5
	position. [SCCCRS.K.RI.11.2]							
3.12	Use Range and Complexity to: i. Read independently and comprehend a variety of texts for the purposes of reading for	CBTR	Foundations Lessons Cycle 0 lessons Cycle 1 lessons Cycle 2 lessons All Associated Books [K.RI.12] through [K.RI.12.3]			×		
	<ul> <li>enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. [SCCCRS.K.RI.12]</li> <li>ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.K.RI.12.1]</li> <li>iii. Read independently for sustained periods of time.</li> </ul>	SBTR	Comprehension: Making Predictions K-1 Asking Questions K-1 Summarizing Strategy K-1 Clarifying Words Strategy K-1 Main Idea K-1 Making Inferences K-1 Identifying Text Structure K-1 Compare and Contrast, K Cause and Effect, K Problem Solution, K-1 [K.RI.12] through [K.RI.12.3]			✓		

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Standards	Indicators	Cycle	Activities	F	leading	Standar	d Strand	ls
				1	2	3	4	5
	[SCCCRS.K.RI.12.2] iv. Read and respond according to task and purpose to become self- directed, critical readers and thinkers. [SCCCRS.K.RI.12.3]							
recursive writin planning, drafti	will learn to employ a ng process that includes ing, revising, editing, ishing, and reflecting.							
4.1	Use Meaning, Context, and Craft to: i. Write arguments to support claims with clear reasons and relevant evidence. [SCCCRS.K.W.1] ii. Use a combination of drawing, dictating, and writing to state the topic and	SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane?				~	

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	ls
		-		1	2	3	4	5
	communicate an opinion about it. [SCCCRS.K.W.1.1] iii. With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. [SCCCRS.K.W.1.2]	SBTR	<ul> <li>Writing Extension: Lesson 1 – Sam Tips the Lamp</li> <li>Writing Extension: Lesson 2 – See Sam Sit</li> <li>Writing Extension: Lesson 3 – Dots and Spots</li> <li>Writing Extension: Lesson 5 – Fred Has 10 Hens [K.W.1], [K.W.1.1], [K.W.1.2]</li> </ul>					
4.2	Use Meaning, Context, and Craft to: i. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [SCCCRS.K.W.2] ii. Use a combination of	SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? [K.W.2], [K.W.2.1], [K.W.2.2]				✓	

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Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	ls
		-		1	2	3	4	5
	drawing, dictating, and writing to compose informative/explanat ory texts that name and supply information about the topic. [SCCCRS.K.W.2.1] iii. With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. [SCCCRS.K.W.2.2]							
4.3	Use Meaning, Context, and Craft to: i. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details,	SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes				✓	

Istation ELAR Reading Curriculum Kindergarten	Legend: South Carolina College- and Car for English Lan	
	Reading Standa	ard Strands
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)

Standards	Indicators Cycle Activities			R	leading	Standar	d Strand	S
		_		1	2	3	4	5
	and well-structured event sequences. [SCCCRS.K.W.3] ii. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened. [SCCCRS.K.W.3.1] iii. With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. [SCCCRS.K.W.3.2]		Where Is Jane? [K.W.3], [K.W.3.1], [K.W.3.2]					

#### Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

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Standards	Indicators	Cycle	Activities	F	Reading	Standar	d Strand	s
				1	2	3	4	5
4.4	Use Language to: i. Demonstrate command of the	SBTR	All Books [K.W.4] through [K.W.4.8]				~	
	<ul> <li>command of the conventions of</li> <li>Standard English</li> <li>grammar and usage</li> <li>when writing and</li> <li>speaking.</li> <li>[SCCCRS.K.W.4]</li> <li>ii. With guidance and</li> <li>support, use nouns.</li> <li>[SCCCRS.K.W.4.1]</li> <li>iii. With guidance and</li> <li>support, form</li> <li>regular plural nouns</li> <li>orally by adding /s/</li> </ul>	2	Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.4], [K.W.4.2], [K.W.4.1], [K.W.4.4]				<b>√</b>	
	orally by adding /s/ or /es/. [SCCCRS.K.W.4.2] iv. With guidance and support, understand and use interrogatives. [SCCCRS.K.W.4.3] v. With guidance and support, use verbs. [SCCCRS.K.W.4.4]	3	Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Lamps Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.4], [K.W.4.2], [K.W.4.1], [K.W.4.4]				~	

#### Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

4 = Writing (W)

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

5 = Communication (C) 3 = Reading - Informational Text (RI)

Standards		Indicators	Cycle	Activities	R	Reading	Standar	d Strand	S
			-		1	2	3	4	5
	vi. vii.	With guidance and support, use adjectives. [SCCCRS.K.W.4.5] With guidance and support, use prepositional phrases. [SCCCRS.K.W.4.6]	4	Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.4.2]				~	
	viii. ix.	With guidance and support, use conjunctions. [SCCCRS.K.W.4.7] Produce and expand complete sentences. [SCCCRS.K.W.4.8]	5	Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.4.3]				~	
			6	Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.4.3], [K.W.4.6]				~	

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#### **Reading Standard Strands**

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3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	S
		-		1	2	3	4	5
		7	<i>Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.4.8]</i>				~	
4.5	Use Language to: i. Demonstrate command of the	SBTR	All Books [K.W.5] through [K.W.5.5]				~	
	conventions of Standard English capitalization, punctuation, and spelling when writing. [SCCCRS.K.W.5]	SBTR 0	Lesson 2: Sentence Segmentation [K.W.5] through [K.W.5.3] Foundations: Lesson 14 – Letter Discrimination [K.W.5.3]				~	
	ii. Capitalize the first word in a sentence and the pronoun <i>I.</i> [SCCCRS.K.W.5.1]	1	<i>Lesson 1: Identify Words in a Sentence [K.W.5] through [K.W.5.3]</i>				~	
	iii. Recognize and name end punctuation. [SCCCRS.K.W.5.2]	SBTR	Teacher Resources Lessons: ISIP Spelling [K.W.5.4]				~	
iv. V	iv. Write letter(s) for familiar consonant		<i>Vocabulary: Lesson 33 – Word Meaning Using a Dictionary [K.W.5]</i>					

Reading Curriculum Correlations

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#### Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

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- 3 = Reading Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	eading	Standar	d Strand	s
		-		1	2	3	4	5
	and vowel sounds. [SCCCRS.K.W.5.3] v. Spell simple words phonetically. [SCCCRS.K.W.5.4] vi. Consult print and multimedia resources to check and correct spellings. [SCCCRS.K.W.5.5]	SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? Homes Boats A Big Sneeze King Zing and the Lark Mitch's Big Fish Tales The Best Trip The Wise Crow The Hero The Three Little Bugs George Washington Carver [K.W.5] through [K.W.5.3]					
4.6	Use Range and Complexity to: i. Write independently,		All Activities [K.W.6] through [K.W.6.3]				~	

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- 1 = Inquiry-Based Literacy (I)
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- 4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	Reading	Standar	d Strand	ls
				1	2	3	4	5
	<ul> <li>legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.K.W.6]</li> <li>With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences. [SCCCRS.K.W.6.1]</li> <li>Print upper-and lower-case letters. [SCCCRS.K.W.6.2]</li> <li>Recognize that print moves from left to right and that there are spaces between words. [SCCCRS.K.W.6.3]</li> <li>Locate letter keys on an electronic device. [SCCCRS.K.W.6.4]</li> </ul>	SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where is Jane? [K.W.6] through [K.W.6.3]					

# Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

4 = Writing (W)

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

5 = Communication (C) 3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	ls
		-		1	2	3	4	5
language, and	vill communicate using style, nonverbal cues appropriate se, and audience.							
5.1	Use Meaning and Context to: i. Interact with others to explore ideas and concepts, communicate meaning, and	CBTR	Foundations lessons Cycle 0 lessons Cycle 1 lessons Cycle 2 lessons All associated books [K.C.1] through [K.C.1.5]					✓
	develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. [SCCCRS.K.C.1] ii. Explore and create meaning through play, conversation, drama, and story- telling. [SCCCRS.K.C.1.1]	SBTR	Comprehension: Making Predications K-1 Asking Questions K-1 Summarizing Strategy K-1 Clarifying Words Strategy K-1 Main Idea K-1 Making Inferences K-1 Identifying Text Structure K-1 Compare and Contrast, K Cause and Effect, K Problem Solution, K-1 [K.C.1] through [K.C.1.5]					
Reading Currice	ulum Correlations		156	Copyright © 2	2015 Ista	ition - All	rights re	served

#### Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

- 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL)
- 3 = Reading Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	eading S	Standard	d Strand	s
				1	2	3	4	5
	<ul> <li>iii. Practice the skill taking turns, listening to othe and speaking cle [SCCCRS.K.C.1.2]</li> <li>iv. Practice verbal a nonverbal techniques inclue volume and tone eye contact, faci expressions, and</li> </ul>	rs, arly. 2] nd ding e, al						
	posture. [SCCCRS.K.C.1.2 v. Participate in conversations wi varied partners about focused gr	th ade						
	level topics and in small and larg groups. [SCCCRS.K.C.1.4 vi. Explain personal ideas and build of the ideas of othe by responding an relating to comm made.	e 4] on ers nd						

#### Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

4 = Writing (W)

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

5 = Communication (C) 3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities		Reading	Standa	rd Strand	ls
		-		1	2	3	4	5
	[SCCCRS.K.C.1.5]							
5.2	Use Meaning and Context to: i. Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. [SCCCRS.K.C.2] ii. With guidance and	1	Comprehension Books: Dusty the Dog and CoCo the cat Pam and the Cap Where is Coco? The Act Tim at Camp Pip and His Lips See Sam Sit Tim and Sam Sam Tips the Lamp [K.C.2], [K.C.2.1], [K.C.2.2]					· ·
	support, recall information from experiences or gather information from sources to ask and answer questions. [SCCCRS.K.C.2.1] iii. With guidance and support, participate in shared research exploring a variety of	2	Foundational Books: Dusty the Dog and Coco the Cat Mac and Cam Pam and the Cap Fun With Friends Pals The Cleaning Attack Sam Has Mail Pat's Cat Lamps Surprise! The Yellow Pin The Garden Trail					✓

#### Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

1 = Inquiry-Based Literacy (I)

2 = Reading - Literary Text (RL)

3 = Reading - Informational Text (RI)

4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	F	Reading	Standard	d Strand	S
				1	2	3	4	5
	texts; express opinions and talk about findings. [SCCCRS.K.C.2.2]		<i>In the Sand The Act Raindrops Pat's Cat A Special Delivery for Dusty Cal and the Clam The Last Scrap Jen and Her New Friends [K.C.2], [K.C.2.1], [K.C.2.2]</i>					
		SBTR	Comprehension: Lesson 1 – Making Predictions, Grades K-1 Comprehension: Lesson 5 – Summarizing Strategy, Grades K-1 Comprehension: Lesson 13 – Inferences, Grades K-1 [K.C.2]					~
		CBTR	<i>Lesson 18: Reading for Meaning Lesson 21: Reading for Meaning [K.C.2]</i>					✓
5.3	Use Meaning and Context to: i. Communicate		All Activities [K.C.3], [K.C.3.1], [K.C.3.2]					✓
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#### Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

- 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL)
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Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	ls
		-		1	2	3	4	5
	<ul> <li>information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. [SCCCRS.K.C.3]</li> <li>ii. Explore how ideas and topics are depicted in a variety of media and formats. [SCCCRS.K.C.3.1]</li> <li>iii. Use appropriate props, images, or illustrations to support verbal communication. [SCCCRS.K.C.3.2]</li> </ul>							
5.4	Use Language, Craft, and Structure to: i. Critique how a speaker addresses content and uses	SBTR	<i>Sam Tips the Lamp See Sam Sit Dots and Spots The Toads are Lost Fred Has Ten Hens</i>					~
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### Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

- 1 = Inquiry-Based Literacy (I)
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Standards	Indicators	Cycle	Activities		Readin	ig Standa	rd Strand	ls
				1	2	3	4	5
	stylistic and structural craft techniques to inform, engage, and impact audiences. [SCCCRS.K.C.4] ii. Identify speaker's purpose. [SCCCRS.K.C.4.1] iii. Identify the introduction and conclusion of a presentation. [SCCCRS.K.C.4.2] iv. Identify when the speaker uses intonation and word stress. [SCCCRS.K.C.4.3]		<i>My Dog Has Fleas Fun At Home Late for the Game The Dunes Where is Jane? [K.C.4] through [K.C.4.3]</i>					
5.5	Use Language, Craft, and Structure to: i. Incorporate craft techniques to engage and impact audience and convey messages.	CBTR 0	Foundations: Lesson 5 – Alliteration [K.C.5], [K.C.5.2] Foundations: Lesson 9 – Rhyming Identification [K.C.5], [K.C.5.1]					✓
Reading Curric	ulum Correlations		161	Copyright @	) 2015 Is	station - Al	l rights re	served

#### Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

#### **Reading Standard Strands**

- 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL)
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4 = Writing (W) 5 = Communication (C)

Standards	Indicators	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
Standards	<ul> <li>Indicators</li> <li>[SCCCRS.K.C.!]</li> <li>ii. Use voice infle expression, rhy and rhyme, wh presenting poe short stories, r plays, or songs [SCCCRS.K.C.]</li> <li>iii. Employ repetit language, onomatopoeia, and/or alliterat impact the auc [SCCCRS.K.C.]</li> </ul>	5] 4 section, ythm, nen ems, role- s. 5.1] sive SBTR , tion to dience.	Activities         Rhyming and Poetry: Go! See! Here!         Rhyming and Poetry: Stan the Man         Rhyming and Poetry: Clem and Clam         Rhyming and Poetry: Fred the Frog         [K.C.5], [K.C.5.1]         Read-Aloud Books: Naptime, Pals         [K.C.5], [K.C.5.1], [K.C.5.2]					
Reading Currice			162 Cop	yright © 2				

Istation ELAR Reading Curriculum         First Grade       Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts         Reading Standard Strands       Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)       5 = Communication (C)         Standards       Indicators       Cycle       Activities       Reading Standard Strands											
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5			
(I) Studente	will individually and			1	2	3	4	5			
collaborative content to b	ely engage and interact with ecome curious, self- eflective learners.										
1.1	Use Inquiry-Based Literacy Standards to: i. Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. [SCCCRS.1.I.1] ii. Translate "wonderings" into	SBTR	Comprehension: Lesson 3 - Asking Questions Strategy Comprehension: Lesson 64 – Main Idea – Non-Fiction Comprehension: Lesson 69 - Asking Questions [1.I.1], [1.I.1]	~							
	questions that lead to group conversations, explorations, and investigations.	SBTR	<i>Comprehension: Lesson 20 - Drawing Conclusions [1.I.1.1]</i>	✓							
	[SCCCRS.1.I.1.1]	CBTR 12	<i>Lesson 7: Drawing Conclusions</i> [1.I.1.1]	✓							
		CBTR 3	<i>Comprehension: Making Predictions</i> [1.I.1], [1.I.1]	✓							
Reading Cur	riculum Correlations	1	163 C	Copyright	© 2015 Is	tation - /	All rights r	eserve			

Istation ELAR Reading Curriculum         First Grade         Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)									
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5	
				1	2	3	4	5	
Standards to: i. Transact with to formulate questions, pro	i. Transact with texts	0-8	All Books [1.I.2]	√					
		8	Comprehension Book: The Queen's Suitcase Decodable Books: Wait to Paint, King Zung and the Lark [1.I.2] Decodable Book: The Fox Pack [1.I.2.1]	✓					
	explorations of texts to make connections to personal experiences, other texts, or the environment. [SCCCRS.1.I.2.1]	9	Decodable Books: Naptime, Elbert's Birthday, Coach Chapman, Roy and Troy Like Trains Passage: Joel and Kay's Best Day [1.I.2], [1.I.2.1] Decodable Books: Winter Snowstorm, The Wise Crow [1.I.2.1]	✓					
		10	Decodable Book: The Three Little Bugs [1.I.2], [1.I.2.1] Read-Aloud Book: Who Is Following Us? Comprehension Book: Who is Following Us? Decodable Books: The Hero, The Three Little Bugs, George Washington Carver,						

Istation EL First Grade	AR Reading Cu	ırriculuı	Legend: South Carolina Colle for	ge- and Care English Lang ding Standard	uage Arts		s (SCCCR	5)	
		1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communicatio 3 = Reading - Informational Text (RI)							
Standards	Indicators	Cycle	Activities		Reading	Standar	ndard Strands		
				1	2	3	4	5	
			<i>Humphrey the Humpback Whale</i> [1.I.2]						

			Who is Following Us? [1.I.2.1]					
		SBTR	Problem Solution [1.I.2]	<b>~</b>				
			Character [1.I.2.1]					
		CBTR 10	<i>Comprehension: Character Analysis</i> [1.I.2]	~				
		ISIP AR	5A Reading Comprehension: Too Much of a Good Thing [1.I.2], [1.I.2.1]	~				
1.3	Use Inquiry-Based Literacy Standards to: i. Construct knowledge,	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap</i>	✓ 				
Reading Cu	rriculum Correlations		165 0	Copyright (	🕽 2015 Ista	ation - A	ll rights re	eserved

	for En						L) 5 = Communication (C)					
Standards	Indicators		Cycle	Activities		Reading	Standa	rd Strands	S			
					1	2	3	4	5			
	applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. [SCCCRS.1.I.3] ii. Develop a plan of action for collecting relevant information from multiple sources through play, sensory	2	BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.I.3], [1.I.3.1], [1.I.3.2] Read-Aloud Books: Pam and the Cap, The Act [1.I.3] Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps Comprehension Book: Trips with My Family [1.I.3.1], [1.I.3.2]	✓								
	iii.	observation, texts, websites, and conversations with adults/peers. [SCCCRS.1.I.3.1] Select the most important	4	Decodable Books: Jean and Dean, Meg and the Hens, The Green Team [1.I.3] Comprehension Book: Where Will They Ride? Decodable Books: Late for the Game,	✓ ✓							
		information, revise ideas, and record and communicate findings. [SCCCRS.1.I.3.2]	6	I Rode Home [1.I.3.1], [1.I.3.2] Comprehension Book: Pets - Fish Decodable Book: Time to Ride [1.I.3.1], [1.I.3.2]	✓							

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Istation EL First Grade	AR Reading C	urriculu	Legend: South Carolina Colle for l	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>						
Standards Indicators Cycle		2 = Reading - Literary Text	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI) 4 = Writing (W) 5 = Communication (C)							
		Cycle	Activities		Reading	Standar	d Strand	S		
				1	2	3	4	5		
		8	<i>Cycle 8 Decodable Book: Bert and Gert</i> <i>Cycle 8 Decodable Book: The Fox Pack</i>	~						

Decodable Book: The Three Little Bugs

Decodable Book: The Three Little Bugs Ch.

Decodable Book: The Three Little Bugs Ch.

[1.I.3]

Ch.1

2

3

10

11

Decodable Book: Spiders

Decodable Book: Whales

Passage: People Send Mail [1.I.3], [1.I.3.1], [1.I.3.2]

(Compare & Contrast)

Contrast)

Decodable Book: Just the Right Size

Decodable Book: Bert and Gert (Compare &

Decodable Books: The Three Little Bugs (Character Analysis, Problem & Solution,

Passage: Insects

Reading Curriculum Correlations

Inference, Compare & Contrast) [1.I.3], [1.I.3.1], [1.I.3.2] ~

 $\checkmark$ 

Istation First Gra	ELAR Reading Curr ade	·iculuı	for Engl	ish Lang <u>Standard</u> .)	uage Arts <u>Strands</u> 4 = Writi		·	5)
Standards	Indicators	Cycle	Activities				d Strands	
1.4	Use Inquiry-Based Literacy Standards to: i. Synthesize information to share learning and/or take action. [SCCCRS.1.I.4] ii. Draw conclusions from relationships and patterns discovered during the inquiry process. [SCCCRS.1.I.4.1] iii. Determine appropriate tools to communicate findings. [SCCCRS.1.I.4.2]	12 CBTR SBTR	Lesson 7 – Drawing Conclusions [1.I.4] through [1.I.4.3] Comprehension: Lesson 20 – Drawing Conclusions [1.I.4], [1.I.4.1], [1.I.4.2] Mark and Kate, At the Farm, Ben and	1	2	3	4	5
	iv. Reflect on findings and take action. [SCCCRS.1.I.4.3]	JUIK	Steve at the Seaside, The Big Game, I Like to Help, The Mailman, The Mailman, Queen's Suitcase, The Best Trip, Camping, Mother Cat and Her Kittens, Naptime, The Scarecrow, How can That Be? The Strange Noise, A Star Is Born, Who Is Following Us? [1.I.4] through [1.I.4.3]					

First Gra	ELAR Reading Curr ade	icuiu	for Engl	.) 5 = Communication (C) ext (RI) Reading Standard Strands					
Standards	Indicators	Cycle	Activities		Reading S	Standar	d Strands	5	
		-		1				5	
1.5	<ul> <li>Use Inquiry-Based Literacy Standards to:         <ol> <li>Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively. [SCCCRS.1.I.5]</li> <li>Recognize the value of individual and collective thinking. [SCCCRS.1.I.5.1]</li> </ol> </li> </ul>		<i>All Activities [1.I.5] through [1.I.5.3]</i> <i>Graphic Organizers: I Think, and Now I</i> <i>Know, Inference</i> <i>[1.I.5]</i>	✓					
	[SCCCRS.1.I.5.1] iii. Monitor and assess learning to guide inquiry. [SCCCRS.1.I.5.2] iv. Articulate the thinking process. [SCCCRS.1.I.5.3]	ISIP AR	Lessons 2 – 5: Asking Questions, Summarization, Inferences, Comprehension [1.I.5] through [1.I.5.3]	✓					

	ELAR Reading Curi	ricului	for Engli	sh Lang <u>Standard</u> )	uage Arts <u>I Strands</u> 4 = Writi			5)
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
				1	2	3	4	5
Standards         (II) Students         by applying remonitoring, secross-checkin correcting.         2.1       Use to: i.	Use Principles of Reading	1	All Activities [1.RL.1], [1.RL.1.1] Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RL.1], [1.RL.1.1]					
		2	Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [1.RL.1]					

Istation El First Grado	LAR Reading Co e	urriculuı	m			uage Arts		s (SCCCRS	5)		
Standards Indicators Cycle				1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (R 3 = Reading - Informational Te	_)	4 = Writ 5 = Com	ing (W) municatio	n (C)			
								d Strands			
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	S		
Standards	Indicators	Cycle		Activities	1	Reading 2	Standar 3	d Strands	s 5		

	Man, The Toads Are Lost, In the Rain [1.RL.1.1]			
6	Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Comprehension Book: Pets – Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [1.RL.1]	V		
9	<i>HFW Book: The Best Trip Comprehension Book: The Flying Pizza Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish</i>	~		

First Grade	ation ELAR Reading Curriculum st Grade	Legend: South Carolina College- and Career-Ready Standards (SCCC for English Language Arts <u>Reading Standard Strands</u>				
			1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text			
Standards	Indicators	Cvcle	Activities	Reading Standard Strands		

Standards	Indicators	Cycle	Activities		Reading Standard Strands       1     2     3     4       Image: standard strands     Image: standard strands     Image: standard strands		5	
				1	2	3	4	5
			<i>Tales</i> <i>Passages: Going on a Ride, Kittens, The</i> <i>Best Day, Ranch Hand, Big Top Tent, The</i> <i>Colt, The Scarecrow, Earthworms, Royce</i> <i>Likes to Share</i> [1.RL.1.1]					
		SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? [1.RL.1.1]		×			
2.2	Use Principles of Reading to: i. Demonstrate	0	<i>Identifying Phonemes: Initial, Medial, Final</i> [1.RL.2]		<b>~</b>			
	understanding of spoken words, syllables, and sounds. [SCCCRS.1.RL.2] ii. Distinguish long	1	<i>Identifying Phonemes: Initial, Medial, Final</i> <i>Identify and Isolate Initial Phonemes</i> <i>Segmenting Phonemes</i> <i>Decodable Books: Pam and Cam, Mac and</i> <i>Cam, The Maps</i> <i>[1.RL.2], [1.RL.2.1]</i>		✓			

First Gra		AR Reading Curr	Icului	Legend: South Carolina C	College- and Ca for English Lar <u>Reading Standa</u>	nguage Arts		Is (SCCCR	5)
				1 = Inquiry-Based Lite 2 = Reading - Literary 3 = Reading - Informa	/ Text (RL)	5 = Com		n (C)	
Standards		Indicators	Cycle	Activities		Reading			
					1	2	3	4	5
		from short vowel sounds in spoken single-syllable words. [SCCCRS.1.RL.2.1]	2	<i>Identify Initial, Medial and Final Phon Identify and Isolate Final Phonemes Segmenting Phonemes [CVC] [1.RL.2.3]</i>	iemes				
	iii.	Orally produce single-syllable words by blending sounds, including consonant blends in	3	<i>Identify Initial, Medial and Final Phone Identify and Isolate Final Phonemes Segmenting Phonemes [CVC] [1.RL.2.2]</i>					
	iv.	spoken words. [SCCCRS.1.RL.2.2] Isolate and pronounce initial,	4	<i>Onset Rime/ Build Word Families Gan [Machine Game] (-en, -ess) [1.RL.2.3]</i>	ne				
	v. Segment spoken single-syllable words. [SCCCRS.1.RL.2.3] v. Segment spoken single-syllable words into their complete sequence of individual sounds. [SCCCRS.1.RL.2.4]	CBTR 0	Counting Each Sound (2 Sounds) Counting Each Sound (3 Sounds) Matching Segmented Spoken Words w Pictures Segmenting Spoken Words Game Ending Sounds with Sounds Squares Ending Sounds Middle Sounds Middle Sounds: Identification Using Pa Cards [1.RL.2.3], [1.RL.2.4]						
	1		CBTR 1	Segment Sounds in Spoken Words [1.RL.2.4]		~			

Istation EL First Grade	AR Reading C	urriculuı	for Engli					
Standards	Indicators	Cycle	Activities				d Strands	
		CBTR 2	<i>Middle Sounds Middle Sounds: Decorator Service Game Blending Beginning/ Middle/ Ending Sounds with Letters [1.RL.2.2]</i>	1	2 ✓	3	4	5
		CBTR 3	Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Beginning Sound Phoneme Substitution, Middle Sound [1.RL.2.2]		<b>v</b>			
		CBTR 4	Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound [1.RL.2.2]		<b>v</b>			
		CBTR 5	Blending Beginning/Middle/Ending Sounds with Letters [1.RL.2.2]		<b>v</b>			
		CBTR 6	<i>Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and Ending Sounds [1.RL.2.2]</i>		✓			

Istation El First Grado	AR Reading C	urriculun	ר '	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts						
Standards Indicators Cycle		Reading Standard Strands1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)								
		Activities			Reading	Standar	d Strands	 S		
		0.0.7.0				L	2	3	4	5

				1	2	3	4	5
		CBTR 8	Segmenting and Blending Sound /sh/ Segmenting and Blending Sound /th/ Segmenting and Blending Sound /ng/ [1.RL.2.2], [1.RL.2.3]		~			
		CBTR 9	Segmenting and Blending Sounds /ch/ CBTR 10 Segmenting and Blending Sounds /wh/ a [1.RL.2.3], [1.RL.2.4]		~			
		CBTR 10	Segmenting and Blending Sounds /wh/ and /ph/ [1.RL.2.2]		~			
2.3	2.3 Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis	1	<i>HFW Book: Pam and the Cap Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RL.3.1]</i>		~			
	skills when decoding words. [SCCCRS.1.RL.3] ii. Demonstrate the sound correspondences for common consonant blends and digraphs.	2	BPA: Summer Camp Word Families/ Rhyming HFW Book: Tim at Camp In Context Reading with short a In Context Reading with short i Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [1.RL.3], [1.RL.3.2]		~			

Istation First Gra		R Reading Curr	iculuı	n	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards		Indicators	Cycle		Activities	Reading Standard Strands			;		
						1	2	3	4	5	
	iii. iv.	[SCCCRS.1.RL.3.1] Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words. [SCCCRS.1.RL.3.2] Read a two-syllable word by breaking the word into syllables. [SCCCRS.1.RL.3.3] Use final -e and	3	HFW E In Cor In Cor /ai/ In Cor Maste Comp Decod a Pail,	Families/ Rhyming Book: On the Dot Intext Reading with Short o Intext Reading with long A Intext Reading with Long O /oa/ Word Intext Reading with Long O /oa/		✓				
	vi.	inflectional endings. [SCCCRS.1.RL.3.5] vii. Recognize and read grade-appropriate	4	In Cor In Cor Word Compl Decod and D Green [1.RL.	Book: My Hands and Feet Intext Reading with Short e Intext Reading with Long E /ee/, /ea/ Masters Book: The Great Pig Escape rehension Book: In the Sand able Books: Fred Has Ten Hens, Jean ean, Big Feet, Meg and the Hens, The Team, My Dog Has Fleas 3], [1RF3d]		<b>√</b>				
		irregularly spelled words. [SCCCRS.1.RL.3.6]	5	In Cor In Cor	Book: The Bun for Us Itext Reading with Short u Itext Reading with Long A /a_e/ In In Kt Reading with Long O /o_e/		~				

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First Grade	LAR Reading C	urricului	n	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Indicators	Cycle		Activities Reading Standard Strands 1 2 3 4							
			Word Streau Comp Ride? Decoc the Ga Fun au Rapid HFW] Word-	rehension Book: Where Will They lable Books: Bug in the Mud, Late for ame, I Rode Home, Homes for Sale, t Home, The Blue Blimp Word Naming Game [Virus Game- Rapid Word Naming Game [Spot That	1	2		4	5		
		6	In Coi In Coi Patter Book: Comp Decoc Mule, Just Ii Rapid HFW] [Spot	Book: Where Is Jane? htext Reading with Long I /i_e/ htext Reading with Long U /u_e/ htext Reading with Long Vowel htext		~					

Istation EL First Grade	AR Reading C	urricului	Legend: South Carolina College- a for Englis <u>Reading S</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL)	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle	Activities		Reading	Standa	d Strands	5		
					2	3	4	5		
		7	<i>HFW Book: Hide and Seek</i> <i>In Context Reading with R Controlled Vowel</i> <i>/or/ In Context Reading with R Controlled</i> <i>Vowel /ar/ Word Masters Book: The Case of</i> <i>the Haunted Barn Comprehension Book:</i> <i>Just the Right Size</i> <i>Decodable Books: Boats, Take That Off</i> <i>Stage, Homes, Ben and Steve at the</i> <i>Seaside, At the Farm, The Twin Mice, The</i> <i>Oatmeal Man, The Big Game</i> <i>Rapid Word Naming Game [Virus Game-</i> <i>HFW]</i> <i>Rapid Word Naming Game [Spot That</i> <i>Word-CVC, CCVC, CVCC, CVVC]</i> <i>[1.RL.3.6]</i>							
		8	<i>HFW Book: I Like to Help</i> <i>In Context Reading with R Controlled Vowel</i> <i>[er] In Context Reading with digraph [sh]</i> <i>In Context Reading with digraph [th]</i> <i>Word Masters Book: The Not-So-Great</i> <i>Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase</i> <i>- Chapter 1</i> <i>Decodable Books: A Big Sneeze, The</i> <i>Shrimp and the Shark, Wait to Paint,</i> <i>The Mailman, King Zung and the Lark, Shel</i> <i>and Beth, Bert and Gert, The Fox Pack</i>		✓					

Istation EL First Grade	AR Reading Co	urriculu	Legend: South Carolina Col fc	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>						
			1 = Inquiry-Based Litera 2 = Reading - Literary T 3 = Reading - Information	ext (RL)	5	= Writi = Com	ng (W) nunicatior	n (C)		
Standards	Indicators Cycle		Activities		Reading Standard Strands					
				1		2	3	4	5	
			Rapid Word Naming [Virus Game-HFW Rapid Word Naming [Spot That Word-C CCVC, CVCC, CVVC] [1.RL.3.6]							
		9	HFW Book: The Best Trip In Context Reading with Long A [ay] . Context Reading with Long E [ev] In	In		~				

Istation EL First Grade	LAR Reading Cu e	urriculur	n Lege	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle		Activities Reading Standard Stra						
			Tales Passages: Going Best Day, Ranch Colt, The Scarect Likes to Share Spot That Word	ng [Virus Game-HFW]	1	2	3	4	5	
		10	Reading : [wh] Odd Balls: [au]; In Context Readi Odd Balls: [ow-c Dan In Context Readi Word Masters Bo Island Comprehension I Decodable Books Shopping With M Hero, Spiders, Th Whales, How Mo	<i>ling: [ph] In Context [aw]; [al]: Detective Dan ling: [au], [aw], [al] cow vs ow-tow]Detective ling : [ow] pok: Return to the Lost Book: Who is Following Us? s: How Can That Be?, fom, A Star is Born, The he Three Little Bugs,</i>						

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First Grade	AR Reading C	unneuru	Legend: South Carolina College- a	sh Lang <u>Standard</u>	uage Arts <u>I Strands</u> 4 = Writ			;)
Standards	Indicators	Cycle	Activities		Reading	Standa	rd Strands	5
				1	2	3	4	5
			Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, The Water Cycle, Insects, People Send Mail, Going to the Vet Spot That Word Game Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1.RL.3.1], [1.RL.3.6]					
		11	Odd Balls: [oo as in zoo] ; [ew, eu, ui]- T, GP, IP In Context Reading with [oo]; [ew, eu, ui] Odd Balls: [igh], [ight], [ild], [ind]-T, GP, IP In Context Reading with [igh, ight, ind] Odd Balls: [oo as in foot]- T, GP, IP In Context Reading with [oo] In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions Decodable Books: The Flying Pizza, Winter Snowstorm, Who is Following Us? Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs Passages: From Fearful to Fearless, Hurricanes, The Dirt Detectives Spot That Word Game		✓			

First Grade	LAR Reading C	urriculu	Legend: South Carolina College- a for Englis <u>Reading S</u>	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)				
			2 = Reading - Literary Text (RL)					
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
			Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1.RL.3], [1.RL.3.2], [1.RL.3.6]	1	2	3	4	5
		CBTR 9	<i>Read Words with ow, oll, old, olt, olk Read High Frequency Words Reading for Meaning [1.RL.3.2]</i>		✓			
		CBTR 10	Inflected Ending -ing Inflected Ending -ed Phonograms: all, alk, alt, ald Comprehension: Character Analysis HFWs Read HFWs in Sentences Spelling Words with Phonograms -all, alk, ald, alm Spelling with Endings y and ie Spelling - Changing the y to i Reading for Meaning [1.RL.3.5]		~			
		CBTR 11	Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or Phonograms ind, igh, ild Multisyllabic Words Homophones HFWs Reading for Meaning [1.RL.3.3]		~			

Istation First Gra	ELAR Reading Currade	icului	Legend: South Carolina College- al	sh Lang Standard	uage Arts	ng (W)		5)
Standards	Indicators	Cycle	Activities		Reading	Standaı	d Strand	S
				1	2	3	4	5
2.4	Use Principles of Reading to: i. Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.1.RL.4] ii. Read grade-level texts with purpose and understanding. [SCCCRS.1.RL.4.1] iii. Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings. [SCCCRS.1.RL.4.2]	2	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, BPA: At the Market Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RL.4] Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RL.4], [1.RL.4.2] Read-Aloud Books: Dusty the Dog and Coco					
	iv. Use context to confirm or self- correct word recognition and understanding rereading as necessary. [SCCCRS.1.RL.4.2]	2	Read-Aloud Books. Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? BPA: Summer Camp [1.RL.4.1] Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp					

Istation El First Grade	-AR Reading C	urriculu	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	5	
					1	2	3	4	5	
		3	His Lips Tips the [1.RL.4 Read-A and the BPA: La [1.RL.4 Read-A and the HFW Bo BPA: La Word M Compre Decoda A Pail, Man, Th	], [1.RL.4.2] loud Books: The Garden Trail, Cal c Clam, Trips with My Family, Lamps amps .1] loud Books: The Garden Trail, Cal c Clam, Trips with My Family, Lamps pok: On the Dot						
		4	Has Ma	loud Books: Fun with Friends, Sam il, The Cleaning Attack,		~				

	<i>BPA: Where Is Coco? Comprehension Book: In the Sand [1.RL.4.1]</i>		
	The Yellow Pin		r

First Grade	-AR Reading C	urricului	Legend: South Carolina College for Eng <u>Readin</u> 1 = Inquiry-Based Literacy (I 2 = Reading - Literary Text (F	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)				
Standards	Indicators	Cycle	Activities	Activities Reading Stan				
				1	2	3	4	5
			Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [1.RL.4], [1.RL.4.2]					
		5	Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Comprehension Book: Where Will They Ride?					

Decodable Books: Bug in the Mud, Late for

Friends, The Last Scrap, A Special Delivery

Homes for Sale, Fun at Home, The Blue

Read-Aloud Books: Jen and Her New

*Comprehension Book: Pets - Fish Decodable Books: Time to Ride, A Cute* 

Reading Curriculum Correlations

the Game, I Rode Home,

for Dusty, In the Sand HFW Book: Where Is Jane?

[1.RL.4], [1.RL.4.2], [1.RL.4.3]

Blimp

6

 $\checkmark$ 

First Grade	AR Reading C	urriculum	-	and Career-Ready Standards (SCCCRS) lish Language Arts
			Reading	<u>Standard Strands</u>
			1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL 3 = Reading - Informational Te	L) 5 = Communication (C)
Standards	Indicators	Cycle	Activities	Reading Standard Strands

Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
				1	2	3	4	5
			<i>Mule, Time to Ride My Mule, The Dunes, Just In Time [1.RL.4], [1.RL.4.2]</i>					
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride? BPA: Mr. Grump and the Beautiful Yard [1.RL.4.2]</i>		<b>v</b>			
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase</i> <i>- Chapter 1</i> <i>Decodable Books: A Big Sneeze, The</i> <i>Shrimp and the Shark, Wait to Paint, The</i> <i>Mailman, King Zung and the Lark, Shel and</i> <i>Beth, Bert and Gert, The Fox Pack</i> <i>[1.RL.4], [1.RL.4.2]</i>		V			
		9	<i>HFW Book: The Best Trip</i> <i>In Context Reading with Long A [ay] In</i> <i>Context Reading with Long E [ey] In</i> <i>Context Reading with Long I [ie]</i> <i>In Context Reading with Long O [oe] In</i> <i>Context Reading with Long O [ow] In</i> <i>Context Reading with Long O [o]</i> <i>In Context Reading: [ch] In Context</i> <i>Reading: [tch]</i>		✓ 			

First Grade	LAR Reading Co e	urricului	Legend: South Carolina College- a	sh Lang <u>Standard</u> )	uage Arts <u>Strands</u> 4 = Writi			;)
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	S
				1	2	3	4	5
			In Context Reading with [ed], [ing], [s] Odd Balls: [ol], [ow]- T, GP, IP In Context Reading : [ol], [ow] Odd Balls: [oi], [oy]- T, GP, IP In Context Reading : [oi], [oy] In Context Reading : /ay/ Word Masters Book: Treasure Hunt at Pirate's Bay Comprehension Book: The Flying Pizza Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share Spot That Word Game Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1.RL.4], [1.RL.4.2], [1.RL.4.3]		×			
		10 SBTR	Lesson 20 – Fluency [1.RL.4] Fluency Graph 1 Fluency Graph 2 Fluency Graph 3		✓			

 Istation ELAR Reading Curriculum

 First Grade

 Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

 Reading Standard Strands

 1 = Inquiry-Based Literacy (I)
 4 = Writing (W)

 2 = Reading - Literary Text (RL)
 5 = Communication (C)

 3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
				1	2	3	4	5
			[1.RL.4]					
		CBTR	<i>Text from Interactive Literacy Acquisition Stories: Ant Avenue Coco at the Corral Miss Muffet Peter Piper Picks Peppers [1.RL.4]</i>		✓			
2.5	Use Meaning and Context to:	5	BPA: Pets – Snakes [1.RL.5], [1.RL.5.2]		~			
	i. Determine meaning and develop logical interpretations by	6	Comprehension Book: Pets – Fish [1.RL.5], [1.RL.5.1], [1.RL.5.2]		~			
	making predictions, inferring, drawing conclusions,	7	Decodable Books: <i>Boats, Homes</i> [1.RL.5], [1.RL.5.1], [1.RL.5.2]		~			
	analyzing, synthesizing, providing evidence, and investigating multiple	9	Passages: Ranch Hands, The Colt, Earthworms [1.RL.5], [1.RL.5.1], [1.RL.5.2]		<b>`</b>			
	interpretations. [SCCCRS.1.RL.5] ii. Ask and answer who, what, when,	10	Decodable Books: Spiders, Whales, How Mountains Form, George Washington Carver Passages: Water is a Good Thing, The Water Cycle, Insects, Pet Parade, People		×			

Reading Curriculum Correlations

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First Gra	ELAR Reading Cu ade	inculu	Legend: South Carolina College- for Eng <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (Ri	Legend: South Carolina College- and Career-Ready Standards (SC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)				
Standards	Indicators	Cycle	Activities		Reading S	Standar	d Strands	5
				1	2	3	4	5
	where, why, and how questions to demonstrate understanding of a text; use key deta to make inference and draw conclusions in text heard or read. [SCCCRS.1.RL.5.1 iii. Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. [SCCCRS.1.RL.5.2	ils s ]	Send Mail [1.RL.5], [1.RL.5.1], [1.RL.5.2] Passages: Hurricanes, The Dirt Detectives [1.RL.5], [1.RL.5.1], [1.RL.5.2]		~			
2.6	Use Meaning and Context	: 1	<i>BPA: At the Market [1.RL.6]</i>		~			
	<ul> <li>Summarize key details and ideas t support analysis o</li> </ul>		<i>BPA: Pets – Snakes</i> [1.RL.6]		<b>v</b>			
	thematic development. [SCCCRS.1.RL.6]	6	Comprehension Book: Pets – Fish [1.RL.6]		~			

First Gra	ELAR Reading ( ade	Curriculu	for Eng	llish Lang <u>g Standard</u> ) L)	uage Arts	ng (W)		;)
Standards	Indicators	Cycle	Cycle Activities		Reading	Standa	rd Strands	5
				1	2	3	4	5
	ii. Describe the relationship between the	7	<i>Decodable Books: Boats, Homes [1.RL.6]</i>					
	illustrations and characters, setti or events. [SCCCRS.1.RL.6	ng	<i>Passages: Ranch Hands, The Colt, Earthworms [1.RL.6]</i>		<b>~</b>			
		10	Decodable Books: Spiders, Whales, How Mountains Form, George Washington Carver Passages: Water is a Good Thing, The Water Cycle, Insects, Pet Parade, People Send Mail [1.RL.6], [1.RL.6.1] Decodable Book: Spiders Decodable Books: The Three Little Bugs Ch.1 [1.RL.6], [1.RL.6.1]		✓			
		SBTR	Asking Questions Authors Purpose [1.RL.6]		✓			
2.7	Use Meaning and Conte to: i. Analyze the relationship amo		Boats, Homes, Ranch Hands, The Colt, Earthworms, Water is a Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains		<b>v</b>			

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First Gra	ELAR Reading Curi		Legend: South Carolina College- and Career-Ready Standards ( for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle	Activities	Reading Standard Strands					
	<ul> <li>ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities. [SCCCRS.1.RL.7]</li> <li>ii. Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read. [SCCCRS.1.RL.7.1]</li> <li>iii. Read or listen closely to compare and contrast familiar texts and texts in author and genre studies. [SCCCRS.1.RL.7.2]</li> </ul>		Form, Dirt Detectives, Hurricanes, The Three little Bugs [1.RL.7], [1.RL.7.1], [1.RL.7.2]		2	3	4	5	
2.8	Use Meaning and Context to:	0-8	All Books [1.RL.8]		✓			+	

Istation First Gra		R Reading Curr	icului	Legend: South Carolina Colle for <u>Rea</u> 1 = Inquiry-Based Literacy 2 = Reading - Literary Text	Legend: South Carolina College- and Career-Ready Standard for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication 3 = Reading - Informational Text (RI)						
Standards		Indicators	Cycle	Activities			Reading	Standa	rd Strands	5	
						1	2	3	4	5	
	i. ii. iii.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context. [SCCCRS.1.RL.8] Read or listen closely to: [SCCCRS.1.RL.8.1] describe characters' actions, and	1	Read-Aloud Books: Dusty the Dog and Co the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RL.8] through [1.RL.8.1d] Read-Aloud Books: Pam and the Cap, The Act	d		✓ ✓ ✓				
		feelings; [SCCCRS.1.RL.8.1a]		[1.RL.8]							
	iv.	compare and contrast characters' experiences to those of the reader; [SCCCRS.1.RL.8.1b]	3	<i>Read-Aloud Books: The Garden Trail, Trip with My Family, Lamps Comprehension Book: Trips with My Fam [1.RL.8] through [1.RL.8.1e]</i>	ily		×				
	v. vi.	describe setting; [SCCCRS.1.RL.8.1c] identify the plot including problem	4	<i>Decodable Books: Jean and Dean, Meg a the Hens, The Green Team [1.RL.8]</i>	nd		✓				
	vii.	and solution; and [SCCCRS.1.RL.8.1d] describe cause and effect relationships. [SCCCRS.1.RL.8.1e]	5	<i>Comprehension Book: Where Will They Ride? Decodable Books: Late for the Game, I Rode Home [1.RL.8] through [1.RL.8.1b]</i>			✓ 				

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for English La	reer-Ready Standards (SCCCRS) nguage Arts
Reading Standa	<u>ird Strands</u>
1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)
	Reading Standa 1 = Inquiry-Based Literacy (I)

Indicators	Cycle	Activities			d Strands	5	
			1	2	3	4	5
	6	<i>Comprehension Book: Pets - Fish Decodable Book: Time to Ride [1.RL.8], [1.RL.8.1b]</i>		~			
	8	<i>Decodable Books: The Fox Pack, Bert and Gert [1.RL.8] through [1.RL.8.1e]</i>		~			
	10	Decodable Books: Spiders, The Three Little Bugs Ch.1, The Three Little Bugs Ch. 2, The Three Little Bugs Ch. 3, Whales Passages: Insects, People Send Mail [1.RL.8] through [1.RL.8.1e]		~			
	11	Decodable Book: Just the Right Size (Compare & Contrast) Decodable Book: Bert and Gert (Compare & Contrast) Decodable Books: The Three Little Bugs (Character Analysis, Problem & Solution, Inference, Compare & Contrast) [1.RL.8] through [1.RL.8.1e]		~			
	Indicators	6 8 10	6       Comprehension Book: Pets - Fish Decodable Book: Time to Ride [1.RL.8], [1.RL.8.1b]         8       Decodable Books: The Fox Pack, Bert and Gert [1.RL.8] through [1.RL.8.1e]         10       Decodable Books: Spiders, The Three Little Bugs Ch.1, The Three Little Bugs Ch. 2, The Three Little Bugs Ch. 3, Whales Passages: Insects, People Send Mail [1.RL.8] through [1.RL.8.1e]         11       Decodable Book: Just the Right Size (Compare & Contrast) Decodable Book: Bert and Gert (Compare & Contrast)         11       Decodable Books: The Three Little Bugs (Character Analysis, Problem & Solution, Inference, Compare & Contrast)	1         6       Comprehension Book: Pets - Fish Decodable Book: Time to Ride [1.RL.8], [1.RL.8.1b]         8       Decodable Books: The Fox Pack, Bert and Gert [1.RL.8] through [1.RL.8.1e]         10       Decodable Books: Spiders, The Three Little Bugs Ch.1, The Three Little Bugs Ch. 2, The Three Little Bugs Ch. 3, Whales Passages: Insects, People Send Mail [1.RL.8] through [1.RL.8.1e]         11       Decodable Book: Just the Right Size (Compare & Contrast) Decodable Book: Bert and Gert (Compare & Contrast) Decodable Books: The Three Little Bugs (Character Analysis, Problem & Solution, Inference, Compare & Contrast)	1       2         6       Comprehension Book: Pets - Fish Decodable Book: Time to Ride [1.RL.8], [1.RL.8.1b]       ✓         8       Decodable Books: The Fox Pack, Bert and Gert [1.RL.8] through [1.RL.8.1e]       ✓         10       Decodable Books: Spiders, The Three Little Bugs Ch.1, The Three Little Bugs Ch. 2, The Three Little Bugs Ch. 3, Whales Passages: Insects, People Send Mail [1.RL.8] through [1.RL.8.1e]       ✓         11       Decodable Book: Just the Right Size (Compare & Contrast) Decodable Book: Bert and Gert (Compare & Contrast) Decodable Books: The Three Little Bugs (Character Analysis, Problem & Solution, Inference, Compare & Contrast)       ✓	1       2       3         6       Comprehension Book: Pets - Fish Decodable Book: Time to Ride [1.RL.8], [1.RL.8.1b]       ✓         8       Decodable Books: The Fox Pack, Bert and Gert [1.RL.8], through [1.RL.8.1e]       ✓         10       Decodable Books: Spiders, The Three Little Bugs Ch.1, The Three Little Bugs Ch. 2, The Three Little Bugs Ch. 3, Whales Passages: Insects, People Send Mail [1.RL.8] through [1.RL.8.1e]       ✓         11       Decodable Book: Just the Right Size (Compare & Contrast) Decodable Book: Bert and Gert (Compare & Contrast) Decodable Books: The Three Little Bugs (Character Analysis, Problem & Solution, Inference, Compare & Contrast)       ✓	1       2       3       4         6       Comprehension Book: Pets - Fish Decodable Book: Time to Ride [1.RL.8], [1.RL.8.1b]       ✓       ✓         8       Decodable Books: The Fox Pack, Bert and Gert [1.RL.8] through [1.RL.8.1e]       ✓       ✓         10       Decodable Books: Spiders, The Three Little Bugs Ch.1, The Three Little Bugs Ch. 2, The Three Little Bugs Ch. 3, Whales Passages: Insects, People Send Mail [1.RL.8] through [1.RL.8.1e]       ✓         11       Decodable Book: Just the Right Size (Compare & Contrast) Decodable Book: The Three Little Bugs (Character Analysis, Problem & Solution, Inference, Compare & Contrast)       ✓

First Gra	ELAR Reading Curr ade	ICUIU	Legend: South Carolina College- for Engl <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL	Legend: South Carolina College- and Career-Ready Standards (SCCCR for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5		
				1	2	3	4	5		
		SBTR	<i>Compare Contrast [1.RL.8], [1.RL.8.1e]</i>	-	✓ ✓			)		
2.9	Use Language, Craft, and Structure to: i. Interpret and	1	Read-Aloud Book: Sam Has Mail [1.RL.9.1], [1.RL.9.2]		~					
a u p	analyze the author's use of words, phrases, and	3	Decodable Books: Dots and Spots, The Toads Are Lost [1.RL.9]		~					
	conventions, and how their relationships shape meaning and tone in print and multimedia texts. [SCCCRS.1.RL.9] ii. Identify the literary	4	Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet Decodable Books: Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [1.RL.9], [1.RL.9.1], [1.RL.9.2]		✓					
	devices of rhythm, repetitive language, and simile and sound devices of rhyme,	5	<i>HFW Book: The Bun for Us Decodable Books: Bug in the Mud, Fun at Home [1.RL.9], [1.RL.9.2]</i>		<b>~</b>					
	onomatopoeia, and alliteration; explain how the author uses	6	<i>Decodable Books: A Cute Mule, The Dunes [1.RL.9]</i>		~					
	each. [SCCCRS.1.RL.9.1] iii. Identify how an	7	<i>HFW Book: Hide and Seek [1.RL.9], [1.RL.9.2]</i>		~					

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First Gra	ELAR Reading Curr ade			Legend: South Carolina College- an for Englisi <u>Reading St</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text	ds (SCCCR	5)			
Standards	Indicators	Cycle		Activities		Reading	Standa	rd Strand	s
	author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning. [SCCCRS.1.RL.9.2]	8 10 11	Compi - Char [1.RL. HFW E [1.RL. Decod Passag	9], [1.RL.9.1], [1.RL.9.2] Book: How Can That Be? 9] able Books: The Three Little Bugs ges: From Fearful to Fearless, The etectives	1	2 ✓ ✓ ✓	3	4	5
2.10	Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning	ISIP ER 7	Words Phono Words [1.RL. [1.RL.	logical Awareness: Blending Spoken into Compound Words, Tier 2 logical Awareness: Blending Spoken into Compound Words, Tier 3 10], [1.RL.10.4], [1.RL.10.5], 10.6] able Book: Ben and Steve at the		✓ ✓ ✓			
	words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. [SCCCRS.1.RL.10]	9	Seasic [1.RL. [1.RL. Decod	le 10], [1.RL.10.1], [1.RL.10.2],		· ·			

First Gra		R Reading Curr			Legend: South Carolina College- and Career-Ready Standards (So for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards		Indicators	Cycle		Activities		Reading	Standar	d Strand	S		
						1	2	3	4	5		
	іі. ііі. іv. v.	Ask and answer questions about known and unknown words. [SCCCRS.1.RL.10.1] Identify new meanings for familiar words and apply them accurately. [SCCCRS.1.RL.10.2] Use inflectional endings and affixes to determine the meaning of unknown words. [SCCCRS.1.RL.10.3] Identify the individual words used to form a compound word. [SCCCRS.1.RL.10.4] Use print and multimedia resources to explore word relationships and nuances in word meanings. [SCCCRS.1.RL.10.5]	10	Lesson 13: Ir Lesson 15: Ir [1.RL.10.3] Decodable Bo with Mom [1.RL.10] thr Word Bank C [1.RL.10.3] Passages: Pe Noise, The W [1.RL.10.1], [1.RL.10.5], Lesson 3: Inf Lesson 4: Inf [1.RL.10.3]	et Parade, Insect, The Strang Vater Cycle [1.RL.10.2], [1.RL.10.3], [1.RL.10.6] flected Ending -ing flected Ending – ed		✓					

Istation First Gra		eading Curr	·iculuı	m	1	l: South Caroli = Inquiry-Base = Reading - Lite = Reading - Inf	for Engli <u>Reading</u> d Literacy (I) erary Text (RL	ish Lang <u>Standard</u> )	uage Arts <u>Strands</u> 4 = Writi			5)	
Standards	In	dicators	Cycle		A	ctivities		Reading Standard Strands					
	phra thro text nua and	words and ases acquired ough talk and ; explore nces of words phrases. CCRS.1.RL.10.6]											
2.11	Structure t i. Ana evic aut	age, Craft, and to: Ilyze and provide dence of how the hor's choice of ht of view,	8	[1.RL. Decod Wise (		1.1] Winter Snowst	orm, The		✓ ✓ ✓				
	pur con and [SC ii. Iden pur	spective, or pose shapes tent, meaning, style. CCRS.1.RL.11] ntify the author's pose — to lain, entertain,	10	Comp Decoa Little Hump	rehension Bo able Books: Bugs, George hrey the Hun	Who Is Follow ok: Who is Fol The Hero, The Washington ( npback Whale .1], [1.RL.11.2	llowing Us? Three Carver,		· · · · ·				
	info [SC iii. Dist	rm, or convince. CCRS.1.RL.11.1] inguish who is ng the story at	11	Who is	able Books: 5 Following U 11], [1.RL.1]		le Bugs,		<b>v</b>				

First Gra	ELAR Reading Curr	icuiui	Legend: South Carolina College- a for Englis <u>Reading S</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL)	Legend: South Carolina College- and Career-Ready Standards (So for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	S		
		-		1	2	3	4	5		
	various points in a text, the narrator or	12	Lesson 13: Author's Purpose [1.RL.11.1]		~					
	characters. [SCCCRS.1.RL.11.2]	SBTR CBTR 10	Character [1.RL.11.1] Lesson 70: Characteristics of Characters [1.RL.11.2] Comprehension: Character Analysis [1.RL.11.1]		✓ ✓					
2.12	Use Language, Craft, and Structure to: i. Analyze and critique	0-8	All Books [1.RL.12], [1.RL.12.1], [1.RL.12.2]		×					
	how the author uses structures in print and multimedia	6	Read-Aloud: The Kid in the Mask [1.RL.12], [1.RL.12.1], [1.RL.12.2]		✓					
	texts to shape meaning and impact the reader. [SCCCRS.1.RL.12] ii. Classify literary texts according to characteristics of a genre.	8	Comprehension Book: The Queen's Suitcase Decodable Books: Wait to Paint, King Zung and the Lark [1.RL.12], [1.RL.12.1] Decodable Book: The Fox Pack [1.RL.12.2]		~					
	[SCCCRS.1.RL.12.1] iii. Recognize how the author uses crafted text structures of	9	Decodable Books: Naptime, Elbert's Birthday, Coach Chapman, Roy and Troy Like Trains Passage: Joel and Kay's Best Day		~					

First Gra	ELAR Reading Curi		Legend: South Carolina College- a for Engl <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL 3 = Reading - Informational Te	ds (SCCCR:	5)			
Standards	Indicators	Cycle	Activities		Reading	Standa	rd Strand	S
				1	2	3	4	5
	recurring phrases and dialogue. [SCCCRS.1.RL.12.2]	10	[1.RL.12.2] Decodable Books: Winter Snowstorm, The Wise Crow [1.RL.12], [1.RL.12.1], [1.RL.12.2] Decodable Book: The Three Little Bugs [1.RL.12.2] Read-Aloud Book: Who Is Following Us? Comprehension Book: Who is Following Us? Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale [1.RL.12], [1.RL.12.1], [1.RL.12.2] Read-Aloud Book: Just the Right Size					
		11	[1.RL.12], [1.RL.12.1], [1.RL.12.2]					
2.13	Use Range and Complexity to: i. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new		All Activities [1.RL.13] through [1.RL.13.3]		V			

Istation ELAR Reading Curriculum First Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts
	Reading Standard Strands
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI) 4 = Writing (W) 5 = Communication (C) 5 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
				1	2	3	4	5
	<ul> <li>learning, and building stamina; reflect and respond to increasingly complex text over time. [SCCCRS.1.RL.13]</li> <li>ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.1.RL.13.1]</li> <li>iii. Read independently for sustained periods of time to build stamina. [SCCCRS.1.RL.13.2]</li> <li>iv. Read and respond according to task and purpose to become self-directed, critical readers and thinkers. [SCCCRS.1.RL.13.3]</li> </ul>							
applying rea monitoring,	ts will gain understanding by ding strategies of searching, confirming, ng, rereading and self-							
	riculum Correlations		200 Co	opyright (	© 2015 Is	tation - A	Il rights re	eserved

First Gra	ELAR Reading Cur		Legend: South Carolina College- a	sh Lang	guage Arts	Standard	s (SCCCR	5)
			1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Tex		4 = Writ 5 = Com	ing (W) municatior	ı (C)	
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	S
correcting				1	2	3	4	5
	Use Principles of Reading to: i. Demonstrate understanding of the organization and basic features of print. [SCCCRS.1.RI.1] ii. Recognize the distinguishing features of a sentence. [SCCCRS.1.RI.1.1]	1	All Activities [1.RI.1], [1.RI.1.1] Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RI.1]			✓ ✓		
		2	Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [1.RI.1]			×		
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot</i>			<b>~</b>		

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First Grade	AR Reading C		for Engli	sh Lang	er-Ready Juage Arts I Strands	Standard	s (SCCCRS	)
			1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL 3 = Reading - Informational Tex		4 = Writ 5 = Com	ing (W) municatior	n (C)	
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
		6	BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [1.RI.1.1] Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Comprehension Book: Pets – Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time [1.RI.1.1]	1	2	3	4	5
		8	<i>HFW Book: I Like to Help Comprehension Book: The Queen's Suitcase</i> - <i>Chapter 1</i> <i>Decodable Books: A Big Sneeze, The</i> <i>Shrimp and the Shark, Wait to Paint,</i> <i>The Mailman, King Zung and the Lark, Shel</i> <i>and Beth, Bert and Gert, The Fox Pack</i> [1.RI.1.1]			×		

First Gra	ELAR Reading Cur de	incuru	Legend: South Carolina College- a	sh Lang	uage Arts		s (SCCCRS	5)
			1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Tex		4 = Writ 5 = Com	ing (W) municatio	n (C)	
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	
		9	HFW Book: The Best Trip Comprehension Book: The Flying Pizza Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on a Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share [1.RI.1.1]	1	2	3	4	5
		SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? [1.RI.1.1]			~		
	Use Principles of Reading to:	0	<i>Identifying Phonemes: Initial, Medial, Final</i> [1.RI.2]			~		

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Istation First Gra	ELAR Reading Cu ide	irriculu	Legend: South Carolina College- a	ish Lang <u>Standard</u> )	uage Arts <u>Strands</u> 4 = Writi	ing (W)		;)		
Standards	Indicators	Cycle	Activities		Reading	Standar				
				1	2	3	4	5		
	<ul> <li>i. Demonstrate understanding of spoken words, syllables, and sounds. [SCCCRS.1.RI.2]</li> <li>i. Distinguish long from short vowel sounds in spoken single-syllable words. [SCCCRS.1.RI.2.1]</li> </ul>	2	Identifying Phonemes: Initial, Medial, Final Identify and Isolate Initial Phonemes Segmenting Phonemes Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RI.2], [1.RI.2.1] Identify Initial, Medial and Final Phonemes Identify and Isolate Final Phonemes Segmenting Phonemes [CVC] [1.RI.2.3]			×				
	<ul> <li>ii. Produce single- syllable words by blending sounds, including consonar blends in spoken words. [SCCCRS.1.RI.2.2]</li> <li>iii. Isolate and pronounce initial,</li> </ul>	4	<i>Identify Initial, Medial and Final Phonemes Identify and Isolate Final Phonemes Segmenting Phonemes [CVC] [1.RI.2.2]</i> <i>Onset Rime/ Build Word Families Game [Machine Game] (-en, -ess) [1.RI.2.3]</i>							
	medial, and final sounds in spoken single-syllable words. [SCCCRS.1.RI.2.3] iv. Segment spoken single-syllable	CBTR 0	<i>Counting Each Sound (2 Sounds) Counting Each Sound (3 Sounds) Matching Segmented Spoken Words with Pictures Segmenting Spoken Words Game Ending Sounds with Sounds Squares Ending Sounds</i>			×				

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Istation El First Grade	LAR Reading Curi	ricului	Legend: South Carolina College- a	ish Lang <u>Standard</u> )	uage Arts	1g (W)		5)
Standards	Indicators	Cycle	Activities		Reading S	Standar	d Strands	5
				1	2	3	4	5
	words into their complete sequence of individual sounds. [SCCCRS.1.RI.2.4]		<i>Middle Sounds Middle Sounds: Identification Using Picture Cards [1.RI.2.3], [1.RI.2.4]</i>					
	[]	CBTR 1	Segment Sounds in Spoken Words [1.RI.2.2]			$\checkmark$		
		CBTR 2	<i>Middle Sounds Middle Sounds: Decorator Service Game Blending Beginning/ Middle/ Ending Sounds with Letters [1.RI.2.2]</i>			~		
		CBTR 3	Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Beginning Sound Phoneme Substitution, Middle Sound [1.RI.2.2]			V		
		CBTR 4	Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound [1.RI.2.2]			✓		
		CBTR 5	Blending Beginning/Middle/Ending Sounds with Letters [1.RI.2.2]			~		

First Grade	LAR Reading C	urriculum	Legend: South Carolina College- and Career-Ready Standards (SCCCR for English Language Arts				
			Readir	ng Standard Strands			
			1 = Inquiry-Based Literacy (1 2 = Reading - Literary Text (1 3 = Reading - Informational	RL) 5 = Communication (C)			
Standards	Indicators	Cycle	Activities	Reading Standard Strands			

Standards	Indicators	Cycle	Activities		Reading	Standar	a Strands	Ď
				1	2	3	4	5
		CBTR 6	Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and Ending Sounds [1.RI.2.2]			~		
		CBTR 8	Segmenting and Blending Sound /sh/ Segmenting and Blending Sound /th/ Segmenting and Blending Sound /ng/ [1.RI.2.2], [1.RI.2.3]			~		
		CBTR 9	Segmenting and Blending Sounds /ch/ CBTR 10 Segmenting and Blending Sounds /wh/ a [1.RI.2.3], [1.RI.2.4]			~		
		CBTR 10	Segmenting and Blending Sounds /wh/ and /ph/ [1.RI.2.2]			<b>√</b>		
3.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis	1	<i>HFW Book: Pam and the Cap Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RI.3.1]</i>			~		

First Gra		R Reading Curr	icului	Legend: South Carolina College- a	sh Lang <u>Standard</u>	uage Arts <u>Strands</u> 4 = Writ	ing (W)		5)
Standards		Indicators	Cycle	Activities		Reading	Arts Is Writing (W) Communication (C) ing Standard Strands		
					1	2	3	4	5
	ii. iii. v.	skills in decoding words. [SCCCRS.1.RI.3] Demonstrate the sound correspondences for consonant blends and digraphs. [SCCCRS.1.RI.3.1] Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words. [SCCCRS.1.RI.3.2] Read a two-syllable word by breaking the word into syllables. [SCCCRS.1.RI.3.3] Use final -e and common vowel team conventions to	2	BPA: Summer Camp Word Families/ Rhyming HFW Book: Tim at Camp In Context Reading with short a In Context Reading with short i Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [1.RI.3], [1.RI.3.2] BPA: Lamps Word Families/ Rhyming HFW Book: On the Dot In Context Reading with Short o In Context Reading with Short o In Context Reading with long A /ai/ In Context Reading with Long O /oa/ Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [1.RI.3.3]					
	vi.	read words with long vowel sounds. [SCCCRS.1.RI.3.4] Read words with	4	<i>HFW Book: My Hands and Feet In Context Reading with Short e In Context Reading with Long E /ee/, /ea/ Word Masters Book: The Great Pig Escape</i>					

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First Gra		R Reading Curi	icului	Legend: South Carolina College- a	sh Lang <u>Standard</u> )	uage Arts <u>Strands</u> 4 = Writ	;		5)
Standards		Indicators	Cycle	Activities		Reading	Standar	d Strand	s
					1	2	3	4	5
	vii.	inflectional endings. [SCCCRS.1.RI.3.5] Recognize and read grade-appropriate irregularly spelled words. [SCCCRS.1.RI.3.6]	5	Comprehension Book: In the Sand Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [1.RI.3], [1.RI.3.4] HFW Book: The Bun for Us In Context Reading with Short u In Context Reading with Long A /a_e/ In Context Reading with Long O /o_e/ In Context Reading (short vowel review) Word Masters Book: Fun at Pine Cone Stream Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp Rapid Word Naming Game [Virus Game- HFW] Rapid Word Naming Game [Spot That Word-CVC] [1.RI.3.2] HFW Book: Where Is Jane? In Context Reading with Long I /i_e/ In Context Reading with Long U /u_e/ In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Word Masters					

First Grade	AR Reading C	unneurun	Legend: South Carolina College- a	sh Lang <u>Standard</u>	uage Arts <u>Strands</u> 4 = Writi			;)
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	5
				1	2	3	4	5
		7	Book: The Kid in the Mask Comprehension Book: Pets - Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time Rapid Word Naming Game[Virus Game- HFW] Rapid Word Naming Game [Spot That Word-CVC] [1.RI.3.4], [1.RI.3.5] HFW Book: Hide and Seek In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game Rapid Word Naming Game [Virus Game- HFW] Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC] [1.RI.3.6]			×		
		8	<i>HFW Book: I Like to Help In Context Reading with R Controlled Vowel</i>			$\checkmark$		

Istation EL First Grade	AR Reading C	urriculu	for Engli	sh Lang Standaro	guage Arts <u>d Strands</u> 4 = Writ			;)
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
				1	2	3	4	5
			[er] In Context Reading with digraph [sh] In Context Reading with digraph [th] Word Masters Book: The Not-So-Great Skunk Adventure Comprehension Book: The Queen's Suitcase - Chapter 1 Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack Rapid Word Naming [Virus Game-HFW] Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC] [1.RI.3.6]					
		9	HFW Book: The Best Trip In Context Reading with Long A [ay] In Context Reading with Long E [ey] In Context Reading with Long I [ie] In Context Reading with Long O [oe] In Context Reading with Long O [ow] In Context Reading with Long O [o] In Context Reading: [ch] In Context Reading: [tch] In Context Reading with [ed], [ing], [s] Odd Balls: [ol], [ow]- T, GP, IP In Context Reading : [ol], [ow] Odd Balls:					

Istation EL First Grade	AR Reading C	urricului	Legend: South Carolina College- a	sh Lang	uage Arts		s (SCCCRS	;)
			2 = Reading - Literary Text (RL) 3 = Reading - Informational Tex		5 = Com	municatio	n (C)	
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
				1	2	3	4	5
			[oi], [oy]- T, GP, IP In Context Reading : [oi], [oy] In Context Reading : /ay/ Word Masters Book: Treasure Hunt at Pirate's Bay Comprehension Book: The Flying Pizza Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share Spot That Word Game Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1.RI.3.3], [1.RI.3.6]					
		10	<i>HFW Book: How Can That Be?</i> <i>In Context Reading: [ph] In Context</i> <i>Reading : [wh]</i> <i>Odd Balls: [au]; [aw]; [al]: Detective Dan</i> <i>In Context Reading: [au], [aw], [al]</i> <i>Odd Balls: [ow-cow vs ow-tow]Detective</i> <i>Dan</i> <i>In Context Reading : [ow]</i>			~		

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First Grade	AR Reading C	unneuru	Legend: South Carolina College- for Eng <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (Ri	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)					
Standards	Indicators	Cycle	Activities		Reading	Standa	d Strand	s	
				1	2	3	4	5	
			Word Masters Book: Return to the Lost Island Comprehension Book: Who is Following Us? Decodable Books: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, The Water Cycle, Insects, People Send Mail, Going to the Vet Spot That Word Game Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1.RI.3.1], [1.RI.3.6]						
		11	Odd Balls: [oo as in zoo]; [ew, eu,ui]- T, GP, IP In Context Reading with [oo]; [ew, eu, ui] Odd Balls: [igh], [ight], [ild], [ind]-T, GP, IP In Context Reading with [igh, ight, ind] Odd Balls: [oo as in foot]- T, GP, IP In Context Reading with [oo] In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions			✓ 			

Istation EL First Grade	AR Reading C	urriculu	Legend: South Carolina College- a for Engli <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL)	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)					
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5	
				1	2	3	4	5	
		CBTR 9	Decodable Books: The Flying Pizza, Winter Snowstorm, Who is Following Us? Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs Passages: From Fearful to Fearless, Hurricanes, The Dirt Detectives Spot That Word Game Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1.RI.3.1], [1.RI.3.4], [1.RI.3.6] Read Words with ow, oll, old, olt, olk Read High Frequency Words Reading for Meaning [1.RI.3.4]			×			
		CBTR 10	Inflected Ending -ing Inflected Ending -ed Phonograms: all, alk, alt, ald Comprehension: Character Analysis HFWs Read HFWs in Sentences Spelling Words with Phonograms - all, alk, ald, alm Spelling with Endings y and ie Spelling - Changing the y to i Reading for Meaning [1.RI.3.5]			~			

First Grad	LAR Reading C e		Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>					
			1 = Inquiry-Based Literacy 2 = Reading - Literary Text 3 = Reading - Informationa	(RL)	4 = Writ 5 = Com	ing (W) municatio	n (C)	
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	

Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	S		
				1	2	3	4	5		
		CBTR 11	Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or Phonograms ind, igh, ild Multisyllabic Words Homophones HFWs Reading for Meaning [1.RI.3.5]			✓				
3.4	Use Principles of Reading to: i. Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.1.RI.4] ii. Read grade-level text with purpose and understanding. [SCCCRS.1.RI.4.1] iii. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, BPA: At the Market Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RI.4.1] Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RI.4], [1.RI.4.2]			<b>√</b>				
	iv. Use context to confirm or self- correct word	2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? BPA: Summer Camp</i>			✓				

Istation El First Grade	LAR Reading Cur e	riculu	Legend: South Carolina College- a	sh Lang <u>Standaro</u>	juage Arts <u>d Strands</u> 4 = Writ			5)
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	S
				1	2	3	4	5
	recognition and understanding rereading as necessary. [SCCCRS.1.RI.4.3]		[1.RI.4.1] Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [1.RI.4], [1.RI.4.2]					
		3	Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps BPA: Lamps [1.RI.4.1] Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island Comprehension Book: Trips with My Family Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [1.RI.4], [1.RI.4.2]					

Istation El First Grade	LAR Reading C e	urriculu	Legend: South Carolina College-a for Engl <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)					
Standards	Indicators	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
		4	Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack,			✓			

[1.RI.4], [1.RI.4.2]         5       Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Comprehension Book: Where Will They Ride?	Has Mail, The Cleaning Attack, The Yellow Pin BPA: Where Is Coco? Comprehension Book: In the Sand [1.RI.4.1]Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas	
Decodable Books: Bug in the Mud, Late for         the Game, I Rode Home,         Homes for Sale, Fun at Home, The Blue	5       Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home,	

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Istation El First Grade	-AR Reading C	urriculu	m	Legend: South Carolina College- a for Engli <u>Reading :</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Tex	sh Lang <u>Standard</u>	uage Arts <u>Strands</u> 4 = Writ			5)
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	5
			Blimp		1	2	3	4	5
		6	Read-A Friends for Dus HFW Bo Compre Decoda Mule, T Just In [1.RI.4 Read-A Will The BPA: M [1.RI.4	], [1.RI.4], [1.RI.4.2] loud Books: Fun at the Pond, Where ey Ride? r. Grump and the Beautiful Yard .2]			✓ ✓		
		8	<i>Compre - Chapt Decoda Shrimp Mailma Beth, B</i>	ook: I Like to Help chension Book: The Queen's Suitcase er 1 ble Books: A Big Sneeze, The and the Shark, Wait to Paint, The n, King Zung and the Lark, Shel and ert and Gert, The Fox Pack ], [1.RI.4.2]			×		

First Grade	LAR Reading Cu e	Irricului				uage Arts	Standard	Is (SCCCR	S)
				1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (R 3 = Reading - Informational Te	.)	4 = Writ 5 = Com	ing (W) municatio	n (C)	
Standards	Indicators	Cycle		Activities		Reading	Standa	d Strand	S
					1	2	3	4	5
		9	In Context Rea Context Rea In Context Rea In Context Rea Context Rea In Context Rea In Context Rea In Context R Reading: [to In Context R Odd Balls: [ In Context R [oi], [oy] In Word Maste Pirate's Bay Comprehens Decodable E Her Kittens, Coach Chap Winter Snow Trains, The Tales Passages: G Best Day, Ra Colt, The Sc Likes to Sha Spot That W	Reading with [ed], [ing], [s] fol], [ow]- T, GP, IP Reading : [ol], [ow] Odd Balls: T, GP, IP In Context Reading : Context Reading : /ay/ rs Book: Treasure Hunt at sion Book: The Flying Pizza Books: Camping, Mother Cat and Naptime, Elbert's Birthday, man, A Trip to the Dentist, wstorm, Roy and Troy Like Wise Crow, Mitch's Big Fish Going on A Ride, Kittens, The anch Hands, Big Top Tent, The carecrow, Earthworms, Royce are					

			Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>					
			1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text ( 3 = Reading - Informational	ry Text (RL) 5 = Communication (C)				
Standards	Indicators	Cycle	Activities		Reading	Standa	rd Strands	;

Standards	Indicators	Cycle	Activities		Reading Standard Strand			
				1	2	3	4	5
			<i>Gimme the Ball [Odd Balls] [1.RI.4], [1.RI.4.2], [1.RI.4.3]</i>					
		10	Lesson 20 – Fluency [1.RI.4]			~		
		SBTR	Fluency Graph 1 Fluency Graph 2 Fluency Graph 3 [1.RI.4]			V		
		CBTR	<i>Text from Interactive Literacy Acquisition Stories: Ant Avenue Coco at the Corral Miss Muffet Peter Piper Picks Peppers [1.RI.4.3]</i>			~		
3.5	Use Meaning and Context to: i. Determine meaning		All Activities [1.RI.5], [1.RI.5.1], [1.RI.5.2]			~		
	and develop logical interpretations by making predictions, inferring, drawing conclusions,	SBTR	Comprehension: Lesson 2 – Making Predictions [1.RI.5], [1.RI.5.1], [1.RI.5.2]			~		
	analyzing, synthesizing,		<i>Comprehension: Lesson 69 – Asking Questions [1.RI.5.1]</i>					
Reading Cur	riculum Correlations		219	Copyright (	c) 2015 Is	tation - A	All rights re	eserved

Istation First Gra		R Reading Curr	icului	n	1 = I 2 = R		or Engli <u>Reading</u> racy (I) Fext (RL)	sh Langu <u>Standard</u>	uage Arts <u>Strands</u> 4 = Writi			;)
Standards		Indicators	Cycle		Activ	vities			Reading	Standar	d Strands	5
								1	2	3	4	5
	ii.	providing evidence, and investigating multiple interpretations. [SCCCRS.1.RI.5] Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read. [SCCCRS.1.RI.5.1] Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. [SCCCRS.1.RI.5.2]	3	Graph [1.RI. Comp	nic Organizer: Dr. 5], [1.RI.5.1] rehension: Makin 5], [1.RI.5.1], [2	ference ng Predictions	ns					
Reading Curi	riculun	n Correlations			220		Co	pyright (	© 2015 Is	tation - A	 All rights re	eserved

First Gra	ade			1 = Inquiry-Based Lit 2 = Reading - Literar 3 = Reading - Inform	y Text (RL)	iguage Arts <u>rd Strands</u> 4 = Writ			
Standards		Indicators	Cycle	Activities		Reading	Standar	d Strand	S
					1	2	3	4	5
3.6	Use M to: i.	Meaning and Context Summarize key details and ideas to support analysis of central ideas. [SCCCRS.1.RI.6] Retell the central idea and key details to summarize a text heard, read, or viewed. [SCCCRS.1.RI.6.1]	5 6 7 9 10	BPA: Pets – Snakes [1.RI.6], [1.RI.6.1] Comprehension Book: Pets – Fish [1.RI.6], [1.RI.6.1] Decodable Books: Boats, Homes [1.RI.6], [1.RI.6.1] Passages: Ranch Hands, The Colt, Earthworms [1.RI.6], [1.RI.6.1] Decodable Books: Spiders, Whales, I Mountains Form, George Washingtor Carver Passages: Water is a Good Thing, Th Water Cycle, Insects, Pet Parade, Pe Send Mail [1.RI.6], [1.RI.6.1]	n ne				
3.7	Use M to: i.	leaning and Context Research events, topics, ideas, or	11 SBTR	Passages: Hurricanes, The Dirt Deter [1.RI.6], [1.RI.6.1] Graphic Organizers: Cause and Effe a, Cause and Effect – c, KWL Chart, Semantic Features Analysis Chart, SWBST, Venn Diagram	ect –		✓ ✓ ✓		

First Gra	ELAR Reading Currade	icului	Legend: South Carolina College for Eng	glish Lang ng <u>Standard</u> () RL)	uage Arts <u>I Strands</u> 4 = Writ			5)
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	S
				1	2	3	4	5
	concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. [SCCCRS.1.RI.7] ii. Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed. [SCCCRS.1.RI.7.1]		Comprehension: Lesson 3 – Asking Questions Strategy, Grades Comprehension: Lesson 69 – Asking Questions Comprehension: Lesson 46 – Compare- Contrast [1.RI.7], [1.RI.7.1]					
3.8	Use Language, Craft, and Structure to: i. Interpret and analyze the author's	6	Comprehension Book: Pets – Fish 1.RI.8], [1.RI.8.1], [1.RI.8.2]			~		
	use of words, phrases, text features,	7	Decodable Books: Boats, Homes [1.RI.8], [1.RI.8.1], [1.RI.8.2]			~		
	conventions, and structures, and how their relationships shape meaning and	9	<i>Passages: Ranch Hands, The Colt, Earthworms [1.RI.8], [1.RI.8.1], [1.RI.8.2]</i>			<b>~</b>		
	tone in print and multimedia texts.	10	Decodable Books: Spiders, Whales, How Mountains Form, George Washington			~		

First Gra	Grade for Engl Reading 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL 3 = Reading - Informational Te					RL) 5 = Communication (C)						
Standards	Indicators	Cycle	Activities		Reading	Standar 3	d Strand	s 5				
	<ul> <li>[SCCCRS.1.RI.8]</li> <li>ii. Identify words, phrases, illustrations, and photographs used to provide information. [SCCCRS.1.RI.8.1]</li> <li>iii. Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text. [SCCCRS.1.RI.8.2]</li> </ul>	11	Carver Passages: Water is a Good Thing, The Water Cycle, Insects, Pet Parade, Peo Send Mail [1.RI.8], [1.RI.8.1], [1.RI.8.2] Passages: Hurricanes, The Dirt Detect [1.RI.8], [1.RI.8.1], [1.RI.8.2]	ple								
3.9	Use Language, Craft, and Structure to: i. Apply a range of strategies to	SBTR	<i>Comprehension: Lesson 3 - Asking Questions Strategy</i> <i>Comprehension: lesson 69 – Asking</i>			~						

Istation First Gra		AR Reading Curr	iculur	Legend: South Carolina College- for Eng	lish Lang <u>  Standarc</u> L)	juage Arts <u>I Strands</u> 4 = Writ		·	5)
Standards		Indicators	Cycle Activities			Reading	Standar	d Strands	S
					1	2	3	4	5
	ii.	determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. [SCCCRS.1.RI.9] Ask and answer questions about known and	1 5 6 7	Questions [1.RI.9.1] BPA: At the Market [1.RI.9], [1.RI.9.1], [1.RI.9.5] BPA: Pets – Snakes [1.RI.9], [1.RI.9.1] Comprehension Book: Pets – Fish [1.RI.9], [1.RI.9.1] Decodable Books: Boats, Homes [1.RI.9], [1.RI.9.1]			✓ ✓ ✓ ✓		
	iii. iv.	unknown words in a text. [SCCCRS.1.RI.9.1] Identify new meanings for familiar words and apply them accurately. [SCCCRS.1.RI.9.2] Use inflectional endings and affixes to determine the	9	Decodable Books: Going on a Ride, Camping, Naptime [1.RI.9] through [1.RI.9.5] Decodable Books: The Strange Noise, Pet Parade, Shopping With Mom, A Star is Born [1.RI.9] through [1.RI.9.5] Decodable Books: Spiders, Whales, How Mountains Form, George Washington Carver (Journal) Passages: Water is a Good Thing, The			✓ ✓ ✓		

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				t (RL) al Text (RI)		ng (W) nunication		
Standards	Indicators	Cycle	Activities		Reading S	Standar	d Strands	\$
	<ul> <li>[SCCCRS.1.RI.9.3]</li> <li>v. Use print and multimedia resources to explore word relationships and meanings. [SCCCRS.1.RI.9.4]</li> <li>vi. Use words and phrases acquired through talk and text; explore nuances of words and phrases. [SCCCRS.1.RI.9.5]</li> </ul>		Send Mail [1.RI.9.4], [1.RI.9.5]		2	3	4	5
St	se Language, Craft, and ructure to: i. Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. [SCCCRS.1.RI.10] ii. Identify the author's purpose – to	SBTR	<i>Comprehension: Lesson 18 - Author's Purpose [1.RI.10], [1.RI.10.1]</i>			✓		

First Gra	ELAR Reading Curr ade		for Englishing Carolina College	glish Lang n <u>g Standard</u> :) RL)	uage Arts <u>Strands</u> 4 = Writ			5)
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
Standards				1	2	3	4	5
3.11	explain, entertain, inform, or convince. [SCCCRS.1.RI.10.1]	7	Decodable Books: Boats, Homes			✓		
3.11	Use Language, Craft, and Structure to: i. Analyze and critique how the author uses	9	[1.RI.11], [1.RI.11.1], [1.RI.11.2] Mother Cat and Her Kittens			· ·		
	structures in print and multimedia texts to craft informational and argument writing. [SCCCRS.1.RI.11] ii. Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships. [SCCCRS.1.RI.11.1] iii. Identify the reasons an author gives to support a position. [SCCCRS.1.RI.11.2]		[1.RI.11], [1.RI.11.1], [1.RI.11.2]					

First Gra	ELAR Reading Cur	riculu	for Engl	ish Lang <u>Standard</u> )	uage Arts <u>Strands</u> 4 = Writ			5)
Standards	Indicators	Cycle	Activities		Reading	Standa	d Strand	S
				1	2	3	4	5
3.12	Use Range and Complexity to: i. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. [SCCCRS.1.RI.12] ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.1.RI.12.1] iii. Read independently for sustained periods of time. [SCCCRS.1.RI.12.2] iv. Read and respond according to task	2	All Books and Activities [1.RI.12] through [1.RI.12.3] Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, BPA: At the Market Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RI.12] Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RI.12] through [1.RI.12.3] Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam,					

First Grade	LAR Reading Curr e	icului	n	Legend: South Carolina College- an for Englis <u>Reading St</u>	h Langi	uage Arts <u>Strands</u>		s (SCCCR	5)
				1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text		4 = Writ 5 = Com	ing (W) municatior	i (C)	
Standards	Indicators	Cycle		Activities			Standar	d Strand	
	and purpose to become self- directed, critical readers and			Tips the Lamp [.12] through [1.RI.12.3]	1	2	3	4	5
	thinkers. [SCCCRS.1.RI.12.3]	3	and Lam BPA: [1.R. [1.R. Reac and Lam HFW BPA: Word SPA: Com Fam Decc Snai Stan the F	Lamps [.12] -Aloud Books: The Garden Trail, Cal the Clam, Trips with My Family, os Book: On the Dot Lamps Masters Book: The Lost Island prehension Book: Trips with My ly dable Books: Dots and Spots, is in A Pail, The Toast in the Road, the Man, The Toads Are Lost, In			~		
		4	Sam The	-Aloud Books: Fun with Friends, Has Mail, The Cleaning Attack, Yellow Pin Where Is Coco?			✓		

Istation EL First Grade	AR Reading C	urriculum		and Career-Ready Standards (SCCCRS) lish Language Arts
			Reading	Standard Strands
			1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL 3 = Reading - Informational Te	L) 5 = Communication (C)
Standards	Indicators	Cycle	Activities	Reading Standard Strands

Standards	Indicators	Cycle	Activities		Reading Standard Strands			5
				1	2	3	4	5
			Comprehension Book: In the Sand [1.RI.12] Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas					
		5	[1.RI.12] through [1.RI.12.3] Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [1.RI.12] through [1.RI.12.3]					
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i>			<b>v</b>		
Reading Curriculu	m Correlations	1	229	Copyright	© 2015 Is	tation - A	All rights r	eserved

Istation EL First Grade	AR Reading C	urriculur	Leger		ish Lang <u>Standard</u> )	uage Arts <u>Strands</u> 4 = Writi			)
Standards	Indicators	Cycle	A	ctivities		Reading	Standar	d Strands	
					1	2	3	4	5
		7	Mule, Time to Rid Just In Time [1.RI.12] throug Read-Aloud Book Where Will They	Book: Pets - Fish Time to Ride, A Cute de My Mule, The Dunes, h [1.RI.12.3] rs: Fun at the Pond, Ride? and the Beautiful Yard			✓		
		8	Suitcase - Chapt Decodable Books Shrimp and the S Mailman, King Zu	Book: The Queen's er 1 :: A Big Sneeze, The Shark, Wait to Paint, The ung and the Lark, Shel nd Gert, The Fox Pack					
		9	Pirate's Bay Comprehension I Decodable Books and Her Kittens, Birthday, Coach	ok: Treasure Hunt at Book: The Flying Pizza :: Camping, Mother Cat Naptime, Elbert's Chapman, A Trip to the Snowstorm, Roy and Troy			×		

Istation First Gra	ELAR Reading Curi	ricului	Legend: South Carolina College- for Eng	lish Lang Standard	juage Arts <u>1 Strands</u> 4 = Writ	;		5)
Standards	Indicators	Cycle	Activities		Reading Standard Strand			
				1	2	3	4	5
	s will interact and		Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Word Masters Book: Treasure Hunt at Pirate's Bay Comprehension Book: The Flying Pizza Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce [1.RI.12] through [1.RI.12.3]					
collaborat	e with peers and adults to nd strengthen writing.							
4.1	Use Meaning, Context, and Craft to: i. Write arguments to	SBTR	<i>Sam Tips the Lamp See Sam Sit Dots and Spots</i>				~	

First Gra	ELAR Reading Curr ade	learai	Legend: South Carolin 1 = Inquiry-Based 2 = Reading - Lite	for English Lang <u>Reading Standar</u> I Literacy (I)	guage Arts <u>d Strands</u> 4 = Writ	i		;)		
Standards	Indicators	Cycle	Activities		Reading Standard Stra			ands		
				1	2	3	4	5		
4.2	support claims with clear reasons and relevant evidence. [SCCCRS.1.W.1] ii. Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure. [SCCCRS.1.W.1.1] iii. Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. [SCCCRS.1.W.1.2]	SBTR	The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Homes Boats A Big Sneeze King Zing and the Lark Mitch's Big Fish Tales The Best Trip The Wise Crow The Hero The Three Little Bugs George Washington Carver Where Is Jane? [1.W.1], 1.W.1.1], [1.W.1.2]							
	Craft to: i. Write informative/explana tory texts to		See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens							

First Gra			Legend: South Carolina C 1 = Inquiry-Based Lite 2 = Reading - Literary 3 = Reading - Informa	for English Lang <u>Reading Standard</u> eracy (I) / Text (RL)	uage Arts <u>I Strands</u> 4 = Writ			S)
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	S
	examine and convey complex ideas and information clear and accurately through the effective selectio organization, and analysis of conte [SCCCRS.1.W.2] ii. Explore print and multimedia source to write informative/expla tory texts that name a topic, supply facts about the topic, and provide a sense of closure.	n, d nt. d ces ana ut	<i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> <i>[1.W.1], 1.W.1.1], [1.W.1.2]</i>		2	3	4	5

First Gra			Legend: South Carolina 1 = Inquiry-Based I 2 = Reading - Litera 3 = Reading - Infor	terary Text (RL) 5 = Communication (C) formational Text (RI)
Standards	Indicators	Cycle	Activities	Reading Standard Strands
4.3	Use Meaning, Context, and Craft to: i. Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences. [SCCCRS.1.W.3] ii. Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure. [SCCCRS.1.W.3.1] iii. Plan, revise, and edit building on personal ideas and the ideas of others	SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? Homes Boats A Big Sneeze King Zing and the Lark Mitch's Big Fish Tales The Best Trip The Wise Crow The Hero The Three Little Bugs George Washington Carver [1.W.1], 1.W.1.1], [1.W.1.2]	1         2         3         4         5           Image: Second state

Istation First Gra	ELAR Reading Curi	riculu	for Engl	ish Lang <u>Standard</u> )	uage Arts <u>  Strands</u> 4 = Writ			5)
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	S
	to attemathen	to show show		1	2	3	4	5
	to strengthen writing. [SCCCRS.1.W.3.2]							
4.4	Use Language to: i. Demonstrate command of the conventions of Standard English grammar and usage	1	<i>Letter Formation (MAPC) Letter Recognition</i> <i>Activities Letter Recognition Room Sound</i> <i>Recognition Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> [1.W.4], [1.W.4.2]					
	when writing and speaking. [SCCCRS.1.W.4] ii. Use common, proper, and possessive nouns. [SCCCRS.1.W.4.1] iii. Use singular and plural nouns with	2	Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.4], [1.W.4.2]				×	
	matching verbs in basic sentences. [SCCCRS.1.W.4.2]	3	<i>Letter Formation (ROND) Letter Recognition</i> <i>Activities Letter Recognition Room Sound</i> <i>Recognition Activities Letter Sound Room</i>				<b>~</b>	

ν.

iv. Use personal,

possessive, and

a sense of past,

indefinite pronouns.

Use verbs to convey

[SCCCRS.1.W.4.3]

Rapid Letter Naming Game [Speed

Wormer] Letter Recognition Game [Pick

BPA: Lamps

That Letter]

[1.W.4], [<sup>1</sup>.W.4.2]

Istation First Gra		R Reading Curr	icului	Legend: South Carolina College- a for Engli	ish Lang <u>Standard</u> )	uage Arts <u>I Strands</u> 4 = Writ			;)
Standards		Indicators	Cycle	Activities		Reading	Standa	rd Strands	5
					1	2	3	4	5
	vi. vii. viii. ix.	present, and future. [SCCCRS.1.W.4.4] Use adjectives and adverbs. [SCCCRS.1.W.4.5] Use prepositional phrases. [SCCCRS.1.W.4.6] Use conjunctions. [SCCCRS.1.W.4.7] Produce and expand complete simple and compound declarative, interrogative,	4	Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.4], [1.W.4.2] Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.4], [1.W.4.2]				✓ ✓	
		imperative, and exclamatory sentences. [SCCCRS.1.W.4.8]	6 7	Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.4], [1.W.4.2] Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick					

 Istation ELAR Reading Curriculum

 First Grade

 Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts

 Reading Standard Strands

 1 = Inquiry-Based Literacy (I)
 4 = Writing (W)

 2 = Reading - Literary Text (RL)
 5 = Communication (C)

 3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
				1	2	3	4	5
			That Letter] [1.W.4], [1.W.4.2]					
		SBTR	Sam Tips the Lamp, See Sam Sit, Dots and Spots, The Toads Are Lost, Fred Has Ten Hens, My Dog Has Fleas, Fun At Home, Late for the Game, The Dunes, Where Is Jane? Homes, Boats, A Big Sneeze, King Zing and the Lark, Mitch's Big Fish Tales, The Best Trip, The Wise Crow, The Hero, The Three Little Bugs, George Washington Carver [1.W.4] through [1.W.4.8]					
4.5	Use Language to: i. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [SCCCRS.1.W.5] ii. Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i> . [SCCCRS.1.W.5.1]	SBTR	Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? Homes Boats A Big Sneeze King Zing and the Lark Mitch's Big Fish Tales					

First Gra		R Reading Curr	icului	for En	glish Lang Ig Standarc () RL)	juage Arts <u>I Strands</u> 4 = Writ			)
Standards		Indicators	Cycle	Activities		Reading	Standa	rd Strands	5
					1	2	3	4	5
	iii. i∨. v.	Use: [SCCCRS.1.W.5.2] periods, question marks, and exclamation marks at the end of sentences; and [SCCCRS.1.W.5.2a] commas in dates	3	<i>The Best Trip The Wise Crow The Hero The Three Little Bugs George Washington Carver [1.W.5] through [1.W.5.5] Word Masters Book: The Lost Island</i>					
		and to separate items in a series. [SCCCRS.1.W.5.2b]		Word Masters Spelling Game [1.W.5], [1.W.5.1], [1.W.5.1a]					
	vi.	Use conventional spelling for words with common spelling patterns.	4	<i>Word Masters Book: The Great Pig Escape Word Masters Spelling Game [1.W.5], [1.W.5.3]</i>				~	
	vii.	[SCCCRS.1.W.5.3] Spell unknown words phonetically; spell common irregularly-spelled,	5	<i>Word Masters Book: Fun at Pine Cone Stream Word Masters Spelling Game [1.W.5], [1.W.5.3]</i>				~	
	viii.	grade-appropriate high-frequency words. [SCCCRS.1.W.5.4] Consult print and multimedia	6	Word Masters Book: The Kid in the Mask Word Masters Spelling Game [1.W.5], [1.W.5.3] Word Masters Book: The Case of the Haunted Barn				✓ ✓	

First Gra	ELAR Reading Curi	Icuru	Legend: South Carolina College- a	sh Lang Standard	uage Arts <u>Strands</u> 4 = Writ			S)	
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	S	
				1	2	3	4	5	
	and correct spellings.		[1.W.5], [1.W.5.3]						
	[SCCCRS.1.W.5.5]	CBTR 3	<i>Spelling with s-blend and short /o/ [1.W.5], [1.W.5.3]</i>				<b>v</b>		
		CBTR 4	<i>Spelling with Short /e/ and Blends [1.W.5], [1.W.5.3]</i>				<b>v</b>		
		CBTR 5	Spelling with Short /u/ and Blends [1.W.5], [1.W.5.3]				✓		
		CBTR 6	<i>Blend Sounds with Letters to Read and Spell Words [1.W.5], [1.W.5.3]</i>				~		
4.6	Use Range and Complexity to: i. Write		All Activities [1.W.6] through [1.W.6.4]				✓		
to: i. W ir le ro v p a	independently, legibly, and routinely for a variety of tasks, purposes, and audiences over	independently,1Ilegibly, andIroutinely for aIvariety of tasks,Ipurposes, andI	<i>Letter Formation (MAPC) Letter Recognition</i> <i>Activities Letter Recognition Room Sound</i> <i>Recognition Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> [1.W.6], [1.W.6.2], [1.W.6.3]				~		
	short and extended	2	Letter Formation (TISL) Letter Recognition				$\checkmark$		

First Gra		R Reading Curi	Iculu	Legend: South Carolina Collo for	Ēnglish L ading Stan y (I) tt (RL)	angu <u>dard</u>	iage Arts <u>Strands</u> 4 = Writ			;)
Standards		Indicators	Cycle	Activities			Reading	Standa	d Strands	5
						1	2	3	4	5
	ii. iii.	time frames. [SCCCRS.1.W.6] Write routinely and persevere in writing tasks for a variety of purposes and audiences. [SCCCRS.1.W.6.1] Print upper- and lower-case letters proportionally, using appropriate handwriting techniques. [SCCCRS.1.W.6.2] Write left to right leaving space	3	Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.6], [1.W.6.2], [1.W.6.3] Letter Formation (ROND) Letter Recogni Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Lamps Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.6], [1.W.6.2], [1.W.6.3]	tion				×	
	٧.	between words. [SCCCRS.1.W.6.3] Locate letter keys on an electronic device to type simple messages. [SCCCRS.1.W.6.4]	4	Letter Formation (FEGH) Letter Recognit Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.6], [1.W.6.2], [1.W.6.3] Letter Formation (BUJW) Letter Recognit Activities Letter Recognition Room Sound	d n :ion				<ul> <li>✓</li> <li>✓</li> </ul>	

First Grade	-AR Reading C	unncunu			English Lan I <u>ding Standa</u> y (I) t (RL)	iguage Arts <u>rd Strands</u> 4 = Writ			5)
Standards	Indicators	Cycle		Activities		Reading	ı Standar	d Strand	s
		6	Wormer] L That Letter [1.W.6], [ Letter Forr Activities L Recognitio Rapid Letter Wormer] L That Letter [1.W.6], [ Letter and Rapid Letter Wormer] L That Letter	1.W.6.2], [1.W.6.3] mation (ZKVY) Letter Recognition etter Recognition Room Sound n Activities Letter Sound Room er Naming Game [Speed .etter Recognition Game [Pick r] 1.W.6.2], [1.W.6.3] Sound Block: QX (see Cycle 1 er Naming Game [Speed .etter Recognition Game [Pick			3	4 ✓ ✓	5
		SBTR	Sam Tips to See Sam S Dots and S The Toads Fred Has T My Dog Ha Fun At Hou Late for th	Git Spots Are Lost Fen Hens as Fleas me				×	

The Dunes Homes

Istation ELAR Reading Curriculum	Legend: South Carolina College- and Career-Ready Standards (SCCCRS)
First Grade	for English Language Arts
	Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)

Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	5
				1	2	3	4	5
			Boats A Big Sneeze King Zing and the Lark Mitch's Big Fish Tales The Best Trip The Wise Crow The Hero The Three Little Bugs George Washington Carver Where Is Jane? [1.W.6] through [1.W.6.4]					
style, lang	s will communicate using guage, and nonverbal cues te to task, purpose, and							
5.1	Use Meaning and Context to: i. Interact with others to explore ideas and concepts,	SBTR	<i>Comprehension: Drawing Conclusions Author's Purpose [1.C.1.1] through[1.C.1.5]</i>					~
	communicate meaning, and develop logical interpretations through collaborative	SBTR	Writing: Sam Tips the Lamp, See Sam Sit, Dots and Spots, Fred Has Ten Hens, Fun at Home, Where is Jane? A Big Sneeze, King Zung and the Lark, The Wise Cow, The Changing, Fields of Change: Autumn/Winter, The Changing Surface					~

First Gra		R Reading Curr	icului	Legend: South Carolina 1 = Inquiry-Based Li 2 = Reading - Literau 3 = Reading - Inform	for English Lan <u>Reading Standa</u> iteracy (I) ry Text (RL)	guage Arts	ing (W)		5)
Standards		Indicators	Cycle	Activities		Reading	Standa	rd Strands	5
Junuarac		Indicatoro	cycle		1	2	3	4	5
		conversations; build upon the ideas of		[1.C.1.1]				-	
	ii.	others to clearly express one's own views while respecting diverse perspectives. [SCCCRS.1.C.1.1] Explore and create meaning through conversation, drama, questioning, and story-telling.	SBTR	Comprehension: Lesson 3 - Asking Questions Strategy Comprehension: Lesson 69 - Asking Questions [1.C.1.2] through [1.C.1.5] Comprehension: Lesson 65 - Identi Details [1.C.1.1]					~
	iii.	[SCCCRS.1.C.1.2] Practice the skills of taking turns, listening to others, and speaking clearly.	SBTR SBTR	Sam Tips the Lamp [1.C.1.5] Asking Questions [1.C.1.2]					✓ ✓
	iv. v.	[SCCCRS.1.C.1.2] Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space. [SCCCRS.1.C.1.3] Participate in shared		Fun At Home Late for the Game The Dunes Where Is Jane? Homes Boats A Big Sneeze King Zing and the Lark Mitch's Big Fish Tales					

First Gra	ELAR Reading Cu ade		Legend: South Carolina Col fo	er English Lang eading Standar acy (I) ext (RL)	guage Arts <u>d Strands</u> 4 = Writi			S)
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	s
				1	2	3	4	5
	conversations with varied partners about focused grade-level topics and texts in small and large groups. [SCCCRS.1.C.1.4] vi. Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges [SCCCRS.1.C.1.5]		The Best Trip The Wise Crow The Hero The Three Little Bugs George Washington Carver [1.C.1.1] through[1.C.1.5]					
5.2	Use Meaning and Context to: i. Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. [SCCCRS.1.C.2]	SBTR	Comprehension: Lesson 1 – Making Predictions [1.C.2], [1.C.2.1], [1.C.2.2] Fun At Home Late for the Game The Dunes Where Is Jane? Homes Boats A Big Sneeze					~

First Gra	ELAR Reading Curr ade	icului	Legend: South Carolina College- a	ish Lang <u>Standard</u> )	juage Arts <u>d Strands</u> 4 = Writ	ting (W)		;)
Standards	Indicators	Cycle	Activities		Reading	Arts ds Writing (W) Communication (C) Iing Standard Strands 2 3 4 !		S
				1	2			5
	<ul> <li>ii. Express ideas gathered from various print and multimedia sources in a clear and concise manner. [SCCCRS.1.C.2.1]</li> <li>iii. Participate in shared research exploring a variety of texts; express opinions and talk about findings. [SCCCRS.1.C.2.2]</li> </ul>		King Zing and the Lark Mitch's Big Fish Tales The Best Trip The Wise Crow The Hero The Three Little Bugs George Washington Carver [1.C.2], [1.C.2.1], [1.C.2.2]					
5.3	Use Meaning and Context to: i. Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. [SCCCRS.1.C.3] ii. Explore and	SBTR	Graphic Organizers: Cause and Effect – a, Cause and Effect – c, KWL Chart, Semantic Features Analysis Chart, SWBST [1.C.3] Comprehension: Lesson 3 – Asking Questions Strategy Comprehension: Lesson 69 – Asking Questions, [1.C.3], [1.C.3.1], [1.C.3]					~

1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)       5 = Communication (C)         Standards       Indicators       Cycle       Activities       Reading Standard St	Istation El First Grado	LAR Reading Curi e	riculum	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>						
Standards         Indicators         Cycle         Activities         Reading Standard St			2 = Reading - Literary Tex	t (RL)			n (C)			
Standards Findeators Cycle Activities Reading Standard St	Standards	Indicators		Activities		Reading	Standar	d Strand	5	
	Standards	Indicators		Activities	1	2	3	4	5	

				1	2	3	4	5
	compare how ideas and topics are depicted in a variety of media and formats. [SCCCRS.1.C.3.1] iii. Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings. [SCCCRS.1.C.3.2]							
5.4	Use Meaning and Context to: i. Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences. [SCCCRS.1.C.4] Identify the introduction, body, and conclusion of a	SBTR	Comprehension: Lesson 20 – Drawing Conclusions [1.C.4], [1.C.4.2], [1.C.4.3] Comprehension: Lesson 34 – Setting [1.C.4.1], [1.C.4.2], [1.C.4.3] Decodable Books: Sam Tips the Lamp, See Sam Sit, Dots and Spots, Fred Has Ten Hens, Fun at Home, Where is Jane? A Big Sneeze, King Zung and the Lark, The Wise Cow, The Changing, Fields of Change: Autumn/Winter, The Changing Surface					~

Istation First Gra	ELAR Reading C ade	urriculu	for En	glish Lang ng Standarc () RL)	uage Arts <u>I Strands</u> 4 = Writ			5)
Standards	Indicators	Cycle	Activities		Reading	Standa	rd Strand	s
				1	2	3	4	5
	presentation. [SCCCRS.1.C.4.1 ii. Identify speaker's purpose and deta that keep the listener engaged. [SCCCRS.1.C.4.2 iii. Identify the introduction, body and conclusion of presentation. [SCCCRS.1.C.4.3	5 12 ils ] y, a ]	[1.C.4] through [1.C.4.3] Lesson 7: Drawing Conclusions [1.C.4] through [1.C.4.3]					✓
5.5	Use Meaning and Contex to: i. Incorporate craft techniques to engage and impa audience and convey messages [SCCCRS.1.C.5] ii. Present poems, short stories, role plays, or songs using voice inflection, expression, rhyth and rhyme.	ct5 6	Rhyming and Poetry "Go! See! Here! Rhyming and Poetry "Stan the Man" [1.C.5.1], [1.C.5.2] Rhyming and Poetry "Clem the Clam" Rhyming and Poetry "Fred the Frog" [1.C.5], [1.C.5.1], [1.C.5.2] Rhyming and Poetry "Rain" [1.C.5], [1.C.5.1], [1.C.5.2] Rhyming and Poetry "Time"					

First Gra		R Reading Curr	icuiu	for Engl	ish Lang	eer-Ready guage Arts d Strands	Standard	ds (SCCCRS	5)
				1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL 3 = Reading - Informational Te	.)	4 = Writi 5 = Com	ing (W) municatio	on (C)	
Standards		Indicators	Cycle	Activities		Reading	Standa	rd Strands	5
	iii.	Employ a			1	2	3	4	5
		combination of							
		words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for	8	<i>Rhyming and Poetry "Corn Plant"</i> <i>Rhyming and Poetry "Matt and Mark"</i> [1.C.5], [1.C.5.1], [1.C.5.2]					
		impact. [SCCCRS.1.C.5.2]	9	<i>Rhyming and Poetry "Cubs at Bat"</i> <i>Rhyming and Poetry "Make a Wish"</i> [1.C.5], [1.C.5.1], [1.C.5.2]					~
			10	<i>Rhyming and Poetry "Bold Ride"</i> <i>Rhyming and Poetry "Tic-Tac-Toe"</i> [1.C.5], [1.C.5.1], [1.C.5.2]					~
			11	Rhyming and Poetry "Sound Song" [1.C.5], [1.C.5.1], [1.C.5.2]					~
			12	Rhyming and Poetry "Backwards Day" [1.C.5], [1.C.5.1], [1.C.5.2]					~

Istation EL First Grade	AR Reading C	urriculum	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Indicators	Cycle	Activities		Reading Standard Strands					
			Activities	1	2	3	4	5		
Reading Curricul	um Correlations		249	Copyright	: © 2015 Is	tation - /	All rights re	served		

Istation Second	ELAR Reading Cu Grade	irricul	fc R 1 = Inquiry-Based Liter 2 = Reading – Literary 1	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle	Activities		Reading Standard Strands					
knowledge, concepts and understandi	will construct applying disciplinary d tools, to build deeper ng of the world through collaboration, and			1	2	3	4	5		
	Use Inquiry-Based Literacy Standards to: i. Formulate relevant, self- generated questions based on interests and/or needs that can be investigated. [SCCCRS.2.I.1] ii. Ask self- generated questions that lead to group	10	Read-Aloud Book: Who Is Following Us? Comprehension Book: Who is Following U Decodable Books: The Hero, The Three Li Bugs, George Washington Carver, Humph the Humpback Whale [2.I.1], [2.I.1.1]	tle						
		SBTR	Comprehension: Lesson 4 – Asking Quest [2.I.1], [2.I.1.1]	ions 🗸						
		SBTR	Asking Questions [2.I.1], [2.I.1.1]	✓						
	conversations, explorations, and investigations. [SCCCRS.2.I.1.1]	ISIP AR	8A Reading Comprehension: Lesson 2 – Asking Questions [2.I.1], [2.I.1.1]	✓						

Istation ELAR Reading Curriculum Second Grade				Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>						
				1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle		Activities		Reading Standard Strands				
						2	3	4	5	
<ul> <li>1.2 Use Inquiry-Based Literacy Standards to: <ul> <li>i. Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. [SCCCRS.2.I.2]</li> <li>ii. Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives. [SCCCRS.2.I.2.1]</li> </ul> </li> </ul>	Literacy Standards to:	1		Read-Aloud Book: Sam Has Mail [2.I.2], [2.I.2.1]						
	3	Decodable Book: Dots and Spots Decodable Book: The Toads Are Lost [2.I.2], [2.I.2.1]								
	explanations, and consider alternative views and multiple perspectives. [SCCCRS.2.I.2]	4	The Clear HFW Boo Decodabi	uds: Fun with Friends, Sam Has Mail, ning Attack, The Yellow Pin k: My Hands and Feet e Books: Big Feet, Meg and the e Green Team, My Dog Has Fleas 2.I.2.1]	~					
	exploration to formulate questions from texts and	5		k: The Bun for Us 'e Books: Bug in the Mud, Fun at 2.I.2.1]	e Mud, Fun at					
	experiences; generate	6	Decodable Books: A Cute Mule, The Dunes [2.I.2], [2.I.2.1]							
	explanations and consider alternatives.	7	HFW Boo [2.I.2], [	<i>k: Hide and Seek 2.I.2.1]</i>	$\checkmark$					
		8			✓					

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Istation E Second Gr	LAR Reading	Curricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Indicators	Cycle		Activities		Reading Standard Strands					
					1	2	3	4	5		
		9 HFW Book [2.I.2], [2		ne Best Trip .1]	<b>~</b>						
		10	HFW Book: How Can That Be? [2.I.2], [2.I.2.1]		✓						
		11		oks: The Three Little Bugs m Fearful to Fearless, The Dirt .1]	~						
		CBTR 10	Comprehensic [2.I.2], [2.I.2	on: Character Analysis .1]	~						
		SBTR	Making Infere Drawing Conc [2.I.2], [2.I.2	lusions							

Istation Second	ELAR Reading Cu Grade	irricul	um	-	ish Lang	eer-Ready s guage Arts <u>d Strands</u>	Standar	ds (SCCCR	S)		
				1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (RL 3 = Reading – Informational Te		4 = Writin 5 = Comm		(C)			
Standards	Indicators	Cycle		Activities	Reading Standard Strands						
					1	2	3	4	5		
1.3	1.3Use Inquiry-Based Literacy Standards to: i.1Boom Trai Read-Alou Cat Book: Clei disciplinary the Cap Book: Clei the Cap BPA: At th tools, to build deeper understanding of the world through exploration, collaboration,1Boom Trai Read-Alou Cat Cat Book: Clei 				✓ ✓						
	<ul> <li>and analysis.</li> <li>[SCCCRS.2.I.3]</li> <li>ii. Develop a plan of action for collecting relevant information from multiple sources</li> </ul>	3	[2.I.3], [ Boom Tra ROND Read-Alo the Clam	2.I.3.1] ain Song (Beg., Mid., End Sounds) ud Books: The Garden Trail, Cal and , Trips with My Family k: On the Dot	<b>√</b>						
	through play, observation, texts, websites, and conversations with adults/peers.	4	Boom Tra FEHG Read-Alo Mail, The HFW Boo	ain Song (Beg., Mid., End Sounds) ud Books: Fun with Friends, Sam Has Cleaning Attack k: My Hands and Feet sters Book: The Great Pig Escape							

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Istation Second	ELAR Reading Cu Grade	irriculi	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (RL) 3 = Reading – Informational Text (RI)							
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	S		
					1	2	3	4	5		
	[SCCCRS.2.I.3.1] iii. Select the most important information,	5		k: The Bun for Us 5 – Snakes	✓						
	revise ideas, and record and communicate findings. [SCCCRS.2.I.3.2]	6	ZKVY Read-Alo	ain Song (Beg., Mid., End Sounds) ud Books: Jen and Her New Friends, Scrap, A Special Delivery for Dusty 2.I.3.1]	~						
		7	Read-Alo	ain Song (Beg., Mid., End Sounds) QX ud Book: Where Will They Ride? k: Hide and Seek 2.I.3.1]	<b>v</b>						
		CBTR 1		<i>Words and Poetry Spelling with Short Blends Spelling Long E with /ee and</i>	√						
1.4	Use Inquiry-Based Literacy Standards to: i. Synthesize information to			[2.I.4.1], [2.I.4.3]	~						
	share learning and/or take action. [SCCCRS.2.I.3.2] ii. Interpret	ISIP AR	5A Readi Good Thi	5	<ul> <li>✓</li> </ul>						
	relationships and		7A Readi	ng Comprehension: Round and							

Istation ELAR Reading Curriculum Second Grade       Legend: South Carolina College- and Career-Ready Star for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I)       4 = Writing (W 2 = Reading - Literary Text (RL)         3 = Reading - Informational Text (RI)									
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	S
					1	2	3	4	5
	patterns discovered during the inquiry process. [SCCCRS.2.I.4.1] iii. Use appropriate tools to communicate findings and/or take informed action. [SCCCRS.2.I.4.2] iv. Reflect on findings and pose new questions for further inquiry. [SCCCRS.2.I.4.3]	SBTR	[2.I.3.2]	ng Comprehension: A Good Fit through [2.I.4.3] ension: Lesson 4 – Asking Questions	✓				
1.5	Use Inquiry-Based Literacy Standards to: i. Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.		All Activit [2.1.5] th	ies rough [2.I.5.3]	~				

Second (		R Reading Cu le	inneun	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)								
tandards		Indicators	Cycle		Activities	Reading Standard Strands							
	ii. Acknowledge and value individual and collective thinking. [SCCCRS.2.I.5.1]				_	1 ✓	2	3	4	5			
	iii.	thinking.	9	[2.I.5], [	<i>e Books: Boats, Homes 2.I.5.2] : Ranch Hands, The Colt, Earthworms</i>	✓ 							
		assess learning to guide inquiry. [SCCCRS.2.I.5.2]	10	[2.I.5], [	2.I.5.2]								
	iv.	Articulate the process of learning and seek appropriate help. [SCCCRS.2.I.5.3]	10	The Wate George V	Vashington Carver, Insects, Spiders, end Mail, Whales, How Mountains	v							
			11	Passages [2.I.5], [	: The Dirt Detectives, Hurricanes 2.I.5.2]	~							
			12	Seasons; Changing Passages Part, Nat Recycled Books: O Seasons; Changing Passages	: Exploring Space, Planets, Do your ural Resources, Atmosphere, Water ur Solar System; Day, Night, and The Moon, Rocks and Soil, The	~							

Istation Second	ELAR Reading Cu Grade	Irricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)								
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	S			
		•			1	2	3	4	5			
			Recycled [2.I.5], [.	2.I.5.2]								
comprehens	ts will employ sion strategies before, after reading text.											
2.1	Use Principles of Reading to: Demonstrate	6	Compreh [2.RL.1]	ension Book: Pets – Fish		~						
	Demonstrate understanding of 7 Decoda		Decodabl [2.RL.1]	e Books: Boats, Homes		~						
	features of print. [SCCCRS.2.RL.1]	9	Passages [2.RL.1]	: Ranch Hands, The Colt, Earthworm	5	~						
		10	The Wate George V	: Water is a Good Thing, Pet Parade, r Cycle, /ashington Carver, Insects, Spiders, end Mail, Whales, How Mountains		V						
		11	Passages [2.RL.1]	: The Dirt Detectives, Hurricanes		<b>v</b>						

ELAR Reading Cu Grade	rricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts Reading Standard Strands							
			1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (RL) 3 = Reading – Informational Text (RI)							
Indicators	Cycle		Activities	Reading Standard Strands						
	12	Seasons; Changing Passages Part, Nate Recycled Books: O Seasons; Changing Passages	The Moon, Rocks and Soil, The Surface : Exploring Space, Planets, Do your ural Resources, Atmosphere, Water ur Solar System; Day, Night, and The Moon, Rocks and Soil, The Surface : Exploring Space, Planets, Do your	1	2	3	4	5		
Use Principles of Reading to: Demonstrate understanding of spoken words,	6	[2.RL.2]			✓ ✓					
syllables, and sounds. [SCCCRS.2.RL.2]	9	[2.RL.2] Passages [2.RL.2]	: Ranch Hands, The Colt, Earthworms		✓					
	10	<i>The Wate Carver, In</i>	er Cycle, George Washington nsects, Spiders, People Send Mail,		×					
	Grade Indicators	Indicators       Cycle         12       12         Use Principles of Reading to:       6         Demonstrate understanding of spoken words, syllables, and sounds.       7         Syllables, and sounds.       9	IndicatorsCycle12Books: O. Seasons; Changing Passages Part, Natu Recycled Books: O. Seasons; Changing Passages Part, Natu Recycled Books: O. Seasons; Changing Passages Part, Natu Recycled [2.RL.1]Use Principles of Reading to: Demonstrate understanding of spoken words, syllables, and sounds. [SCCCRS.2.RL.2]6Comprehe [2.RL.2]10Passages Passages [2.RL.2]10Passages Passages The Wate Carver, II Whales, F	Grade       for Engling Reading         Reading - Literary Text (RL 3 = Reading - Literary Text (RL 3 = Reading - Literary Text (RL 3 = Reading - Informational Text (RL 3 = Reading Surface         Use Principles of Reading to:       12       Books: Our Solar System; Day, Night, and Seasons; The Moon, Rocks and Soil, The Changing Surface         Demonstrate understanding of spoken words, syllables, and sounds.       6       Comprehension Book: Pets - Fish [2.RL.2]         Use Principles of Reading to:       7       Decodable Books: Boats, Homes [2.RL.2]         9       Passages: Ranch Hands, The Colt, Earthworms [2.RL.2]       10         10       Passages: Water is a Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People Send Mail, Whales, How Mountains Form	Grade       for English Lang Reading Standard         1 = Inquiry-Based Literacy (I)       2 = Reading - Literary Text (RL)         3 = Reading - Literary Text (RL)       3 = Reading - Literary Text (RL)         3 = Reading - Informational Text (RI)       3 = Reading - Informational Text (RI)         1 = Inquiry-Based Literacy (I)       2 = Reading - Literary Text (RL)         3 = Reading - Informational Text (RI)       3 = Reading - Informational Text (RI)         1 = Indicators       Cycle       Activities         1 = Indicators       Cycle       Activities         1 = Books: Our Solar System; Day, Night, and Seasons; The Moon, Rocks and Soil, The Changing Surface       1         Passages: Exploring Space, Planets, Do your Part, Natural Resources, Atmosphere, Water Recycled       1         Use Principles of Reading to: Demonstrate understanding of spoken words, syllables, and sounds.       6       Comprehension Book: Pets - Fish [2.RL.2]         1 Decodable Books: Boats, Homes [2.RL.2]       9       Passages: Ranch Hands, The Colt, Earthworms [2.RL.2]         1 0       Passages: Water is a Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People Send Mail, Whales, How Mountains Form	Grade       for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing         2 = Reading - Literary Text (RL)       4 = Writing         3 = Reading - Literary Text (RL)       5 = Comm         3 = Reading - Informational Text (RI)       4 = Writing         2 = Reading - Informational Text (RI)       4 = Writing         3 = Reading - Informational Text (RI)       4 = Writing         2 = Reading - Informational Text (RI)       4 = Writing         3 = Reading - Informational Text (RI)       4 = Writing         2 = Reading - Informational Text (RI)       4 = Writing         3 = Reading - Informational Text (RI)       4 = Writing         2 = Reading - Informational Text (RI)       4 = Writing         2 = Reading - Informational Text (RI)       4 = Writing         2 = Reading - Informational Text (RI)       4 = Writing         3 = Reading - Informational Text (RI)       4 = Writing         4 = Writing       5 = Comm         3 = Reading - Informational Text (RI)       4 = Writing         4 = Writing       5 = Comm         4 = Writing       5 = Comm         4 = Writing       1 = Inguiry-Based Etiteracy (Inguiry Based Etiter	Grade       for English Language Arts Reading Standard Strands         1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RL)       4 = Writing (W) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RL)         Indicators       Cycle       Activities       Reeading Standard 1       2       3         Image: Standard Standa	for English Language Arts Reading Standard Strands         Indicators       4 = Writing (W) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)         Indicators       Cycle       Activities       Reading Standard Strands         1       2       3       4       Writing (W) 3 = Reading - Informational Text (RI)       5 = Communication (C)         1       1       2       3       4         1       2       3       4         1       2       3       4         1       2       3       4         1       2       3       4         1       2       3       4         1       2       3       4         1       2       3       4         1       2       3       4         1       2       3       4         1       2       3       4         1       2       3       4         1       2       3       4         1       1       1       1       1         1       1       1       1       1         1       1       1       1       1<		

econd	ELAR Reading Co Grade					uage Arts		as (Seccr	(5)		
				1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R 3 = Reading – Informational Te	L)	4 = Writin 5 = Comm		(C)			
andards	Indicators	Cycle		Activities Reading Standard Strands							
					1	2	3	4	5		
		11	Passages [2.RL.2]	: The Dirt Detectives, Hurricanes		<b>√</b>					
		12	Seasons, Sur- face Passages	: Exploring Space, Planets, Do Your ural Resources, Atmosphere, Water		×					
		CBTR 5	Passage [2.RL.2]	Reading: Prosody		✓					
		CBTR 7	Passage [2.RL.2]	Reading: Prosody		✓					
		CBTR 8		Reading: Prosody My Illustrations Reading: Prosody		<b>v</b>					
		CBTR 9	Passage [2.RL.2]	Reading: Prosody		✓					
2.3	Use Principles of Reading to: i. Know and apply	0	Onset Rii [2.RL.3.2	me Game [Matching Parts Game] ?]		✓					
	grade-level phonics and word analysis	2		<i>milies/ Rhyming me/ Build Word Families Game game]</i>		✓ ✓					

Second		AR Reading Cu de	irricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
					1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)							
tandards		Indicators	Cycle		Activities		Reading		d Strand			
		skills when		[2,RL,3],	[2.RL.3.1]	1	2	3	4	5		
	ii. iii. iv.	decoding words. [SCCCRS.2.RL.3] Use knowledge of r-controlled vowels to read. [SCCCRS.2.RL.3.1] Use knowledge of how syllables work to read multisyllabic words. [SCCCRS.2.RL.3.2] Read irregularly spelled two- syllable words and words with common prefixes and suffixes.	3	Vowel Lor Blending I In Contex Vowel Lor Blending I In Contex Word Mas Decodable the Road, In the Rai [2.RL.3.2] Word Fam Onset Rin [machine [2.RL.3],	ng A, /ai/ Long A /ai/ It Reading with long A /ai/ Ing O /oa/ Long O /oa/ It Reading with Long O /oa/ It Reading W							
	v. vi.	[SCCCRS.2.RL.3.3] Use and apply knowledge of vowel diphthongs. [SCCCRS.2.RL.3.4] Use and apply	4	In Contex Word Mas Decodable	Long E /ea/, /ee/ t Reading with Long E /ee/, /ea/ ters Book: The Great Pig Escape e Books: Jean and Dean, Big Feet, n Team, My Dog Has Fleas ]		~					
		knowledge of how inflectional endings change words.	5	Vowel Lor Blending	ng, Long A /a-e/ ng A /a-e/ Long A /a-e/ t Reading with Long A /a-e/		~					

Second (		R Reading Cu le	Irricul	um	_	lish Lang <u>Standard</u> L)	uage Arts	ng (W)		S)
Standards		Indicators	Cycle		Activities		Reading	Standar	d Strand	S
						1	2	3	4	5
	vii.	[SCCCRS.2.RL.3.5] Recognize and read grade- appropriate irregularly spelled words. [SCCCRS.2.RL.3.6]	6	Vowel Lo Blending In Conte. Word Ma Decodab. Home, H The Blue [2.RL.3], Vowel Sc Vowel Lo Blending In Conte. Vowel Lo Blending In Conte. Word Ma Decodab. Time to H Just In T [2.RL.3], Decodab. Oatmeal	[2.RL.3.2], [2.RL.3.4] ng, Long I /i-e/ ng I /i-e/ Long I /i-e/ xt Reading with Long I /i-e/ ng U /u-e/ Long U /u-e/ t Reading with Long U /u-e/ sters Book: The Kid in the Mask le Books: Time to Ride, A Cute Mule, Ride My Mule, The Dunes, ime [2.RL.3.2], [2.RL.3.4], [2.RL.3.5] le Books: Boats, Mark and Kate, The		✓ ✓			

Istation El Second Gr	LAR Reading ( ade	Curricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	5		
					1	2	3	4	5		
		8	[ <i>ur</i> ] In Contex [ <i>er</i> ] Vowel Lo [2.RL.3], Decodabi [2.RL.3.1 Vowel Lo In Contex	[2.RL.3.1] le Book: A Big Sneeze 1] ong A /ay/ xt Reading with Long A /ay/ Vowel		V V					
			Long I /ie In Contex Vowel Lo In Contex Long O /o In Contex Vowel /o Variant V Balls: ol, Word Ma Decodabi the Denti Like Traii	xt Reading with Long E /ey/ Vowel e/ xt Reading with Long I ie ong ) /oe/ xt Reading with Long O //oe/ Vowel ow/ xt Reading with Long O /ow/ Variant i/ /owel /oy/ Odd Balls: oi, oy Odd							

Istation El Second Gr	LAR Reading ade	Curricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)							
				3 = Reading – Informational Te							
Standards	Indicators	Cycle		Activities	1	Reading 2	Standar 3		s 5		
			Decodabl [2.RL.3.1	e Book: Big Top Tent ]							
		10	Detective In Contex cow, vs o In Contex Word Mas Decodabl Form, Ge the Hump Passages	: au, aw, al : Dan xt Reading: au, aw, al Odd Balls: ow- w- tow Detective Dan xt Reading: ow sters Book: Return to the Lost Island le Books: The Hero, How Mountains eorge Washington Carver, Humphrey oback Whale : The Water Cycle, Going to the Vet [2.RL.3.2], [2.RL.3.5]		*					
		11	In Contex Odd Balls In Contex Odd Balls In Contex Passages [2.RL.3.4 Prefixes:	[un, mis, dis, re, pre] xt Reading with Prefixes		✓					
		SBTR		ng Tier 3: R-Controlled Vowels ling Tier 2: R-Controlled Vowels in		✓					

Istation El Second Gr	LAR Reading	Curricul	um	Legend: South Carolina College- and Career-Ready Standards (SCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)						
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	5	
					1	2	3	4	5	
		CBTR	[2.RL.3.1 7B Spelli [2.RL.3.3 Prefixes Suffixes [2.RL.3.3 Spelling Spelling Prefixes:	ng Tier 2: Irregular Plurals [], [2.RL.3.6] with endings y and ie Changing the y to i pre, re, un, mis, dis ful, ly, less, er, or de		✓				
		CBTR 1	Blend So Blend So Rapid Lei	unds to Say Words unds to Read Words tter and Word Naming ntences with HFWs: and, the, see, has		✓				
		CBTR 2	with Lett Blend So Blend So Read CV	<i>Beginning/ Middle/ Ending Sounds ers unds with Letters t, I, s, I unds with Letters to Read Words C Words with Short i Phonograms</i>		✓				

Istation El Second Gr	LAR Reading ade	Curriculi	um	Legend: South Carolina College- a for Engli <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL 3 = Reading - Informational Te	ds (SCCCR	S)			
Standards	Indicators	Cycle		Activities		Reading S	Standar	d Strands	5
				-	1	2	3	4	5
		CBTR 3	Read Ser Spelling v Reading v [2.RL.3] Read Wo Decoding Vowel So with Lette Read Wo Long A (a [2.RL.3.4 Blending with Lette Blend So Read Wo and /-nt/ Rhyme Pl Rhyme Pl Read Ser here Spelling v	rds with Vowel Sound /oa/ Spelling ni) and Long O (oa) ] Beginning/Middle/ Ending sounds ers unds with Letters to Read Words rds with Ending Sounds, Blends /-nd/		~			
		CBTR 4	Vowel So	und with Letters /ee/, /ea/ und with Letters /ee/ /ea/, More 'CCSS: RF.2.3b)		<b>√</b>			

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Istation E Second Gr	LAR Reading ade	Curricul	um			juage Arts		ds (SCCCR	(S)		
				1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)							
Standards	Indicators	Cycle		Activities	Reading Standard Strands						
Spelling L [2.RL.3.4 Blending with Lette Rhyme Pl Read Sen to Rhyming Spelling v Reading f [2.RL.3]		Beginning/Middle/ Ending Sounds ters Phonograms, Short Vowels Phonograms, Long Vowels ntences with HFWs with, my, where, Words and Poetry with Short /e/ and Blends for Meaning	1			4	5				
CBTR 5 Rhyme [2.RL.3] CBTR 5 Rhyme [2.RL.3] Blendir with Le Blend 5 Rhyme Read S for Passag Spelling Readin	[2.RL.3.4 Blending with Lett Blend So Rhyme P Read Ser for Passage Spelling	Beginning/Middle/Ending Sounds		~							
		CBTR 6	Read and	Spell Words with Short Vowel		✓					
leading Curricu	Ilum Correlations		1	266 Co	nvriaht (	© 2015 Is	tation - A	 \II rights r	eservi		

Istation El Second Gr	LAR Reading	Curriculı	um	for Eng <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R	Legend: South Carolina College- and Career-Ready Standards (SCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	nds		
					1	2	3	4	5		
			with Lett Blend So Rhyme P Read Ser she Reading [2.RL.3]	unds to Say Words honograms, Long Vowels, Silent e ntences with HFWs was, that, from, for Meaning							
		CBTR 7	Reversal Soft G as Open Syl Bossy R Phonogra Read HFN Passage	llables (me, go, by) -ar, as in star and farm am -are as in care		~					
		CBTR 8	Segment Segment Rhyming Blending Blending Read HFN Passage	the Diagraph sh the Diagraph th		✓ 					

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Istation El Second Gr	LAR Reading ade	Curriculi	um	Legend: South Carolina College- and Career-Ready Standards (SCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle		Activities		Reading	Standar	lard Strands		
					1	2	3	4	5	
		CBTR 9	Reading [2.RL.3], Sort Wor Read Wo Read Wo Spelling [2.RL.3.4 Segment Blending Blending Decoding Read Hig Passage Long Vov Spelling Spelling Reading	Words with Diagraphs sh and th for Meaning [2.RL.3.5] ds with oy and oi rds with ay, ey, oe, ie rds with ow, oll, old, olt, olk rds with oi and oy Words with oi and oy 4] ing and Blending Sounds /ch/ the Diagraph ch Words with Diagraphs a Multisyllabic Words Reading: Prosody vel Open Syllable Words with ch and tch Words with -ed, and -ing Multisyllabic Words for Meaning [2.RL.3.5]						
		CBTR 10	Spell and Read Wo	rds with Diphthongs ow and ou I Read Words with ow and ou rds with Vowel Digraphs aw and au I Read Words with Vowel Digraphs aw 1]		✓				

Second	ELAR Reading Cu Grade	irricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
tandards	Indicators	Cycle		Activities	Reading Standard Strands						
					1	2	3	4	5		
			Multisyllabic Words: y, le Decodable Books: A Star is Born Passages: Water is a Good Thing, Pet Parade [2.RL.3.2]Open Syllables Segmenting and Blending Sounds /wh/ and /ph/ Read Words with Diagraph wh Read Words with Diagraph ph Review Diagraphs sh, ch, tch, th, wh, ph Comprehension: Character Analysis HFWs Read HFWs in Sentences Fluency Reading for Meaning Pet Parade [2.RL.3]3Read-Aloud Book: The Lost Island [2.RL.4], [2.RL.4.1], [2.RL.4.2]								
2.4	Use Principles of Reading to: i. Read with	3				~					
	sufficient accuracy and fluency to	4		t Pig Escape [2.RL.4.1], [2.RL.4.2]		~					
	support comprehension. [SCCCRS.2.RL.4]	6		eension Book: Pets – Fish [2.RL.4.1], [2.RL.4.2]		~					
	ii. Read grade-level texts with	7		le Books: Boats, Homes [2.RL.4.1], [2.RL.4.2]		~					

Second	ELAR Reading Grade	curreur	for Engl	RL) 5 = Communication (C)							
Standards	Indicators	Cycle	Activities	Reading Standard Strands							
				1	2	3	4	5			
	phrasing on successive readings.	I.1] SBTR vel th te, d	Fluency Passages: At the Farm, Ben and Steve at the Seaside, Fred Has Ten Hens, Fun at Home, Hide and Seek, Homes for Sale. I Like to Help, Jean and Dean, Just in Time, Meg and the Hens, My Dog Has Fleas, My Hands and Feet, The Blue Blimp, The Dunes, The Green Team, Time to Ride My Mule [2.RL.4], [2.RL.4.1], [2.RL.4.2]		×						
2.5	intonation, and phrasing on successive readings. [SCCCRS.2.RL.4.2]Team, Tin [2.RL.4], [SCCCRS.2.RL.4.2]2.5Use Meaning and Context to: i. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providingSBTR SBTR Comprehe Prediction Comprehe Conclusion (2.RL.5], Comprehe (2.RL.5], Comprehe (2.RL.5], Comprehe (2.RL.5], Comprehe (2.RL.5], Comprehe (2.RL.5], Comprehe (2.RL.5], Comprehe (2.RL.5], Comprehe (2.RL.5], Comprehe 		Comprehension: Lesson 2 – Making Predictions [2.RL.5], [2.RL.5.1], [2.RL.5.2] Comprehension: Lesson 4 – Asking Questions [2.RL.5.1] Comprehension: Lesson 21 Drawing Conclusions [2.RL.5] Graphic Organizer: Drawing Conclusions [2.RL.5], [2.RL.5.1], [2.RL.5.2] Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1,		✓ ✓						

Second	Grade			Legend: South Carolina College- and Career-Ready Standards (SC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	s	
					1	2	3	4	5	
	<ul> <li>investigating multiple interpretations. [SCCCRS.2.RL.5]</li> <li>ii. Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. [SCCCRS.2.RL.5.1]</li> <li>iii. Make predictions before and during reading; confirm or modify thinking. [SCCCRS.2.RL.5.1]</li> </ul>	investigating multiple interpretations. [SCCCRS.2.RL.5] i. Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. [SCCCRS.2.RL.5.1] i. Make predictions before and during reading; confirm or modify thinking.		ashington Carver, the Humpback Whale, The Hero, low Mountains Form The Strange Noise, Pet Parade, cle, Insects, Water is a Good Thing [2.RL.5.1], [2.RL.5.1] ension: Character Analysis [2.RL.5.1], [2.RL.5.1]						
2.6	Use Meaning and Context to: i. Summarize key details and ideas to support analysis of	1	Read-Alou the Cat, M			×				

Istation Second (		AR Reading Cu le	Irricul	um	_	ish Lan <u>g</u> <u>Standar</u> L)	eer-Ready guage Arts <u>d Strands</u> 4 = Writii 5 = Comm	ng (W)	-	S)		
Standards	thematic				Activities	Reading Standard Strands						
						1	2	3	4	5		
	ii.	development. [SCCCRS.2.RL.6] Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot. [SCCCRS.2.RL.6.1]	2	TISL Read-Alo the Cat, I HFW Boo [2.RL.6.1 Boom Tra ROND Read-Alo the Clam HFW Boo	ain Song (Beg., Mid., End Sounds) and Books: Dusty the Dog and Coco Pam and the Cap, Where Is Coco? k: Tim at Camp ] ain Song (Beg., Mid., End Sounds) and Books: The Garden Trail, Cal and and Trips with My Family k: On the Dot [2.RL.6.1]							
		demonstrate understanding of its characters, setting, or plot. [SCCCRS.2.RL.6.1]3Boom Tr ROND Read-Ald the Clam HFW Boo [2.RL.6],4Boom Tr FEHG Read-Ald Mail, The HFW Boo [2.RL.6],4Boom Tr FEHG Read-Ald Mail, The HFW Boo Word Mai [2.RL.6],5HFW Boo W Boo Word Mai [2.RL.6],		Boom Tra FEHG Read-Alo Mail, The HFW Boo Word Mas [2.RL.6], HFW Boo BPA: Pets	in Song (Beg., Mid., End Sounds) ud Books: Fun with Friends, Sam Has Cleaning Attack k: My Hands and Feet sters Book: The Great Pig Escape [2.RL.6.1] k: The Bun for Us 5 – Snakes		✓					
			6		in Song (Beg., Mid., End Sounds)		✓					

Second (	ELAR Reading Cu Grade	rricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (RL) 3 = Reading – Informational Tex	RL) 5 = Communication (C)						
Standards	Indicators	Cycle		Activities							
			The Last	oud Books: Jen and Her New Friends, Scrap, A Special Delivery for Dusty [2.RL.6.1]	1	2	3	4	5		
		7	Read-Alo HFW Boo	ain Song (Beg., Mid., End Sounds) QX oud Book: Where Will They Ride? ok: Hide and Seek [2.RL.6.1]		<b>~</b>					
	10		Compreh [2.RL.6.1	nension: Character Analysis 1]		×					
2.7	Use Meaning and Context to: i. Analyze the relationship	5	BPA: Pets [2.RL.7]	s - Snakes		<b>√</b>					
	among ideas, themes, or topics in multiple media and formats, and	6	BPA: Pets [2.RL.7]	s – Fish		~					
	in visual, auditory, and kinesthetic modalities.	10	Decodabl	le Books: Spiders le Books: The Three Little Bugs [2.RL.7.1], [2.RL.7.2]		×					
	[SCCCRS.2.RL.7] ii. Retell the sequence of	11		<i>5: The Dirt Detectives, Hurricanes</i> [2.RL.7.2]		✓					
	major events using key details;	12		olar System, Day, Night, and The Moon, Rocks and Soil, Changing		~					

Istation Second	ELAR Reading ( Grade	Curricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inguiry-Based Literacy (I) 4 = Writing (W)							
				1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)							
Standards	Indicators	Cycle		Activities	Reading Standard Strands						
					1	2	3	4	5		
	theme in a text heard or read. [SCCCRS.2.RL.7.1]Part, Nature Recycled [2.RL.7],iii.Read or read. [SCCCRS.2.RL.7.1][2.RL.7],iii.Read or listen closely to compare and contrast multiple14		. [2.RL.7.1], [2.RL.7.2]								
	iii. Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in SBTR Compre		esson – Compare and Contrast 2]		~						
		Bridge Le [2.RL.7.2	esson – General Comprehension 2 2]		~						
	versions of the same story; compare and contrast texts in author and genre studies. [SCCCRS.2.RL.7.2]				×						
2.8	studies. [SCCCRS.2.RL.7.2][2.RL.7.2]2.8Use Meaning and Context to: i. Analyze characters, settings, events, and ideas as they develop and interact within aSBTR SBTR Our Solar Earth: Date Fields of the solar Dig; The Weather Fair Events		r System; Mission Incredible; ay, Night, and Seasons; Change: Spring/ Summer, Autumn/ The Moon; A View From Above; Earth: od Soil; Fossil Hunters: The Black Hills Changing Surface; Atmosphere; Watchers; Brookside's Best Science ! through [2.RL.8.1c]		×						
	[SCCCRS.2.RL.8] ii. Read or listen closely to: [SCCCRS.2.RL.8.1]	SBTR	Compreh [2.RL.8.1	nension: Lesson 43 – Cause and Effect [c]		×					

Istation Second	ELAR Reading Cu Grade	Irricul	J <b>m</b> Leg	-	lish Lang <u>Standard</u> L)	uage Arts	ng (W)	-	S)
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	S
	<ul> <li>iii. compare and contrast characters' actions, feelings, and responses to major events or challenges; [SCCCRS.2.RL.8.1a]</li> <li>iv. describe how cultural context influences characters, setting, and the development of the plot; and [SCCCRS.2.RL.8.1b]</li> <li>v. explain how cause and effect relationships affect the development of plot. [SCCCRS.2.RL.8.1c]</li> </ul>	ISIP AR	6A Lesson Overvie – Drum Lesson [2.RL.8] through [	ew: Reading Comprehension [2.RL.8.1c]	1	2	3	4	5
2.9	Use Language, Craft, and Structure to: i. Interpret and analyze the author's use of words, phrases, and conventions,	1	Read-Aloud Book: [2.RL.9], [2.RL.9.2 Decodable Book: I Decodable Book: T [2.RL.9], [2.RL.9.2	2] Dots and Spots The Toads Are Lost		✓ ✓ ✓			

Second (		AR Reading Cu de	irriculi	JM Le	Legend: South Carolina College- and Career-Ready Standards (SCCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)							
Standards		Indicators	Cycle		Activities	Reading Standard Strands						
						1	2	3	4	5		
		and how their										
	and how their relationships shape meaning and tone in print and multimedia texts. [SCCCRS.2.RL.9] ii. Identify the literary devices of simile and sound devices;		<i>The Cleaning Att HFW Book: My H Decodable Books</i>	: Big Feet, Meg and the Team, My Dog Has Fleas		✓						
		of simile and metaphor and	5		: Bug in the Mud, Fun at		✓					
	iii.	each. [SCCCRS.2.RL.9.1] Explain how	6	Decodable Books [2.RL.9], [2.RL.9	: A Cute Mule, The Dunes .2]		~					
		words, phrases, conventions, and	7	HFW Book: Hide [2.RL.9], [2.RL.9			~					
	words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and		<i>HFW Book: I Like Comprehension E Chapter 1 [2.RL.9], [2.RL.9</i>	Book: The Queen's Suitcase -								
		contribute to meaning.	9	HFW Book: The E [2.RL.9], [2.RL.9	•		~					
		[SCCCRS.2.RL.9.2]	10	HFW Book: How [2.RL.9.2]			~					

Second Gr	LAR Reading ade	Curricun	um	_	lish Lang <u>Standaro</u> L)	juage Arts <u>I Strands</u> 4 = Writi	;	-	S)
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	s
					1	2	3	4	5
		11	Passages Detective	e Books: The Three Little Bugs : From Fearful to Fearless, The Dirt es [2.RL.9.1], [2.RL.9.2]		~			
		15	5	esson: Similes esson: Metaphors ]		✓			
		CBTR 5		8: Passage Reading – Prosody [2.RL.9.2]		~			
		CBTR 7		6: Passage Reading – Prosody [2.RL.9.2]		~			
		CBTR 8		5: Passage Reading – Prosody [2.RL.9.2]		~			
		CBTR 9		1: Passage Reading – Prosody [2.RL.9.2]		~			
		CBTR 10		8: Passage Reading – Prosody [2.RL.9.2]		~			
		SBTR		nferences Conclusions [2.RL.9.2]		~			

Istation Second	ELAR Reading Cu Grade	irriculi	um	Readi	iglish Lang ng Standard	juage Arts		ds (SCCCR	<b>(S)</b>		
				1 = Inquiry-Based Literacy ( 2 = Reading – Literary Text 3 = Reading – Informational	(RL)	4 = Writiı 5 = Comm		(C)			
Standards	Indicators	Cycle		Activities		Reading Standard Strands					
2.10	Use Language, Craft, and Structure to: i. Apply a range of		All Activit [2.RL.10	ties ] through [2.RL.10.6]	1	2 ✓	3	4	5		
	2.10 Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple- meaning words, phrases, and jargon; acquire and use general domain-specific vocabulary.			xt Reading with [ed], [ing], [s] le Books: Camping, Naptime, Mitch's Tales Ch.1, Mother Cat and Her Going on A Ride abic Words: Two Syllable Words- IP s: Kittens, The Best Day		~					
	determine the meaning of words and phrases. [SCCCRS.2.RL.10.1] iii. Determine the meaning of a newly formed word when a known affix is added to a	10	consonar Decodabi is Born C George V Humpbac Passages Water Cy	Assage: Going on A Ride Aultisyllabic Words: Two Syllable Words- IP assages: Kittens, The Best Day 2.RL.10], [2.RL.10.1], [2.RL.10.2] anflected Endings: [ed], [es with double onsonant], [d with spelling ed] Decodable Books: Shopping With Mom, A Star as Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the lumpback Whale Ch.1 assages: The Strange Noise, Pet Parade, Vater Cycle, Insects 2.RL.10] through [2.RL.10.6]							
Reading Curi	riculum Correlations			·· · · ·	•	© 2015 Is	tation - A	All rights r	eserved		

Istation Second		AR Reading Cu de	ırriculı	um	Legend: South Carolina College- and Career-Ready Standards ( for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards		Indicators	Cycle		Activities		Reading	Standar	d Strand	S		
						1	2	3	4	5		
	iv. v. vi.	known word. [SCCCRS.2.RL.10.2] Use a base word to determine the meaning of an unknown word with the same base. [SCCCRS.2.RL.10.3] Use the meanings of individual words to predict the meaning of compound words. [SCCCRS.2.RL.10.4] Use print and multimedia resources to determine or	11	George W Humphre Spiders, M Passages Water Cy Multisylla [2.RL.10. Prefixes: In Contex [2.RL.10. Inflected Verbs [2.RL.10. Multisylla [2.RL.10]	<i>bic Words Multisyllabic Game</i>		×					
	vii.	clarify the precise meaning of words or phrases. [SCCCRS.2.RL.10.5] Use general academic and	CBTR	Changing dis Suffixes: [2.RL.10.	with Endings y and ie Spelling - the y to i Prefixes: pre, re, un, mis, ful, ly, less, er, or 1], [2.RL.10.2], [2.RL.10.3]							
		domain-specific words and	CBTR 9		Ending -s Inflected Ending -ing Ending –ed		~					

Second	ELAR Reading Cu Grade		for Engl <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R	for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)								
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	s				
				1	2	3	4	5				
	phrases acquired through talk and text; explore nuances of words and phrases. [SCCCRS.2.RL.10.6]		Inflected Ending -s Inflected Ending -ing Inflected Ending -ed Decoding Multisyllabic Words Spelling Multisyllabic Words [2.RL.10.1], [2.RL.10.2], [2.RL.10.3]									
		CBTR 10	<i>Comprehension: Character Analysis</i> [2.RL.10.1], [2.RL.10.3]		✓							
		SBTR	Fields of Change: Autumn/ Winter; The Moon; Earth: Rocks and Soil; The Changing Surface; Rain Forest Howlers Chapter 1; The Desert's Gift; Bees at Risk; Power for the Planet; Forest Fires [2.RL.10], [2.RL.10.1], [2.RL.10.6]		~							
		SBTR	<i>Vocabulary: Lesson 33 – Word Meaning Using a Dictionary. Grades 1-2 [2.RL.10.5]</i>		~							
2.11	Use Language, Craft, and Structure to: i. Analyze and		All Activities [2.RL.11], [2.RL.11.1], [2.RL.11.2]		<b>√</b>							
	provide evidence of how the author's choice	1	<i>Read-Aloud Book: Sam Has Mail</i> [2.RL.11], [2.RL.11.1]		✓							
	of point of view, perspective, or purpose shapes	3	<i>Decodable Book: Dots and Spots Decodable Book: The Toads Are Lost [2.RL.11.2]</i>		✓ ✓							

Istation Second (		AR Reading Cu de	irriculi	um	_	sh Lang	eer-Ready guage Arts <u>d Strands</u> 4 = Writin		ds (SCCCR	S)		
					2 = Reading – Literary Text (RL 3 = Reading – Informational Te	(RL) 5 = Communication (C)						
tandards		Indicators	Cycle		Activities		Reading	Standaı	d Strands	5		
		aambamb				1	2	3	4	5		
	ii. iii.	content, meaning, and style. [SCCCRS.2.RL.11] Identify and analyze the author's purpose. [SCCCRS.2.RL.11.1] Recognize	4	The Clear HFW Boo Decodabl Hens, The [2.RL.11] HFW Boo	uds: Fun with Friends, Sam Has Mail, ning Attack, The Yellow Pin k: My Hands and Feet e Books: Big Feet, Meg and the e Green Team, My Dog Has Fleas f, [2.RL.11.1] k: The Bun for Us							
		differences between the points of view and perspectives of the narrator and various characters. [SCCCRS.2.RL.11.2]	6	Home [2.RL.11] Compreh [2.RL.11] Decodabl	e Books: Bug in the Mud, Fun at , [2.RL.11.1], [2.RL.11.2] ension 5 , [2.RL.11.1] e Books: A Cute Mule, The Dunes , [2.RL.11.1]		×					
			7	HFW Boo. [2.RL.11] Compreh	k: Hide and Seek , [2.RL.11.1]		✓					
			8	Compreh Chapter 1	k: I Like to Help ension Book: The Queen's Suitcase - , [2.RL.11.1], [2.RL.11.2]		×					

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Istation El Second Gr	AR Reading ade	Curriculı	for En <u>Readir</u> 1 = Inquiry-Based Literacy ( 2 = Reading – Literary Text (	Legend: South Carolina College- and Career-Ready Standards (SCCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	5			
				1	2	3	4	5			
		9	<i>HFW Book: The Best Trip</i> [2.RL.11], [2.RL.11.1]		· · ·						
		10	HFW Book: How Can That Be? [2.RL.11.2] Comprehension 10 [2.RL.11], [2.RL.11.1], [2.RL.11.2]		×						
		11	Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [2.RL.11], [2.RL.11.1], [2.RL.11.2]		<b></b>						
		12	Fossil Hunters: The Black Hills Dig [2.RL.11], [2.RL.11.1], [2.RL.11.2]		~						
		SBTR	Comprehension: Lesson 18 – Author's Purpose [2.RL.11], [2.RL.11.1], [2.RL.11.2] Comprehension: Lesson 23 – Making Inferences [2.RL.11], [2.RL.11.1]	?	✓						
		ISIP AR	2A Reading Comprehension: Lesson 4 – Do Your Part		✓						

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Second	ELAR Reading Cu Grade	irriculi		Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
			1 = Inquiry-Based Lite 2 = Reading – Literary 3 = Reading – Inform	Text (RL)	4 = Writir 5 = Comm		(C)				
Standards	Indicators	Cycle	Activities		Reading Standard Strands						
				1	2	3	4	5			
			[2.RL.11], [2.RL.11.1], [2.RL.11.2]								
2.12	Use Language, Craft, and Structure to: i. Analyze and critique how the author uses	7	Decodable Books: Take That Off Stage, Mice, Ben and Steve at the Seaside, The Oatmeal Man [2.RL.12], [2.RL.12.1], [2.RL.12.2]		×						
	structures in print and multimedia texts to shape meaning and impact the	8	Decodable Books: King Zung and the La Big Squeeze, Bert and Gert, The Shrimp the Shark, The Mailman, Wait to Paint, S and Beth [2.RL.12], [2.RL.12.1], [2.RL.12.2]	and	<i>√</i>						
	reader. [SCCCRS.2.RL.12] ii. Describe the overall structure of a narrative including how the beginning introduces and the ending	9	Decodable Books: The Best Trip, Going & Ride, Camping, Kittens, Mother Cat and Kittens, Naptime, Joel and Kay's Best Da Elbert's Birthday, Big Top Tent, The Colt Scarecrow, Winter Storm, Royce Likes T Share, The Wise Crow, Roy and Troy Lik Trains, Mitch's Big Fish Tale [2.RL.12], [2.RL.12.1], [2.RL.12.2]	Her ay, , The o	×						
	concludes the action. [SCCCRS.2.RL.12.1] iii. Recognize characteristics of	10	Decodable Books: How Can That Be? Wa a Good Thing, The Strange Noise, Shopp with Mom, A Star is Born, The Hero [2.RL.12], [2.RL.12.1], [2.RL.12.2]		<b>v</b>						
	crafted text structures such as diary, seesaw texts, and	ISIP AR	3A Reading Comprehension: Lessons 2- Choosing Love [2.RL.12], [2.RL.12.1], [2.RL.12.2]	4	<b>v</b>						

Second	ELAR Reading Cu Grade	IFFICUI	um		English Lang <u>ding Standarc</u> y (I) ct (RL)	uage Arts	ng (W)		:S)
Standards	Indicators	Cycle		Activities		Reading			
	circular texts. [SCCCRS.2.RL.12.2]		8A Readi Good Fit [2.RL.12]	ng Comprehension: Lesson 1 – A ]	1	2	3	4	5
2.13	Use Range and Complexity to: i. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. [SCCCRS.2.RL.13] ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.2.RL.13.1] iii. Read independently		All Activit	ties ] through [2.RL.13.3]					

Istation Second	ELAR Reading Cu Grade	ırricul	for Eng <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R	Legend: South Carolina College- and Career-Ready Standards (SCCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)								
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strands	S				
	for sustained periods of time to build stamina. [SCCCRS.2.RL.13.2] iv. Read and respond according to task and purpose to become self- directed, critical readers and thinkers. [SCCCRS.2.RL.13.3]			1	2	3	4	5				
comprehens	ts will employ ion strategies before, after reading text.											
3.3	Use Principles of Reading to: i. Know and apply grade-level	0	Onset Rime Game [Matching Parts Game] [2.RI.3] Word Families/ Rhyming			✓ ✓						
	phonics and word analysis skills when decoding words.		Onset Rime/ Build Word Families Game [machine game] [2.RI.3], [2.RI.3.2]									
	[SCCCRS.2.RI.3] ii. Use knowledge of r-controlled vowels to read.	3	<i>Vowel Long A, /ai/ Blending Long A /ai/ In Context Reading with long A /ai/ Vowel Long O /oa/</i>			~						
Reading Cur	riculum Correlations		285 Co	pyright @	) 2015 Ist	tation - A	ll rights re	eserved				

Istation Second (		R Reading Cu le	rricul	um			juage Arts		ds (SCCCR	<b>(S)</b>		
					1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)							
Standards		Indicators	Cycle		Activities		Reading	1	_			
	iii. iv.	[SCCCRS.2.RI.3.1] Use knowledge of how syllables work to read multisyllabic words. [SCCCRS.2.RI.3.2] Read irregularly spelled two- syllable words and words with common prefixes and suffixes. [SCCCRS.2.RI.3.3] Use and apply knowledge of	4	In Contex Word Mas Decodabl the Road, [2.RI.3.4 Word Far Onset Rir [machine [2.RI.3], Blending In Contex Word Mas	nilies/ Rhyming me/ Build Word Families Game [game] [2.RI.3.2] Long E /ea/, /ee/ kt Reading with Long E /ee/, /ea/ sters Book: The Great Pig Escape	7	2	<u>3</u>	4	5		
	vi. vii.	vowel diphthongs. [SCCCRS.2.RI.3.4] Use and apply knowledge of how inflectional endings change words. [SCCCRS.2.RI.3.5] Recognize and read grade-	5	The Gree [2.RI.3], Vowel So Vowel Lo Blending In Contex Vowel So	e Books: Jean and Dean, Big Feet, n Team, My Dog Has Fleas [2.RI.3.4] ng, Long A /a-e/ ng A /a-e/ Long A /a-e/ kt Reading with Long A /a-e/ ng, Long O /o-e/ ng O /o e/	×						
		appropriate irregularly spelled words. n Correlations		Blending In Contex	ng O /o-e/ Long O /o-e/ kt Reading with Long O /o-e/ sters Book: Fun at Pine Cone Stream 286		© 2015 Is					

Second Gr	AR Reading Cu ade	irriculi	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>								
				1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)								
Standards	Indicators	Cycle		Activities		Reading						
	[SCCCRS.2.RI.3.6]	6	Home, H The Blue [2.RI.3], BPA: Pet [2.RI.3.3 Vowel Sc Vowel Lo Blending In Conte Vowel Lo Blending In Conte Vowel Lo Blending In Conte Vowel Lo Blending In Conte Vowel Sc Vowel Lo Blending In Conte Vowel Sc Vowel Sc Vo	[2.RI.3.4] s - Snakes g] ong, Long I /i-e/ ng I /i-e/ Long I /i-e/ xt Reading with Long I /i-e/ ong, Long U /u-e/ ng U /u-e/ Long U /u-e/ Long U /u-e/ xt Reading with Long U /u-e/ sters Book: The Kid in the Mask le Books: Time to Ride, A Cute Mule, Ride My Mule, The Dunes, ime [2.RI.3.4] pension Book: Pets – Fish [2.RI.3.2] lled Vowels /er/ w/ spelling [er], [ir],	1		3 ✓		5			
			[er]	xt Reading with R Controlled Vowel ng I [ire]								

Istation El Second Gr	-AR Reading ( ade	Curricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCR for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Indicators	Cycle		Activities		Reading S	Standar	d Strands	5		
		9	Vowel Lo In Contex Long E /é In Contex Long I /ie In Contex Vowel Lo	[2.RI.3.1] ng A /ay/ xt Reading with Long A /ay/ Vowel ey/ xt Reading with Long E /ey/ Vowel e/ xt Reading with Long I ie ng ) /oe/ xt Reading with Long O //oe/ Vowel	1	2	3	4	5		
			In Contex Vowel /oi Variant V Balls: ol, Word Ma. Decodabl the Denti Like Traii	xt Reading with Long O /ow/ Variant i/ 'owel /oy/ Odd Balls: oi, oy Odd							
		10	Detective In Contex cow, vs c In Contex Word Ma	<i>s: au, aw, al</i> <i>e Dan</i> <i>xt Reading: au, aw, al Odd Balls: ow-</i> <i>w- tow Detective Dan</i> <i>xt Reading: ow</i> <i>sters Book: Return to Lost Island</i> <i>le Books: The Hero, How Mountains</i>			✓				

Second Gr	AR Reading	Curriculi	um	Legend: South Carolina College- a for Engli <u>Reading</u>	sh Lang	uage Arts	Standard	ls (SCCCR	S)	
				1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (RL 3 = Reading – Informational Te	(RL) 5 = Communication (C)					
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand		
			the Hum Passages	orge Washington Carver, Humphrey oback Whale : The Water Cycle, Going to the Vet through [2.RI.3.6]	1	2	3	4	5	
		11	In Contex Odd Balls In Contex Odd Balls In Contex Passages [2.RI.3], Prefixes: In Contex	5: oo as in zoo, ew, eu, ui xt Reading with oo, ew, eu, ui 5: igh, ight, ild, ind xt Reading with igh, ight, ind 5: oo as in foot xt Reading with oo : Hurricanes, The Dirt Detectives [2.RI.3.4] [un, mis, dis, re, pre] xt Reading with Prefixes ], [2.RI.3.3]			~			
		CBTR 1	Blend So Rapid Lei	unds to Say Words unds to Read Words tter and Word Naming ntences with HFWs: and, the, see, has			~			
		CBTR 2	with Lett Blend So	Beginning/ Middle/ Ending Sounds			~			

Second Gr	LAR Reading ade	Curricun	um	Legend: South Carolina College- a for Engli <u>Reading</u>	sh Lang	uage Arts		ls (SCCCF	<b>!S)</b>
				1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL 3 = Reading - Informational Te		4 = Writi 5 = Comr	ng (W) nunication	(C)	
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	S
			Rhyming	C Words with Short i Phonograms	1	2	3	4	5
			Read Ser Spelling V Reading 1	ter and Word Naming ntences with HFWs: this, is, his, go with Short /a/ and Short /i/ for Meaning [2.RI.3.6]					
		CBTR 3	Decoding Vowel So with Lette Read Wol	rds with Vowel Sound /oa/ Spelling ai) and Long O (oa)			×		
			with Lette Blend Sou Read Wo and /-nt/ Rhyme Pl	unds with Letters to Read Words rds with Ending Sounds, Blends /-nd/					
			Read Ser here Spelling v Reading i	with S-Blend and Short /o/ for Meaning [2.RI.3.], [2.RI.3.4], [2.RI.3.5]					
		CBTR 4	Vowel So	und with Letters /ee/, /ea/			~		

Istation El Second Gr	LAR Reading ade	Curriculi	<b>FFICUIUM</b> Legend: South Carolina College- and Career-Ready Stand for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communicat         3 = Reading - Informational Text (RI)							
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	5	
					1	2	3	4	5	
		CBTR 5	Practice [2.RI.3], Read Wo Spelling I [2.RI.3.4 Blending with Lett Rhyme P Read Ser to Rhyming Spelling I Reading I [2.RI.3.5 Rhyme P [2.RI.3.4 Blending with Lett Blend So Rhyme P	Beginning/Middle/ Ending Sounds ers honograms, Short Vowels honograms, Long Vowels atences with HFWs with, my, where, Words and Poetry with Short /e/ and Blends for Meaning ], [2.RI.3.6] honograms, Long Vowels ] Beginning/Middle/Ending Sounds			✓			

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Istation E Second Gr	LAR Reading	Curriculi	лш	-	lish Lang <u>I Standarc</u> ( (L)	uage Arts <u>I Strands</u> 4 = Writi	S				
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	s		
					1	2	3	4	5		
		CBTR 6	[2.RI.3.5 Read and Sounds Blending with Lett Blend So Rhyme P Read Ser she Reading	for Meaning [], [2.RI.3.6] d Spell Words with Short Vowel Beginning/Middle/Ending Sounds ers unds to Say Words honograms, Long Vowels, Silent e htences with HFWs was, that, from, for Meaning [2.RI.3.5], [2.RI.3.6]			~				
		CBTR 7	Reversal Soft G as Open Syl Bossy R Phonogra Read HF Passage Reading	llables (me, go, by) -ar, as in star and farm am -are as in care							

Istation El Second Gr	LAR Reading ade	Curriculi	um		glish Lan	eer-Ready guage Arts <u>d Strands</u>		ds (SCCCR	:S)
				1 = Inquiry-Based Literacy (1 2 = Reading – Literary Text ( 3 = Reading – Informational	ŔL)	(C)			
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	s
					1	2	3	4	5
		CBTR 8	Segment Segment Rhyming Blending Blending Read HFI Passage Passage Spelling	<i>the Diagraph sh the Diagraph th Vs Reading: Prosody My Illustrations Reading: Prosody Words with Diagraphs sh and th for Meaning</i>					
		CBTR 9	Read Wo Read Wo Spelling [2.RI.3.4 Segment Blending Blending Decoding Read Hig Passage Long Vov Spelling	ds with oy and oi rds with ay, ey, oe, ie rds with ow, oll, old, olt, olk rds with oi and oy Words with oi and oy ] ing and Blending Sounds /ch/ the Diagraph ch Words with Diagraphs Multisyllabic Words h Frequency Words Reading: Prosody vel Open Syllable Words with ch and tch Words with -ed, and -ing					

Istation El Second Gr	Reading Standard Strands 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)									
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	5	
					1	2	3	4	5	
		CBTR 10	[2.RI.3.3 Read Wo	for Meaning ], [2.RI.3.5] rds with Diphthongs ow and ou I Read Words with ow and ou			×			
			Read Wo Spell and and au [2.RI.3.4 Multisylla Decodabl	rds with Vowel Digraphs aw and au   Read Words with Vowel Digraphs aw ]  bic Words: y, le  e Books: A Star is Born :: Water is a Good Thing, Pet Parade						
			/pĥ/ Read Wo Review D Compreh Read HFV Fluency	ing and Blending Sounds /wh/ and rds with Diagraph wh rds with Diagraph ph Diagraphs sh, ch, tch, th, wh, ph ension: Character Analysis Ns in Sentences for Meaning Pet Parade						
		CBTR 11	-	am eigh Phonograms ind, igh, ild 'owel /OO/ Variant Vowel /oo/			~			

Second		Legend: South Carolina College- and Career-Ready Standards (S for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							S)
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	5
			[2.RI.3.4 Multisylla Passages Detective Multisylla [2.RI.3.2 HFWs Fluency	bic Words : From Fearful to Fearless, The Dirt s bic Game	1	2	3	4	5
		CBTR	Spelling- Prefixes: Suffixes: [2.RI.3.3 Prefixes Suffixes				✓ ✓		
3.4	Use Principles of Reading to: i. Read with	7		] e Books: Boats, Homes [2.RI.4.1], [2.RI.4.2]			√		

Istation Second	ELAR Reading Cu Grade	irriculi	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Standar	d Strand	S								
	sufficient accuracy and fluency to support comprehension. [SCCCRS.2.RI.4] ii. Read grade-level texts with purpose and understanding. [SCCCRS.2.RI.4.1] iii. Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. [SCCCRS.2.RI.4.2]	12 ISIP AR	[2.RI.4], G4 Fluen G4 Fluen G4 Fluen G4 Fluen Unwelcon G4 Fluen Very Lon	cy 9: Lesson 1-5: "Bitter, Sweet" A	1		3 ✓ ✓	4	5		
3.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by making	SBTR ISIP AR	Fields of Change A Power fo [2.RI.5],	ay, Night, and Seasons Change: Spring/Summer Fields of Autumn/Winter Earth: Rocks and Soil r the Planet 3 [2.RI.5.1], [2.RI.5.2] ding Comprehension: Lessons 1-5 –							
	5, making	1011 / 11	10,17,000								

Istation ELAR Reading Cu Second Grade	rriculi	ım	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards Indicators	Cycle		Activities		Reading		d Strand	S		
predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. [SCCCRS.2.RI.5] ii. Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. [SCCCRS.2.RI.5.1] iii. Make predictions before and during reading; confirm or modify thinking. [SCCCRS.2.RI.5.2]		Exercise 10C Read A Great	ding Comprehension: Lessons 1-5 – for the Body and the Brain ding Comprehension: Lessons 1-5 –		2	3	4	5		

Second	station ELAR Reading Curriculum         econd Grade         Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)								
tandards	Indicators	Cycle	Ac	Activities			Standar	d Strand	S
					1	2	3	4	5
3.6	Use Meaning and Context to: i. Summarize key		<i>All Activities [2.RI.6], [2.RI.6.1]</i>				<b>v</b>		
	details and ideas to support analysis of	12	Summarizing [2.RI.6], [2.RI.6.1]				✓		
	central ideas. [SCCCRS.2.RI.6] ii. Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed. [SCCCRS.2.RI.6.1]	SBTR	Comprehension: Less [2.RI.6], [2.RI.6.1]	son 67 – Summarizing					
3.7	Use Meaning and Context to: i. Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory,	SBTR	Our Solar System Mission Incredible Earth: Day, Night, an Fields of Change: Sp Autumn/Winter The Moon A View From Above Earth: Rocks and Sol	ring/Summer,			<b>v</b>		

Istation Second	ELAR Reading Cu Grade	Irricul	um	_	ish Lang <u>Standard</u> L)	uage Arts <u>Strands</u> 4 = Writin	•		:S)
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	S
		-			1	2	3	4	5
	and kinesthetic modalities. [SCCCRS.2.RI.7] ii. Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed. [SCCCRS.2.RI.7.1]		<i>The Char Atmosph Weather Brookside</i>	nters: The Black Hills Dig nging Surface ere Watchers e's Best Science Fair Ever! [2.RI.7.1]					
3.8	Use Language, Craft, and Structure to: i. Interpret and	6	,	ension Book: Pets – Fish [2.RI.8.1], [2.RI.8.2]			~		
	analyze the author's use of words, phrases,	7		le Books: Boats, Homes [2.RI.8.1], [2.RI.8.2]			~		
	text features, conventions, and structures, and	9	5	: Ranch Hands, The Colt, Earthworms [2.RI.8.1], [2.RI.8.2]			✓		
	how their relationships shape meaning and tone in print and multimedia texts.	10	<i>The Wate Carver, I Whales, 1</i>	:: Water is a Good Thing, Pet Parade, er Cycle, George Washington nsects, Spiders, People Send Mail, How Mountains Form [2.RI.8.1], [2.RI.8.2]			×		
	[SCCCRS.2.RI.8]	11	Passages	: The Dirt Detectives, Hurricanes			~		
Reading Cur	riculum Correlations	l	1	299 Coj	ovriaht (	) 2015 Ic	tation - A	ll rights r	

econd	ELAR Readii Grade	ng Curricui	foi	ege- and Car r English Lang ading Standar	guage Arts		ls (SCCCF	RS)			
			2 = Reading – Literary Te	1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)							
tandards	Indicators	Cycle	Activities		Reading Standard Strand						
	ii Identifiy be			1	2	3	4	5			
	ii. Identify ho author uses		[2.RI.8], [2.RI.8.1], [2.RI.8.2]								
	words, phra illustrations photograph inform, exp or describe [SCCCRS.2.1 iii. Use index, headings, bullets, and captions to locate key and inform explain the relationship between th features an text. [SCCCRS.2.1	s, and hs to blain, RI.8.1] d facts ation; b ese hd the	Books: Solar System, Earth: Day, Night, a Seasons; The Moon, Rocks and Soil, The Changing Surface Passages: Exploring Space, Planets, Do Yo Part, Natural Resources, Atmosphere, Wat Recycled [2.RI.8], [2.RI.8.1], [2.RI.8.2]	ur							
3.9	Use Language, Cra and Structure to: i. Apply a rar strategies t	nge of	<i>Vocabulary: Lesson 7 - Synonyms Vocabulary: Lesson 8 – Synonyms [2.RI.9], [2.RI.9.1]</i>			<b>√</b>					
	determine deepen the meaning of known,	and SBTR	<i>Vocabulary: Lesson 10 - Shades of Meanin [2.RI.9], [2.RI.9.1] Vocabulary: Lesson 13 – Identifying Anton</i>	-		✓					

Second (		λR Reading Cι de	irricul	um	_	ish Lang <u>Standard</u> L)	juage Arts <u>I Strands</u> 4 = Writi	5	-	RS)
Standards		Indicators	Cycle		Activities		Reading	Standar	d Strand	S
	ii. iii.	multiple- meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. [SCCCRS.2.RI.9] Use context to determine the meaning of words and phrases. [SCCCRS.2.RI.9.1] Determine the meaning of a newly formed word when a known affix is added to the word.	SBTR 9	Antonym [2.RI.9], Vocabula a Diction Vocabula Vocabula [2.RI.9] Inflected In Contex Decodabl Big Fish Passage: [2.RI.9.2 In Contex	[2.RI.9.1] ry: Lesson 33 – Word Meaning Using ary ry: Lesson 35 – Analogies ry: Lesson 36 – Analogies ry: Lesson 37 – Analogies Endings: [ed], [ing], [s] Kt Reading with [ed], [ing], [s] e Books: Camping, Naptime, Mitch's Fales Ch.1 Going on A Ride		2	3		5
	iv.	[SCCCRS.2.RI.9.2] Use a base word to determine the meaning of an unknown word with the same base. [SCCCRS.2.RI.9.3]	10	<i>Kittens Passage: Multisylla Passages [2.RI.9.3</i>	<i>Fales Ch.1, Mother Cat and Her</i> <i>Going on A Ride</i> <i>bic Words: Two Syllable Words- IP</i> <i>: Kittens, The Best Day</i> ] <i>e Books: Shopping With Mom, A Star</i>					

Istation Second		R Reading Cu e	Irricul	um		ish Lan <u>g</u> <u>Standar</u> L)	guage Arts <u>d Strands</u> 4 = Writi	5		S)
Standards		Indicators	Cycle		Activities		Reading	Standar	d Strands	5
						1	2	3	4	5
	v. vi.	Use print and multimedia resources to determine or clarify the precise meaning of words and phrases. [SCCCRS.2.RI.9.4] Acquire and use general academic and domain- specific words and phrases acquired through talk and text; identify nuances of words and phrases. [SCCCRS.2.RI.9.5]	11	George W Humpbac Passages Water Cy [2.RI.9] t Decodabl is Born C George W Humphre Spiders, I Passages Water Cy [2.RI.9] t Prefixes: In Contex [2.RI.9.2] Inflected Verbs [2.	Ending: Nouns Inflected Ending :					
3.10		anguage, Craft, tructure to: Analyze and	SBTR	,	ension: Lesson 18 – Author's Purpose , [2.RI.10.1]			~		

Istation Second	ELAR Reading Cu Grade	urricul	um	_	lish Lan	eer-Ready guage Arts d Strands		ds (SCCCR	:S)
				1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R 3 = Reading – Informational T	L)	4 = Writi	ng (W) nunication	(C)	
Standards	Indicators	Cycle		Activities				d Strand	
3.11 Us an	provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. [SCCCRS.2.RI.10] ii. Identify and analyze the author's purpose. [SCCCRS.2.RI.10.1]	12	and Seas Changing Passages Part, Nat Recycled	: Exploring Space, Planets, Do your ural Resources, Atmosphere, Water	1	2	3	4	5
3.11	Use Language, Craft, and Structure to: i. Analyze and critique how the author uses structures in print and multimedia texts	5 6 10	BPA: Peta [2.RI.11] Decodabl Decodabl	l, [2.RI.11.1], [2.RI.11.2] s – Fish l, [2.RI.11.1], [2.RI.11.2] le Books: Spiders le Books: The Three Little Bugs			✓ ✓ ✓		
	to craft informational and argument writing. [SCCCRS.2.RI.11] ii. Identify sequential order, cause and effect		Compreh	I, [2.RI.11.1], [2.RI.11.2] ension 10 1], [2.RI.11.2] 303 Co		© 2015 Is			

Istation Second	ELAR Reading Cu Grade	rricul	um		for English Lang <u>Reading Standarc</u> tracy (I) Text (RL)	guage Arts <u>d Strands</u> 4 = Writi	•	-	S)
Standards	Indicators	Cycle		Activities		Reading		d Strand	
	relationships, and compare and contrast structures within texts to locate information and gain meaning. [SCCCRS.2.RI.11.1] iii. Identify the structures an author uses to support specific points. [SCCCRS.2.RI.11.2]				1	2	3	4	5
3.12	Use Range and Complexity to: i. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text		<i>All Activit [2.RI.12]</i>	ies through [2.RI.12.3]					

Second	ELAR Reading Cu Grade	inneun	1 = Inquiry-Base 2 = Reading – Lite	for English Lang <u>Reading Standarc</u> d Literacy (I)	uage Arts <u>  Strands</u> 4 = Writin	•		S)
Standards	Indicators	Cycle	Activities		Reading		d Strand	
	over time. [SCCCRS.2.RI.12] ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.2.RI.12.1] iii. Read independently for sustained periods of time. [SCCCRS.2.RI.12.2] iv. Read and respond according to task and purpose to become self- directed, critical readers and thinkers. [SCCCRS.2.RI.12.3]				2	3	4	5
which the de and style ar	ts will produce writing in evelopment, organization, e appropriate to task, scipline, and audience.							
4.1	Use Meaning, Context, and Craft to: i. Write arguments	SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons</i>				<b>√</b>	

Second Gr	LAR Reading Cu ade	irriculu	M Legend: Sout	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
			2 = Read								
Standards	Indicators	Cycle	Activities				d Strand				
	to support claims with clear reasons and relevant evidence. [SCCCRS.2.W.1] ii. Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section. [SCCCRS.2.W.1.1] ii. Plan, revise, and edit, focusing on a topic while building on personal ideas		Fields of Change: Spring/ Su Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hil The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fai [2.W.1], [2.W.1.1], [2.W.1.2	lls Dig r Ever!		3		5			

Second	ELAR Reading Cu Grade	inneun	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	-	lish Lang <u>1 Standard</u> ( (L)	uage Arts	; ng (W)	-	(S)
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	S
	and the ideas of others to strengthen writing. [SCCCRS.2.W.1.2]				1	2	3	4	5
4.2	Use Meaning, Context, and Craft to: i. Write informative/expl anatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [SCCCRS.2.W.2] ii. Explore print and multimedia sources to write informative/expl anatory texts	SBTR	Earth: Da Fields of Winter The Moon A View Fi Earth: Ro Fossil Hu The Char Atmosph Weather Brooksid	incredible ay, Night, and Seasons Change: Spring/ Summer, Autumn/ n rom Above ocks and Soil inters: The Black Hills Dig nging Surface					

Second	ELAR Reading Cu Grade	irricui	for f Rea 1 = Inquiry-Based Literacy 2 = Reading – Literary Tex	Legend: South Carolina College- and Career-Ready Standards (SCCCR for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Indicators	Cycle	Activities		Reading		d Strand	-			
	that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [SCCCRS.2.W.2.1] iii. Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing. [SCCCRS.2.W.2.1]			1	2	3	4	5			
4.3	Use Meaning, Context, and Craft to: i. Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details,	SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn, Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface</i>	/			✓ 				

Istation Second (		AR Reading Cu de	ırricul	um		or Englis <u>Reading S</u> racy (I) Text (RL)	h Lang tandard	uage Arts	ng (W)	-	S)
Standards		Indicators	Cycle		Activities			Reading	Standar	d Strand	S
	ii. iii.	and well- structured event sequences. [SCCCRS.2.W.3] Explore multiple texts to write narratives that 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. [SCCCRS.2.W.3.1] Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen		Brookside	ere Watchers e's Best Science Fair Ever! [2.W.3.1], [2.W.3.2]		1	2	3	4	5
Reading Curr	iculur	n Correlations			309	Сору	vright @	) 2015 Is	tation - A	Il rights r	eserved

Second	ELAR Reading Cu Grade	irricul	um		ish Lan <u>c</u> <u>Standarc</u> L)	eer-Ready juage Arts <u>1 Strands</u> 4 = Writir 5 = Comm	ng (W)	-	S)
Standards	Indicators	Cycle		Activities		Reading		-	
	writing. [SCCCRS.2.W.3.2]				1	2	3	4	5
4.4	Use Language to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing and	SBTR	<i>Earth: Re Rain Fore Gift; Bee Forest Fi</i>	Change: Autumn/Winter; The Moon; ocks and Soil; The Changing Surface; est Howlers Chapter 1; The Desert's os at Risk; Power for the Planet; res through [2.W.4.4]				✓	
	speaking. [SCCCRS.2.W.4] ii. Use collective nouns. [SCCCRS.2.W.4.1] iii. Form and use frequently occurring irregular plural nouns. [SCCCRS.2.W.4.2] iv. Use reflexive pronouns. [SCCCRS.2.W.4.3] v. Form and use the past tense of frequently occurring irregular verbs. [SCCCRS.2.W.4.4]	SBTR	Mission 1 Earth: Da Fields of Autumn/ The Mood A View Fi Earth: Ro Fossil Hu The Char Atmosph Weather Brooksid	n rom Above ocks and Soil Inters: The Black Hills Dig nging Surface					

Second	ELAR Reading ( Grade		for E <u>Read</u> 1 = Inquiry-Based Literacy 2 = Reading – Literary Text	Legend: South Carolina College- and Career-Ready Standards (S for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Indicators	Cycle	Activities		Reading	Standar	d Strand	s		
	<ul> <li>vi. Use adjectives and adverbs, an choose between them depending on what is to be modified. [SCCCRS.2.W.4.5]</li> <li>vii. Use positional, time, and place prepositional phrases. [SCCCRS.2.W.4.6]</li> <li>viii. Use conjunctions. [SCCCRS.2.W.4.7]</li> <li>ix. Produce, expand and rearrange complete simple and compound sentences. [SCCCRS.2.W.4.8]</li> </ul>	] ] ],			2	3	4	5		
4.5	Use Language to: i. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when	1	Inflected Endings: [ed], [ing], [s] In Context Reading with [ed], [ing], [s] Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1 Passage: Going on A Ride [2.W.5.2c] In Context Reading with [ed], [ing], [s]	5						

Istation Second (	ELAR Reading C Grade	urricul	um	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)							
Standards	Indicators	Cycle		Activities				d Strands			
	writing. [SCCCRS.2.W.5] ii. Capitalize greetings, months, days of the week, holidays, geographic names, and		Big Fish Kittens Passage: Multisylla	e Books: Camping, Naptime, Mitch's Tales Ch.1, Mother Cat and Her Going on A Ride bic Words: Two Syllable Words- IP : Kittens, The Best Day ]	1	2	3	4	5		
	titles. [SCCCRS.2.W.5.1] iii. Use: [SCCCRS.2.W.5.2] iv. periods, question marks, or exclamation marks at the end of sentences;		consonar Decodabi is Born C George V Humpbac	Endings: [ed], [es with double ot], [d with spelling ed] le Books: Shopping With Mom, A Star h.1, The Three Little Bugs Ch.1, Vashington Carver, Humphrey the ck Whale Ch.1 Passages: The Strange of Parade, Water Cycle, Insects c]				✓			
	[SCCCRS.2.W.5.2a] v. commas in greetings and closings of letters, dates, and to separate items in a series; and [SCCCRS.2.W.5.2b] vi. apostrophes to form		is Born C George V Humphre Spiders, Passages Water Cy	le Books: Shopping With Mom, A Star h.1, The Three Little Bugs Ch.1, Vashington Carver, by the Humpback Whale, The Hero, How Mountains Form : The Strange Noise, Pet Parade, rcle, Insects, Water is a Good Thing bic Words: [ y_le]-T, GP, IP ]							
	contractions and singular	11	Prefixes:	[un, mis, dis, re, pre]				✓			

Istation Second		R Reading Cu le	rricul	um		English Language Arts         ding Standard Strands         y (I)       4 = Writing (W)         xt (RL)       5 = Communication (C)				
Standards		Indicators	Cycle		Activities		Reading	Standar	d Strand	5
			-			1	2	3	4	5
	vii. viii.	possessive nouns. [SCCCRS.2.W.5.2c] Generalize learned spelling patterns and word families. [SCCCRS.2.W.5.3] Correctly spell words with short and long vowel sounds, r- controlled vowels,		[Prefixes] In Contex [2.W.5.2] Inflected Verbs [2.W.5.2]	<i>- Ending: Nouns Inflected Ending : c] abic Words Multisyllabic Game</i>					
	ix.	consonant-blend patterns, and common irregularly- spelled grade- appropriate high frequency words. [SCCCRS.2.W.5.4] Consult print and multimedia resources to check and correct spellings. [SCCCRS.2.W.5.5]	13 SBTR	Earth: Da Fields of Earth: Da Change: A View Fi Atmosphe Rain Fore	ert's Gift through [2.W.5.5] ay Night and Seasons Change: Autumn/ Winter ay, Night and Seasons; Fields of Spring/ Summer; The Moon; rom Above; Earth: Rocks and Soil; ere; Weather Watchers; est Howlers 2 through [2.W.5.5]				✓ ✓	

Istation Second	ELAR Reading Cu Grade	Irricul	um		<sup>r</sup> English Lang ading Standar cy (I) ext (RL)	guage Arts	ıg (W)	-	S)	
Standards	Indicators	Cycle		Activities		Reading Standard Stran				
4.6	Use Range and Complexity to: i. Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.2.W.6] ii. Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain- specific tasks, and for a variety of purposes and audiences. [SCCCRS.2.W.6.1] iii. Print upper- and lower-case letters proportionally using	SBTR	Our Sola Mission I Earth: Da Fields of Autumn/ The Moon A View Fi Earth: Ro Fossil Hu The Char Atmosph Weather Brooksid	through [2.W.6.5] r System incredible ay, Night, and Seasons Change: Spring/Summer, Winter n rom Above ocks and Soil onters: The Black Hills Dig nging Surface			3	4	5	

Second	ELAR Reading Cu Grade	for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)									
Standards	Indicators	Cycle	Activities	Activities Reading Standard Strands							
	appropriate handwriting techniques. [SCCCRS.2.W.6.2] iv. Begin to develop efficient keyboarding skills. [SCCCRS.2.W.6.4] v. Begin to develop cursive writing. [SCCCRS.2.W.6.5]			1	2	3	4	5			
attentive cor building on o	s will use active and mmunication skills, other's ideas to explore, , argue, and exchange										
5.1	Use Meaning and Context to: i. Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations	SBTR	<i>Our Solar System; Mission Incredible; Earth: Day, Night, and Seasons; Fields of Change: Spring/ Summer, Autumn Winter; The Moon; A View From Above; Ear Rocks and Soil; Fossil Hunters: The Black H Dig; The Changing Surface; Atmosphere; Weather Watchers; Brookside's Best Scienc Fair Ever! [2.C.1] through [2.C.1.5]</i>	th: ills				✓ 			

	station ELAR Reading Curriculum         econd Grade         Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)									
Standards	Indicators	Cycle		Activities	Reading Standard Strands					
					1	2	3	4	5	
	through collaborative conversations;	SBTR	All Activit [2.C.1] ti	ties hrough [2.C.1.5]					V	
	build upon the ideas of others clearly express			ng Comprehension: Choosing Love hrough [2.C.1.5]					~	
	one's own view while respecting diverse	-	The Hero [2.C.1] ti	hrough [2.C.1.5]					~	
	perspectives. [SCCCRS.2.C.1] ii. Explore and	12	Do Your [ [2.C.1] ti	Part hrough [2.C.1.5]					~	
	create meaning through conversation,	13		y Island- Colossal Critter Construction hrough [2.C.1.5]					~	
	drama, questioning, an story-telling. [SCCCRS.2.C.1.1 iii. Apply the skills of taking turns, listening to others, and speaking clearly [SCCCRS.2.C.1.2 iv. Apply verbal an nonverbal techniques including volum and tone, eye contact, facial	] /. ] d		on Station – Myths of the Great Bear hrough [2.C.1.5]						

	tation ELAR Reading Curriculum       Legend: South Carolina College- and Career-Ready Standards (SC for English Language Arts         cond Grade       Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)							.5)
Standards	Indicators	Cycle	Activities		Reading			
	expressions, and posture. [SCCCRS.2.C.1.3] v. Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups. [SCCCRS.2.C.1.4] vi. Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges. [SCCCRS.2.C.1.5]			1	2	3	4	5
5.2	Use Meaning and Context to: i. Articulate ideas, claims, and perspectives in a logical sequence	SBTR	<i>All Activities [2.C.2] through [2.C.2.2]</i> <i>See Sam Sit; The Toads Are Lost; My Dog Has Fleas; Late for the Game; Home; Mitch's Big Fish Tales; The Hero; Our Solar System;</i>					

Second	ELAR Reading Cu Grade	irriculi	um	_	lish Lang <u>Standard</u> L)	uage Arts <u>Strands</u> 4 = Writin	•		(S)		
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	ands		
					1	2	3	4	5		
	using information, findings, and credible evidence from sources. [SCCCRS.2.C.2] ii. Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus. [SCCCRS.2.C.2.1] iii. Participate in shared research; record observations, new learning, opinions and articulate findings. [SCCCRS.2.C.2.2]		Above; A Rain Fore Forest Fil	ay, Night, and Seasons; A View From tmosphere; The Desert's Gift; The est Howler; Power for the Planet; res hrough [2.C.2.2]							
5.3	Use Meaning and Context to: i. Communicate information through strategic	1	the Cat, I Has Mail HFW Boo	<i>ud Books: Dusty the Dog and Coco Mac and Cam, Clem the Clown, Sam k: Pam and the Cap [2.C.3.1], [2.C.3.2]</i>					~		

Istation ELAR Reading Curriculum         Second Grade         Legend: South Carolina College- and Career-Ready Standards (SCCCRS)         for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)										S)
tandards		Indicators	Cycle		Activities		Reading	Standar	d Strand	S
		use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. [SCCCRS.2.C.3]	2	[2.C.3], [ Sam Tips [2.C.3] Read-Alo with My F	<i>ud Books: Pam and the Cap, The Act</i> [2.C.3.1], [2.C.3.2] <i>the Lamp, See Sam Sit</i> <i>ud Books: The Garden Trail, Trips</i> Family, Lamps ension Book: Trips with My Family	1	2	3	4	<u> </u>
	іі. ііі.	Explain how ideas and topics are depicted in a variety of media and formats. [SCCCRS.2.C.3.1] Create a simple presentation using audio, visual, and/or		[2.C.3], [ The Gard My Family the Rain, [2.C.3], [	2.C.3.1], [2.C.3.2] en Trail, Cal and the Clam, Trips with y, Lamps, The Toast in the Road, In The Lost Island 2.C.3.1] Spots, The Toads Are Lost					
		multimedia tools to support communication and clarify ideas, thoughts, and feelings. [SCCCRS.2.C.3.2]	4	the Hens, [2.C.3], [ Fun With Hands an The Gree Great Pig [2.C.3.1]	e Books: Jean and Dean, Meg and The Green Team [2.C.3.1], [2.C.3.2] Friends, The Cleaning Attack, My d Feet, Big Feet, Meg and the Hens, n Team, My Dog Has Fleas, The Escape , [2.C.3.2] Ten Hens					~

Second Gr	LAR Reading ( ade	Curricui	um	-	lish Lang <u>Standard</u> L)	h Language Arts andard Strands 4 = Writing (W) 5 = Communication (C)				
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strands	6	
					1	2	3	4	5	
			[2.C.3.1]	1						
		5	Decodabi Home	ension Book: Where Will They Ride? le Books: Late for the Game, I Rode [2.C.3.1], [2.C.3.2]					~	
		6	Decodab	ension Book: Pets - Fish le Book: Time to Ride [2.C.3.1], [2.C.3.2]					~	
		8	Shel and	<i>le Books: The Shrimp and the Shark, Beth [2.C.3.1], [2.C.3.2]</i>					✓	
		9	Passage:	k: The Best Trip Earthworms [2.C.3.1], [2.C.3.2]					~	
		10	Decodabl How Mou Humpbac	k: How Can That Be? le Books: A Star is Born, Spiders, intains Form, Humphrey the ck Whale, How Can That Be? s: Water Cycle, Insects, Going to the					✓	
		SBTR	Earth: Da	r System; Mission Incredible; ay, Night, and Seasons; Change: Spring/ Summer, Autumn/					~	

Second	ELAR Reading Cu Grade	irriculi	Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts <u>Reading Standard Strands</u>							
			1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R 3 = Reading – Informational Te	L)	4 = Writin 5 = Comm		ı (C)			
Standards	Indicators	Cycle	Activities		Reading		-			
			Winter; The Moon; A View From Above; Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Atmosphere; Weather Watchers; Brookside's Best Science Fair Ever! [2.C.3.1], [2.C.3.2]	1	2	3	4	5		
5.4	Use Language, Craft, and Structure to: i. Critique how a speaker addresses content and uses stylistic and	SBTR	Fields of Change: Autumn/ Winter; The Moon; Earth: Rocks and Soil; The Changing Surface; Rain Forest Howlers Chapter 1; The Desert's Gift; Bees at Risk; Power for the Planet; Forest Fires [2.C.4] through [2.C.4.3]					<b>v</b>		
	structural craft techniques to inform, engage, and impact audiences. [SCCCRS.2.C.4] ii. Identify speaker's purpose and details that keep the listener	SBTR	Our Solar System; Mission Incredible; Earth: Day, Night, and Seasons; Fields of Change: Spring/ Summer, Autumn/ Winter; The Moon A View From Above; Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Atmosphere; Weather Watchers; Brookside's Best Science Fair Ever! [2.C.4.1], [2.C.4.3]					~		
	engaged. [SCCCRS.2.C.4.1] iii. Determine if the presentation has	SBTR	<i>Vocabulary Category Cards: Traits/Characteristics [2.C.4.2]</i>					~		

Istation Second	ELAR Reading C Grade	urricul	um			guage Arts		ds (SCCCF	RS)			
				1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)								
Standards	Indicators	Cycle		Activities		Reading	Standar	d Strand	S			
	a logical introduction, body, and conclusion. [SCCCRS.2.C.4.2] iv. Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice. [SCCCRS.2.C.4.3]	SBTR	[2.C.4.1]	rension: Lesson 31 – Sequencing 1, [2.C.4.2] rension: Lesson 18 – Author's Purpos [2.C.4.1]	e	2	3	4	<u> </u>			
5.5	Use Language, Craft, and Structure to: i. Incorporate craft	5	BPA: Pet [2.C.5],	s - Snakes [2.C.5.1]					~			
	techniques to engage and impact audience	6	BPA: Pet [2.C.5], [						~			
	and convey messages. [SCCCRS.2.C.5]	8	Lesson 5 [2.C.5.2]	: Alliteration with /sh/ and /th/ I					~			
	ii. Utilize intonation and word stress to highlight	9	Lesson 6 [2.C.5.2]	: Alliteration with /ch/ and /sh/ I					~			
	essential concepts and	10		le Books: Spiders le Books: The Three Little Bugs					~			
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Second (		R Reading Cu le	Irriculi	um	Legend: South Carolina College- for Engl <u>Reading</u> 1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (Ri 3 = Reading – Informational Te	ish Lan <u>g</u> Standare	ls (SCCCR (C)	SCCCRS)		
Standards		Indicators	Cycle		Activities		Reading	Standar	d Strand	S
						1	2	3	4	5
		engage the audience.		[2.C.5], [	[2.C.5.1]					
	iii.	[SCCCRS.2.C.5.1] Employ a combination of	11	Rhyming [2.C.5.2]	and Poetry "Sound Song"					<b>~</b>
		words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and	bination of ds, phrases, hm, rhyme, etitive juage, similes, aphor, matopoeia, and eration for act. bination of 13 Books: Fore Lines; Disco Discovery Is Island – Swi Bridge Lesso	orest Fires: Lessons from the Front scovery Island – Ghost Dancers; / Island – Ghost Party; Discovery Swimming with Whale Sharks					~	
		alliteration for impact. [SCCCRS.2.C.5.2]		esson – Similes esson - Metaphors					~	
			CBTR 1	/e/ and E /ea/	<i>Words and Poetry Spelling with Short Blends Spelling Long E with /ee and , [2.C.5.2]</i>					~

Istation ELA Third Grade	AR Reading Cur	riculum	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
			1 = Inquiry-Based Lite 2 = Reading - Literary 3 = Reading - Informa	Text (RL)		ting (W) nmunication	n (C)			
Standards	Skills	Cycle	Activities		Reading	Standard	Strands			
				1	2	3	4	5		

now understanding and integration ontent within and across disciplines.					
<ul> <li>1.1 Use Key Ideas and Details to: <ul> <li>i. Formulate relevant, self- generated questions based on interests and/or needs that can be investigated. [SCCCRS.3.I.1]</li> <li>ii. Formulate questions to focus thinking on an idea to narrow and direct further inquiry. [SCCCRS.3.I.1.1]</li> </ul> </li> </ul>	8	Decodable Book: The Fox Pack [3.I.1], [3.I.1.1]	~		
	9	Decodable Books: Winter Snowstorm, The Wise Crow [3.I.1], [3.I.1.1]	<b>`</b>		
	10	Read-Aloud Book: Who Is Following Us? Comprehension Book: Who is Following Us? Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale [3.I.1], [3.I.1.1]	~		
	11	Decodable Books: The Three Little Bugs, Who is Following Us? [3.I.1], [3.I.1.1]	Ý		
	13	<i>Book: Desert's Gift Passages: Monkey Brothers and the Hero Twins; Night Spirits of the Rain Forest; Discovery Island -The Lost Treasure of the Ruby Dagger; The Mystery of the</i>	~		

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Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and C for English La	
	Reading Stand	lard Strands
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)

Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
				1	2	3	4	5
			<i>Phoenix Lights, Ghost Dancers</i> [3.I.1], [3.I.1.1]					
		SBTR	Character [3.I.1]	~				
		CBTR 10	<i>Comprehension: Character Analysis</i> [3.I.1], [3.I.1.1]	✓				
1.2	Use Craft and Structure to: i. Transact with texts to formulate	8	<i>Comprehension Book: The Queen's Suitcase [3.I.2]</i>	~				
	questions, propose explanations, and consider	9	<i>Decodable Book: Mitch's Big Fish Tales</i> [3.I.2]	~				
	alternative views and multiple perspectives. [SCCCRS.3.I.2] ii. Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations;	10	Decodable Books: A Star is Born, Shopping With Mom, The Hero, The Three Little Bugs, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail [3.I.2] Comprehension Book: Who is Following Us? Ch.1					
	consider alternative views.		Decodable Books: A Star is Born Ch.1 Decodable Books: The Hero Ch. 1 Decodable Books: The Three Little Bugs					
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Third Grad	AR Reading Cui	ricuiui	for E	nglish Laı <u>ling Standa</u> I) RL)	nguage Ar a <u>rd Strands</u> 4 = Wri	ts	-	RS)
Standards	Skills	Cycle	Activities				d Strands	
	[SCCCRS.3.I.2.1]	11	<i>Ch.1</i> <i>Decodable Books: Humphrey the</i> <i>Humpback Whale Ch.1</i> [3.I.2], [3.I.2.1]	1	2	3	4	5
		11	<i>Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [3.I.2], [3.I.2.1]</i>					
		12	<i>Books: Mission Incredible Ch. 1, A View From Above, Weather Watchers, Brookside's Best Science Fair Ever! [3.I.2], [3.I.2.1]</i>	✓ 				
		13	Book: The Rain Forest Howlers [3.I.2], [3.I.2.1]	×				
		CBTR 5	Passage Reading: Lesson 18 - Prosody [3.I.2], [3.I.2.1]	~				
		CBTR 7	Passage Reading: Lesson 16 - Prosody [3.I.2], [3.I.2.1]	~				

[3.I.2], [3.I.2.1]

[3.I.2], [3.I.2.1]

Passage Reading: Lesson 15 - Prosody

Passage Reading: Lesson 21 - Prosody

CBTR 8

CBTR 9

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✓

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Istation ELA Third Grade		Curriculur	n Legend: South Carolina	a College– and Ca for English La <u>Reading Standa</u>	nguage Ar		ds (SCCCI	RS)	
			2 = Reading - Litera	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)					
Standards	Skills	Cycle	Activities		Reading	Standard	Strands	5	
				1	2	3	4	5	
		SBTR	Making Inferences Drawing Conclusions	√					

					_	
		SBTR	Making Inferences Drawing Conclusions [3.I.2], [3.I.2.1]	~		
1.3	Use Integration of Knowledge and Ideas to: i. Construct knowledge,	15	Bridge Lesson – General Comprehension 3 [3.I.3], [3.I.3.1], [3.I.3.2]	<b>√</b>		
	applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. [SCCCRS.3.I.3] ii. Develop a plan of	SBTR	George Washington Carver Fields of Change: Autumn/ Winter The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers 2 The Desert's Gift Power for the Planet 2 The Forest Fires [3.I.3], [3.I.3.1], [3.I.3.2]	×		
	action for collecting relevant information from	SBTR	<i>Graphic Organizer: Drawing Conclusions</i> [3.I.3.1], [3.I.3.2]	<b>√</b>		
	primary and secondary sources. [SCCCRS.3.I.3.1] iii. Organize and categorize important	SBTR	Boats, Homes, Ranch Hands, The Colt, Earthworms, Water is a Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes, Solar System, Exploring	✓ 		
	information;		Space, Planets, Earth: Day, Night, and			

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Third Gra	ELAR Reading Cur Ide	incurui		Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text ( 3 = Reading - Informational	RL)		ting (W) nmunicatio	on (C)			
Standards	Skills Cycle			Activities	Reading Standard Stran						
		-			1	2	3	4	5		
	collaborate to validate or revise thinking; report relevant findings. [SCCCRS.3.I.3.2]		Chang Do Yo Atmos Dange Power Fores Lines, Fores Critte Amaz	ons, The Moon, Rocks and Soil, ging Surface, our Part, Natural Resources, sphere, Water Recycled, Survivors, erous Snakes, Monkey Trouble, for the Planet, Bees at Risk, t Fires: Lessons from the Front Blowing Bubbles from the Rain t, Exploring the Deep, Colossal r Construction, The Bats of Austin, onia Alert! ], [3.I.3.1], [3.I.3.2]							
1.4	Use Integration of Knowledge and Ideas to: i. Synthesize information to share learning and/or take action. [SCCCRS.3.I.4] ii. Draw logical conclusions from relationships and patterns discovered during the inquiry process. [SCCCRS.3.I.4.1]	SBTR	<i>[3.I.4</i> <i>Graph</i> <i>[3.I.4</i> <i>1B Re</i> <i>Space</i>	tivities ] through [3.I.4.2] nic Organizers: Story Element Chart ] through [3.I.4.2] pading Comprehension: Exploring pading Comprehension: Do Your	✓ ✓						

Istation I Third Gra	ELAR Reading Curriculum         rade         Legend: South Carolina College- and Career-Ready Standards (SCCCR for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)						-	S)
Standards	Skills	Cycle	Activities		Reading	Standard	d Strands	
Standards	Skiis	cycic	Activities	1	2	3	4	5
	<ul> <li>iii. Reflect on findings to build deeper understanding and determine next steps. [SCCCRS.3.I.4.2]</li> <li>iv. Determine appropriate tools</li> </ul>		<i>Part 2B Reading Comprehension: Spreading the Love [3.I.4] through [3.I.4.2]</i>					
	appropriate tools and develop plan to communicate findings and/or take informed	12	<i>Lesson 8: Representing Text [3.I.4] through [3.I.4.2]</i>	~				
	action. [SCCCRS.3.I.4.3]	15	Bridge Lesson – General Comprehension 3 [3.I.4] through [3.I.4.2]	~				
1.5	Use Integration of Knowledge and Ideas to: i. Reflect		All Activities [3.I.5] through [3.I.5.3]	×				
	throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and	SBTR	Boats, Homes, Ranch Hands, The Colt, Earthworms, Water is a Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes, Solar System, Exploring Space, Planets, Earth: Day, Night, and Seasons, The Moon, Rocks and Soil,	V				

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	Istation ELAR Reading Curriculum         Third Grade         Legend: South Carolina College- and Career-Ready Standards (SCO for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)							(S)
Standards	Skills	Cycle	Activities	1			d Strands	
	collaboratively. [SCCCRS.3.I.5] ii. Acknowledge and value individual and collective thinking. [SCCCRS.3.I.5.1] iii. Employ past learning to monitor and assess current learning to guide inquiry. [SCCCRS.3.I.5.2] iv. Assess the process and determine strategies to revise the plan and apply learning for future inquiry. [SCCCRS.3.I.5.3]		Changing Surface, Do Your Part, Natural Resources, Atmosphere, Water Recycled, Survivors, Dangerous Snakes, Monkey Trouble, Power for the Planet, Bees at Risk, Forest Fires: Lessons from the Front Lines, Blowing Bubbles from the Rain Forest, Exploring the Deep, Colossal Critter Construction, The Bats of Austin, Amazonia Alert! [3.I.5] through [3.I.5.3]		2	3	4	5

		Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)						
Skills	Cycle	Activities		Reading	Standard	d Strands		
			1	2	3	4	5	
will use metacognition to ing and adjust strategies								
Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.3.RL.1]	10	Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail [3.RL.1]		✓ 				
	11	<i>Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [3.RL.1]</i>		~				
	13	Drawing Conclusions Making Inferences [3.RL.1]		~				
	SBTR	Book: Desert's Gift Passages: Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers [3.RL.1]		×				
	will use metacognition to ing and adjust strategies Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print.	will use metacognition to ing and adjust strategies Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.3.RL.1] 11 13 SBTR	Skills         Cycle         Activities           will use metacognition to ing and adjust strategies         Image: Cycle         Activities           Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.3.RL.1]         Image: Cycle	Skills         Cycle         Activities         1           will use metacognition to ing and adjust strategies         10         Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail [3.RL.1]         11           11         Decodable Books: The Three Little Bugs, Passages: From Fearful to Fearless, The Dirt Detectives [3.RL.1]         11           11         Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [3.RL.1]         13           13         Drawing Conclusions Making Inferences [3.RL.1]         13           SBTR         Book: Desert's Gift Passages: Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers	Skills         Cycle         Activities         Reading           will use metacognition to ing and adjust strategies         1         2           Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.3.RL.1]         10         Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail [3.RL.1]         ✓           11         Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [3.RL.1]         ✓           13         Drawing Conclusions Making Inferences [3.RL.1]         ✓           13         Drawing Conclusions Making Inferences [3.RL.1]         ✓           SBTR         Book: Desert's Gift Passages: Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers         ✓	Skills         Cycle         Activities         Reading Standard           will use metacognition to ing and adjust strategies         1         2         3           Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.3.RL.1]         10         Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail [3.RL.1]         ×           11         Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [3.RL.1]         ×           11         Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [3.RL.1]         ×           13         Drawing Conclusions Making Inferences [3.RL.1]         ×           13         Drawing Conclusions Making Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers         ×	Skills         Cycle         Activities         Reading Standard Strands           will use metacognition to ing and adjust strategies         1         2         3         4           Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.3.RL.1]         10         Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail [3.RL.1]         ✓          ✓           11         Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [3.RL.1]         ✓          ✓           11         Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [3.RL.1]         ✓             13         Drawing Conclusions Making Inferences [3.RL.1]         ✓           ✓           13         Book: Desert's Gift Passages: Monkey Brothers and the Hero Twins, Wight Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers         ✓	

hird Gra	ELAR Reading Cur ade	riculu	for	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
			1 = Inquiry-Based Literacy 2 = Reading - Literary Text 3 = Reading - Information	(I) :(RL)	RL) 5 = Communication (C)						
Standards	Skills	Cycle	Activities		Reading	<b>Standar</b>	d Strands				
				1	2	3	4	5			
2.2	Use Principles of Reading to: Demonstrate understanding of spoken words, syllables, and sounds.	6	Boom Train Song (Beg., Mid., End Sounds) Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty [3.RL.2]								
	spoken words,	[SCCCRS.3.RL.2] 7 Boom Sound Read- HFW E [3.RL.	Boom Train Song (Beg., Mid., End Sounds) Read-Aloud Book: Where Will They Ride? HFW Book: Hide and Seek [3.RL.2]	,	×						
			<i>Gimme the Ball [Odd Balls] [3.RL.2]</i>		~						
		10	Word Masters Book: Return to the Lost Island Comprehension Book: Who is Following Us? [3.RL.2]		×						
2.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis	7	<i>Open Syllable, Vowels at the end of a one syllable word Decodable Books: The Big Game, The Oatmeal Man [3.RL.3], [3.RL.3.6]</i>		×						
	skills in decoding words.	9	Lesson 10: Decoding Multisyllabic Words Passages: The Best Day		$\checkmark$						
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Third Gra		R Reading Cur	riculu	for	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				1 = Inquiry-Based Literacy 2 = Reading - Literary Text 3 = Reading - Informationa	Literary Text (RL) 5 = Communication (C)							
Standards		Skills	Cycle	Activities		Reading	Standar	d Strands				
					1	2	3	4	5			
	ii. Identify and know the meaning of the most common	know the meaning of the		Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch's Big Fish Tales, Kittens, Joel and Kay's Best Day [3.RL.3], [3.RL.3.6]								
	know the meaning of the		10	Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water Is A Good Thing, Insects Multisyllabic Words: y, le Decodable Book: A Star is Born Passages: Water Is A Good Thing, Pet Parade [3.RL.3], [3.RL.3.1], [3.RL.3.6]								
			11	Lesson 8: Variant Vowel /oo/ as in foot Lesson 11: Multisyllabic Words [3.RL.3] Passage: From Fearful to Fearless [3.RL.3], [3.RL.3.1], [3.RL.3.6]		×						
			12	Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever! Passage: Exploring Space		· · ·						

Istation ELA Third Grade	R Reading Cu	urricului	m		English La <u>ding Stand</u> (I) (RL)	anguage Art l <u>ard Strands</u> 4 = Writ 5 = Com		Ī	S)
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands	
					1	2	3	4	5
			[3.RL.	3], [3.RL.3.1]					
		13	Amazo Risk, I Front Cumu & Unit	: Survivors, Alex to the Rescue, onia, The Desert's Gift, Bees at Forest Fires: Lessons from the Lines lative Assessment: Unit 1, Unit 2, : 3- Vocabulary and Comprehension 3], [3.RL.3.1], [3.RL.3.6]		×			
		ISIP AR	re-, m Treasi	cabulary: Tier 3 Prefixes (dis-, un-, nis-, over-, out-,) - The Lost ure of Ruby Dagger cabulary: Tier 2 Prefixes – Mia's		✓ 			
			Myste 2B Vo ful) – 3A Vo ive) –	ry Map <sup>'</sup> cabulary: Tier 2 Suffixes (-less, - Play Ball cabulary: Tier 3 Suffixes (-ous, - Thomas Jefferson – Mad Scientist? 3], [3.RL.3.1], [3.RL.3.6]					
		CBTR		ulary: Structural Analysis 3], [3.RL.3.6]		· ·			
		CBTR 7	Open [3.RL.	Syllables (me, go, by) 3]		· ·			
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Istation Third Gra	ELAR Reading Cur ade	rriculu	for E	nglish La <u>ling Standa</u> I) RL)	nguage Ar ard Strands 4 = Wr	ts	-	lS)
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
				1	2	3	4	5
		CBTR 9	Decoding Multisyllabic Words Long vowel open syllable Spelling Multisyllabic Words [3.RL.3]		~			
		CBTR 10	<i>Open Syllables Closed Syllables ending with -le and -y [3.RL.3]</i>		✓			
		CBTR 11	<i>Multisyllabic Words [3.RL.3] Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [3.RL.3.1]</i>		<i>✓</i>			
2.4	Use Principles of Reading to: i. Read with		All Activities [3.RL.4], [3.RL.4.2]		<b>v</b>			
	sufficient accuracy and fluency to support comprehension. [SCCCRS.3.RL.4] ii. Read grade-level prose and poetry orally with accuracy, appropriate rate,	SBTR	Books & Passages: Boats, Homes, Ranch Hands, The Colt, Earthworms, Water is a Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes, Solar System, Exploring Space, Planets, Earth: Day, Night, and Seasons; Earth: The Moon, Rocks and Soil; The Changing Surface, Do Your Part, Natural Resources, Atmosphere, Water Recycled, Survivors,		✓ 			

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Standards       Skills       Cycle       Activities         Standards       Skills       Cycle       Activities         expression, intonation, and phrasing on successive readings. [SCCCRS.3.RL.4.2]       Dangerous Snakes, Monkey Troubh Power for the Planet, Bees at Risk, Fires: Lessons from the Front Lines Blowing Bubbles from the Rain For Exploring the Deep, Colossal Critte Construction, The Bats of Austin, Amazonia Alert! [3.RL.4], [3.RL.4.2]         2       Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog Coco the Cat, Pam and the Cap, Th Where Is Coco? HFW Book: Tim at Camp	ary Text (RL) mational Text (RI) <b>1</b> ole, , Forest es; rest;	4 = Writin 5 = Comm Reading St 2	nunication		5
expression, intonation, and phrasing on successive readings. [SCCCRS.3.RL.4.2]Dangerous Snakes, Monkey Troubl Power for the Planet, Bees at Risk, Fires: Lessons from the Front Lines Blowing Bubbles from the Rain For Exploring the Deep, Colossal Critte Construction, The Bats of Austin, Amazonia Alert! [3.RL.4], [3.RL.4.2]2Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog Coco the Cat, Pam and the Cap, Th Where Is Coco?	<b>1</b> ble, ;, Forest es; rest;				5
intonation, and phrasing on successive readings. [SCCCRS.3.RL.4.2]Power for the Planet, Bees at Risk, Fires: Lessons from the Front Lines Blowing Bubbles from the Rain For Exploring the Deep, Colossal Critte Construction, The Bats of Austin, Amazonia Alert! [3.RL.4], [3.RL.4.2]2Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog Coco the Cat, Pam and the Cap, Th Where Is Coco?	e, Forest es; rest;	2	3	4	5
intonation, and phrasing on successive readings. [SCCCRS.3.RL.4.2]Power for the Planet, Bees at Risk, Fires: Lessons from the Front Lines Blowing Bubbles from the Rain For Exploring the Deep, Colossal Critte Construction, The Bats of Austin, Amazonia Alert! [3.RL.4], [3.RL.4.2]2Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog Coco the Cat, Pam and the Cap, Th 	, Forest es; rest;				
BPA: Summer Camp Decodable Books: Pam and Cam, F His Lips, See Sam Sit, Tim and Sar Sam Tips the Lamp	he Act, Pip and	✓			
[3.RL.4] 3 Literacy Acquisition Theater Read-Aloud Books: The Garden Tra and the Clam, Trips with My Family Lamps HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Islam Comprehension Book: Trips with M Family Decodable Books: Dots and Spots,	ly, nd My	✓			

Istation ELA Third Grade		Jurriculu	for E	ext (RL) 5 = Communication (C)					
Standards	Skills	Cycle	Activities		Reading	Standard			
		-		1	2	3	4	5	
			<i>in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain [3.RL.4]</i>						
		4	Literacy Acquisition Theater Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Word Masters Book: The Great Pig Escape Comprehension Book: In the Sand Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [3.RL.4]						
		5	Literacy Acquisition Theater Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone Stream Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for		<b>v</b>				

Third Grade	R Reading C	urriculu	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text ( 3 = Reading - Informational	(I) 4 = Writing (W) (RL) 5 = Communication (C)						
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands			
					1	2	3	4	5		
			Sale, I [3.RL.	Fun at Home, The Blue Blimp 4]							
		6	Read-, Friend Delive HFW E Word Compi Decod			~					
		7	Read-, Where HFW E BPA: I Word J Haunto Compi Decod Stage, Seasio	<i>Ey Acquisition Theater</i> Aloud Books: Fun at the Pond, Will They Ride? Book: Hide and Seek Ar. Grump and the Beautiful Yard Masters Book: The Case of the ed Barn rehension Book: Just the Right Size able Books: Boats, Take That Off Homes, Ben and Steve at the le, At the Farm, The Twin Mice, atmeal Man, The Big Game 4]		~					
		8	HFW E	Book: I Like to Help		✓					
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Istation ELA Third Grade	R Reading C	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W)						
			2 = Reading - Literary Text (RL) 5 = Communication 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle		Activities		Reading	Standard	d Strands	(C)
					1	2	3	4	5
			Skunk Comp Suitca Decoc Shrim The M	Masters Book: The Not So-Great Adventure rehension Book: The Queen's ose - Chapter 1 lable Books: A Big Sneeze, The p and the Shark, Wait to Paint, lailman, King Zung and the Lark, and Beth, Bert and Gert, The Fox 4]					
		9	Word Bay Comp Decoc and H Birthc Dentis Troy I Big Fi Passa Best I Colt,	Book: The Best Trip Masters Book: Treasure at Pirate's rehension Book: The Flying Pizza dable Books: Camping, Mother Cat fer Kittens, Naptime, Elbert's lay, Coach Chapman, A Trip to the st, Winter Snowstorm, Roy and like Trains, The Wise Crow, Mitch's sh Tales ges: Going on A Ride, Kittens, The Day, Ranch Hand, Big Top Tent, The The Scarecrow, Earthworms, Royce to Share 4]		×			
		10	The T	lable Books: The Hero, Spiders, hree Little Bugs, How Mountains George Washington Carver,		<b>√</b>			
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Istation E Third Grad	LAR Reading Cur	ricului	n	for Ē	nglish Lar <u>ing Standa</u> () RL)	) 5 = Communication (C) xt (RI)					
Standards	Skills	Cycle		Activities		Reading	Standard	Strands	_		
					1	2	3	4	5		
			Passa Insect Multis Decod	yllabic Words: y, le lable Book: A Star is Born ges: Water Is A Good Thing, Pet e							
		11	[3.RL. Multis Passa Dirt D	yllabic Words ges: From Fearful to Fearless, The Petectives yllabic Game		×					
		ISIP AR	the Ui G5 Flu of it A	uency 8: Lessons 1-5 –Neither Hair here		×					
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Istation Third Gra	ELAR Reading Cu ade	ırriculu	m	1	Text (RL) 5 = Communication (C)					
Standards	Skills	Cycle		Activities		Reading	Standard	Strands		
					1	2	3	4	5	
2.5	Use Meaning and Context to: i. Determine meaning and	5		n 21: Reading for Meaning 5], [3.RL.5.1]		~				
	develop logical interpretations by making predictions,	6		n 18: Reading for Meaning 5], [3.RL.5.1]		~				
	inferring, drawing conclusions, analyzing,	7		n 20: Reading for Meaning 5], [3.RL.5.1]		~				
	synthesizing, providing evidence, and investigating	8		n 19: Reading for Meaning 5], [3.RL.5.1]		✓				
	multiple interpretations. [SCCCRS.3.RL.5] ii. Ask and answer	9		n 28: Reading for Meaning 5], [3.RL.5.1]		~				
	literal and inferential questions to determine	10		n 24: Reading for Meaning 5], [3.RL.5.1]		~				
	meaning; refer explicitly to the text to support inferences and conclusions. [SCCCRS.3.RL.5.1]	11		n 15: Reading for Meaning 5], [3.RL.5.1]		✓ 				
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Istation I Third Gra	ELAR Reading Cur ade	riculur	m		nglish La <u>ling Standa</u> I) RL)	nguage Art a <u>rd Strands</u> 4 = Wri		-	<u>(</u> S)	
Standards	Skills	Cycle		Activities		Reading	ing Standard Strands			
					1	2	3	4	5	
2.6	Use Meaning and Context to: i. Summarize key details and ideas to support analysis of thematic development. [SCCCRS.3.RL.6] ii. Determine the theme by recalling key details that support the theme. [SCCCRS.3.RL.6.1]	ISIP AR 12 15	Love 5B Re with L 8B Re 10A R Needs [3.RL Sumn [3.RL	ading Comprehension – Time to Fly eading Comprehension – Wants vs. 6], [3.RL.6.1] marizing 6] e Lesson: General Comprehension 3						
2.7	Use Meaning and Context to: i. Analyze the relationship	10	Parad [3.RL	ges: Water Is A Good Thing, Pet e, People Send Mail 7], [3.RL.7.1], [3.RL.7.2]		<i>√</i>				
	among ideas, themes, or topics in multiple	11		ges: The Dirt Detectives 7], [3.RL.7.1], [3.RL.7.2]		~				
	media, formats, and in visual, auditory, and kinesthetic	CBTR 5	[3.RL			✓ ✓				
	modalities.	CBTR 7	[3.RL			Ť				
Reading Currie	culum Correlations			342	Copyrigh	t © 2015 3	Istation -	All rights r	eserve	

Third Gra	ELAR Reading Cu de		for E	- Literary Text (RL) 5 = Communication (C)					
Standards	Skills	Cycle	Activities	Reading	Standard	l Strands			
				1	2	3	4	5	
	[SCCCRS.3.RL.7] ii. Explain how illustrations contribute to create mood or emphasize	CBTR 8 CBTR 9	Lesson 15: Passage Reading – Prosody [3.RL.7.2] Lesson 21: Passage Reading – Prosody [3.RL.7.2]		✓ ✓				
	aspects of character or setting. [SCCCRS.3.RL.7.1 iii. Compare and contrast how an author uses characters to develop theme and plot in different texts within a series. [SCCCRS.3.RL.7.2	_	Graphic Organizer, SWBST [3.RL.7.2] Comprehension: Lesson 38 – Character [3.RL.7], [3.RL.7.1], [3.RL.7.2]						
2.8	Use Meaning and Context to i. Analyze characters,	SBTR	Comprehension: Lesson 38 – Character [3.RL.8], [3.RL.8.1], [3.RL.8.1a] Books & Passages: Boats, Homes, Ranch		✓ ✓				
	settings, events, and ideas as they develop and interact within a particular		Hands, The Colt, Earthworms, Water Is A Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives,						

station ELAR Reading Curriculum Third Grade				for E <u>Read</u> 1 = Inquiry-Based Literacy (1 2 = Reading - Literary Text (1	Legend: South Carolina College- and Career-Ready Standards (SCCCI for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle		Activities	Reading	Standar	d Strands				
Standards	OKIIIS	cycic				2	3	4	5		
	context. [SCCCRS.3.RL.8] ii. Use text evidence to: [SCCCRS.3.RL.8.1] iii. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and [SCCCRS.3.RL.8.1a] iv. explain the influence of cultural and historical context on characters, setting, and plot development. [SCCCRS.3.RL.8.1b]		Space Seaso Chang Do Yo Atmos Dange Power Forest Lines; from t Deep, Bats c	anes, Solar System, Exploring Panets, Earth: Day, Night, and pans, The Moon, Rocks and Soil, ping Surface, ur Part, Natural Resources, sphere, Water Recycled, Survivors, erous Snakes, Monkey Trouble, for the Planet, Bees at Risk, Fires: Lessons from the Front Discovery Island: Blowing Bubbles the Rain Forest; Exploring the Colossal Critter Construction, The of Austin, Amazonia Alert! 8], [3.RL.8.1], [3.RL.8.1a]							
2.9	Use Language, Craft, and Structure to: i. Interpret and analyze the author's use of	SBTR	Purpo	rehension: Lesson 24 – Making		✓ 					

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Istation E Third Gra		Reading Cur	riculu	m		English La ading Standa (I) (RL)	nguage Art a <u>rd Strands</u> 4 = Writ		-	S)
Standards		Skills	Cycle		Activities				d Strands	
						1	2	3	4	5
		words, phrases, and conventions,		[3.RL	.9], [3.RL.9.2]					
		and how their relationships shape meaning	5		rehension 5 .9], [3.RL.9.1] ], [3.RL.9.2]		×			
		and tone in print and multimedia texts.	7		rehension 7 .9], [3.RL.9.1] ], [3.RL.9.2]		✓			
	ii.	[SCCCRS.3.RL.9] Identify and explain how the	10		rehension 10 .9], [3.RL.9.1] ], [3.RL.9.2]		~			
		author uses idioms, metaphor, or	12		n 13: Author's Purpose .9], [3.RL.9.2]		~			
		personification to shape meaning and style.	13		for the Planet .9], [3.RL.9.1] ], [3.RL.9.2]		~			
	iii.	[SCCCRS.3.RL.9.1] Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or	ISIP AR	<i>Part 2B Re the Lo</i>	eading Comprehension: Do Your eading Comprehension: Spreading ove .9], [3.RL.9.1] ], [3.RL.9.2]		✓			
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Istation ELAR Reading Curriculum Third Grade	-	– and Career-Ready Standards (SCCCRS) glish Language Arts
	Readir	ng Standard Strands
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (R 3 = Reading - Informational Te	L) 5 = Communication (C)
Standards Skills Cycle	Activities	Reading Standard Strands

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	setting. [SCCCRS.3.RL.9.2]							
2.10	Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple- meaning words,	1	Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps 2 [3.RL.10]		✓			
	phrases, and jargon; acquire and use general academic and domain-specific vocabulary. [SCCCRS.3.RL.10] ii. Use paragraph- level context to determine the meaning of	2	Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [3.RL.10], [3.RL.10.2]		✓			
	words and phrases. [SCCCRS.3.RL.10.1] iii. Determine the	3	<i>Literacy Acquisition Theater Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i>		<b>~</b>			
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Third Gra		Reading Cur			for E	xt (RL) 5 = Communication (C)					
Standards		Skills	Cycle		Activities	Reading Standard Strands					
			-			1	2	3	4	5	
	iv.	meaning of a word when an affix is added to a base word. [SCCCRS.3.RL.10.2] Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases. [SCCCRS.3.RL.10.5] Acquire and use general academic and domain- specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. [SCCCRS.3.RL.10.6]	4	BPA: Word Escap Comp Decoc Jean a Hens, Fleas [3.RL. Litera Read- Sam I Yellow HFW I BPA: Word Escap Comp Decoc Jean a Hens, Fleas [3.RL. Litera Read- SaR,	rehension Book: In the Sand lable Books: Fred Has Ten Hens, and Dean, Big Feet, Meg and the The Green Team, My Dog Has 10] cy Acquisition Theater Aloud Books: Fun with Friends, Has Mail, The Cleaning Attack, The V Pin Book: My Hands and Feet Where Is Coco? Masters Book: The Great Pig		✓				

Istation ELA Third Grade	AR Reading C	urricului	m	Legend: South Carolina College- and Career-Ready Standards (SCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle		Activities	Reading Standard Strands					
					1	2	3	4	5	
			Word N Stream Compre Ride? Decoda for the Sale, F [3.RL.1	ehension Book: Where Will They able Books: Bug in the Mud, Late Game, I Rode Home, Homes for Fun at Home, The Blue Blimp 10], [3.RL.10.5], [3.RL.10.6]						
		6	Read-A Friends Deliver HFW B Word N Compro Decoda							
		7	Read-A Where and Se BPA: M Word N Haunte	ry Acquisition Theater Aloud Books: Fun at the Pond, Will They Ride? HFW Book: Hide eek Ar. Grump and the Beautiful Yard Masters Book: The Case of the ed Barn eehension Book: Just the Right Size						

Third Grade	AR Reading C	urriculu	1 = Inquiry-Base 2 = Reading - Lit	Legend: South Carolina College- and Career-Ready Standards (So for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities		I	Reading	Standard	Strands		
					1	2	3	4 5		
			Decodable Books: Boats, Take T Stage, Homes, Ben and Steve a Seaside, At the Farm, The Twin The Oatmeal Man, The Big Gam [3.RL.10]	at the Mice,						
		8	HFW Book: I Like to Help Word Masters Book: The Not Sc Skunk Adventure Comprehension Book: The Quee Suitcase - Chapter 1 Decodable Books: A Big Sneeze Shrimp and the Shark, Wait to H The Mailman, King Zung and the Shel and Beth, Bert and Gert, T Pack [3.RL.10], [3.RL.10.6]	en's e, The Paint, e Lark,		~				
		9	HFW Book: The Best Trip Word Masters Book: Treasure a Bay Comprehension Book: The Flyin Decodable Books: Camping, Mo and Her Kittens, Naptime, Elber Birthday, Coach Chapman, A Tr Dentist, Winter Snowstorm, Roy Troy Like Trains, The Wise Crow Big Fish Tales Passages: Going on A Ride, Kitt Best Day, Ranch Hand, Big Top	ng Pizza other Cat rt's rip to the y and v, Mitch's tens, The		✓ 				

Skills	Cycle	Activities	1			d Strands		
			1					
				2	3	4 5		
		<i>Colt, The Scarecrow, Earthworms, Royce Likes to Share [3.RL.10], [3.RL.10.5], [3.RL.10.6]</i>						
	10	Read-Aloud Book: Who Is Following Us? HFW Book: How Can That Be? Word Masters Book: Return to the Lost Island Comprehension Book: Who is Following Us? Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale, How Can That Be? Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the [3.RL.10], [3.RL.10.5], [3.RL.10.6]						
	11	Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who is Following Us? Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives [3.RL.10], [3.RL.10.5], [3.RL.10.6]		~				
	rrelations		<ul> <li>Word Masters Book: Return to the Lost Island</li> <li>Comprehension Book: Who is Following Us?</li> <li>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How</li> <li>Mountains Form, George Washington</li> <li>Carver,</li> <li>Humphrey the Humpback Whale, How</li> <li>Can That Be?</li> <li>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the [3.RL.10], [3.RL.10.5], [3.RL.10.6]</li> <li>Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who is Following Us?</li> <li>Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives [3.RL.10], [3.RL.10.5], [3.RL.10.6]</li> </ul>	Word Masters Book: Return to the Lost Island Comprehension Book: Who is Following Us? Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale, How Can That Be? Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the [3.RL.10], [3.RL.10.5], [3.RL.10.6]11Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who is Following Us? Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives [3.RL.10], [3.RL.10.5], [3.RL.10.6]	Word Masters Book: Return to the Lost Island         Comprehension Book: Who is Following Us?         Decodable Books: Shopping With Mom, A         Star is Born, The Hero, Spiders, The         Three Little Bugs, Whales, How         Mountains Form, George Washington         Carver,         Humphrey the Humpback Whale, How         Can That Be?         Passages: Water Is A Good Thing, The         Strange Noise, Pet Parade, Water Cycle,         Insects, People Send Mail, Going to the         [3.RL.10], [3.RL.10.5], [3.RL.10.6]         11       Decodable Books: The Flying Pizza,         Winter Snowstorm, Just the Right Size,         Bert and Gert, The Queen's Suitcase, A         Trip to the Dentist, The Three Little         Bugs, Who is Following Us?         Passages: From Fearful to Fearless, The         Hurricane, The Dirt Detectives         [3.RL.10], [3.RL.10.5], [3.RL.10.6]	Word Masters Book: Return to the Lost Island         Comprehension Book: Who is Following Us?         Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale, How Can That Be?         Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the [3.RL.10], [3.RL.10.5], [3.RL.10.6]         11       Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who is Following Us?         Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives [3.RL.10], [3.RL.10.5], [3.RL.10.6]	Word Masters Book: Return to the Lost Island       Comprehension Book: Who is Following Us?         Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale, How Can That Be?         Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the [3.RL.10], [3.RL.10.5], [3.RL.10.6]         11       Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who is Following Us? Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives [3.RL.10], [3.RL.10.5], [3.RL.10.6]	

Third Grade	AR Reading C	urricului	m		English Laı	areer-Read inguage Art ard Strands	ts	rds (SCCCR	5)
				1 = Inquiry-Based Literacy (1 2 = Reading - Literary Text (1 3 = Reading - Informational	(RL)				
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands	
					1	2	3	4	5
		CBTR	Sound Letter Read Read /ea/ C	ling Beginning/Middle/ Ending ds with Letters Blend Sounds with rs to Read Words Words with Vowel Sound /oa/ Words with Vowel Sounds /ee/, Comprehension: Character Analysis 10.2], [3.RL.10.5]		✓ 			
		CBTR 10	Ċhang	ing with Endings y and ie Spelling- ging the y to i 10], [3.RL.10.1], [3.RL.10.2]		×			
		CBTR 11	Suffix	xes: pre, re, un, mis, dis xes: ful, ly, less, er, or 10], [3.RL.10.1], [3.RL.10.2]		<b>~</b>			
		SBTR	<i>Home</i> <i>Mice,</i> <i>the La</i> <i>The S.</i> <i>Coach</i> <i>The C</i> <i>Flying</i> <i>Parad</i>						

Istation I Third Gra	ELAR Reading Cur ade	riculuı	m	Legend: South Carolina College- and Career-Ready Standards (SCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle		Activities				d Strands		
			Hero, Fearle Explor Seaso Do Yo Hills D Natura Water Rainfo	Little Bugs, People Send Mail, The Dirt Detectives, From Fearful to ess, Hurricanes, Solar System, ring Space, Planets, Day Night ns, The Moon, Changing Surface, ur Part, Fossil Hunters: The Black Dig, A Trip to the Grand Canyon, al Resources, Science Fair, Recycled, Welcome to the prest, Alex to the Rescue 10], [3.RL.10.5], [3.RL.10.6]	1	2	3	4	5	
2.11	Use Language, Craft, and Structure to: i. Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. [SCCCRS.3.RL.11]	SBTR 10	Purpo [3.RL. Makin Drawi [3.RL. Lesson [3.RL. Decod							
Reading Curri	ii. Explain the differences between first and third person points of view.		Hero, the Hu Passag Strang	The Three Little Bugs, Humphrey umpback Whale ges: Water Is A Good Thing, The ge Noise, Pet Parade, <u>e Send Mail</u> 352	Copyright	t © 2015 1	(station -	All rights re	reserved	

hird Gra	ELAR Reading Cur ade	ricului	for E	English La	areer-Read nguage Art ard Strands		rds (SCCCR	S)		
			1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text ( 3 = Reading - Informational	tt (RL) 5 = Communication (C)						
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands			
				1 2 3 4				5		
	[SCCCRS.3.RL.11.1] iii. Compare and contrast the reader's point of view to that of the narrator or a character. [SCCCRS.3.RL.11.2]		[3.RL.11.1] Comprehension Book: Who is Following Us? Ch.1 Decodable Books: A Star is Born Ch.1, The Hero Ch. 1, The Three Little Bugs Ch.1, Humphrey the Humpback Whale Ch.1 [3.RL.11.1], [3.RL.11.2]							
		11	Decodable Book: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [3.RL.11.1], [3.RL.11.2]		~					
		12	Books: Mission Incredible Ch. 1, A View From Above, Weather Watchers, Brookside's Best Science Fair Ever! [3.RL.11]		~					
		13	Book: The Rain Forest Howlers [3.RL.11], [3.RL.11.2]		×					
2.12	and Structure to: Suit i. Analyze and [3.R critique how the		<i>Comprehension Book: The Queen's Suitcase [3.RL.12.1]</i>		×					
	author uses structures in print and	9	<i>Decodable Book: Mitch's Big Fish Tales</i> [3.RL.12.1]		×					
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Istation ELAR Third Grade	Reading Cur	ricului	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS)         for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)						
				1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text ( 3 = Reading - Informational	(RL)		ting (W) Imunicatio	n (C)		
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands		
					1	2	3	4	5	
ii. iii.	multimedia texts to shape meaning and impact the reader. [SCCCRS.3.RL.12] Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions. [SCCCRS.3.RL.12.1] Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	10	[3.RL.] Decoda Shoppi Three Humpt Passag Strang People [3.RL.] Compr Us? Ch Decoda The He Ch.1 Decoda Humpt [3.RL.] Decoda Passag Dirt De [3.RL.]	rehension 10 12], [3.RL.12.2] able Books: A Star is Born, ing With Mom, The Hero, The Little Bugs, Humphrey the back Whale ges: Water Is A Good Thing, The pe Noise, Pet Parade, e Send Mail 12], [3.RL.12.1] rehension Book: Who is Following n.1 able Books: A Star is Born Ch.1, ero Ch. 1, The Three Little Bugs able Books: Humphrey the back Whale Ch.1 12], [3.RL.12.1], [3.RL.12.2] able Books: The Three Little Bugs ges: From Fearful to Fearless, The etectives 12], [3.RL.12.1], [3.RL.12.2] n 9: Text Structure 12], [3.RL.12.1], [3.RL.12.2] : Mission Incredible Ch. 1, A View						

Istation EL Third Grad	AR Reading Cur	ricului	for	r English Lai eading Standa y (I) et (RL)	nguage Ar I <u>rd Strands</u> 4 = Wr	ts		ເຣ)
Standards	Skills	Cycle	Activities		Reading	Standard	l Strands	
				1	2	3	4	5
	Broc		<i>From Above, Weather Watchers, Brookside's Best Science Fair Ever! [3.RL.12], [3.RL.12.2]</i>					
		13	<i>Book: The Rain Forest Howlers [3.RL.12]</i>		✓			
								ł

2.13	Use Range and Complexity to: i. Read		All Activities [3.RL.13] through [3.RL.13.3]	
	independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. [SCCCRS.3.RL.13] ii. Engage in whole and small group reading with purpose and understanding.	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2, and 3	
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Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCC for English Language Arts			
	Reading Standard Strands			
	1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)			

Standards	Skills	Skills Cycle Activities			Reading	Standar	d Strands	
				1	2	3	4	5
	<ul> <li>[SCCCRS.3.RL.13.1]</li> <li>iii. Read independently for sustained periods of time to build stamina. [SCCCRS.3.RL.13.2]</li> <li>iv. Read and respond according to task and purpose to become self- directed, critical readers and thinkers. [SCCCRS.3.RL.13.3]</li> </ul>		Forest Fires [3.RL.13] through [3.RL.13.3]					
monitor me strategies v	will use metacognition to eaning and adjust while reading.							
3.1	Use Principles of Reading to: Demonstrate		<i>All Activities</i> [3.RI.1]			✓		
	understanding of the organization and basic	8	Decodable Book: The Fox Pack [3.RI.1]			<b>√</b>		
	features of print. [SCCCRS.3.RI.1]	9	Decodable Books: Winter Snowstorm, The Wise Crow			<b>√</b>		

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hird Gra	de		n Legend: Sout	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts						
			2 = Readi	Reading Standard Strands1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)						
tandards	Skills	Cycle	Activities			Reading	Standar	d Strands		
		-			1	2	3	4	5	
			[3.RI.1]							
		10	<i>Read-Aloud Book: Who Is Comprehension Book: Wh Us? Decodable Books: The He Little Bugs, George Washi Humphrey the Humpback [3.RI.1]</i>	o is Following ro, The Three ngton Carver,			✓			
		11	Decodable Books: The The Who is Following Us? [3.RI.1]	ree Little Bugs,			√			
		13	Book: Desert's Gift Passages: Monkey Brothe Twins, Night Spirits of the The Lost Treasure of the P The Mystery of the Phoen Dancers [3.RI.1]	Rain Forest, Ruby Dagger,			~			
3.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis	7	<i>Open Syllable, Vowels at a one syllable word Decodable Books: The Big Oatmeal Man [3.RI.3], [3.RI.3.6]</i>				✓			
	skills in decoding words.	9	<i>Multisyllablic Words Passages: The Best Day</i>				~			

Third Gra		Reading Cur	ncuru	for	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>						
				Rea 1 = Inquiry-Based Literacy 2 = Reading - Literary Text 3 = Reading - Informationa	(I) :(RL)	4 = Wri	iting (W) mmunicatio	on (C)			
Standards		Skills	Cycle	Activities		Reading	Standar	d Strands			
					1						
	[SCCCRS.3.RI.3] ii. Identify and know the meaning of the most common			<i>Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch's Big Fish Tales, Kittens, The Best Day [3.RI.3], [3.RI.3.6]</i>							
	prefixes and 10 Decod derivational The Tr suffixes. [SCCCRS.3.RI.3.1] iii. Read grade- appropriate Insect irregularly Multis spelled words. [SCCCRS.3.RI.3.6] Passa Parad		Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water Is A Good Thing, Insects Multisyllabic Words: y, le Decodable Book: A Star is Born Passages: Water Is A Good Thing, Pet Parade [3.RI.3], [3.RI.3.6]			×					
			11	<i>Multisyllabic Words Passages: From Fearful to Fearless, The Dirt Detectives Multisyllabic Game [3.RI.3], [3.RI.3.6]</i>			√ 				
			12	Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever Passage: Exploring Space [3.RI.3]			×				
	1	I	13	Books: Survivors, Alex to the Rescue,			✓				

Third Gra	ELAR Reading Cur Ide	ricului	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				Reading Standard Strands1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)							
<b>Standards</b>	Skills	Cycle		Activities		Reading	Standard	Strands			
					1	2	3				
			Risk, I Front Cumu & Unit	onia, The Desert's Gift, Bees at Forest Fires: Lessons from the Lines lative Assessment: Unit 1, Unit 2, : 3- Vocabulary and Comprehension 3], [3.RI.3.6]							
		CBTR		ulary: Structural Analysis 3], [3.RI.3.6]			✓				
		CBTR 7	Open [3.RI.	Syllables (me, go, by) 3]			✓				
		CBTR 11	[3.RI. Prefix	es: pre, re, un, mis, dis es: ful, ly, less, er, or			<b>v</b>				
3.4	Use Principles of Reading to: i. Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.3.RI.4] ii. Read grade-level	SBTR	Mice, the La The S Coach The C Flying Parad Wash	s, Take That Off the Stage, Twin Just the Right Size, King Zung and ork, A Big Sneeze, Bert and Gert, hrimp and the Shark, Ranch Hands, Chapman, A Trip to the Dentist, olt, Winter Storm, Earthworms, Pizza, Water Is A Good Thing, Pet e, The Water Cycle, George ington Carver, Insects, Spiders, The Little Bugs, People Send Mail, The			~				

Istation ELAR Reading Curriculum Third Grade				Énglish La <u>ding Standa</u> (I) (RL)	nguage Aı ard Strands 4 = Wr	rts		RS)	
Standards	Standards Skills Cycle			Activities	Reading	Reading Standard Strands			
				1	2	3	4	5	
	prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. [SCCCRS.3.RI.4.2]		Fearles Explor Season Do You Hills D Natura Water Rainfo	Dirt Detectives, From Fearful to ss, Hurricanes, Solar System, ing Space, Planets, Day Night ns, The Moon, Changing Surface, ur Part, Fossil Hunters: The Black ig, A Trip to the Grand Canyon, al Resources, Science Fair, Recycled, Welcome to the rest, Alex to the Rescue 4], [3.RI.4.2]					
3.5	Use Meaning and Context to: i. Determine	8		able Book: The Fox Pack 5], [3.RI.5.1]			✓		

3.5	Use Meaning and Context to: i. Determine	8	Decodable Book: The Fox Pack [3.RI.5], [3.RI.5.1]	
	meaning and develop logical interpretations by making	9	Decodable Books: Winter Snowstorm, The Wise Crow [3.RI.5.1]	
	predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and	10	Read-Aloud Book: Who Is Following Us? Comprehension Book: Who Is Following Us? Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale [3.RI.5], [3.RI.5.1]	
	investigating multiple interpretations. [SCCCRS.3.RI.5]	11	Decodable Books: The Three Little Bugs, Who Is Following Us? [3.RI.5.1]	
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Istation E Third Gra	ELAR Reading	g Curricului	m	for E	English Lan ding Standar (I) (RL)	RL) 5 = Communication (C)				
Standards	Skills	Cycle		Activities		Reading	Standard	l Strands		
					1	2	3	4	5	
	ii. Ask and an literal and inferential questions t		Drawi	rehension – Inferencing and ing Conclusions 5], [3.RI.5.1]			~			
	determine meaning; r explicitly to text to sup inferences conclusions [SCCCRS.3.1	13 refer o the oport and s.	Passa Twins, The Lo The M Dance	Desert's Gift ges: Monkey Brothers and the Hero Night Spirits of the Rain Forest, ost Treasure of the Ruby Dagger, Mystery of the Phoenix Lights, Ghost ers 5], [3.RI.5.1]			×			
		SBTR	Infere	prehension: Lesson 24 – Making ences nic Organizer - Inference			<b>v</b>			
<u> </u>	1			.5], [3.RI.5.1]						
		ISIP AR	Music				~			
			Love	eading Comprehension: Choosing						
				eading Comprehension: Too Much of od Thing						
			7A Re Round	eading Comprehension: Round and d?						
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Istation Third Gra	ELAR Reading Cur ade	riculu	m Legend: South Carolina	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
			2 = Reading - Litera	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	;			
		-		1	2	3	4	5			
			[3.RI.5], [3.RI.5.1]								
3.6	Use Meaning and Context to: i. Summarize key	5	<i>Comprehension 5 - Summarizing</i> [3.RI.6], [3.RI.6.1]			×					
	details and ideas to support analysis of central ideas.		<i>Comprehension 6 – Summarizing Strategy</i> [3.RI.6], [3.RI.6.1]			✓ 					
	[SCCCRS.3.RI.6] ii. Summarize multi-paragraph	9	<i>Coach Chapman [3.RI.6], [3.RI.6.1]</i>			~					
	texts using key details to support the central idea. [SCCCRS.3.RI.6.1]	12	Summarizing [3.RI.6], [3.RI.6.1] Mission Incredible [3.RI.6.1]			✓ 					
3.7	Use Meaning and Context to: i. Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic medalities	SBTR	George Washington Carver Fields of Change: Autumn/ Winter The Moon, Earth: Rocks and Soil The Changing Surface Rain Forest Howlers, Chapter 2 The Desert's Gift Power for the Planet 2 The Forest Fires [3.RI.6], [3.RI.6.1]			¥					

ii.

modalities. [SCCCRS.3.RI.7]

Compare and

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Istation ELA Third Grade		Curriculum	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts					
				Reading Standard Strands				
			1 = Inquiry-Based Lite 2 = Reading - Literary 3 = Reading - Informa	/ Text (RL) 5 = Communication (C)				
Standards	Skills	Cycle	Activities	Reading Standard Strands				

Standards	Skills	Cycle	Activities		Reading	Standard	l Strands	
				1	2	3	4	5
	contrast diverse texts on the same topic, idea, or concept. [SCCCRS.3.RI.7.1]							
3.8	Use Language, Craft, and Structure to: i. Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print	10	Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, People Send Mail [3.RI.8] Our Solar System, Mission Incredible, The Moon [3.RI.8], [3.RI.8.1], [3.RI.8.2]			✓ 		
	and multimedia texts. [SCCCRS.3.RI.8] ii. Explain how the author uses	11	<i>Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives [3.RI.8.1]</i>			~		
	words and phrases to	12	Fossil Hunters: The Black Hills Dig			✓		
	inform, explain, or describe. [SCCCRS.3.RI.8.1] iii. Use knowledge	SBTR	Drawing Conclusions Making Inferences [3.RI.8], [3.RI.8.1], [3.RI.8.2]			~		
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Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Caro for English Lang	
	Reading Standard	<u>Strands</u>
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)

Standards	Skills	Cycle	Activities		Reading Standard Strands         2       3       4         2       3       4         4       4       4         5       2       3       4         6       4       4       4         7       5       5       5         8       4       4       4         9       4       4       4         10       4       4       4         10       4       4       4         10       4       4       4         10       4       4       4         10       4       4       4			
				1	2	3	4	5
	of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text. [SCCCRS.3.RI.8.2]							
3.9	Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple- meaning words,	1	Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps 2 [3.RI.9]			V		
	phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	2	<i>Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco? HFW Book: Tim at Camp BPA: Summer Camp</i>			~		
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Third Gra	ELAR Reading de	J Curricului	m	Legend: South Carolina College– and Career-Ready Standards (SCCCR for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle		Activities			Standar	d Strands		
	[SCCCRS.3.F ii. Use paragra level contex determine t meaning of	aph- xt to the	His Li Sam	lable Books: Pam and Cam, Pip and ps, See Sam Sit, Tim and Sam, Tips the Lamp 9], [3.RI.9.1]	1	2	3	4	5	
	words and phrases. [SCCCRS.3.F iii. Determine to meaning of word when affix is adde a base word [SCCCRS.3.F iv. Consult prir multimedia	3 RI.9.1] the a an ed to d. RI.9.2] nt and	Read- Sam I Yellov HFW I BPA: Word Escap Comp Decod	Book: My Hands and Feet Where Is Coco? Masters Book: The Great Pig e rehension Book: In the Sand lable Books: Fred Has Ten Hens,			•			
	resources to the pronunciatio and determ clarify the	o find on iine or	<i>Hens, Fleas</i>	and Dean, Big Feet, Meg and the The Green Team, My Dog Has 9], [3.RI.9.1], [3.RI.9.4], 9.5]						
	precise mea of key word phrases. [SCCCRS.3.F v. Acquire and general aca and domain specific wor and phrases	ds or RI.9.4] d use ademic n- rds	Read- Sam I Yellov HFW I BPA: Word Escap	Book: My Hands and Feet Where Is Coco? Masters Book: The Great Pig			~			

Istation EL/ Third Grade	AR Reading Cur	riculu	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C)						
				3 = Reading - Informational		5 - 001				
Standards	Skills	Cycle		Activities		d Strands				
		-			1	2	3	4	5	
	signal spatial and temporal relationships; demonstrate an understanding of nuances. [SCCCRS.3.RI.9.5]		Jean a Hens, Fleas	lable Books: Fred Has Ten Hens, and Dean, Big Feet, Meg and the The Green Team, My Dog Has 9], [3.RI.9.1], [3.RI.9.2], 9.4]						
		5	Read- Pals, S HFW I BPA: Word Streat Comp Ride? Decoc for the Sale,	rehension Book: Where Will They						
		6	Read- Frience Delive HFW I Word Comp	cy Acquisition Theater Aloud Books: Jen and Her New ds, The Last Scrap, A Special ery for Dusty, In the Sand Book: Where Is Jane? Masters Book: The Kid in the Mask rehension Book: Pets - Fish dable Books: Time to Ride, A Cute			✓ 			
Reading Curriculu	m Correlations			rehension Book: Pets - Fish lable Books: Time to Ride, A Cute 366	Copyrigh	 t © 2015	Istation -	All rights re	eser	

Istation ELA Third Grade	R Reading C	urricului	n	Legend: South Carolina Colleg for E <u>Read</u> 1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text ( 3 = Reading - Informational	ts		.S)		
Standards	Skills	Cycle		Activities		Reading	Standard	Strands	
					1	2	3	4	5
		7	Just I [3.RI. [3.RI. Kead- Where and S BPA: Word Haund Comp Decod Stage Seasi The C	Time to Ride My Mule, The Dunes, in Time 9] through [3.RI.9.5] cy Acquisition Theater Aloud Books: Fun at the Pond, e Will They Ride? HFW Book: Hide feek Mr. Grump and the Beautiful Yard Masters Book: The Case of the ted Barn brehension Book: Just the Right Size dable Books: Boats, Take That Off e, Homes, Ben and Steve at the de, At the Farm, The Twin Mice, Datmeal Man, The Big Game 9], [3.RI.9.1]			✓ ✓		
		8	HFW Word Skunk Comp Suitca Decoo Shrim The M Shel a Pack	Book: I Like to Help Masters Book: The Not So-Great Adventure orehension Book: The Queen's ase - Chapter 1 dable Books: A Big Sneeze, The op and the Shark, Wait to Paint, failman, King Zung and the Lark, and Beth, Bert and Gert, The Fox 9], [3.RI.9.1], [3.RI.9.4]			✓		
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Istation ELA Third Grade	R Reading Cu	rriculur	n		inglish Lar <u>ling Standa</u> I) (RL)	nguage Ar a <u>rd Strands</u> 4 = Wri			5)
Standards	Skills	Cycle		Activities		Reading	Standard	d Strands	
					1	2	3	4	5
		9	Word Bay Comp Decod and H Birtha Dentis Troy L Big Fis Passa Best L Colt, T Likes	Book: The Best Trip Masters Book: Treasure at Pirate's orehension Book: The Flying Pizza dable Books: Camping, Mother Cat der Kittens, Naptime, Elbert's day, Coach Chapman, A Trip to the st, Winter Snowstorm, Roy and Like Trains, The Wise Crow, Mitch's sh Tales oges: Going on A Ride, Kittens, The Day, Ranch Hand, Big Top Tent, The The Scarecrow, Earthworms, Royce to Share .9], [3.RI.9.1], [3.RI.9.2], .9.5]					
		10	HFW I Word Island Comp Us? Decod Star is Three Mount Carve	rehension Book: Who Is Following dable Books: Shopping With Mom, A is Born, The Hero, Spiders, The e Little Bugs, Whales, How tains Form, George Washington			×		
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Third Grade	AR Reading ( e	Juniculu	Legend		nglish Lar	reer-Read nguage Art <u>rd Strands</u>		<sup>.</sup> ds (SCCCR	.S)
			2 =	= Inquiry-Based Literacy (I = Reading - Literary Text (F = Reading - Informational 1	) RL)	4 = Writ	ting (W) 1municatio	n (C)	
Standards	Skills	Cycle	Act	ivities		Reading	Standar	d Strands	
					1	2	3	4	5
	11			A Good Thing, The Parade, Water Cycle, ad Mail, Going to the RI.9.5]					
		11	11 Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who Is Following Us? Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives [3.RI.9] through [3.RI.9.5]	Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who Is Following Us? Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives		~			
		CBTR	Letters to Read Wol Read Words with Vo Read Words with Vo	s Blend Sounds with rds owel Sound /oa/			✓		
		CBTR 10	<i>Spelling with Ending</i> <i>Changing the y to i</i> [3.RI.9]	gs y and ie Spelling-			V		
		CBTR	Prefixes: pre, re, ur	n, mis, dis Suffixes:			√		i

Istation ELA Third Grade	R Reading C	Curricului	n	Legend: South Carolina College– and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle		Activities		Reading	Standard	d Strands			
			11 ful, ly, less, er, or	1	2	3	4	5			
		SBTR	Prefix Suffix [3.RI. Home Mice, the La The S Coach The C Flying Parad Wash Three Hero, Fearle Explo Seaso Do Yo Hills L Natur								
Reading Curriculur	n Corrolations		Natur Water Rainfo [3.RI.	al Resources, Science Fair,	Conveich	t @ 2015	Istation	All rights r	0000		

Third Gra	ELAR Reading Cur ade	Ficului	n Legend: South Ca	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
			2 = Reading -	ased Literacy (I) Literary Text (R Informational T	) {L)	4 = Wri	iting (W) nmunicatio	n (C)			
Standards	Skills	Cycle	Activities			Reading	Standar	d Strands			
					1	2	3	4			
		SBTR	Literacy Acquisition Theater Read-Aloud Books: Dusty the Coco the Cat, Pam and the Ca Where Is Coco? BPA: Summer Camp Decodable Books: Pam and C His Lips, See Sam Sit [3.RI.9], [3.RI.9.1], [3.RI.9.2 [3.RI.9.4]	ap, The Act, `am, Pip and							
3.10	Use Language, Craft, and Structure to: i. Analyze and	5	Comprehension 5 [3.RI.10], [3.RI.10.1]				~				
	provide evidence of how the author's choice	7	Comprehension 7 [3.RI.10], [3.RI.10.1]				√				
	of purpose and perspective shapes content,	10	Comprehension 10 [3.RI.10], [3.RI.10.1]				✓				
	meaning, and style. [SCCCRS.3.RI.10] ii. State the	12	Comprehension: Lesson 13 - Purpose [3.RI.10]	Author's			~				
author's purpose; distinguish one's		13	Power for the Planet [3.RI.10], [3.RI.10.1]				✓ 				
	own perspective from that of the author. [SCCCRS.3.RI.10.1]	ISIP AR	2A Reading Comprehension: Do Your Part				✓ 		l		
	iculum Correlations	<u> </u>	2B Reading Comprehension: 371			<u> </u>	<u> </u>	All rights r			

Istation ELAR Reading Curriculum Third Grade			f	llege– and Ca or English Lar Reading Standa	nguage Ar	ts	ds (SCCCI	RS)
			1 = Inquiry-Based Litera 2 = Reading - Literary Te 3 = Reading - Informatio	ext (RL)		iting (W) mmunicatio	n (C)	
Standards	Skills	Cycle	Activities		Reading	Standard	d Strands	;
Standards	Skills	Cycle	Activities	1	Reading 2	Standard 3	d Strands	5
Standards	Skills	Cycle	Activities Spreading the Love [3.RI.10], [3.RI.10.1]	1	Reading 2	Standard 3	-	1

			[3.RI.10], [3.RI.10.1]		
3.11	Use Language, Craft, and Structure to: i. Analyze and critique how the author uses structures in print and multimedia texts to craft	10	Read-Aloud Book: Who Is Following Us? Comprehension Book: Who Is Following Us? Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale [3.RI.11]	✓	
	informational and argument writing. [SCCCRS.3.RI.11] ii. Identify problem	11	Decodable Books: The Three Little Bugs, Who Is Following Us? [3.RI.11], [3.RI.11.1], [3.RI.11.2]	~	
	and solution, description, and question and answer structures to locate information and gain meaning. [SCCCRS.3.RI.11.1]	13	Book: Desert's Gift Passages: Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers [3.RI.11], [3.RI.11.1], [3.RI.11.2]	✓	

tation ELAR Reading Curriculum hird Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts			
	Reading Standa	<u>rd Strands</u>		
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)		

Standards	Skills	Cycle	Activities		Reading	Standard	d Strands	ands				
				1	2	3	4	5				
	<ul> <li>iii. Describe the structures an author uses to support specific points. [SCCCRS.3.RI.11.2]</li> </ul>											
3.12 Use Range and Complexity to:	-		All Activities [3.RI.12] through [3.RI.12.3]			~						
	<ul> <li>independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. [SCCCRS.3.RI.12]</li> <li>ii. Engage in whole and small group reading with purpose and</li> </ul>	SBTR	Boats, Homes, Ranch Hands, The Colt, Earthworms, Water Is A Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes, Solar System, Exploring Space, Planets, Earth: Day Night, and Seasons; The Moon, Earth: Rocks and Soil; Changing Surface, Do Your Part, Natural Resources, Atmosphere, Water Recycled, Survivors, Dangerous Snakes, Monkey Trouble, Power for the Planet, Bees at Risk, Forest Fires: Lessons from the Front Lines, Blowing Bubbles from the Rain Forest, Exploring the Deep, Colossal Critter Construction, The Bats of Austin, Amazonia Alert! [3.RI.12] through [3.RI.12.3]			✓						

Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts			
	Reading Stands	ard Strands		
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)		

Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
				1	2	3	4	5
	understanding. [SCCCRS.3.RI.12.1] iii. Read independently for sustained periods of time. [SCCCRS.3.RI.12.2] iv. Read and respond according to task and purpose to become self- directed, critical readers and thinkers. [SCCCRS.3.RI.12.3]							
coherent wr accomplish learning, en	will use clear and ritten language to a purpose such as njoyment, argument, and ge of information.							
4.1	Use Meaning, Context, and Craft to: i. Write arguments to support claims with clear reasons and relevant	SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above</i>				~	
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	Istation ELAR Reading Curriculum Third Grade			Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)					.S)
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands	
					1	2	3	4	5
	evidence. [SCCCRS.3.W.1] ii. Write opinion pieces that: [SCCCRS.3.W.1.1] iii. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons [SCCCRS.3.W.1.1a] iv. use information from multiple print and multimedia sources; [SCCCRS.3.W.1.1b] v. organize supporting reasons logically [SCCCRS.3.W.1.1c] vi. use transitional words or phrases to connect opinions and reasons; [SCCCRS.3.W.1.1d] vii. develop and strengthen	;;;	Fossil The C Atmo Weat Brook Rain Amaz Survi The D Bees Powe Fores	Desert's Gift at Risk r for the Planet 1, 2, and 3					
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Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts		
	Reading Standard Strands		
	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)		

Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
				1	2	3	4	5
	<ul> <li>writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; [SCCCRS.3.W.1.1e]</li> <li>viii. use paraphrasing and original language to avoid plagiarism; and [SCCCRS.3.W.1.1f]</li> <li>ix. provide a concluding statement or section. [SCCCRS.3.W.1.1g]</li> </ul>							
4.2	Use Meaning, Content, and Craft to: i. Write informative/ explanatory texts to examine and convey complex ideas and information	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig				×	

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Istation ELAR Reading Curriculum Third Grade			1	fo	y Text (RL) 5 = Communication (C)				
Standards	Skills	Cycle	Ac	tivities		Reading	Standar	d Strands	
	clearly and		The Changing Surf		1	2	3	4	5
i	accurately through the effective selection, organization, and analysis of content. [SCCCRS.3.W.2] ii. Write informative/ explanatory texts that: [SCCCRS.3.W.2.1] ii. introduce a topic and group related information together; [SCCCRS.3.W.2.1a] v. use information from multiple print and multimedia sources; [SCCCRS.3.W.2.1b] v. include illustrations to aid comprehension; [SCCCRS.3.W.2.1c]		Atmosphere Weather Watchers Brookside's Best S Rain Forest Howler Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Plan Forest Fires [3.W.2] through [3	cience Fair Ever! rs 1 and 2 et 1, 2, and 3					

Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts				
	Reading Standa	urd Strands			
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)			

Standards		Skills	Cycle	Activities		Reading	Standard	d Strands	
					1	2	3	4	5
	vi.	develop the topic							
		with facts,							
		definitions, and							
		details;							
		[SCCCRS.3.W.2.1d]							
	vii.	develop and							
		strengthen							
		writing as							
		needed by							
		planning,							
		revising, and							
		editing building							
		on personal							
		ideas and the							
		ideas of others;							
	viii.	[SCCCRS.3.W.2.1e] use paraphrasing							
	v	and original							
		language to							
		avoid plagiarism;							
		[SCCCRS.3.W.2.1f]							
	ix.	use transition							
		words and							
		phrases to							
		connect ideas							
		within categories							
		of information;							
		[SCCCRS.3.W.2.1g]							
	х.	develop a style							
		and tone							

Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>				
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)			

Standards	Skills	Cycle	Activities		Reading	Standard	d Strands	
				1	2	3	4	5
	authentic to the purpose; and [SCCCRS.3.W.2.1h] xi. provide a concluding statement or section. [SCCCRS.3.W.2.1i]							
4.3	Use Text Types and Purpose to: i. Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well- structured event sequences. [SCCCRS.3.W.3] ii. Gather ideas from texts, multimedia, and personal experience to write narratives that:	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2, and 3 Forest Fires Word Meaning using Dictionary					

Istation ELAR Reading Curriculum Third Grade				Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)					
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands	
		-,			1	2	3	4	5
	<ul> <li>[SCCCRS.3.W.3.1]</li> <li>iii. develop real or imagined experiences or events using effective technique, descriptive details, and cleatevent sequences;</li> <li>[SCCCRS.3.W.3.14]</li> <li>iv. establish a situation and introduce a narrator and/or characters;</li> <li>[SCCCRS.3.W.3.14]</li> <li>v. organize an event sequence that unfolds naturally;</li> <li>[SCCCRS.3.W.3.16]</li> <li>vi. use dialogue an descriptions of actions, thoughts, and feelings to develop experiences and</li> </ul>	ar a] b] c c] id	Fields Autur Earth Power	: Day, Night, and Seasons of Change: Spring/ Summer, nn/ Winter : Rocks and Soil <sup>-</sup> for the Planet 3] through [3.W.3.1h]					

Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>				
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)			

Standards		Skills	Cycle	Activities		Reading	Standard	rd Strands				
					1	2	3	4	5			
	th ch sit [S vii. de st vii. de pl re ec or ide ide ide viii. us viii. us viii. us	vents or show e response of haracters to tuations; CCCRS.3.W.3.1d] evelop and rengthen riting as beded by anning, vising, and diting building n personal eas and the eas of others; CCCRS.3.W.3.1e] be temporal ords and mases to signal vent order; CCCRS.3.W.3.1f]			1	2	3	4	5			
	ix. us pr ar de de ch co ex	e imagery, recise words, ad sensory etails to evelop aracters and onvey operiences and vents; and										

Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts				
	Reading Sta	indard Strands			
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (I	4 = Writing (W) 5 = Communication (C) RI)			

Standards	Skills	Skills Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	[SCCCRS.3.W.3.1g] x. provide a sense of closure. [SCCCRS.3.W.3.1h]								
4.4	Use Language to: i. Demonstrate command of the conventions of Standard English	1	<i>HFW: and, has, see, the HFW Book: Pam and the Cap [3.W.4.1d]</i>				1		
	grammar and usage when writing and speaking. [SCCCRS.3.W.4] ii. When writing: [SCCCRS.3.W.4.1] iii. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs; [SCCCRS.3.W.4.1a] iv. form and use regular and	9	HFW Book: The Best Trip Word Masters Book: Treasure at Pirate's Bay Comprehension Book: The Flying Pizza Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share [3.W.4] through [3.W.4.1i]				×		
	irregular plural nouns; use abstract nouns; [SCCCRS.3.W.4.1b]	SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer,</i>				V		

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Third Grad	9		for <u>Rea</u> 1 = Inquiry-Based Literacy 2 = Reading - Literary Text	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands			
				1	2	3	4	5		
	<ul> <li>v. form and use regular and irregular verbs; [SCCCRS.3.W.4.1c]</li> <li>vi. form and use the simple verb tenses; [SCCCRS.3.W.4.1d]</li> <li>ii. ensure subject- verb and pronoun- antecedent agreement; [SCCCRS.3.W.4.1e]</li> <li>ii. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; [SCCCRS.3.W.4.1f]</li> <li>x. form and use prepositional phrases; [SCCCRS.3.W.4.1g]</li> <li>x. use coordinating</li> </ul>	ISIP AR	Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2, and 3 Forest Fires Word Meaning using Dictionary Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter Earth: Rocks and Soil Power for the Planet [3.W.4] through [3.W.4.1i] 5A Spelling: Tier 3 – Compound Words [3.W.4.1i]							

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Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts					
	Reading Standard Strands					
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)				

Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
				1	2	3	4	5
	conjunctions; and [SCCCRS.3.W.4.1h] xi. produce simple, compound, and complex sentences. [SCCCRS.3.W.4.1i]							
4.5	Use Language to: i. Demonstrate command of the conventions of	1	<i>HFW: and, has, see, the HFW Book: Pam and the Cap [3.W.5.3], [3.W.5.1]</i>				~	
	Standard English capitalization, punctuation, and spelling when writing.	2	<i>Read-Aloud Book: Pam and the Cap HFW: go, his, is, this HFW Book: Tim at Camp [3.W.5] through [3.W.5.5]</i>				Ý	
	[SCCCRS.3.W.5] ii. Capitalize appropriate words in titles,	3	HFW Words: they, you, are, here HFW Book: On the Dot [3.W.5], [3.W.5.3]				~	
	historical periods, company names, product names,	4	HFW Words: with, my, where, to HFW Book: My Hands and Feet [3.W.5] , [3.W.5.3], [3.W.5.4]				~	
	and special events. [SCCCRS.3.W.5.1] iii. Use:	5	<i>HFW: what, said, her, for HFW Book: The Bun for Us Rapid Word Naming Game ([Virus Game- HFW])</i>				~	

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Istation E Third Gra		R Reading Cur	riculuı	m		ge– and Ca English Lar ding Standa	nguage Art		rds (SCCCR	5)
					1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text ( 3 = Reading - Informational	(RL)		ting (W) nmunicatio	on (C)	
Standards		Skills	Cycle		Activities		Reading	Standar	d Strands	
						1	2	3	4	5
	iv.	[SCCCRS.3.W.5.2] apostrophes to form		[3.W.	.5], [3.W.5.3], [3.W.5.5]					
	v.	contractions and singular and plural possessives; [SCCCRS.3.W.5.2a] quotation marks	6	HFW Rapid HFW]	: was, that, from, she Book: Where Is Jane? d Word Naming Game[Virus Game- ] [.5], [3.W.5.1], [3.W.5.5]				~	
	v. vi.	to mark direct speech; and [SCCCRS.3.W.5.2b] commas in locations and addresses, to mark direct	7	HFW Rapid HFW]	.5], [3.W.5.2a], [3.W.5.4],				~	
		speech, and with coordinating adjectives.	8		Book: I Like to Help [.5], [3.W.5.1], [3.W.5.3], [3.W.5.4]				~	
	vii.	[SCCCRS.3.W.5.2c] Use conventional spelling for high-	9		Book: The Best Trip [.5], [3.W.5.1], [3.W.5.3]				~	
		frequency words, previously studied words,	10		Book: How Can That Be? [.5], [3.W.5.1], [3.W.5.3], [3.W.5.4]				~	
	viii.	and for adding suffixes to base words. [SCCCRS.3.W.5.3] Use spelling	11	In Co Suffix	xes: un, mis, dis, re, pre ontext Reading with Prefixes xes: er, or, ly, ful, less '.5], [3.W.5.1], [3.W.5.3]				V	
Reading Curric	culum	Correlations			385	Copyrigh	t © 2015	Istation -	All rights re	eserved

Istation ELAR Reading Curriculum Third Grade					Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)					S)		
Standards		Skills	Cycle		Activities		Reading	Standard	Strands	;		
						1	2	3	4	5		
	ix.	patterns and generalizations. [SCCCRS.3.W.5.4] Consult print and multimedia sources to check and correct spellings. [SCCCRS.3.W.5.5]	CBTR 1	HFWs	Sentences with :: and, the, see, has 5], [3.W.5.2c], [3.W.5.3]				~			
			sources to check and correct spellings.	sources to check and correct spellings.	CBTR 2	HFWs	Sentences with :: this, is, his, go 5], [3.W.5.2c], [3.W.5.3]				~	
		[SCCCRS.3.W.5.5]	CBTR 5		ge Reading: Prosody 5], [3.W.5.1], [3.W.5.3]				~			
			CBTR 7		ge Reading: Prosody 5], [3.W.5.1], [3.W.5.3]				✓			
			CBTR 8	Illustr	ge Reading: Prosody My rations Passage Reading: Prosody 5], [3.W.5.1], [3.W.5.3]				~			
			CBTR 9		High Frequency Words 5], [3.W.5.1], [3.W.5.3]				~			
			CBTR 10		: HFWs in Sentences 5], [3.W.5.1], [3.W.5.3]				~			
			SBTR	Missic Earth Fields	<i>Solar System on Incredible : Day, Night, and Seasons : of Change: Spring/Summer, nn/Winter</i>				~			
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Istation ELAR Reading Curriculum Third Grade				Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts					
				<u>R</u> 1 = Inquiry-Based Litera 2 = Reading - Literary Te 3 = Reading - Informatio	xt (RL)	4 = Wri	iting (W) nmunicatio	n (C)	
Standards	Skills	Cycle		Activities		Reading Standard Strands			
					1	2	3	4	5
			<i>Earth: Fossil F The Ch Atmosp Weathe Brooksi</i>	From Above Rocks and Soil Iunters: The Black Hills Dig anging Surface					

			Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2, and 3 Forest Fires [3.W.5] through [3.W.5.5]	
4.6	Use Range and Complexity to: i. Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.3.W.6]	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever!	
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Istation ELAR Reading Curriculum Third Grade			Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						5)			
Standards	Standards Skills (				Activities		Reading Standard Strands					
			Cycle				1	2	3	4	5	
	ii. iii. iv. v. vi. vii.	Write routinely and persevere in writing tasks: [SCCCRS.3.W.6.1] over short and extended time frames; [SCCCRS.3.W.6.1a] for a range of domain-specific tasks; [SCCCRS.3.W.6.1b] for a variety of purposes and audiences; and [SCCCRS.3.W.6.1c] by adjusting the writing process for the task, increasing the length and complexity. [SCCCRS.3.W.6.1d] Continue to develop effective keyboarding skills. [SCCCRS.3.W.6.4] Connect upper- and lower-case letters efficiently		Amazo Surviv The D Bees Power Forest	esert's Gift at Risk · for the Planet 1, 2, and 3							
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Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>		
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)	

Standards	Skills	Cycle	Activities		Reading	Standard	d Strands	
				1	2	3	4	5
	and proportionately in cursive handwriting. [SCCCRS.3.W.6.5]							
reception thro communicatio	will monitor delivery and ughout the n process and adjust strategies as needed.							
5.1	Use Meaning and Context to: i. Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2, and 3					~
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ation ELAR Reading Curriculum	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts				
	Reading Standard Strands				
	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)				
	3 = Reading - Informational Text (RI)				

Standards	Skills	Cycle	Activities Reading Standard Stran			d Strands		
				1	2	3	4	5
	perspectives. [SCCCRS.3.C.1] ii. Explore and create meaning		Forest Fires [3.C.1] through [3.C.1.5]					
	through conversation and interaction with peers and adults. [SCCCRS.3.C.1.1] iii. Participate in discussions; ask questions to acquire							
	information concerning a topic, text, or issue. [SCCCRS.3.C.1.2] iv. Apply techniques of articulation,							
	adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in							
	a respectful way. [SCCCRS.3.C.1.3]							

Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts				
	Reading Standard Strands				
	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)				

Standards	Skills	Cycle	Activities		Reading	Standard	l Strands	
				1	2	3	4	5
	<ul> <li>v. Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts. [SCCCRS.3.C.1.4]</li> <li>vi. Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges. [SCCCRS.3.C.1.5]</li> </ul>							
5.2	Use Meaning and Context to: i. Articulate ideas, claims, and perspectives in a logical sequence using	SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above</i>					×
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Istation ELAR Reading Curriculum Third Grade						r English La <u>eading Standa</u> xy (I) xt (RL)	nguage Ar ard Strands 4 = Wr	ts	-	.S)
Standards		Skills	Cycle		Activities	Reading Standard Strands				
			-			1	2	3	4	5
	ii. iii.	information, findings, and credible evidence from sources. [SCCCRS.3.C.2] Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize. [SCCCRS.3.C.2.1] Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details. [SCCCRS.3.C.2.2] Speak clearly at an		Fossil The C Atmos Weath Brook Rain I Amaz Survin The D Bees Power Fores	: Rocks and Soil Hunters: The Black Hills Dig Changing Surface sphere her Watchers side's Best Science Fair Ever! Forest Howlers 1 and 2 onia Alert! vors! Desert's Gift at Risk r for the Planet 1, 2, and 3 t Fires 2] through [3.C.2.4]					

Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>				
	1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (RL) 3 = Reading - Informational Text (RI)	4 = Writing (W) 5 = Communication (C)			

Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	understandable pace, adapting speech to a variety of contexts and tasks; use Standard English when indicated or appropriate. [SCCCRS.3.C.2.4]								
5.3	Use Meaning and Context to: i. Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. [SCCCRS.3.C.3] ii. Compare how ideas and topics are depicted in a variety of media	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk					~	

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Istation ELAR Reading Curriculum Third Grade	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts					
	Reading Standard Strands					
	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)					

Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	and formats. [SCCCRS.3.C.3.1] iii. Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. [SCCCRS.3.C.3.2]		Power for the Planet 1, 2, and 3 Forest Fires [3.C.3], [3.C.3.1], [3.C.3.2]						
5.4	Use Language, Craft, and Structure to: i. Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences. [SCCCRS.3.C.4] ii. Identify the presentation		Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert!					~	
Reading Curric	audiences. [SCCCRS.3.C.4] ii. Identify the		Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2	Copyrigh	t © 2015	Istation -	All rights	r	

Istation ELAR Reading Curriculum Third Grade				Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle		Activities	Reading Standard Strands					
					1	2	3	4	5	
	style a speaker uses to present content. [SCCCRS.3.C.4.1] iii. Determine if the presentation has a purposeful organizational strategy, with appropriate transitions. [SCCCRS.3.C.4.2] iv. Identify why the speaker: uses intonation and word stress; [SCCCRS.3.C.4.2a] v. includes media; [SCCCRS.3.C.4.2b] vi. addresses the audience; [SCCCRS.3.C.4.2c] vi. determines word choice; and [SCCCRS.3.C.4.2d] viii. incorporates figurative language and literary devices. [SCCCRS.3.C.4.2e]		Bees Power Fores	Desert's Gift at Risk r for the Planet 1, 2, and 3 t Fires 4] through [3.C.4.2e]						

Istation ELAR Reading Curriculum         Third Grade         Standards       Skills				Legend: South Carolina College- and Career-Ready Standards (SCCCR for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)       Activities						
Standards	Skiiis -	cycle		Activities	1	2	3	4	5	
5.5	and Structure to:Missioni.Incorporate craftEarth:techniques toengage andAutumimpact audienceThe Modeland conveyA Viewmessages.Earth:[SCCCRS.3.C.5]Fossil Hii.Set a purposeThe Chand integrateAtmospcraft techniquesWeatherto createBrookspresentations.[SCCCRS.3.C.5.1]iii.EmploySurviveSurvivemetaphor,The Defenseimagery,Bees apersonification,Powerand hyperboleForest			w From Above : Rocks and Soil Hunters: The Black Hills Dig Changing Surface sphere her Watchers kside's Best Science Fair Ever! Forest Howlers 1 and 2 ronia Alert! vors! Desert's Gift at Risk r for the Planet 1, 2, and 3						

Fourth G	ELAR Reading Cur		1 = Inquiry-Ba 2 = Reading -	-	for English Language Arts           Reading Standard Strands           racy (I)         4 = Writing (W)           Text (RL)         5 = Communication (C)           tional Text (RI)						
Standards	Skills	Cycle	Activities		Reading	Standard	d Strands				
		-		1	2	3	4	5			
understanding	will extend and deepen g of content through uthentic, real-world tasks. Use Key Ideas and Details to:		All Books [4.I.1], [4.I.1.1]	✓							
,			Books: Our Solar System, Rock Passage: Natural Resources [4.I.1], [4.I.1.1] Book: Fields of Change - Ques Passage: A Trip to the Grand C Questions Book: Weather Wate Questions Book: Brookside's Best Science - Questions [4.I.1.1]	ions anyon - hers -							
	inquiry. [SCCCRS.4.I.1.1]	13	Books: Amazonia Alert!, Surviv Nature's Healers Cumulative Assessment: Unit . Comprehension [4.I.1] Books: Survivors, Nature's Hea Amazonia Alert! Cumulative Assessment: Unit . Comprehension	& Unit 2- Ilers,							

Istation Fourth G	ELAR Reading Cur Grade	riculu	m	for E <u>Reac</u> 1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text (	Legend: South Carolina College- and Career-Ready Standa for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communicatio 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands			
					1	2	3	4	5		
		CBTR	Books: Gift Cumul Compr [4.I.1. Main Id	-	~						
		SBTR	<i>Literat.</i> <i>Literat.</i> <i>Fiction</i> [4.1.1.	1]	<b>~</b>						
		SBTR	All Acti [4.I.1.		✓						
1.2	Use Craft and Structure to: i. Transact with		All Acti [4.I.2]	ivities , [4.I.2.1]	✓						
	texts to formulate questions, propose explanations, and	13		nia Alert! , [4.I.2.1]	✓						

Istation Fourth G	ELAR Reading Cur Grade	riculur	Legend. South Carolina	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)							
			2 = Reading - Litera 3 = Reading - Inform	ary Text (RL)	5 = Com	nmunication	ו (C)				
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands				
				1	2	3	4	5			
	consider alternative views and multiple perspectives. [SCCCRS.4.I.2] ii. Explore topics of interest to formulate logical questions; build knowledge;	SBTR ISIP AR	Comprehension: Lesson 47 – Informational Texts Comprehension: Lesson 50 – Informational Texts/Understanding Procedural Text: How To Be An Underwater Explorer [4.I.2], [4.I.2.1] 7B Reading Comprehension: Unplug								
	generate possible explanations; consider alternative views. [SCCCRS.4.I.2.1]		Yourself 7C Reading Comprehension: Night [4.I.2], [4.I.2.1]	-							
1.3	Use Integration of Knowledge and Ideas to: i. Construct knowledge, applying disciplinary concepts and	12	Books: Our Solar System, The Moor Changing Surface [4.I.3], [4.I.3.2] Book: Weather Watchers [4.I.3]	n, The ✓							
	tools, to build deeper understanding of the world through exploration, collaboration, and	13	Books: Survivors, Bees at Risk, Nat Healers, Amazonia Alert! [4.I.3], [4.I.3.2] Books: Alex to the Rescue, The Des Gift								
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Istation Fourth G	ELAR Reading C rade	urriculu	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)								
				1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text 3 = Reading - Informational	n (C)							
Standards	Skills	Cycle		Activities	Reading Standard Strands							
					1	2	3	4	5			
	analysis. [SCCCRS.4.I.3] ii. Develop a plan of action for collecting relevat information from primary and secondary sources. [SCCCRS.4.I.3.1] iii. Organize and categorize important	nt SBTR	- Com [4.I.3] Fields The Ma Earth: The Ch Rain Fa The De Bees a	<i>Rocks and Soil anging Surface prest Howlers Chapter 1 sert's Gift</i>	×							
1.4	information; collaborate to validate or revis thinking; report relevant findings [SCCCRS.4.I.3.2] Use Key Ideas and	5.	[4.1.3.	<i>for the Planet Forest Fires</i> 1] <i>Our Solar System, Atmosphere</i>	×							
	Details to: i. Synthesize information to share learning and/or take action. [SCCCRS.4.I.4] ii. Draw logical conclusions from	1	[4.I.4] Books: Day, N The Ch Natura Passag	e: Exploring Space , [4.I.4.1] Our Solar System, The Moon; ight, and Seasons; Rocks and Soil, anging Surface, The Atmosphere, I Resources, Do Your Part e: Exploring Space through [4.I.4.3]								

station Fourth G	ELAR Reading Trade	Curricului	m	Legend: South Carolina Colleg for E <u>Read</u> 1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text ( 3 = Reading - Informational	ts ing (W)					
Standards	Skills	Cycle		Activities		Reading	Standard	d Strands		
					1	2	3	4	5	
	relationships patterns discovered du the inquiry process.	ıring	[4.I.4	7: Drawing Conclusions 2], [4.I.4.3]						
	[SCCCRS.4.I. iii. Reflect on findings to bu deeper understanding and determin next steps. [SCCCRS.4.I. iv. Determine appropriate to and develop p to communica findings and/o take informed	iild g e 4.2] ools olan ate or	Risk, F Lines Cumula & Unit [4.I.4] Books: at Risk Lesson Cumula Unit 3	Survivors, Amazonia, Bees at orest Fires: Lessons from Front ative Assessment: Unit 1, Unit 2, 3 Vocabulary and Comprehension through [4.I.4.3] Amazonia Alert!, Survivors, Bees 7, Nature's Healers, Forest Fires: 8 from the Front Lines ative Assessment: Unit 1, Unit 2 & through [4.I.4.2]	~					
	action. [SCCCRS.4.I.	ISIP AR	<i>the Lal 3B Rea Name?</i>	nding Comprehension: What's in a	V					
1.5	Use Integration of Knowledge and Ideas i. Reflect	s to:	All Acti [4.I.5]	ivities through [4.I.5.3]	~					

Istation I Fourth G	ELAR Reading Cur rade	ricului	m	Legend: South Carolina College- and Career-Ready Standards (SCCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle		Activities	Reading Standard Strands						
					1	2	3	4	5		
	throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively. [SCCCRS.4.I.5] ii. Acknowledge and value individual and collective thinking. [SCCCRS.4.I.5.1] iii. Employ past learning to monitor and assess current learning to guide inquiry. [SCCCRS.4.I.5.2] iv. Assess the process and determine strategies to revise the plan and apply learning for future	SBTR	The Mc Earth: The Ch Rain Fc The De Bees a Power Forest	Rocks and Soil anging Surface prest Howlers Chapter 1 esert's Gift t Risk for the Planet							
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Istation Fourth G	ELAR Reading Cur Trade	riculum	1 = Inquiry-Based Lite 2 = Reading - Literary	Legend: South Carolina College- and Career-Ready Standards (S for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)								
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands					
				1	2	3	4	5				
	inquiry. [SCCCRS.4.I.5.3]											
the styles and	will notice and analyze d techniques authors use ers construct meaning.											
2.1	Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.4.RL.1]		All Activities [4.RL.1]									
2.2	Use Principles of Reading to: Demonstrate understanding of spoken words, syllables, and sounds. [SCCCRS.4.RL.2]		All Activities [4.RL.2]									
2.3	Use Principles of Reading to: i. Know and apply grade-level		All Activities [4.RL.3], [4.RL.3.1]		<b></b>							
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Istation Fourth G	ELAR Reading Cur rade	ricului	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle		Activ	vities			Reading	Standard	d Strands	
						-	1	2	3	4	5
	<ul> <li>phonics and word analysis skills in decoding words. [SCCCRS.4.RL.3]</li> <li>ii. Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context. [SCCCRS.4.RL.3.1]</li> </ul>										
2.4	Use Principles of Reading to: Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.4.RL.4]		All Acti [4.RL.4					~			
2.5	Use Meaning and Context to: i. Determine	12		cing and Drav ], [4.RL.5.1]	ving Conclus	ions		<b>~</b>			

Istation Fourth G		eading Cur	ricului	m	for E <u>Read</u> 1 = Inquiry-Based Literacy ( 2 = Reading - Literary Text (	Legend: South Carolina College- and Career-Ready Standard for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication ( 3 = Reading - Informational Text (RI)							
Standards		Skills	Cycle		Activities		Reading	Standar	d Strands				
			-			1	2	3	4	5			
	de int ma pre inf cor an syr pro evi inv mu inv mu inv mu inv an	eaning and velop logical erpretations by aking edictions, erring, drawing nclusions, alyzing, nthesizing, oviding idence, and vestigating ultiple erpretations. CCCRS.4.RL.5] k and answer erential estions to alyze meaning	13 ISIP AR SBTR	Unit 1, Writing Unit 3 Book: [4.RL.! 8C Rea Hear Y 10B Re for the [4.RL.! Compri Inform Media:	eading Comprehension: Exercise Body and the Brain 5], [4.RL.5.1] ehension: Lesson 52 – ational Texts/Analyzing Persuasive Public Service Announcement		<ul> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>						
	ref an wit su inf coi	yond the text; fer to details d examples thin a text to pport erences and nclusions. CCCRS.4.RL.5.1]		Inform Warmin Anymo Compr Poetry Forest Compr	ehension: Lesson 53 – ational: Persuasive: Global ng – Not Just for Polar Bears re ehension: Lesson 54 – Literature Analysis: Night Spirits of the Rain ehension: Lesson 55 – Literature Analysis: A View From Above								

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Tetation	ELAD Deading Cur											
Fourth G	ELAR Reading Cur Grade	riculum	ו	Legend: South Car	for E	nglish Lar	nguage Ar	ts	rds (SCCCR	5)		
				1 = Inquiry-Bas 2 = Reading - L 3 = Reading - I	ed Literacy ( iterary Text (	[]) (RL)	ard Strands 4 = Writi 5 = Com		(C)			
Standards	Skills	Cycle		Activities		Reading Standard Strands						
						1	2	3	4	5		
			Analyzi Washin Compre Analyzi Champ Champ Compre Theme Compre Analyzi rainford Analyzi and the [4.RL.5	ehension: Lesson 56 – Li ing a Biography: George ington Carver ehension: Lesson 57 – Li ing a Biography: Jane Go ion of Chimpanzees ehension: Lesson 59 – A in Myths: The Desert's G ehension: Lesson 60 – A in Myths: Monkey Broth ro Twins ehension: Lesson 61 – Li ing Elements of Fiction: T est Howlers Chapters 1 a ehension: Lesson 62 – Li ing Elements of Fiction: I e Chariot of Fire 5], [4.RL.5.1]	iterature bodall, nalyzing Gift nalyzing ers and iterature The and 2 iterature Phaeton							
2.6	Use Meaning and Context to: i. Summarize key details and ideas to support		Theme Compre	ehension: Lesson 59 – A in Myths: The Desert's ( ehension: Lesson 60 – A in Myths: Monkey Broth	Gift		~					
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Istation Fourth G	ELAR Reading Cur rade	riculuı	n	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)								
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands				
		-			1	2	3	4	5			
2.7	analysis of thematic development. [SCCCRS.4.RL.6] ii. Determine the development of a theme within a text; summarize using key details. [SCCCRS.4.RL.6.1] Use Meaning and Context to: i. Analyze the relationship	SBTR	[4.RL.) Fields The Mo Earth:	of Change: Autumn/Winter Non Rocks and Soil Danging Surface		✓						
	among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. [SCCCRS.4.RL.7] ii. Explore similarities and differences among textual, dramatic, visual, or oral presentations.		Rain Fe The De Bees a Power Forest	orest Howlers Chapter 1 esert's Gift it Risk for the Planet								

Istation Fourth G	ELAR Reading Cu irade	rriculur	for E <u>Read</u> 1 = Inquiry-Based Literacy 2 = Reading - Literary Text	Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	l Strands			
		-		1	2	3	4	5			
	[SCCCRS.4.RL.7.1] iii. Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media. [SCCCRS.4.RL.7.2]										
2.8	Use Meaning and Context to: i. Analyze characters, settings, events,	12	Main Idea, Predicting Outcomes, Sequencing, Inferencing and Drawing Conclusions, Summarizing [4.RL.8] through [4.RL.8.1b]		×						
	and ideas as they develop and interact within a particular context. [SCCCRS.4.RL.8] ii. Use text evidence to: [SCCCRS.4.RL.8.1]	13	Amazonia Alert! Survivors, The Desert's Gift, Ghost Dancers, Ghost Party, Into the Darkness, Monkey Brothers and the Hero Twins, Swimming with Whale Sharks, The Lost Treasure of the Ruby Dagger, Alex to the Rescue [4.RL.8] through [4.RL.8.1b]		×						
	iii. explain how conflicts cause the characters to change or revise	15	Bridge Lesson: General Comprehension 3 Bridge Lesson: General Comprehension 4 [4.RL.8] through [4.RL.8.1b]		~						

Istation Fourth G	ELAR Reading Cu Trade	rricului	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS)         for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)						
				2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands		
	plans while	CBTR	Main Idea		1	2 ✓	3	4	5	
	moving toward resolution; and		[4.RL.8.1a]							
	[SCCCRS.4.RL.8.1a] iv. explain the influence of cultural, historical, and social context on characters, setting, and plot development. [SCCCRS.4.RL.8.1b] Use Language, Craft, and	SBTR	9 - Literat 10 - Literat	<i>ure Literary Analysis ure Elements of Fiction ure Elements of Fiction , [4.RL.8.1b]</i>		~				
2.9	Use Language, Craft, and Structure to: i. Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. [SCCCRS.4.RL.9] ii. Identify and	SBTR	Fields of Ch Autumn/ W The Moon A View From Fossil Hunte The Changin Atmosphere Weather Wa Brookside's	redible Night, and Seasons ange: Spring/ Summer, inter n Above Earth: Rocks and Soil ers: The Black Hills Dig ng Surface atchers Best Science Fair Ever! Howlers Chapters 1 and 2		×				

Istation Fourth G	ELAR Reading Cur Trade	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands	
					1	2	3	4	5
	explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone. [SCCCRS.4.RL.9.1] iii. Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting. [SCCCRS.4.RL.9.2]	12	Bees a Power Forest [4.RL.9 Book: ,	for the Planet Chapters 1, 2 and 3 Fires 9], [4.RL.9.1], [4.RL.9.2] A View From Above – A Collection n Poems		×			
2.10	Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning of	12	Incredi Soil, Tl Watche Ever!	<i>Our Solar System, Mission ble, Fields of Change, Rocks and the Changing Surface, Weather ers, Brookside's Best Science Fair alary Review Game: No. 1, No. 2, . 3</i>		~			
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Istation I Fourth G	ELAR Reading C rade	urricului	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Cycle Activities			Reading	Standar	d Strands			
					1	2	3	4	5		
	known, unknown and multiple- meaning words, phrases, and jargon; acquire			ge: Water Recycled – Questions 10], [4.RL.10.1], [4.RL.10.2]							
	and use general academic and domain-specific vocabulary. [SCCCRS.4.RL.10] ii. Use definitions, examples, and restatements to determine the meaning of word or phrases. [SCCCRS.4.RL.10.1] iii. Determine the meaning of an	ds 1]	Survive Gift, Fo Front L Vocabu Bees a Alex to Cumul and Ur Vocabu	ulary Games: The Desert's Gift, It Risk, Welcome to the Rainforest, It the Rescue ative Assessment: Unit 1, Unit 2		V					
	unknown word using knowledge of base words a Greek and Latin affixes. [SCCCRS.4.RL.10.2 iv. Acquire and use general academ and domain- specific words o phrases that signal precise	nd 2] ic	Word I Using I Earth: Fields Autum Earth: Power	ulary: Context Meaning Dictionary Day, Night, and Seasons of Change: Spring/ Summer, n/ Winter Rocks and Soil for the Planet 10] through [4.RL.10.6]		V					

Istation Fourth G	ELAR Reading Cur Grade	riculur		for English La <u>Reading Stanc</u> eracy (I) Text (RL)	anguage Ar <u>dard Strands</u> 4 = Writ 5 = Com	rts	-	S)
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
				1	2	3	4	5
	actions, emotions, and states of being; demonstrate an understanding of nuances and jargon. [SCCCRS.4.RL.10.6]							
2.11	Use Language, Craft, and Structure to: i. Analyze and provide evidence of how the	12	Book: A View From Above - A Collection of Moon Poems [4.RL.11.1]	on	✓			
	author's choice of point of view, perspective, or purpose shapes content, meaning, and style. [SCCCRS.4.RL.11] ii. Compare and contrast first and third person points of view; determine how an author's choice of point of view	SBTR	Literature: Lesson 1 - Poetry Literature: Lesson 2 - Poetry Literature: Lesson 3 - Biography Literature: Lesson 4 - Biography [4.RL.11] Comprehension: Lesson 26 - Compare and Contrast Two Texts [4.RL.11.1] Comprehension: Lesson 39 - Characte [4.RL.11]		~			

Fourth G	ELAR Reading Cu rade	rricului	1 = Inquiry-Based Literary 2 = Reading - Literary Tex	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands			
				1	2	3	4	5		
	influences the content and meaning. [SCCCRS.4.RL.11.1]	Writing	Graphic Organizer - Venn Diagram [4.RL.11.1]							
		Writing Rules!	<i>Personal Narrative [4.RL.11.1]</i>		v					
2.12	Use Language, Craft, and Structure to: i. Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. [SCCCRS.4.RL.12]		Books: Our Solar System, Atmosphere Passage: Exploring Space [4.RL.12], [4.RL.12.2] Books: Our Solar System, The Moon; Day, Night, and Seasons; Rocks and Soi The Changing Surface, The Atmosphere, Natural Resources, Do Your Part Passage: Exploring Space [4.RL.12.1], [4.RL.12.2]							
	<ul> <li>Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. [SCCCRS.4.RL.12.1]</li> </ul>	13	Books: Survivors, Amazonia, Bees at Risk, Forest Fires: Lessons from Front Lines Cumulative Assessment: Unit 1, Unit 2, & Unit 3 Vocabulary and Comprehension [4.RL.12], [4.RL.12.2] Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires: Lessons from the Front Lines Cumulative Assessment: Unit 1, Unit 2 &		✓					

Fourth G	ELAR Reading Cur Trade	for l	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>								
			2 = Reading - Literary Text	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities	Reading Standard Strands							
		-		1	2	3	4	5			
	iii. Determine characteristics of crafted text		Unit 3 [4.RL.12.1], [4.RL.12.2]								
	describe why an author uses this	CBTR	<i>Vocabulary: Structural Analysis [4.RL.12], [4.RL.12.2]</i>		✓						
		CBTR	<i>The Rain Forest Howlers: Welcome to the Rain Forest; Night Spirits of the Rain Forest [4.RL.12.2]</i>		~						
		SBTR	Writing Extension: Lesson 34 – The Rain Forest Howlers, Chapter 1, Writing an Adventure Story [4.RL.12.2]		~						
2.13	Use Range and Complexity to: i. Read		All Activities [4.RL.13] through [4.RL.13.3]		✓						
	independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to	CBTR	Summarizing [4.RL.13] Compare and Contrast [4.RL.13.3] Sequence [4.RL.13.1] Authors Purpose [4.RL.13] through [4.RL.13.3] 414		• nt © 2015 :						

Istation Fourth G	ELAR Reading Cur rade	riculun	n	Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)								
Standards	Skills	Cycle		Activities		Reading Standard Strands						
	increasingly					1	2	3	4	5		
(III) Students	complex text over time. [SCCCRS.4.RL.13] ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.4.RL.13.1] iii. Read independently for sustained periods of time to build stamina. [SCCCRS.4.RL.13.2] iv. Read and respond according to task and purpose to become self- directed, critical readers and thinkers. [SCCCRS.4.RL.13.3]		[4.RL.1]	lary - Context								
the styles and	d techniques authors use rs construct meaning.											
Reading Curri	iculum Correlations	I		415		Copyright	t © 2015	Istation -	All rights r	eserved		

Istation Fourth G	ELAR Reading Cur irade	riculum	for I 1 = Inquiry-Based Literacy 2 = Reading - Literary Text	Legend: South Carolina College- and Career-Ready Standards (S for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities			Standar	d Strands			
3.1	Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.4.RI.1]		All Activities 4.RI.1]	1	2	<u>3</u> ✓	4	5		
3.2	Use Principles of Reading to: Demonstrate understanding of spoken words, syllables, and sounds. [SCCCRS.4.RI.2]		All Activities 4.RI.2]			✓				
3.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis skills in decoding words. [SCCCRS.4.RI.3] ii. Use combined knowledge of all letter-sound correspondences,		Representing Text [4.RI.3] [ext Structure [4.RI.3], [4.RI.3.1] /ocabulary- Context [4.RI.3], [4.RI.3.1]			×				
Reading Curr	iculum Correlations		416	Copyright	t © 2015	Istation -	All rights r	eserved		

Istation Fourth G	ELAR Reading Cur Grade	riculuı	m	Legend: South Carolina College- and Career-Ready Standards (SCCCI for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle		Activities		Reading	Standard	d Strands			
					1	2	3	4	5		
	syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context. [SCCCRS.4.RI.3.1]										
3.4	Use Principles of Reading to: Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.4.RI.4]		All Acti [4.RI.4				V				
3.5	Use Meaning and Context to: i. Determine	12	Predict [4.RI.5	ing Outcomes ]			~				
	meaning and develop logical interpretations by	15		<i>Lesson: General Comprehension 4</i> ], [4.RI.5.1]			√				
	making predictions, inferring, drawing conclusions, analyzing, synthesizing,	ISIP AR	Name?	ding Comprehension – Big Chug,			V				
Reading Curr	iculum Correlations		I	417	Copyrigh	t © 2015	Istation -	All rights r	eserved		

Istation Fourth G	ELAR Reading Cur rade	riculur	m	Legend: South Carolina College- and Career-Ready Standards (SCCCI for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle		Activities				d Strands			
	providing evidence, and investigating multiple interpretations. [SCCCRS.4.RI.5] ii. Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. [SCCCRS.4.RI.5.1]		<i>Fish a</i> <i>4C Rea Love</i> <i>8B Rea 8C Rea Hear Y</i> <i>10C Re Dad</i>	ading Comprehension – Labor of ading Comprehension – Time to Fly ading Comprehension – Hear Ye,	1	2	3	4	5		
3.6	Use Meaning and Context to: i. Summarize key details and ideas to support analysis of central ideas. [SCCCRS.4.RI.6] ii. Summarize multi- paragraph texts	12 ISIP AR	2B Rea the Lov 2C Rea the Lal	5], [4.RI.6.1] ading Comprehension – Spreading ve ading Comprehension – Angels in			✓ ✓				
Reading Curr	iculum Correlations			418	Copyrigh	nt © 2015	Istation -	All rights r	eserved		

Fourth G	ELAR Reading Cur Grade	incuru	for I	nglish La	areer-Read nguage Ar ard Strands	ts	rds (SCCCF	lS)		
			2 = Reading - Literary Text	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands			
				1	2	3	4	5		
	using key details to support the central idea. [SCCCRS.4.RI.6.1]		Name? 3C Reading Comprehension – Big Chug, Be Gone 4B Reading Comprehension – Give This Fish a Hand 4C Reading Comprehension – Labor of Love 6C Reading Comprehension – Presto! 7C Reading Comprehension – Night Light 8C Reading Comprehension – Hear Ye, Hear Ye [4.RI.6], [4.RI.6.1]							
3.7	Use Meaning and Context to: i. Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. [SCCCRS.4.RI.7]	SBTR	Lesson 40: Power for the Planet 1 - Identifying a Research Topic Lesson 41: Power for the Planet 2- Researching and Taking Notes Lesson 44: Coral Reefs Part 1 - Identifying a Research Topic Lesson 45: Coral Reefs Part 2 - Researching and Taking Notes			~				

Fourth G	ELAR Reading Cur rade	ricului	for E	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
			2 = Reading - Literary Text	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities	Reading Standard Strands							
				1	2	3	4	5			
	<ul> <li>ii. Compare and contrast how events, topics, concepts, and ideas are depicted</li> </ul>		<i>Lesson 46: Coral Reefs Part 3 - Writing a Research Report [4.RI.7]</i>								
	in primary and secondary sources. [SCCCRS.4.RI.7.1]	13	Discovery Island: Self-Selected Reading - Unit 1, Unit 2, & Unit 3 Discovery Island: Writing Responses -Unit 1, Unit 2, & Unit 3 [4.RI.7], [4.RI.7.1]			~					
3.8	Use Language, Craft, and Structure to: i. Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships	SBTR	Fields of Change: Autumn/Winter The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [4.RI.8], [4.RI.8.1], [4.RI.8.2]			V					
	shape meaning and tone in print and multimedia	10	Priority Alert: Comprehension 10 [4.RI.8], [4.RI.8.1], [4.RI.8.2]			~					
	texts. [SCCCRS.4.RI.8] ii. Determine how the author uses words and	12	Lesson 8: Representing Text [4.RI.8.2] Lesson 9: Text Structure [4.RI.8], [4.RI.8.1], [4.RI.8.2]			~					

Istation Fourth G	ELAR Reading Cur rade	riculuı	1 = Inquiry-Based Literacy 2 = Reading - Literary Text	Legend: South Carolina College- and Career-Ready Standards (SCCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)								
Standards	Skills	Cycle	Activities		d Strands	Strands						
				1	2	3	4	5				
	phrases to shape and clarify meaning. [SCCCRS.4.RI.8.1] iii. Apply knowledge of text features to gain meaning; describe the relationship between these features and the text. [SCCCRS.4.RI.8.2]	Bridge Lesson: General Comprehension 2 [4.RI.8], [4.RI.8.1], [4.RI.8.2]			✓							
3.9	Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple- meaning words,	12	Books: Our Solar System, Mission Incredible, Fields of Change, Rocks and Soil, The Changing Surface, Weather Watchers, Brookside's Best Science Fair Ever! Vocabulary Review Game: 1, 2, and 3 Passage: Water Recycled – Questions [4.RI.9] through [4.RI.9.3]			✓ 						
	phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	13	Books: Welcome to the Rainforest, Survivors, The Desert's Gift, Nature's Gift, Forest Fires: Lessons From the Front Lines The Desert's Gift- Vocabulary Game Bees at Risk: Vocabulary Game			<b>√</b>						

Istation Fourth G		R Reading Cur	ricului	n	Legend: South Carolina Colleg for E <u>Read</u> 1 = Inquiry-Based Literacy 2 = Reading - Literary Text 3 = Reading - Informational	rds (SCCCR 1 (C)	(S)					
Standards		Skills	Cycle		Activities	Reading Standard Strands						
						1	2	3	4	5		
	іі. III.	[SCCCRS.4.RI.9] Use definitions, examples, and restatements to determine the meaning of words or phrases. [SCCCRS.4.RI.9.1] Determine the		Game Game Unit 2, Compr [4.RI.9	ne to the Rainforest- Vocabulary Alex to the Rescue- Vocabulary Cumulative Assessment: Unit 1, and Unit 3 Vocabulary and ehension 9] through [4.RI.9.3]							
	iv.	meaning of an unknown word using knowledge of base words and Greek and Latin affixes. [SCCCRS.4.RI.9.2] Acquire and use general academic and domain- specific words or	CBTR	Word I Day, N Fields Autum Power [4.RI.9	Jlary: Context Meaning using Dictionary Earth: light, and Seasons of Change: Spring/Summer, n/Winter Earth: Rocks and Soil for the Planet 9] through [4.RI.9.3] Jlary: Structural Analysis 9]			×				
		phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon. [SCCCRS.4.RI.9.3]	ISIP AR	spect) 4C Tiel								

Fourth G	ELAR Reading Cur rade	ricului	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands			
					1	2	3	4	5		
3.10	Use Language, Craft, and Structure to: i. Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. [SCCCRS.4.RI.10] ii. Identify and describe the difference between a primary and secondary account of the same event or topic. [SCCCRS.4.RI.10.1]	12	Passage [4.RI.10 Books: Day, Nig The Cha Natural Passage [4.RI.10 Books: Cumula and Uni Compre [4.RI.10 Books: at Risk, Lessons	Our Solar System, The Moon; ght, and Seasons; Rocks and Soil, anging Surface, The Atmosphere, Resources, Do Your Part e: Exploring Space D], [4.RI.10.1] Survivors, Amazonia, Bees at rest Fires: Lessons from Front tive Assessment: Unit 1, Unit 2, t 3 Vocabulary and hension D] Amazonia Alert!, Survivors, Bees Nature's Healers, Forest Fires: from the Front Lines tive Assessment: Unit 1, Unit 2 t 3							
3.11	Use Language, Craft, and Structure to: i. Analyze and critique how the	SBTR	The Moo Earth: F	f Change: Autumn/Winter on Rocks and Soil anging Surface			✓ ✓				

Istation Fourth G	ELAR Reading Cu Grade	rricului	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)								
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands				
		,			1	2	3	4	5			
	structures in print and multimedia texts to craft informational and argument writing. [SCCCRS.4.RI.11]The Dec Bees at Power in forest [4.RI.1]ii.Apply knowledge of text structures to describe how structures contribute toSBTR Coral R Ecosyst			for the Planet			×					
3.12	Use Range and Complexity to: i. Read		All Acti [4.RI.1	ivities 12] through [4.RI.12.3]			✓					
	independently and comprehend a variety of texts	ISIP AR	1A Rea Music	ading Comprehension: Time for			<b>√</b>					
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Istation Fourth G		Reading Cur	riculur	n	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)								
					2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)								
Standards		Skills	Cycle		Activities		Reading	Standard	d Strands				
						1	2	3	4	5			
	ii. iii. iv.	for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. [SCCCRS.4.RI.12] Engage in whole and small group reading with purpose and understanding. [SCCCRS.4.RI.12.1] Read independently for sustained periods of time. [SCCCRS.4.RI.12.2] Read and respond according to task and purpose to become self- directed, critical readers and thinkers. [SCCCRS.4.RI.12.3]		G4 Flu G4 Flu G5 Flu G5 Flu Side of G5 Flu G5 Flu	ency 4: Afternoon Snack ency 7: A Very Long Day ency 10: Embrace the Strange ency 3: Echoes of Love ency 6: One Hamburger with a f Pollution ency 7: History Lessons ency 8: The Wonder of It All ency 9 A Perfect Shot [2] through [4.RI.12.3]								
Reading Curri	culum C	orrelations			425	Copyrigh	t © 2015	Istation -	All rights r	eserved			

Istation Fourth G	ELAR Reading Cur Trade	riculun	fo			(RL) 5 = Communication (C)					
Standards	Skills	Cycle		Activities	Reading Standard Strands						
					1	2	3	4	5		
throughout th adjust strateg	Use Meaning, Context, and Craft to: i. Write arguments to support claims with clear reasons and relevant evidence.	ISIP AR	Yoursel [4.W.1] 3C Read Be Gond	through [4.W.1.1g] ding Comprehension: Big Chug,				×			
	[SCCCRS.4.W.1] ii. 1.1 Write opinion pieces that: [SCCCRS.4.W.1.1] iii. 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; [SCCCRS.4.W.1.1a]	SBTR	Lesson Spring/ Lesson Lesson Fair Eve Lesson Chapter Lesson Lesson Lesson	34 – The Rain Forest Howlers,				×			

Istation I Fourth G	ELAR Reading Cur rade	riculum	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities	Reading Standard						
				1	2	3	4	5		
	<ul> <li>iv. use information from multiple print and multimedia sources; [SCCCRS.4.W.1.1b]</li> <li>v. provide reasons supported by facts and details; [SCCCRS.4.W.1.1c]</li> <li>vi. use transitional words or phrases to connect opinions and reasons; [SCCCRS.4.W.1.1d]</li> <li>vii. develop and strengthen writing as needed</li> <li>viii. by planning, revising, and editing building on personal ideas and the ideas of others; [SCCCRS.4.W.1.1e]</li> <li>ix. use paraphrasing, quotations, and original language to avoid plagiarism; and</li> </ul>									
Reading Curric	culum Correlations		427	Copyright	t © 2015	Istation -	All rights r	eserved		

Istation Fourth G				Legend: South Carolina 1 = Inquiry-Based Lit 2 = Reading - Literar 3 = Reading - Inform	for Eng <u>Readir</u> iteracy (I) ry Text (R	ext (RL) 5 = Communication (C) onal Text (RI)					
Standards	Skills	Cycle		Activities			Reading	Standard	d Strands		
		-,			-	1	2	3	4	5	
4.2	[SCCCRS.4.W.1.1f] x. provide a concluding statement or section related to the opinion presented. [SCCCRS.4.W.1.1g] Use Meaning, Context, and Craft to:	SBTR	Fields o The Mo	of Change: Autumn/Winter					✓		
	i. Write informative/expla natory texts to examine and convey complex ideas and information clearly and accurately through the		Earth: The Ch Rain Fo The De Bees a Power Forest [4.W.2]	Rocks and Soil Panging Surface Prest Howlers Chapter 1 Presert's Gift t Risk for the Planet Fires ] through [4.W.2.1k]							
	effective selection, organization, and analysis of content. [SCCCRS.4.W.2] ii. Write informative/	SBTR 13	Lesson [4.W.2 Lesson	7 Extensions: s 44, 45, 46 - Coral Reefs 1-3 .1] through [4.W.2.1k] s 47, 48, 49 - Ecosystem 1 .1a] through [4.W.2.1k]	3				✓		

Istation F	ELAF	R Reading Cur	riculu	n <u> </u>			_			
Fourth G			curu	Legend: South	Carolina Colleg for Ei		reer-Read Iguage Ar		ds (SCCCR	S)
					Read	ing Standa	rd Strands			
				2 = Readin	-Based Literacy ( g - Literary Text ( g - Informational	RL)	4 = Writ 5 = Com	ing (W) munication	(C)	
Standards		Skills	Cycle	Activities			Reading	Standard	l Strands	
			-,		-	1	2	3	4	5
	iii.	explanatory texts that: [SCCCRS.4.W.2.1] introduce a topic clearly; [SCCCRS.4.W.2.1a] use information	12	<i>Lesson 7: Drawing Conclusi</i> [4.W.2.1k]	ons				Ý	
	iv.	from multiple print and multimedia	15	Bridge Lesson: General Con [4.W.2.1k]	nprehension 4				✓ 	
	v.	sources; [SCCCRS.4.W.2.1b] group related information in paragraphs and sections; [SCCCRS.4.W.2.1c]	Writing Rules!	Lesson 1 The Ideas Trait Lesson 2 The Organization Lesson 3 The Voice Trait Lesson 4 The Word Choice Lesson 5 The Sentence Flue Lesson 6 The Conventions The Expository Essay	Trait ency Trait				~	
	vi.	include formatting, illustrations, and multimedia to aid comprehension; [SCCCRS.4.W.2.1d]		[4.W.2.1] through [4.W.2.1	k]					
	vii.	develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the								
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Istation Fourth G		R Reading Cur	riculun	n	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							S)	
Standards		Skills	Cycle		Ac	tivities			Reading	Standard	andard Strands		
			-,					1	2	3	4	5	
	viii. ix. x. xi.	topic; [SCCCRS.4.W.2.1e] develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; [SCCCRS.4.W.2.1f] use paraphrasing, quotations, and original language to avoid plagiarism; [SCCCRS.4.W.2.1g] link ideas within categories of information using words and phrases; [SCCCRS.4.W.2.1h] use precise language and domain-specific vocabulary to inform or explain the topic; [SCCCRS.4.W.2.1i] develop a style and tone											
Reading Curr								Copyright	t © 2015	Istation -	All rights r	eserved	

Istation Fourth G	ELAR Reading Cur rade	riculun	1 = Inquiry-Based Literary 2 = Reading - Literary Te	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities	Reading Standard Strands							
				1	2	3	4	5			
	authentic to the purpose; and [SCCCRS.4.W.2.1j] xiii. provide a concluding statement or section relate to the information or explanation presented. [SCCCRS.4.W.2.1k]										
4.3	Use Meaning, Context, and Craft to: i. Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well- structured event sequences.		Fields of Change: Autumn/Winter The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [4.W.3] through [4.W.3.1h]				~				
	[SCCCRS.4.W.3] ii. Gather ideas from texts, multimedia, and personal experience to	- 5	<i>Lesson 1 The Ideas Trait Lesson 2 The Organization Trait Lesson 3 The Voice Trait Lesson 4 The Word Choice Trait Lesson 5 The Sentence Fluency Trait</i>				~				
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Istation ELAI Fourth Grade	R Reading Cur	riculuı	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)								
				2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)								
Standards	Skills	Cycle		Activities	Reading Standard Strands							
					1	2	3	4	5			
iii. iv. v. vi.	write narratives that: [SCCCRS.4.W.3.1] develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; [SCCCRS.4.W.3.1a] orient the reader by establishing a situation and introducing a narrator and/or characters; [SCCCRS.4.W.3.1b] organize an event sequence that unfolds naturally; [SCCCRS.4.W.3.1c] use dialogue and description to develop experiences and events or show the responses of characters to		Narrati	6 The Conventions Trait ve Essay ] through [4.W.3.1h]								

Istation Fourth G	ELAR Reading Cu rade	rriculum	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities		Reading	Standard	d Strands			
				1	2	3	4	5		
	situations; [SCCCRS.4.W.3.1d] vii. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; [SCCCRS.4.W.3.1e] viii. use a variety of transitional words and phrases to manage the sequence of events; [SCCCRS.4.W.3.1f] ix. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and [SCCCRS.4.W.3.1g] x. provide a conclusion that									
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Standards         Skills         Cycle         Activities         Reading Standard Strands           follows from the narrated experiences or events. [SCCCRS.4.W.3.1h]         follows from the narrated experiences or events. [SCCCRS.4.W.3.1h]         sBTR         Fields of Change: Autumn/Winter The Moon         i         <	Istation Fourth G	ELAR Reading Cur rade	riculur	1 = Inquiry-Based Literary 2 = Reading - Literary Tex	Legend: South Carolina College- and Career-Ready Standards (SCCCR for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)									
4.4       Use Language to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. [SCCCRS.4.W.4.1]       SBTR Fields of Change: Autumn/Winter The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift       Y         ii.       Use Language to: i. Demonstrate conventions of Standard English grammar and usage when writing and speaking. [SCCCRS.4.W.4.1]       SBTR Fields of Change: Autumn/Winter The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift iii. use relative pronouns and relative adverbs; [SCCCRS.4.W.4.1a]       Y         iii.       Use relative pronouns and relative adverbs; [SCCCRS.4.W.4.1a]       Fields of Change: Spring/Summer Survivors/ The Desert's Gift [4.W.4.1g]         iv.       form and use the progressive verb tenses; [SCCCRS.4.W.4.1a]       Gur Solar System Fields of Change: Spring/Summer The Changing Surface Forest Fires         v.       use modal       Use Solar System Fires       Our Solar System Fires	Standards	Skills	Cycle	Activities		Reading	Standar	d Strands						
narrated       experiences or         events.       [SCCCRS.4.W.3.1h]         4.4       Use Language to:       SBTR         i.       Demonstrate       command of the         command of the       Earth: Rocks and Soil         The Moon       The Changing Surface         Rain Forest Howlers Chapter 1       The Desert's Gift         grammar and       Power for the Planet Chapter 1, 2, and 3         usage when       Power for the Planet Chapter 1, 2, and 3         ii.       Use relative         gracks.4.W.4.1]       Fields of Change: Spring/Summer         iii.       use relative         pronous and       The Desert's Gift         relative adverbs;       [scCCRS.4.W.4.1a]         iv.       form and use the         progressive verb       Gur Solar System         progressive verb       Fields of Change: Spring/Summer The         changing Surface       Forest Fires         gravious and       I.4.W.4.1g]         v.       fields of Change: Spring/Summer The         changing Surface       Forest Fires         gravious I       Jur Solar System         progressive verb       Fields of Change: Spring/Summer The         Changing Surface       Forest Fires					1	2	3	4	5					
i.Demonstrate command of the conventions ofThe Mooni.Demonstrate command of the conventions ofThe Changing Surface Rain Forest Howlers Chapter 1 Selfti.Grammar and usage when writing and speaking. [SCCCRS.4.W.4]The Desert's Gift [4.W.4] through [4.W.4.1j]ii.When writing: [SCCCRS.4.W.4.1][4.W.4] through [4.W.4.1j]iii.use relative pronouns and relative adverbs; [SCCCRS.4.W.4.1a]Fields of Change: Spring/Summer Survivors! [4.W.4.1g]iv.form and use the progressive verb tenses; [SCCCRS.4.W.4.1b]Our Solar System Fields of Change: Spring/Summer The Changing Surface Forest Firesv.use modalId W 4 1i]		narrated experiences or events.												
convey various     Our Solar System Mission Incredible	4.4	<ul> <li>i. Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. [SCCCRS.4.W.4]</li> <li>ii. When writing: [SCCCRS.4.W.4.1]</li> <li>iii. use relative pronouns and relative adverbs; [SCCCRS.4.W.4.1a]</li> <li>iv. form and use the progressive verb tenses; [SCCCRS.4.W.4.1b]</li> <li>v. use modal auxiliaries to convey various</li> </ul>	SBTR	The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Chapter 1, 2, and 3 Forest Fires [4.W.4] through [4.W.4.1j] Fields of Change: Spring/Summer Survivors! The Desert's Gift [4.W.4.1g] Our Solar System Fields of Change: Spring/Summer The Changing Surface Forest Fires [4.W.4.1i]										

Istation ELAR Reading Curriculum         Fourth Grade         Legend: South Carolina College- and Career-Ready Standards (SCCC for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)       4 = Writing (W)         2 = Reading - Literary Text (RL)       5 = Communication (C)         3 = Reading - Informational Text (RI)										S)
Standards	Skills	Cycle		Activities	Standar	tandard Strands				
		-			3	4	5			
vi. vii. vii. x. Reading Curriculum	[SCCCRS.4.W.4.1c] use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense; [SCCCRS.4.W.4.1d] order adjectives within sentences according to conventional patterns; [SCCCRS.4.W.4.1e] use relative pronouns and relative adverbs; [SCCCRS.4.W.4.1f] explore using prepositional phrases in different positions within a sentence; [SCCCRS.4.W.4.1g] use coordinating and subordinating conjunctions;		Fields of Autum The Mo A View Soil Fossil I The Ch Atmosp Weatho Brooks Rain Fo Survivo The De Bees a Power Forest [4.W.4 Our So Earth: Fields of A View Soil Fossil I	from Above, Earth: Rocks a Hunters: The Black Hills Dig anging Surface ohere er Watchers ide's Best Science Fair Ever orest Howlers 1 and 2 nia Alert! ors! esert's Gift t Risk for the Planet 1, 2 and 3 Fires .1j] lar System Mission Incredib Day, Night, and Seasons of Change: Spring/Summer, n/Winter oon from Above, Earth: Rocks a Hunters: The Black Hills Dig anging Surface	and ! ! and				All rights re	

Istation Fourth G	ELAR Reading C Grade	urricului	m	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)									
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands					
	[SCCCRS.4.W.4.1] xi. use a variety of sentence types t produce complet sentences, recognizing and correcting inappropriate fragments and run-ons; and [SCCCRS.4.W.4.1] xii. use frequently confused homonyms correctly. [SCCCRS.4.W.4.1]	i]	Brooks Rain F Amazo Surviv The De	esert's Gift Bees at Risk for the Planet 1, 2 and 3 Forest	1	2	3	4	5				
4.5	Use Language to: i. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [SCCCRS.4.W.5] ii. Capitalize names of magazines, newspapers,	r d	Mission Earth: Fields Autum The Ma A View Earth: Fossil The Ch Atmos Weath	from Above Rocks and Soil Hunters: The Black Hills Dig hanging Surface									

Istation Fourth G		R Reading Cur e	riculur	n		English La ading Stand ( (I) t (RL)	anguage Ar l <u>ard Strands</u> 4 = Writ 5 = Com	rts		.S)
Standards		Skills	Cycle		Activities		Reading	Standar	d Strands	
						1	2	3	4	5
	iii. iv. v. vi.	works of art, musical compositions, organizations, and the first word in quotations. [SCCCRS.4.W.5.1] Use: [SCCCRS.4.W.5.2] apostrophes to form possessives and contractions; [SCCCRS.4.W.5.2a] quotation marks and commas to mark direct speech; and [SCCCRS.4.W.5.2b] commas before a coordinating conjunction in a compound sentence. [SCCCRS.4.W.5.2c] Use spelling patterns and generalizations. [SCCCRS.4.W.5.4]	SBTR Writing Rules! 14	Amazo Survivo The De Bees a Power Forest [4.W.5 The He The Th George [4.W.5 Person Unit 1 Person [4.W.5	esert's Gift at Risk for the Planet 1, 2 and 3 Fires 5] through [4.W.5.4] ero hree Little Bugs e Washington Carver 5], [4.W.5.1], [4.W.5.4] hal Narrative: Characteristics, hal Narrative: Characteristics h 1.5 – Dialogue 5.2b] e Lesson – Conjunctions					

Skills Use Range and Complexity to:	Cycle	1 = Inquiry-Based Litera 2 = Reading - Literary Te 3 = Reading - Informatio Activities	xt (RL)		nunication		
Use Range and Complexity to:	Cycle	Activities		Reading			
Complexity to:					Standard	d Strands	
Complexity to:			1	2	3	4	5
i. Write		All Activities [4.W.6] through [4.W.6.4]				~	
independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.4.W.6] ii. Write routinely and persevere in	SBTR	Fields of Change: Autumn/Winter The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [4.W.6] through [4.W.6.4]					
writing tasks: [SCCCRS.4.W.6.1] iii. over short and extended time frames; [SCCCRS.4.W.6.1a iv. for a range of		<i>The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires</i>				v	
tasks; [SCCCRS.4.W.6.1b] v. for a variety of purposes and audiences; and [SCCCRS.4.W.6.1c]	Rules!	Lesson 1 The Ideas Trait Lesson 2 The Organization Trait Lesson 3 The Voice Trait Lesson 4 The Word Choice Trait Lesson 5 The Sentence Fluency Trait Lesson 6 The Conventions Trait				✓ ✓	
	<ul> <li>legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.4.W.6]</li> <li>Write routinely and persevere in writing tasks: [SCCCRS.4.W.6.1]</li> <li>over short and extended time frames; [SCCCRS.4.W.6.1a]</li> <li>for a range of domain-specific tasks; [SCCCRS.4.W.6.1b]</li> <li>for a variety of purposes and audiences; and [SCCCRS.4.W.6.1c]</li> </ul>	legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.4.W.6] ii. Write routinely and persevere in writing tasks: [SCCCRS.4.W.6.1] iii. over short and extended time frames; [SCCCRS.4.W.6.1a] iv. for a range of domain-specific tasks; [SCCCRS.4.W.6.1b] v. for a variety of purposes and audiences; and [SCCCRS.4.W.6.1c] v. by adjusting the writing process	legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.4.W.6]The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [4.W.6] through [4.W.6.4]ii.Write routinely and persevere in writing tasks: [SCCCRS.4.W.6.1]SBTREarth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [4.W.6] through [4.W.6.4]iii.over short and extended time frames; [SCCCRS.4.W.6.1a]SBTREarth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [4.W.6.1d], [4.W.6.4]iv.for a range of domain-specific tasks; [SCCCRS.4.W.6.1b]Writing Rules!Lesson 1 The Ideas Trait Lesson 2 The Organization Trait Lesson 3 The Voice Trait Lesson 4 The Word Choice Trait Lesson 6 The Conventions Trait Narrative Essay	legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.4.W.6]The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [A.W.6] through [4.W.6.4]ii.Write routinely and persevere in writing tasks: [SCCCRS.4.W.6.1]SBTREarth: Rocks and Soil The Changing Surface [4.W.6] through [4.W.6.4]iii.over short and extended time frames; [SCCCRS.4.W.6.1]SBTREarth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [4.W.6.1d], [4.W.6.4]iv.for a range of domain-specific tasks; [SCCCRS.4.W.6.1b]Writing Rules!Lesson 1 The Ideas Trait Lesson 2 The Organization Trait Lesson 3 The Voice Trait Lesson 5 The Sentence Fluency Trait Lesson 6 The Conventions Trait Narrative Essay	legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.4.W.6.]The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [SCCCRS.4.W.6.1]ii.Write routinely and persevere in writing tasks: [SCCCRS.4.W.6.1]SBTREarth: Rocks and Soil The Desert's Gift Bees at Risk Power for the Planet Forest Fires [SCCCRS.4.W.6.1]iii.Over short and extended time frames; [SCCCRS.4.W.6.1a]SBTREarth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift 	legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.4.W.6.1]The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 Bees at Risk Power for the Planet Forest Fires [A.W.6] through [4.W.6.4]ii.Write routinely and persevere in writing tasks: [SCCCRS.4.W.6.1]SBTREarth: Rocks and Soil The Desert's Gift Bees at Risk Power for the Planet Forest Fires [A.W.6] through [4.W.6.4]iii.over short and extended time frames; [SCCCRS.4.W.6.1]SBTREarth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [A.W.6] through [4.W.6.4]iv.for a range of domain-specific tasks; [SCCCRS.4.W.6.1b] [SCCCRS.4.W.6.1b] V. for a variety of purposes and audiences; and [SCCCRS.4.W.6.1c]Writing Lesson 1 The Ideas Trait Lesson 2 The Organization Trait Lesson 3 The Voice Trait Lesson 6 The Conventions Trait Lesson 6 The Conventions Trait Narrative Essay	legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.4.W.6.1]The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [SCCCRS.4.W.6.1]ii.Write routinely and persevere in writing tasks: [SCCCRS.4.W.6.1]SBTR Earth: Rocks and Soil (4.W.6] through [4.W.6.4]iii.Over short and extended time frames; [SCCCRS.4.W.6.1]SBTR (4.W.6.1d], [4.W.6.4]iv.for a range of domain-specific tasks; [SCCCRS.4.W.6.1c]Writing Lesson 1 The Ideas Trait Lesson 2 The Organization Trait Lesson 3 The Voice Trait Lesson 5 The Sentence Fluency Trait Lesson 6 The Conventions Trait Lesson 7 The Sentence Fluency Trait Lesson 7 The Sentence F

Fourth G	ELAR Reading Cur Trade	ricului	m	<u>R</u> 1 = Inquiry-Based Litera	or English La <u>Reading Stand</u> Icy (I)	nguage Ar ard Strands 4 = Writi	ing (W)	-	RS)			
				2 = Reading - Literary Te 3 = Reading - Informatio		L) 5 = Communication (C)						
Standards	Skills	Cycle		Activities			1	d Strands	1			
	for the task, increasing the length and complexity. [SCCCRS.4.W.6.1d] vii. Demonstrate effective keyboarding skills. [SCCCRS.4.W.6.4]			ory Essay Ithrough [4.W.6.1d]	1	2	3	4	5			
Standard Eng appropriate, i and tasks for	will adjust speech, using glish when indicated or in a variety of contexts presenting or in the social exchange of											
5.1	Use Meaning and Context to: i. Interact with		All Acti [4.C.1	vities   through [4.C.1.5]					~			
	others to explore ideas and concepts, communicate meaning, and develop logical interpretations	SBTR	<i>The Mo Earth: The Ch Rain Fo</i>	Rocks and Soil anging Surface prest Howlers Chapter 1 psert's Gift					~			

Standards				Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
	Skills	Cycle	Activities	Reading Standard Strands							
		_		1	2	3	4	5			
п.	through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. [SCCCRS.4.C.1] Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints. [SCCCRS.4.C.1.1] Participate in discussions; ask and respond to questions to acquire information	14 ISIP AR	Power for the Planet Forest Fires [4.C.1] through [4.C.1.5] Visit Yellowstone [4.C.1] through [4.C.1.5] 4C Reading Comprehension – Labor of Love 5B Reading Comprehension – Lunchtime with Lisa 6B Reading Comprehension – The Big Day [4.C.1] through [4.C.1.5]					✓ ✓			

Istation Fourth G	ELAR Reading Cu Grade	rriculum		Ēnglish La ading Standa / (I) t (RL)	nguage Ar ard Strands 4 = Writ	ts	-	2S)
Standards	Skills	Cycle	Activities		Reading	Standard	l Strands	
				1	2	3	4	5
	<ul> <li>concerning a topic, text, or issue.</li> <li>[SCCCRS.4.C.1.2]</li> <li>iv. Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</li> <li>[SCCCRS.4.C.1.3]</li> <li>v. Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.</li> <li>[SCCCRS.4.C.1.4]</li> <li>vi. Explain personal ideas and build on the ideas of</li> </ul>							

Fourth G	ELAR Reading Cur Grade	ricului	n	fo	Text (RL) 5 = Communication (C)					
Standards	Skills	Cycle		Activities		Reading	Standar	d Strands		
					1	2	3	4	5	
	others by responding and relating to comments made in multiple exchanges. [SCCCRS.4.C.1.5]									
5.2	Use Meaning and Context to: i. Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. [SCCCRS.4.C.2] ii. Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction,	SBTR	The Mo Earth: The Ch Rain Fo The De Bees at Power to Forest	Rocks and Soil panging Surface prest Howlers Chapter 1 esert's Gift t Risk for the Planet						

Fourth G	ELAR Reading Cur rade	ricului	1 = Inquiry-Based 2 = Reading - Litera	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities		-		d Strands	1			
	body, and conclusion. [SCCCRS.4.C.2.1] iii. Discuss the purpose and the credibility of information presented in diverse media and formats. [SCCCRS.4.C.2.2]				2	3	4	5			
5.3	Use Meaning and Context to: i. Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and	SBTR	Comprehension Lesson 51: Informational Texts/Analyzing Persuasive Media - Sharks in Dang Comprehension Lesson 52: Informational Texts/Analyzing Persuasive Media – Public Service Announcement [4.C.3], [4.C.3.1], [4.C.3.2]	ger				×			
	information. [SCCCRS.4.C.3] ii. Compare and	SBTR	<i>Fields of Change: Autumn/Winter The Moon Earth: Rocks and Soil</i>					~			

Istation Fourth G	ELAR Reading Cur Grade	riculur	n	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)									
Standards	Skills	Cycle		Activities				Standar	d Strands	1			
	contrast how ideas and topics are depicted in a variety of media and formats. [SCCCRS.4.C.3.1] iii. Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. [SCCCRS.4.C.3.2]		Rain F The D Bees a Power Forest	hanging Surface Forest Howlers Chapter 1 esert's Gift at Risk for the Planet t Fires 8], [4.C.3.1], [4.C.3.2]		·	2	3	4	5			
5.4	Use Language, Craft, and Structure to: i. Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform,	SBTR	<i>The M Earth: The C Rain F The D Bees a</i>	of Change: Autumn/Winter loon : Rocks and Soil hanging Surface Forest Howlers Chapter 1 esert's Gift at Risk - for the Planet						~			
Reading Curr	and structural craft techniques		The D Bees a	esert's Gift at Risk	Сору	right	© 2015 :	Istation -	All rights i	ſ			

	ation ELAR Reading Curriculum Irth Grade				2 = Reading	for E	nglish Laı <u>ding Standa</u> (I) (RL)	nguage Art ard Strands 4 = Writi	ts		25)
Standards		Skills	Cycle		Activities			Reading	Standard	d Strands	
							1	2	3	4	5
	ii. iii. iv. v. vi. vii. viii.	engage, and impact audiences. [SCCCRS.4.C.4] Identify the presentation style a speaker uses to enhance the development of a central idea or theme. [SCCCRS.4.C.4.1] Determine if the presentation has a purposeful organizational strategy, with appropriate transitions. [SCCCRS.4.C.4.2] Identify how and why the speaker: [SCCCRS.4.C.4.3] uses intonation and word stress; [SCCCRS.4.C.4.3a] includes media; [SCCCRS.4.C.4.3b] addresses the audience; [SCCCRS.4.C.4.3c] determines word		Forest [4.C.4	Fires ] through [4.C.4.3e]						
Reading Curri	culum	Correlations			445		Copyrigh	t © 2015 :	Istation -	All rights r	eserved

Istation Fourth G	ELAR Reading Cui rade	riculum		English La ading Standa (I) t (RL)	nguage Ar ard Strands 4 = Writ	ts		S)
Standards	Skills	Cycle	Activities		Reading	Standard	Strands	
				1	2	3	4	5
	choice; and [SCCCRS.4.C.4.3d] ix. incorporates figurative language and literary devices. [SCCCRS.4.C.4.3e]							

Istation Fifth Gra	ELAR Reading Cur ade	ricului	for Eng	glish Lan <u>Ig Standar</u> ) RL)	iguage Art <u>rd Strands</u> 4 = Writ	S		;)
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
		-		1	2	3	4	5
• •	will communicate and rstanding within content Use Key Ideas and Details to: i. Formulate relevant, self- generated questions based on interests and/or needs that can be investigated. [SCCCRS.5.I.1] ii. Formulate questions to focus thinking on an idea to narrow and direct further inquiry. [SCCCRS.5.I.1.1]	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet Chapters 1, 2 and 3 Forest Fires [5.I.1], [5.I.1.1] Bridge Lessons 10-12: General Comprehension 2-4	✓				

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ifth Gra	ELAR Reading Cur ade	Teara	for Er	nglish Lan <u>ng Standa</u> () RL)	nguage Arts <u>rd Strands</u> 4 = Writ	age Arts <u>Strands</u> 4 = Writing (W)						
tandards	Skills	Cycle	Activities		tandard Strands 4 = Writing (W) 5 = Communication (C)							
				1	_	-						
1.2	Use Key Ideas and Details to: i. Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. [SCCCRS.5.I.2] ii. Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. [SCCCRS.5.I.2.1]	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires [5.I.2], [5.I.2.1]									
1.3	Use Key Ideas and Details to: i. Construct knowledge,	12	Books: The Moon, The Changing Surface [5.I.3], [5.I.3.1], [5.I.3.2]									
	applying disciplinary concepts and	SBTR	Books: Amazonia Alert!, Bees at Risk [5.I.3.2] Power for the Planet Chapters 1, 2 and 3:									
	tools, to build	13	Lesson 40 - Identifying a Research Topic	1								

ifth Gra	ade			-	nguage Arts <u>rd Strands</u>	5		
			1 = Inquiry-Based Literacy (I) 2 = Reading - Literary Text (R 3 = Reading - Informational T	ŘL)	4 = Writ 5 = Com	ting (W) nmunicatio	n (C)	
andards	Skills	Cycle	Activities		Reading Standard Strand			
				1	2	3	4	5
	deeper understanding o the world throu exploration, collaboration, a	ıgh	Lesson 41 – Researching and Taking Notes Lesson 42 – Writing a Research Report [5.I.3], [5.I.3.1], [5.I.3.2]					
	analysis. [SCCCRS.5.I.3] ii. Develop a plan action for collecting releva information fror primary and	of ant m	Coral Reefs 1, 2, 3: Lesson 44 – Identifying a Research Topic Lesson 45 – Researching and Taking Notes Lesson 46 - Writing a Research Report [5.I.3], [5.I.3.1], [5.I.3.2]	~				
	secondary source [SCCCRS.5.I.3. iii. Organize and categorize important information; collaborate to validate or revise thinking; report relevant finding [SCCCRS.5.I.3.	.1] se t gs.	Ecosystem 1, 2, 3: Lesson 47 - Identifying a Research Topic Lesson 48 – Researching and Taking Notes Lesson 49 – Writing a Research Report [5.I.3], [5.I.3.1], [5.I.3.2]	~				
1.4	Use Key Ideas and Det to: i. Synthesize information to share learning	tails SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter</i>	✓ 				

Istation Fifth Gra	ELAR Reading Cur ade	ricului	for		nguage Art		ds (SCCCR	5)
			1 = Inquiry-Based Literacy 2 = Reading – Literary Tex 3 = Reading – Information	t (RL)	4 = Writ 5 = Com	ing (W) imunicatio	n (C)	
Standards	Skills	Cycle	Activities				d Strands	
	<ul> <li>and/or take action. [SCCCRS.5.I.4]</li> <li>ii. Draw logical conclusions from relationships and patterns discovered during the inquiry process. [SCCCRS.5.I.4.1]</li> <li>iii. Reflect on findings to build deeper understanding and determine next steps. [SCCCRS.5.I.4.2]</li> <li>iv. Determine appropriate tools and develop plan to communicate findings and/or take informed action. [SCCCRS.5.I.4.3]</li> </ul>		The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires [5.I.4] through [5.I.4.3]		2	3	4	5
1.5	Use Key Ideas and Details to: i. Reflect throughout the inquiry process	SBTR	All Activities [5.I.5] through [5.I.5.3] Our Solar System	✓ ✓				
	to assess		Mission Incredible 450					eserve

station ELAR Reading Curriculum ifth Grade			for l	English Lar ding Standa	nguage Arts <u>rd Strands</u>	5		<b>,</b>
			1 = Inquiry-Based Literacy 2 = Reading – Literary Text 3 = Reading – Informationa	(RL)	4 = Writi 5 = Com	ing (W) municatio	n (C)	5
tandards	Skills	Cycle	Activities	Reading Standard Strand				
	<ul> <li>metacognition, broaden understanding, and guide actions, both individually and collaboratively. [SCCCRS.5.I.5]</li> <li>ii. Acknowledge and value individual and collective thinking. [SCCCRS.5.I.5.1]</li> <li>iii. Employ past learning to monitor and assess current learning to guide inquiry. [SCCCRS.5.I.5.2]</li> <li>iv. Assess the process and determine strategies to revise the plan and apply learning for future inquiry. [SCCCRS.5.I.5.3]</li> </ul>		Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires [5.1.5] through [5.1.5.3]		2	3		

Fifth Gra	ELAR Reading Cur ade		f	or English La Reading Stand	inguage Arts		as (SCCCR	5)
			1 = Inquiry-Based Liter 2 = Reading - Literary 3 = Reading - Informat	Text (RL)	4 = Writi 5 = Com )	ng (W) municatio	n (C)	
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
				1	2	3	4	5
II) Students will notice and analyze he styles and techniques authors use o help readers construct meaning.				✓				
2.1	Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.5.RL.1]		<i>All Activities [5.RL.1]</i>		~			
2.2	Use Principles of Reading to: Demonstrate understanding of spoken words, syllables, and sounds. [SCCCRS.5.RL.2]		All Activities [5.RL.2]		✓ ✓			
2.3	Use Principles of Reading to: Know and apply grade-level phonics and word analysis skills in decoding words.		All Activities [5.RL.2]		✓ ✓			

Fifth Gra	ELAR Reading Cur ade		for E		nguage Art		ds (SCCCR	5)
			1 = Inquiry-Based Literacy 2 = Reading – Literary Text 3 = Reading – Informationa	(RL)	4 = Writ 5 = Com	ing (W) municatio	n (C)	
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
				1	2	3	4	5
	[SCCCRS.5.RL.3]							1
2.4	Use Principles of Reading to:	ISIP AR	,		~			
	Read with sufficient accuracy and fluency to		<i>G6 Fluency 4: Bee Prepared</i> <i>G6 Fluency 8: Neither Hair Nor There</i>					
	support comprehension. [SCCCRS.5.RL.4]		G7 Fluency 4: Legend of Lowcalibur					
			<i>G8 Fluency 4: The Case of the Missing Poodle</i>					
			G8 Fluency 8: One Tree, Four Haiku					
			G10 Fluency 1: Belinda's Ghost					1
			G10 Fluency 2: Robo-Show					1
			G10 Fluency 3: Connections					1
			<i>G10 Fluency 5: Perseus Slays Medusa [5.RL.4]</i>					
2.5	Use Meaning and Context to: i. Determine	ISIP AR	<i>3C Reading Comprehension: Big Chug, Be Gone</i>		✓			
	meaning and develop logical interpretations by		<i>4C Reading Comprehension: Labor of Love</i>					
anding Cur	riculum Correlations	J	453	<u> </u>			All rights r	

station fifth Gra	ELAR Reading Cur ade	riculu	for Er	nglish La	areer-Ready nguage Arts ard Strands		n (C) d Strands					
			1 = Inquiry-Based Literacy ( 2 = Reading – Literary Text ( 3 = Reading – Informational	(RL)		ng (W) municatio	n (C)					
tandards	Skills	Cycle	Activities		Reading	Standar	d Strands					
				1	2	3	4	5				
	making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. [SCCCRS.5.RL.5] ii. Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. [SCCCRS.5.RL.5.1]	12	5C Reading Comprehension: An Aniplant 8C Reading Comprehension: Hear Ye, Hear Ye 10C Reading Comprehension: A Great Dad [5.RL.5], [5.RL.5.1] Priority Report: Predicting Outcomes [5.RL.5] Bridge Lesson: General Comprehension 4 [5.RL.5], [5.RL.5.1]									
2.6	Use Meaning and Context to: i. Summarize key details and ideas to support analysis of thematic development. [SCCCRS.5.RL.6] ii. Determine and	SBTR 12	6 Literature Theme 7 Literature Theme 8 Literature Elements of Fiction [5.RL.6.1] Graphic Organizer: Story Elements Chart [5.RL.6], [5.RL.6.1] Books: A View From Above, Mission		✓ ✓							
	analyze the		Incredible									

ifth Gra	ELAR Reading Cur ade	ncuru	for En	nglish Lan	reer-Ready nguage Arts ard Strands		ds (SCCCRS	5)
			1 = Inquiry-Based Literacy (I 2 = Reading – Literary Text (I 3 = Reading – Informational 1	I) RL)	4 = Writi	ing (W) Imunication	n (C)	
tandards	Skills	Cycle	Activities				rd Strands	-
				1	2	3	4	5
ļ	development of a theme within a	'	[5.RL.6]			1		1
	text; summarize using key details. [SCCCRS.5.RL.6.1]	13	Books: Bees at Risk, Amazonia Alert! [5.RL.6], [5.RL.6.1]		✓			
		ISIP AR	5B Reading Comprehension: Lunchtime with Lisa 8B Reading Comprehension: Time to Fly [5.RL.6], [5.RL.6.1]		<i>√</i>			
2.7	Use Meaning and Context to: i. Analyze the relationship among ideas, themes, or	SBTR	<i>5 Informational Texts Persuasive Media 6 Informational Texts Persuasive Media 7 Informational Texts Persuasive Media [5.RL.7]</i>		×			
	topics in multiple media, formats, and in visual, auditory, and kinesthetic	SBTR	6 Literature Theme 7 Literature Theme 9 Literature Elements of Fiction [5.RL.7], [5.RL.7.1]		×			
	modalities. [SCCCRS.5.RL.7] ii. Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.	15	Bridge Lesson: General Comprehension 2 [5.RL.7.1], [5.RL.7.2]		<i>✓</i>			

Fifth Gra	ELAR Reading ( ade		for E	nglish Lan <u>ling Standa</u> (I) (RL)	iguage Arts <u>rd Strands</u> 4 = Writi	;		»)
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
		43		1	2	3	4	5
	[SCCCRS.5.RL.7 iii. Compare and contrast the treatment of similar themes, topics, and patterns of even depicted in diver modalities. [SCCCRS.5.RL.7	ts se						
2.8	Use Meaning and Conte to: i. Analyze	xt 12	Lesson 11: Compare and Contrast [5.RL.8], [5.RL.8.1a]		~			
	to: i. Analyze characters, settings, events, and ideas as they develop and interact within a particular context.		Book: The Desert's Gift [5.RL.8], [5.RL.8.1a], [5.RL.8.1b]					
		14	Bridge Lesson: Compare and Contrast [5.RL.8], [5.RL.8.1a], [5.RL.8.1b]		~			
	[SCCCRS.5.RL.8] ii. analyze two or more characters events, or settin in a text and		<i>Comprehension: Lesson 61 Literature Analyzing Elements of Fiction – The Rainforest Howlers Chapters 1 and 2 [5.RL.8], [5.RL.8.1a], [5.RL.8.1b]</i>		×			
	explain the impa on the plot; and [SCCCRS.5.RL.8.1 iii. explain the influence of	, SBIR	Graphic Organizer: SWBST Graphic Organizer: Story Map [5.RL.8], [5.RL.8.1a], [5.RL.8.1b]		<i>√</i>			

Istation Fifth Gra	ELAR Reading Curi ade	ricului	Legend: South Carolina College- and Career-Ready Standards (SCCCR for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities		Reading 2	Standar 3	d Strands			
	cultural, historical, social and political context on characters, setting, and plot development. [SCCCRS.5.RL.8.1b]									
2.9	Use Language, Craft, and Structure to: i. Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. [SCCCRS.5.RL.9] ii. Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning	12 13 SBTR	Books: The Moon, The Changing Surface [5.RL.9.2] Books: Amazonia Alert!, Bees at Risk [5.RL.9], [5.RL.9.1] Comprehension: Lesson 47 Informational Texts – Amazonia Alert [5.RL.9], [5.RL.9.1], [5.RL.9.2]							

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Istation Fifth Gra	ELAR Reading Cur ade	ricului	for Er	nglish Lan <u>ng Standar</u> () RL)	guage Art r <u>d Strands</u> 4 = Writ	S		5)
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
		-,		1	2	3	4	5
	and tone. [SCCCRS.5.RL.9.1] iii. Analyze and cite examples of how the author's choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting. [SCCCRS.5.RL.9.2]							
2.10	Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-	9	In Context Reading with Long A [ay] In Context Reading with Long E [ey] In Context Reading with Long I [ie] In Context Reading with Long O [oe] In Context Reading with Long O [ow] In Context Reading with Long O [o] In Context Reading with Long O [o] In Context Reading with [ch] In Context Reading with [ch] In Context Reading with [ed], [ing], [s] In Context Reading with [ol], [ow] In Context Reading with [oi], [oy] Word Masters Book: Treasure at Pirate's Bay Comprehension Book: The Flying Pizza		×			

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Istation Fifth Gra		R Reading Cur	riculu	for En	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				1 = Inquiry-Based Literacy (I 2 = Reading – Literary Text ( 3 = Reading – Informational	(I) 4 = Writing (W) (RL) 5 = Communication (C)							
Standards		Skills	Cycle	Activities	Reading Standard Strand							
		specific		HFW Book: The Best Trip	1	2	3	4	5			
	ii. iii.	Vocabulary. [SCCCRS.5.RL.10] Use cause and effect relationships and comparisons to determine the meaning of words or phrases. [SCCCRS.5.RL.10.1] Determine the meaning of an unknown word using knowledge of		Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share Passages: Hurricanes, The Dirt Detectives [5.RL.10], [5.RL.10.1], [5.RL.10.6]								
	i.	base words and Greek and Latin affixes. [SCCCRS.5.RL.10.2] Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.	10	Read-Aloud Book: Who is Following Us? HFW Book: How Can That Be? In Context Reading with [ph] In Context Reading with [wh] In Context Reading with [au], [aw], [al] In Context Reading with [ow] Word Masters Book: Return to Lost Island Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water Is A Good Thing, The		✓						
		[SCCCRS.5.RL.10.6]		Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet								

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Istation EL Fifth Grade	AR Reading C	urriculu	for En	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
			1 = Inquiry-Based Literacy (I 2 = Reading – Literary Text (F 3 = Reading – Informational T	RL)	4 = Writ 5 = Com	ing (W) municatio	n (C)				
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands				
				1	2	3	4	5			
			[5.RL.10], [5.RL.10.1], [5.RL.10.6]								
		11	<i>In Context Reading with</i> [oo], [ew, eu, ui] <i>In Context Reading with</i> [igh, ight, ind] <i>In Context Reading with Prefixes</i> <i>In Context Reading with Suffixes</i> <i>In Context Reading with Contractions</i> <i>Passage: From Fearful to Fearless</i> [5.RL.10], [5.RL.10.1], [5.RL.10.2]		×						
		12	Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon, A View From Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, The Atmosphere, Weather Watchers, Science Fair Passages: Water Recycled, Natural Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part Vocabulary Activities: Mission Incredible, Fields of Change, A View From Above, Weather Watchers, Science Fair [5.RL.10], [5.RL.10.1], [5.RL.10.6]		×						
			<i>Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever Passage: Exploring Space</i>								

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Istation EL Fifth Grade		Curriculu	for English for English 1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands			
				1	2	3	4	5		
			[5.RL.10.1], [5.RL.10.6]							
		13	Books: Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet, Amazonia Alert! Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party Vocabulary Activities: Welcome to the Rainforest, Power to the Planet [5.RL.10], [5.RL.10.1], [5.RL.10.6] Book: Survivors, Alex to the Rescue, Amazonia, The Desert's Gift, Bees at Risk, Forest Fires: Lessons from the Front Lines Cumulative Assessment: Unit 1, Unit 2, and Unit 3 Vocabulary and Comprehension [5.RL.10.2]							
		CBTR	Vocabulary: Using Context		<b>√</b>		_			

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ifth Gra	ELAR Reading Cur ade	ricului	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
			1 = Inquiry-Based Literacy ( 2 = Reading – Literary Text ( 3 = Reading – Informational	RL)	4 = Writi 5 = Com	ing (W) municatio	n (C)			
tandards	Skills	Cycle	Activities		Reading	Standar	d Strands			
				1	2	3	4	5		
			<i>Vocabulary: Structural Analysis</i> [5.RL.10.2]							
		SBTR	Word Meaning using Dictionary Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter Earth: Rocks and Soil Power for the Planet [5.RL.10] through [5.RL.10.6]		✓					
2.11	Use Language, Craft, and Structure to: i. Analyze and	12	Lesson 13: Author's Purpose [5.RL.11], [5.RL.11.1]		✓					
	provide evidence of how the author's choice of	13	Book: Power for the Planet [5.RL.11], [5.RL.11.1]		✓					
	point of view, perspective, or purpose shapes content, meaning, and style. [SCCCRS.5.RL.11] ii. Explain how the author's choice of the point of view of a narrator or character impacts	ISIP AR	Part 2B Reading Comprehension – Spreading the Love 10C Reading Comprehension - A Great Dad [5.RL.11], [5.RL.11.1]		×					
	content, meaning, and how events are described.	SBTR	<i>Comprehension: Lesson 47 Informational</i> <i>Texts – Amazonia Alert</i> <i>Comprehension: Lesson 48 Informational</i>							

Istation Fifth Gra	ELAR Reading Cur ade	riculu	1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R	Legend: South Carolina College- and Career-Ready Standards (SCCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities	Reading Standard Strands							
				1	2	3	4	5			
	[SCCCRS.5.RL.11.1]		<i>Texts – The World's Healers Comprehension: Lesson 49 Informational Texts – Phoenix Lights [5.RL.11], [5.RL.11.1]</i>								
2.12	Use Language, Craft, and Structure to: i. Analyze and	12	Book: A View From Above [5.RL.12], [5.RL.12.1]		<b>v</b>						
	critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	13	Books: Survivors, The Desert's Gift, Bees at Risk, Nature's Healers, Forest Fires, Amazonia Alert! Passage: First Round-up [5.RL.12], [5.RL.12.1]		V						
	<ul> <li>[SCCCRS.5.RL.12]</li> <li>ii. Explain how text structures in prose drama, or poetry differ using terms unique to the genre. [SCCCRS.5.RL.12.1]</li> <li>iii. Compare how different crafted text structures contribute to meaning and impact the reader.</li> </ul>	CBTR	Comprehension: Lesson 54 Literature Poetry Analysis – Night Spirits of the Rain Forest Comprehension: Lesson 55 Literature Poetry Analysis – A View From Above [5.RL.12], [5.RL.12.1], [5.RL.12.2]		V						

ifth Gra	ELAR Reading Cur ide	ricuiu	1 = Inquiry-Based Literacy (1 2 = Reading – Literary Text (	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
andards	Skills	Cycle	Activities		_		d Strands			
	[SCCCRS.5.RL.12.1]			1	2	3	4	5		
2.13	Use Range and Complexity to: i. Read		All Activities [5.RL.13] through [5.RL.13.3]		✓					
	independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. [SCCCRS.5.RL.13] ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.5.RL.13.1] iii. Read independently for sustained periods	13 ISIP AR	Books: Survivors, Bees at Risk, Nature's Healers, Forest Fires, Amazonia Alert! [5.RL.13] through [5.RL.13.3] G7 Fluency 4 – Legend of Lowcalibur G8 Fluency 4 – The Case of the Missing Poodle G9 Fluency 4 – Showtime at Charade [5.RL.13] through [5.RL.13.3]							

Fifth Gra	ELAR Reading Cur ade	ricului	1 = Inquiry-Based 2 = Reading – Liter	Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading – Literary Text (RL) 5 = Communication (C) 3 = Reading – Informational Text (RI)						
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands			
	of time to build			1	2	3	4	5		
	stamina. [SCCCRS.5.RL.13.2] iv. Read and respond according to task and purpose to become self- directed, critical readers and thinkers. [SCCCRS.5.RL.13.3]									
and techniqu	ts will analyze the styles ues authors use to help struct meaning.									
3.1	Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.5.RI.1]		<i>All Activities [5.RI.1]</i>			~				
3.2	Use Principles of Reading to: Demonstrate understanding of spoken words,		<i>All Activities</i> [5.RI.2]			✓				

ifth Gra	ELAR Reading Cur ade	incuru	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>								
			1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)								
tandards	Skills	Cycle	Activities		Reading	Standar	d Strands	6			
				1	2	3	4	5			
	syllables, and sounds. [SCCCRS.5.RI.2]										
3.3	Use Principles of Reading to: Know and apply grade-level phonics and word analysis skills in decoding words. [SCCCRS.5.RI.3]		<i>All Activities [5.RI.3]</i>			×					
3.4	Use Principles of Reading to: Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.5.RI.4]		<i>All Activities [5.RI.4]</i>			×					
3.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by making predictions, inferring, drawing	SBTR 12	Literature: Lesson 6 - Theme Literature: Lesson 7 - Theme Literature: Lesson 8 - Elements of Fiction Literature: Lesson 1 - Poetry Literature: Lesson 6 - Poetry [5.RI.5], [5.RI.5.1] Book: A View From Above			×					

station ELAR Reading Curriculum Fifth Grade			for E	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts         Reading Standard Strands         1 = Inquiry-Based Literacy (I)							
				2 = Reading – Literary Text 3 = Reading – Informational	(ŔL)	5 = Com	municatio	י (C)			
tandards		Skills	Cycle	Activities	Reading Standard Strands						
					1	2	3	4	5		
	ii.	conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. [SCCCRS.5.RI.5] Quote accurately from a text to analyze meaning in and beyond the text. [SCCCRS.5.RI.5.1]	13 15 ISIP AR	<ul> <li>[5.RI.5.1]</li> <li>Books: The Moon, The Changing Surface</li> <li>[5.RI.5]</li> <li>Priority Alert: Predicting Outcomes</li> <li>[5.RI.5], [5.RI.5.1]</li> <li>Books: Bees at Risk, Amazonia Alert!</li> <li>[5.RI.5], [5.RI.5.1]</li> <li>Bridge Lesson: General Comprehension 4</li> <li>[5.RI.5], [5.RI.5.1]</li> <li>8A Reading Comprehension – A Good Fit</li> </ul>			✓ ✓ ✓				
				<ul> <li>8B Reading Comprehension – Time to Fly</li> <li>9B Reading Comprehension – Sounds Like School Spirit</li> <li>10A Reading Comprehension – Wants vs. Needs</li> <li>10B Reading Comprehension – Exercise the Body and the Brain</li> <li>10C Reading Comprehension A Great Dad [5.RI.5]</li> </ul>							

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ifth Gra	ELAR Reading Cur ade	riculu	for En	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
			2 = Reading – Literary Text (	1 = Inquiry-Based Literacy (I)4 = Writing (W2 = Reading - Literary Text (RL)5 = Communit3 = Reading - Informational Text (RI)							
tandards	Skills	Cycle	Activities		_	1	d Strands				
to: i. ii.		12	Priority Alert: Summarizing Book: Mission Incredible [5.RI.6], [5.RI.6.1]	1	2	3	4	5			
	of central ideas. [SCCCRS.5.RI.6]	15	Bridge Lesson: General Comprehension 3 [5.RI.5], [5.RI.5.1]			¥					
3.7	Use Meaning and Context to: i. Research events,	12	<i>Books: The Moon, The Changing Surface [5.RI.7]</i>			~					
	topics, ideas, or concepts through multiple media,	13	Books: Amazonia Alert!, Bees at Risk [5.RI.7.1]			<b>√</b>					
	formats, and in visual, auditory, and kinesthetic modalities. [SCCCRS.5.RI.7] ii. Compare and contrast how	SBTR	<i>Ecosystem 1, 2, 3:</i> <i>Lesson 47 - Identifying a Research Topic</i> <i>Lesson 48 – Researching and Taking</i> <i>Notes</i> <i>Lesson 49 – Writing a Research Report</i> <i>[5.RI.7], [5.RI.7.1]</i>			✓ 					
		SBTR 13	<i>Power for the Planet Chapters 1, 2 and 3: Lesson 40 - Identifying a Research Topic Lesson 41 – Researching and Taking</i>			✓					

Istation Fifth Gra	ELAR Reading Cur ade	riculu	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>						
			2 = Reading - Literary Text (	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)					
Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	in primary and secondary sources. [SCCCRS.5.RI.7.1]		<i>Notes Lesson 42 – Writing a Research Report [5.RI.7], [5.RI.7.1]</i>						
		SBTR 13	Coral Reefs 1, 2, 3: Lesson 44 – Identifying a Research Topic Lesson 45 – Researching and Taking Notes Lesson 46 - Writing a Research Report [5.RI.7], [5.RI.7.1]			✓			
3.8	Use language, Craft, and Structure to: i. Interpret and	10	Priority Alert: Comprehension [5.RI.8], [5.RI.8.1], [5.RI.8.2]			$\checkmark$			
	analyze the author's use of words, phrases, text features,	13	Book: Forest Fires: Lessons from the Front Lines [5.RI.8], [5.RI.8.1]			~			
	conventions, and structures, and how their	15	Bridge Lesson: General Comprehension 2 [5.RI.8], [5.RI.8.1], [5.RI.8.2]			~			
	relationships shape meaning and tone in print and multimedia texts. [SCCCRS.5.RI.8] ii. Analyze how the	SBTR	<i>Comprehension: Lesson 48 Informational Texts – The World's Healers Comprehension: Lesson 49 Informational Texts - Phoenix Lights</i>			V			
	author uses words and phrases to		Comprehension: Lesson 50 Informational Texts/Understanding Procedural Text –						

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Fifth Gra	ELAR Reading Cur	ricului	for En	e- and Car nglish Lang ing Standar	guage Art		ds (SCCCR	5)
			1 = Inquiry-Based Literacy (1 2 = Reading – Literary Text ( 3 = Reading – Informational	- I) (RL)	4 = Writ	ing (W) imunicatio	n (C)	
Standards	Skills	Cycle	Activities	Activities Reading Standard Stran			d Strands	
				1	2	3	4	5
	shape and clarify meaning. [SCCCRS.5.RI.8.1] iii. Apply knowledge of text features in multiple sources to gain meaning or solve a problem. [SCCCRS.5.RI.8.2]		How to Be an Underwater Explorer Comprehension: Lesson 51 Informational Texts/Analyzing Persuasive Media – Sharks in Danger Comprehension: Lesson 52 Informational Texts/Analyzing Persuasive Media – Public Service Announcement Comprehension: Lesson 53 Informational Texts/Persuasive – Global Warming: Not Just for Polar Bears Anymore [5.RI.8], [5.RI.8.1], [5.RI.8.2]					
3.9	Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain- specific	9	In Context Reading with Long A [ay] In Context Reading with Long E [ey] In Context Reading with Long I [ie] In Context Reading with Long O [oe] In Context Reading with Long O [ow] In Context Reading with Long O [o] In Context Reading with [ch] In Context Reading with [ch] In Context Reading with [cd], [ing], [s] In Context Reading with [ed], [ing], [s] In Context Reading with [oi], [ow] In Context Reading with [oi], [oy] Word Masters Book: Treasure at Pirate's Bay Comprehension Book: The Flying Pizza HFW Book: The Best Trip			✓ 		

th Grad		R Reading Cur		Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>						
				1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R	1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (RL) 3 = Reading – Informational Text (RI)		4 = Writing (W) 5 = Communication (C)			
ndards		Skills	Cycle	Activities		Reading	Standar	d Strands		
					1	2	3	4	ļ	
	vocabulary. [SCCCRS.5.RI.9] ii. Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase. [SCCCRS.5.RI.9.1] iii. Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.		Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share, Hurricanes, The Dirt Detectives [5.RI.9], [5.RI.9.1]							
		using knowledge of base words and Greek and Latin	10	HFW Book: How Can That Be? In Context Reading with [ph] In Context Reading with [wh] In Context Reading with [au], [aw], [al] In Context Reading with [ow] Word Masters Book: Return to the Lost Island Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet [5.RI.9], [5.RI.9.1]			~			

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Fifth Grade	AR Reading C	urriculu	for Eng	glish Lan	reer-Ready Iguage Art <u>rd Strands</u>		is (SCCCR	5)	
			2 = Reading – Literary Text (R	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)					
Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
		11	In Context Reading with [oo], [ew, eu, ui] In Context Reading with [igh, ight, ind] In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions Passage: From Fearful to Fearless [5.RI.9.2]			<b>v</b>			
		12	Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon, A View From Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, Atmosphere, Weather Watchers, Science Fair Passages: Water Recycled, Natural Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part Vocabulary Activities: Mission Incredible, Fields of Change, A View From Above, Weather Watchers, Science Fair [5.RI.9], [5.RI.9.1]						
			<i>Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever Passage: Exploring Space [5.RI.9]</i>						

Istation EL Fifth Grade	AR Reading (	Curriculu	for Eng	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>						
			2 = Reading – Literary Text (R	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities	Reading Standard Strands						
				1	2	3	4	5		
		13	Books: Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet, Amazonia Alert! Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party Vocabulary Activities: Welcome to the Rainforest, Power to the Planet [5.RI.9], [5.RI.9.1] Books: Survivors, Alex to the Rescue, Amazonia, The Desert's Gift, Bees at Risk, Forest Fires: Lessons from the Front Lines Cumulative Assessment: Unit 1, Unit 2, & Unit 3 Vocabulary and Comprehension [5.RI.9.2]							
		CBTR	<i>Vocabulary - Using Context Vocabulary: Structural Analysis [5.RI.9.2]</i>			✓ 				

Istation EL Fifth Grade	AR Reading C	urricului	1 = Inquiry-Based Literacy (I 2 = Reading – Literary Text (I	Legend: South Carolina College- and Career-Ready Standards (SCCCRS for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands			
				1	2	3	4	5		
		SBTR	Word Meaning using Dictionary Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter Earth: Rocks and Soil Power for the Planet [5.RI.9], [5.RI.9.1]							
		ISIP AR	1C Vocabulary: Latin Prefix (trans-) – Types of Flags							
			2C Tier 1 Vocabulary: Latin Root (tain) – Kapok Tree							
			4C Tier 1 Vocabulary: Latin and Greek Roots (cred, auto) - A New Human Species							
			6B Tier 2 Vocabulary: Greek Root (graph) – Picture This							
			7A Tier 3 Vocabulary: Latin Root (port) – Made in the U.S.A.?							
			7C Tier 1 Vocabulary: Latin Root (scrib/script) – Handmade Books							
			9B Tier 2 Vocabulary: Latin Root (ject) – Express Yourself							

Istation Fifth Gra	ELAR Reading Cur	riculu	1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities		d Strands					
				1	2	3	4	5		
			9C Tier 1 Vocabulary: Latin Root (man, val) – Chain Mail [5.RI.9.2]							
3.10	Use Language, Craft, and Structure to: i. Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. [SCCCRS.5.RI.10]	12	Books: Our Solar System, Atmosphere Passage: Exploring Space [5.RI.10] Books: Our Solar System, The Moon; Day, Night, and Seasons; Rocks and Soil, The Changing Surface, The Atmosphere, Natural Resources, Do Your Part Passage: Exploring Space [5.RI.10.1]			×				
	ii. Compare and contrast a primary and secondary account of the same event or topic. [SCCCRS.5.RI.10.1]	13	Books: Survivors, Amazonia, Bees at Risk, Forest Fires: Lessons from the Front Lines Cumulative Assessment: Unit 1, Unit 2, and Unit 3 Vocabulary and Comprehension [5.RI.10] Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires: Lessons from the Front Lines Cumulative Assessment: Unit 1, Unit 2 and Unit 3 [5.RI.10.1]			✓				

Istation Fifth Gra	ELAR Reading Cui ade	riculu	for En <u>Readir</u> 1 = Inquiry-Based Literacy (I 2 = Reading – Literary Text (F	Legend: South Carolina College- and Career-Ready Standards (SCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities		Reading					
				1	2	3	4	5		
		CBTR	<i>The Rain Forest Howlers: Welcome to the Rain Forest; Night Spirits of the Rain Forest [5.RI.10], [5.RI.10.1]</i>			~				
		SBTR	Writing Extension: Lesson 34 – The Rain Forest Howlers, Chapter 1, Writing an Adventure Story [5.RI.10]			✓				
3.11	Use Language, Craft, and Structure to: i. Analyze and critique how the	ISIP AR	2B Reading Comprehension – Spreading the Love [5.RI.11], [5.RI.11.1]			<b>√</b>				
	author uses structures in print and multimedia	13	Book: Power for the Planet [5.RI.11], [5.RI.11.1], [5.RI.11.2]			~				
	texts to craft informational and argument writing. [SCCCRS.5.RI.11] ii. Apply knowledge of text structures across multiple texts to locate information and gain meaning. [SCCCRS.5.RI.11.1] iii. Explain how an	CBTR	Comprehension: Lesson 48 Informational Texts – The World's Healers Comprehension: Lesson 49 Informational Texts – Phoenix Lights Comprehension: Lesson 51 Informational Texts/Analyzing Persuasive Media – Sharks in Danger [5.RI.11], [5.RI.11.1], [5.RI.11.2]							

ifth Gra	ELAR Reading Cur ade	<b>G CUFFICUIUM</b> Legend: South Carolina College- and Career-Ready Standards (SCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
tandards	Skills	Cycle	Activities		Standar	ndard Strands			
				1	2	3	4	5	
	reasons and evidence to support particular points, identifying which reasons and evidence support which points. [SCCCRS.5.RI.11.2]								
3.12	Use Range and Complexity to: i. Read		All Activities [5.RI.12] through [5.RI.12.3]			~			
	independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. [SCCCRS.5.RI.12] ii. Engage in whole	13	Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires [5.RI.12] through [5.RI.12.3]			×			

Fifth Gra	ELAR Reading Cur ade	ricului	for	r Ēnglish Lan ading Standar xy (I) xt (RL)	iguage Arts <u>rd Strands</u> 4 = Writ	5	·	S)	
Standards	Skills	Cycle	Activities	Reading Standard Strands					
	and small group reading with purpose and understanding. [SCCCRS.5.RI.12.1] iii. Read independently for sustained periods of time. [SCCCRS.5.RI.12.2] iv. Read and respond according to task and purpose to become self- directed, critical readers and thinkers. [SCCCRS.5.RI.12.3]				2	3	4	5	
craft techniq reading of a across discip	ts will incorporate authors' ques observed from wide nchor and mentor texts olines to inform, explain, gue, and entertain.								
4.1	Use Meaning, Context, and Craft to: i. Write arguments to support claims with clear reasons	SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter</i>				V		

Istation Fifth Gra	ELAR Reading Cu ade	rriculu	for Ei	nglish La ing Standa I) RL)	nguage Art <u>ard Strands</u> 4 = Writ 5 = Con	S		5)
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
				1	2	3	4	5
	<ul> <li>and relevant evidence. [SCCCRS.5.W.1]</li> <li>ii. Write arguments that: [SCCCRS.5.W.1.1]</li> <li>iii. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose; [SCCCRS.5.W.1.1a]</li> <li>iv. use information from multiple print and multimedia sources; [SCCCRS.5.W.1.1b]</li> <li>v. provide logically ordered reasons supported by relevant facts and details; [SCCCRS.5.W.1.1c]</li> <li>vi. use transitional words, phrases,</li> </ul>	Writing Rules!	The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet Chapters 1, 2 and 3 Forest Fires [5.W.1] through [5.W.1.1g] Lesson 47: Informational Texts – Amazonia Alert! [5.W.1] through [5.W.1.1d] Lesson 48: Informational Texts – The World's Healers [5.W.1] through [5.W.1.1d] Expository Essay – Characteristics Ideas Trait Organization Trait Voice Trait					

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th Gra		R Reading Cur	TICUIUI	1 = Inquiry-Based Literacy ( 2 = Reading – Literary Text (	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)					
dards		Skills	Cycle	Activities	Reading Standard Strands					
	vii. viii.	and clauses to connect claim and reasons; [SCCCRS.5.W.1.1d] develop and strengthen writing as needed by planning, revising, editing, rewriting; [SCCCRS.5.W.1.1e] use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and [SCCCRS.5.W.1.1f] provide a concluding statement or section related to the claim presented. [SCCCRS.5.W.1.1g]	ISIP AR	Teacher-Directed Lessons [5.W.1] through [5.W.1.1g] 3C Reading Comprehension: Big Chug, Be Gone! Lesson 4 7B Reading Comprehension: Unplug Yourself! Lesson 4 [5.W.1] through [5.W.1.1d] Writing Activities: Writing prompts from Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, The Mystery of the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [5.W.1] through [5.W.1.1g]			3	4 ✓ ✓		
			14	Writing Activities: Writing prompts from Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A BirdIt's a				×		

Istation Fifth Gra	ELAR Reading Cur ade	riculu	for Eng	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
			2 = Reading – Literary Text (R	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities	Reading Standard Strands							
				1	2	3	4	5			
			<i>PlaneIt's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [5.W.1] through [5.W.1.1g]</i>								
4.2	Use Meaning, Context, and Craft to: i. Write informative/explan atory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [SCCCRS.5.W.2] ii. Write informative/explan atory texts that: [SCCCRS.5.W.2.1] iii. introduce a topic clearly;	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet Chapters 1, 2 and 3 Forest Fires [5.W.2] through [5.W.2.1m]								
	[SCCCRS.5.W.2.1a] iv. use relevant	14	Writing Activities: Writing prompts from Self-Selected				~				

ifth Gra		R Reading Cur	riculu	for Er	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>								
				1 = Inquiry-Based Literacy ( 2 = Reading – Literary Text (	1 = Inquiry-Based Literacy (I) 4 = Writ 2 = Reading – Literary Text (RL) 5 = Con 3 = Reading – Informational Text (RI)								
tandards		Skills	Cycle	Activities	Reading Standard Strands								
					1	2	3	4	5				
	v. vi. vii. viii.	information from multiple print and multimedia sources; [SCCCRS.5.W.2.1b] provide a general observation and focus; [SCCCRS.5.W.2.1c] group related information logically; [SCCCRS.5.W.2.1d] use credible sources; [SCCCRS.5.W.2.1e] include formatting, illustrations, and multimedia to aid comprehension; [SCCCRS.5.W.2.1f] develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the	Writing Rules!	Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A BirdIt's a PlaneIt's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [5.W.2] through [5.W.2.1m] Expository Essay Teacher-Directed Lessons [5.W.2] through [5.W.2.1m]				×					
eading Cur	riculum	topic; [SCCCRS.5.W.2.1g] Correlations		482	Copyrigh	nt © 2015 :	Istation -	All rights r	reserv				

Istation Fifth Gra		Reading Cur	riculum	י ר	1 = Inquiry 2 = Readin	nglish Lan ling Standar (I) (RL)	iguage Art <u>rd Strands</u> 4 = Writ	S		5)
Standards		Skills	Cycle		Activities		Reading	Standar	d Strands	
		volon and				1	2	3	4	5
	st as pla ar bu pe th ot S xi. us su or to pla su su or to su su or to su su or to su su or to su su or to su su or to su su or to su su or to su su or to su su or to su su or to su su or to su su or to su su or to su su or to su su or to su su or to su or to su or to su su or to su su or to su su or to su su or to su su or to su or to su or to su su or to su or to su or to su or to su or to su or to su or to su or to su or to su or to su or to su or to su or to su or to su or to su or to su su or to to su or to to su or to to to su or to to su o to to to to to to to to to to to to t	evelop and rengthen writing a needed by anning, revising, and editing uilding on ersonal ideas and e ideas of hers; CCCRS.5.W.2.1h] se paraphrasing, totations, immarizing, and iginal language avoid agiarism; CCCRS.5.W.2.1i] ik ideas within ad across tegories of formation using ords, phrases, ad clauses; CCCRS.5.W.2.1j] se precise nguage and omain-specific ocabulary to form or explain e topic;								
Reading Curr	riculum Co	rrelations			483	Copyrigh	t © 2015	Istation -	All rights r	eserved

Istation Fifth Gra	ELAR Reading Cur	riculu	for	Ēnglish Lar ading Standa ( (I) tt (RL)	nguage Arts a <u>rd Strands</u> 4 = Writi 5 = Com	5		5)		
Standards	Skills	Cycle	Activities	Reading Standard Strands						
				1	2	3	4	5		
	[SCCCRS.5.W.2.1k] xiv. develop a style and tone authentic to the purpose; and [SCCCRS.5.W.2.1l] provide a concluding statement or section related to the information or explanation presented. [SCCCRS.5.W.2.1m]									
4.3	Use Meaning, Context, and Craft to: i. Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences. [SCCCRS.5.W.3] ii. Gather ideas from texts, multimedia, and personal experience to write	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1 and 2 Amazonia Alert! Survivors! The Desert's Gift				~			

Istation Fifth Gra		R Reading Cur	ricului	for Ei	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u>							
				1 = Inquiry-Based Literacy ( 2 = Reading – Literary Text ( 3 = Reading – Informational	I) RL)	4 = Writ 5 = Com	ing (W) Imunicatio	n (C)				
Standards		Skills	Cycle	Activities		d Strands	d Strands					
					1	2	3	4	5			
	iii. iv. v.	[SCCCRS.5.W.3.1] develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; [SCCCRS.5.W.3.1a] orient the reader by establishing a situation and introducing a narrator and/or characters; [SCCCRS.5.W.3.1b] organize an event sequence that unfolds naturally; [SCCCRS.5.W.3.1c] use dialogue,	Writing Rules!	Power for the Planet Chapters 1, 2 and 3 Forest Fires [5.W.3] through [5.W.3.1h] Personal Narrative Ideas Trait Organization Trait Voice Trait Word Choice Trait Sentence Fluency Trait Conventions Trait Teacher-Directed Lessons [5.W.3] through [5.W.3.1h]								
Reading Curr		pacing, and manipulation of time to develop experiences and events or show the responses of characters to		485		nt © 2015 :			1			

Fifth Gra	ELAR Reading		1 = Inquiry-Based 2 = Reading – Liter	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
				Activities							
Standards	Skills	Cycle	Activities	1	Reading 2	Standard 3	4 Strands	5			
	situations; [SCCCRS.5.W.3.] vii. develop and strengthen wri as needed by planning, revis and editing building on personal ideas the ideas of others; [SCCCRS.5.W.3.] viii. use a variety of transitional wo phrases, and clauses to mar the sequence of events; [SCCCRS.5.W.3.] ix. use imagery, precise words, sensory details develop charao and convey experiences ar events precise and [SCCCRS.5.W.3.] x. provide a conclusion that follows from th	ting ing, and le] f rds, age of lf] and s to cters ad ly; lg]									

Istation Fifth Gra	ELAR Reading Cur ade	riculu	for En	iglish Lar <u>ng Standa</u> :) RL)	nguage Art <u>rd Strands</u> 4 = Writ			;)
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
				1	2	3	4	5
	narrated experiences or events. [SCCCRS.5.W.3.1h]							
4.4	Use Language to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. [SCCCRS.5.L.4] ii. When writing: [SCCCRS.5.L.4.1] iii. show knowledge of the function of conjunctions, prepositions, and interjections; [SCCCRS.5.L.4.1a] iv. form and use the perfect verb tenses; [SCCCRS.5.L.4.1b]	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet Chapters 1, 2 and 3 Forest Fires [5.L.4] through [5.L.4.1e]					
	v. use verb tense to convey various times, sequences,	Writing Rules!	<i>Personal Narrative Ideas Trait Organization Trait</i>				~	

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Istation Fifth Gra		R Reading Cur	ricului	1 = Inquiry-Based Literacy (	Legend: South Carolina College- and Career-Ready Standards (SCCCRS) for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C)						
Standards		Skills	Cycle	Activities	Reading Standard Strands						
		states, and		Voice Trait	1	2	3	4	5		
	vi. vii.	conditions; [SCCCRS.5.L.4.1c] recognize and use appropriate continuity or shifts in verb tense; and [SCCCRS.5.L.4.1d] use correlative conjunctions. [SCCCRS.5.L.4.1e]	Writing Rules!	Word Choice Trait Sentence Fluency Trait Conventions Trait Teacher-Directed Lessons Expository Essay Teacher-Directed Lessons [5.L.4] through [5.L.4.1e] Paragraph Building – Six Traits, Unit 6, Conventions Trait [5.L.4.1a], [5.L.4.1e]				×			
			14	Bridge Lesson – Conjunctions [5.L.4.1a], [5.L.4.1e]				✓			
			ISIP AR	G4 Fluency 7 - A Very Long Day G4 Fluency 9 - Bitter Sweet G5 Fluency 9 - A Perfect Shot G6 Fluency 7 - Meeting Up G6 Fluency 9 - Texas Pioneers [5.L.4.1a]				V			

Istation Fifth Gra	ELAR Reading Cur ade	riculu	for En <u>Readir</u> 1 = Inquiry-Based Literacy (I 2 = Reading – Literary Text (F	Legend: South Carolina College- and Career-Ready Standards (SCCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)							
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands				
				1	2	3	4	5			
	Use Language to: i. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [SCCCRS.5.L.5] ii. Apply correct usage of capitalization. [SCCCRS.5.L.5.1] iii. Use: [SCCCRS.5.L.5.2] iv. apostrophes and quotation marks; and [SCCCRS.5.L.5.2a] v. commas for appositives, to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address. [SCCCRS.5.L.5.2b]		<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer,</i> <i>Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers Chapters 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Chapters 1, 2 and 3</i> <i>Forest Fires</i> <i>[5.L.5] through [5.L.5.2b]</i>								

Istation Fifth Gra	ELAR Reading Cur ade	riculu	for En <u>Readir</u> 1 = Inquiry-Based Literacy (I 2 = Reading – Literary Text (F	Legend: South Carolina College- and Career-Ready Standards (SCC for English Language Arts <u>Reading Standard Strands</u> 1 = Inquiry-Based Literacy (I) 4 = Writing (W) 2 = Reading - Literary Text (RL) 5 = Communication (C) 3 = Reading - Informational Text (RI)						
Standards	Skills	Cycle	Activities		Reading Standard Strands					
				1	2	3	4	5		
4.6	Use Range and Complexity to: i. Write independently,	12	Books: The Moon, The Changing Surface [5.L.6], [5.L.6.1], [5.L.6.1a] Books: Amazonia Alert!, Bees at Risk				✓ ✓			
	legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.5.L.6]	SBTR 13	[5.L.6] through [5.L.6.1d] Power for the Planet 1, 2, and 3: Lesson 40 - Identifying a Research Topic Lesson 41 – Researching and Taking Notes Lesson 42 – Writing a Research Report [5.L.6] through [5.L.6.1d]							
	<ul> <li>ii. Write routinely and persevere in writing tasks:</li> <li>[SCCCRS.5.L.6.1]</li> <li>iii. over short and extended time frames;</li> </ul>	SBTR 13	Coral Reefs 1, 2, 3: Lesson 44 – Identifying a Research Topic Lesson 45 – Researching and Taking Notes Lesson 46 - Writing a Research Report [5.L.6] through [5.L.6.1d]				✓			
	[SCCCRS.5.L.6.1a] iv. for a range of domain-specific tasks; [SCCCRS.5.L.6.1b] v. for a variety of purposes and	SBTR	<i>Ecosystem 1, 2, 3:</i> <i>Lesson 47 - Identifying a Research Topic</i> <i>Lesson 48 – Researching and Taking</i> <i>Notes</i> <i>Lesson 49 – Writing a Research Report</i> <i>[5.L.6] through [5.L.6.1d]</i>				✓ 			

Fifth Gra		R Reading Cur	riculu	for	English La ading Standa ( (I) tt (RL)	nguage Arts ard <u>Strands</u> 4 = Writ 5 = Com	S	·	5)
Standards		Skills	Cycle	Activities		d Strands	nds		
	vi.	audiences; and [SCCCRS.5.L.6.1c] by adjusting the writing process for the task, increasing the length and complexity. [SCCCRS.5.L.6.1d]	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1, 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk [5.L.6] through [5.L.6.1d]	1	2	3	4	5
from multiple and use new	e form ly acqu comr and co Use N	cquire vocabulary s of communication uired vocabulary to nunicate in a variety ontexts. Meaning and Context	SBTR	<i>Our Solar System</i>					
	to: i.	Interact with others to explore		<i>Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer,</i>					

ifth Gra	ELAR Reading Cu ade	rriculu	for Eng	glish Lar	reer-Ready nguage Arts and Strands		ds (SCCCRS	)		
			2 = Reading – Literary Text (R	1 = Inquiry-Based Literacy (I)4 = Writing (W)2 = Reading - Literary Text (RL)5 = Communication (C)3 = Reading - Informational Text (RI)						
tandards	Skills	Cycle	Activities		d Strands	ds				
	ideas and		Autumn/ Winter	1	2	3	4	5		
	concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. [SCCCRS.5.C.1] ii. Consider viewpoints of		The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet Chapters 1, 2, and 3 Forest Fires [5.C.1] through [5.C.1.5]							
	others by listening, reflecting, and formulating questions before articulating personal contributions. [SCCCRS.5.C.1.1] iii. Participate in discussions; ask and respond to	, 15	Bridge Lessons 10-12: General Comprehension 2-4 [5.C.1] through [5.C.1.5]					~		

Istation Fifth Gra	ELAR Reading Cur ade		for English Lang <u>Reading Standar</u> acy (I) Text (RL)	guage Arts <u>d Strands</u> 4 = Writi	5		5)	
Standards	Skills	Cycle	Activities		Reading	Standar	d Strands	
	<ul> <li>probing questions to acquire and confirm information concerning a topic, text, or issue. [SCCCRS.5.C.1.2]</li> <li>iv. Apply effective communication techniques and the use of formal or informal voice based on audience and setting. [SCCCRS.5.C.1.3]</li> <li>v. Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts. [SCCCRS.5.C.1.4]</li> <li>vi. Explain personal</li> </ul>				2	3	4	5
Reading Curr	ideas while riculum Correlations	II	493	Copyright	: © 2015 I	station -	All rights r	eserved

Istation Fifth Gra	ELAR Reading Cur ade	rīcului	for	Ēnglish Lan ading Standa ( (I) ct (RL)	iguage Arts <u>rd Strands</u> 4 = Writin			5)
Standards	Skills	Cycle	Activities	1	Reading S	Standar 3	d Strands 4	5
	building on the ideas of others to demonstrate understanding of diverse perspectives. [SCCCRS.5.C.1.5]							
5.2	Use Meaning and Context to: i. Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. [SCCCRS.5.C.2] ii. Analyze ideas, perspectives and information using examples and supporting evidence related to the topic. [SCCCRS.5.C.2.1] iii. Analyze the credibility of	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2, and 3 Forest Fires					

Istation Fifth Gra	ELAR Reading C ade	urriculu	for English South Carolina Conege for English	glish Lar ng Standa	nguage Art <u>rd Strands</u>	S	ds (SCCCRS	;)	
			1 = Inquiry-Based Literacy (I) 2 = Reading – Literary Text (R 3 = Reading – Informational T	ŘL)		ting (W) nmunication	n (C)		
Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	information presented in diverse media an formats. [SCCCRS.5.C.2.2		Writing Extension Lessons 40-41: Power for the Planet 1 and 2 – Research Paper Writing Extension Lessons 44-46: Coral Reefs 1, 2, and 3 – Research Paper [5.C.2.2]					~	
5.3	Use Meaning and Contex to: i. Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. [SCCCRS.5.C.3] ii. Compare and contrast how idea and topics are depicted in a variety of media and formats. [SCCCRS.5.C.3.1] iii. Create presentations tha	as	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet Chapters 1, 2, and 3 Forest Fires [5.C.3] through [5.C.3.2]					✓	

Istation Fifth Gra	ELAR Reading Cu ade	rriculu	for En	glish Lan ng <u>Standa</u> ) RL)	nguage Art a <u>rd Strands</u> 4 = Writ			5)		
Standards	Skills	Cycle	Activities	Reading Standard						
				1	2	3	4	5		
	integrate visual displays and other multimedia to enrich the presentation. [SCCCRS.5.C.3.2]									
5.4	Use Language, Craft, and Structure to: i. Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences. [SCCCRS.5.C.4] ii. Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim. [SCCCRS.5.C.4.1] iii. Identify the	SBTR 13	Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1 and 2 Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet Chapters 1, 2 and 3					<i>✓</i>		

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ifth Gra	ELAR Reading Cur ade	riculu	f	ollege- and Ca or English La Reading Standa	nguage Art		ds (SCCCR	5)
			1 = Inquiry-Based Liter 2 = Reading – Literary 3 = Reading – Informat	Text (RL)		ing (W) imunicatio	n (C)	
tandards	Skills	Cycle	Activities			<b>1</b>	d Strands	
	chronological, cause/effect,		[5.C.4] through [5.C.4.3e]	1	2	3	4	5
	<ul> <li>problem/solution, and compare/contrast relationships to convey messages. [SCCCRS.5.C.4.2]</li> <li>iv. Identify how and why the speaker: [SCCCRS.5.C.4.3]</li> <li>v. uses intonation and word stress; [SCCCRS.5.C.4.3a]</li> <li>vi. includes media; [SCCCRS.5.C.4.3b]</li> <li>vii. addresses the audience; [SCCCRS.5.C.4.3c]</li> <li>viii. determines word choice; and [SCCCRS.5.C.4.3d]</li> <li>incorporates figurative language and literary devices. [SCCCRS.5.C.4.3e]</li> </ul>	15	Bridge Lessons 10-12: General Comprehension 2-4 [5.C.4] through [5.C.4.3e]					
5.5	Use Language, Craft, and Structure to:	SBTR	<i>Our Solar System Mission Incredible</i>					<b>√</b>

Istation Fifth Gra		R Reading Cur	riculu	for En	glish Laı	nreer-Read nguage Art ard Strands		ds (SCCCR	S)
				1 = Inquiry-Based Literacy (I 2 = Reading – Literary Text ( 3 = Reading – Informational	ŔL)	5 = Con	ting (W) nmunicatio	n (C)	
Standards		Skills	Cycle	Activities		d Strands	ands		
					1	2	3	4	5
	і. іі.	Incorporate craft techniques to engage and impact audience and convey messages. [SCCCRS.5.C.5] Set a purpose, integrate craft techniques and maintain a clear focus in presentations. [SCCCRS.5.C.5.1] Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when		Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers Chapters 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet Chapters 1, 2 and 3 Forest Fires [5.C.5], [5.C.5.1], [5.C.5.2]					
		appropriate to impact the audience. [SCCCRS.5.C.5.2]	SBTR	<i>Vocabulary Lesson 38 – Idioms Vocabulary Lesson 39 – Idioms [5.C.5.2]</i>					<b>√</b>
			15	Bridge Lesson – Similes Bridge Lesson – Metaphors [5.C.5.2]					✓