

Istation Reading Curriculum
Correlated to
South Carolina
College- and Career-Ready Standards
for English Language Arts
Grades K-5



Istation

Copyright© 2015 Istation - All rights reserved

Istation ELAR Reading Curriculum Kindergarten

**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
(I) Students will individually and collaboratively engage and interact with content to become curious, self-regulated, reflective learners.								
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]		<i>All Books</i> [K.I.1.1]	✓				
		1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> [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</i> [K.I.1.1]	✓				
		3	<i>Read-Alouds: The Garden Trail, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: The Toast in the Road, Stan the Man, The Toads Are Lost,</i>	✓				

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
		7	<i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> [K.I.1.1]	✓				
		CBTR 5	<i>Passage Reading: Prosody</i> [K.I.1.1]	✓				
		CBTR 7	<i>Passage Reading: Prosody</i> [K.I.1.1]	✓				
		SBTR	<i>Sequencing</i> [K.I.1.1] <i>Character</i> [K.I.1.1]	✓				
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 connections to	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K2.1] <i>HFW Book: Pam and the Cap</i>	✓				

Istation ELAR Reading Curriculum Kindergarten

**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
	personal experiences, other texts, or the environment. [SCCCRS.K.I.2.1]		<i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.I.2.1]					
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [K.I.2.1]	✓				
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the</i>	✓				

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>BPA: Pets - Snakes</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [K.I.2.1]					
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets – Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [K.I.2.1]	✓				
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The</i>	✓				

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Oatmeal Man, The Big Game</i> [K.I.2.1]					
1.3	Construct knowledge, applying disciplinary 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]		<i>All Books, Teacher-Directed Lessons</i> [K.I.3.1], [K.I.3.2]	✓				
		1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail, The Maps</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> [K.I.3.2]	✓				
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [K.I.3.1], [K.I.3.2]	✓				
	ii. With guidance and support, select information, revise ideas, and record and communicate							

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>[K.I.3.1], [K.I.3.2]</i>					
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[K.I.3.1]</i> <i>Decodable Book: The Dunes</i> <i>HFW Book: Where Is Jane?</i> <i>[K.I.3.2]</i>	✓				

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
	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]							
(II) Students will integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.								
2.1	Use Principles of Reading to: i. Demonstrate understanding of the organization and basic features of	SBTR	<i>Foundations: Lesson 1- Listening to Sounds</i> <i>Foundations: Lesson 3 – Word Length [K.RL.1]</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>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]</i> <i>Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities [K.RL.1.4]</i>					
		2	<i>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> <i>Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
		4	<p><i>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]</i></p> <p><i>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</i></p>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			<p><i>Letter]</i> <i>Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand, Characters</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> <i>[K.RL.1.1], [K.RL.1.2]</i></p> <p><i>Vowel Song, Short e</i> <i>Vowel Song, Long E</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> <i>[K.RL.1.3]</i></p> <p><i>Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick</i> </p>					

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>In Context Reading (short vowel review)</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>Read-Alouds: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride? Sequence</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.1.1]</i> <i>Vowels Song, Short u Vowel Song, Long A /a_e/ Vowel Song, Long O /o_e/</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.1.3]</i> <i>Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i>					

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [K.RL.1.4]					
		6	<i>Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Books: Pets - Fish, Time to Ride</i> <i>Decodable Books: A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [K.RL.1], [K.RL.1.2] <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>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/ In Context Reading with Long U /u_e/ Long Vowel Review (ai, oa, ee, ea)</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>[Pick That Letter]</i> <i>[K.RL.1.4]</i>					
		CBTR 1	<i>Letter Name Recognition: Mm, Aa, Pp, Cc</i> <i>[K.RL.1.4]</i>		✓			
		CBTR 2	<i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.RL.1.1]</i> <i>Letter Name Recognition: Tt, Ii, Ss, Ll</i> <i>Cc</i> <i>[K.RL.1.4]</i>		✓			
		CBTR 3	<i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.RL.1.1]</i> <i>Letter Name Recognition: Rr, Oo, Nn, Dd</i> <i>[K.RL.1.4]</i>		✓			
		CBTR 4	<i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.RL.1.1]</i> <i>Letter Name Recognition: Ff, Ee, Hh, Gg</i> <i>[K.RL.1.4]</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
	blend, and segment syllables in spoken words. [SCCCRS.K.RL.2.2] iv. Blend and segment onsets and rimes of single-syllable spoken words. [SCCCRS.K.RL.2.3] v. Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word. [SCCCRS.K.RL.2.4] vi. Add or substitute individual sounds in simple, one-syllable words to make new words. [SCCCRS.K.RL.2.5]		[K.RL.2], [K.RL.2.3], [K.RL.2.4] <i>Boom Train Song (Beg., Mid., End Sounds) HFW: and, has, see, the PA: Identifying Phonemes: Initial, Medial, Final</i> <i>PA: Blending Phonemes</i> <i>Vowel Short a</i> <i>Blending with Short a</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.RL.2], [K.RL.2.4], [K.RL.2.5]					
		2	<i>BPA: Summer Camp</i> <i>Word Families/ Rhyming</i> [K.RL.2.1], [K.RL.2.2] <i>PA: Identify Initial, Medial and Final Phonemes</i> <i>PA: Identify and Isolate Final Phonemes</i> <i>PA: Segmenting Phonemes [CVC]</i> [K.RL.2.4], [K.RL.2.5] <i>Boom Train Song (Beg., Mid., End Sounds) High Frequency Words (HFW): go, his, is, this PA: Identify Initial, Medial and Final Phonemes</i> <i>PA: Blending Phonemes [CVC]</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			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]					
		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		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
		5	<i>Boom Train Song (Beg., Mid., End Sounds) HFW: what, said, her, for</i> <i>PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Vowel Short u</i> <i>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)</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RL.2], [K.RL.2.2] through [K.RL.2.5]</i>		✓			
		6	<i>Boom Train Song (Beg., Mid., End Sounds) HFW: was, that, from, she</i> <i>Vowel Long I /i_e/ Blending Long I /i_e/ Vowel Long U /u_e/ Blending Long U /u_e/</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes,</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Middle Sounds: Identification Using Picture Cards</i> <i>[K.RL.2.3], [K.RL.2.4]</i> <i>Segmenting Spoken Words Game</i> <i>Blending Spoken Sounds into Words</i> <i>Blending Spoken Sounds into Words with Sound Squares</i> <i>[K.RL.2.4], [K.RL.2.5]</i>					
		CBTR 1	<i>Rhyming</i> <i>[K.RL.2.1]</i> <i>Segment Sounds in Spoken Words</i> <i>[K.RL.2.3], [K.RL.2.4]</i> <i>Blend Sounds to Say Words Blend Sounds to Read Words Rapid Letter and Word Naming</i> <i>[K.RL.2.5]</i>		✓			
		CBTR 2	<i>Rhyming</i> <i>Rhyming Phonograms</i> <i>[K.RL.2.1]</i> <i>Segment 1-2 Syllable Words</i> <i>[K.RL.2.2]</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Middle Sounds</i> <i>Middle Sounds: Decorator Service Game</i> <i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.RL.2.3], [K.RL.2.4]</i> <i>Ending Blend /-mp/ Ending Blend /-st/</i> <i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>Blend Sounds with Letters t, I, s, l</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read CVC Words with Short i</i> <i>Rhyming Phonograms</i> <i>Rapid Letter and Word Naming Spelling with Short /a/ and Short /i/ Reading for Meaning</i> <i>[K.RL.2.1], [K.RL.2.5]</i>					
		CBTR 3	<i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>[K.RL.2.1]</i> <i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Phoneme Substitution, Beginning Sound</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Phoneme Substitution, Middle Sound [K.RL.2.3], [K.RL.2.4]</i> <i>Blending Beginning/Middle/ Ending sounds with Letters</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read Words with Vowel Sound /oa/</i> <i>Beginning Blends sl-, sp-, st-</i> <i>Beginning Blends sl-, sn-, sp-, st-, More Practice</i> <i>Read Words with Ending Sounds, Blends /-nd/ and /-nt/ Rhyme Phonograms, Short Vowels</i> <i>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]</i>					
		CBTR 4	<i>Rhyme Phonograms, Long Vowels Rhyming Words and Poetry [K.RL.2.1]</i> <i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Phoneme Substitution, Ending Sound</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Phoneme Middle Sound</i> <i>[K.RL.2.3], [K.RL.2.4]</i> <i>Blending Beginning/Middle/ Ending</i> <i>Sounds with Letters</i> <i>Read Words with Vowel Sounds /ee/, /ea/</i> <i>Beginning Blends cl-, fl-, gl- Beginning</i> <i>Blends cl-, dr-, fr-, gr-, pr-, tr- Rhyme</i> <i>Phonograms, Short Vowels Rhyme</i> <i>Phonograms, Long Vowels Rapid Letter</i> <i>and Word Naming</i> <i>Spelling with Short /e/ and Blends</i> <i>Spelling Long E with /ee and /ea/</i> <i>Reading for Meaning</i> <i>[K.RL.2.5]</i>					
		CBTR 5	<i>Rhyme Phonograms, Long Vowels</i> <i>[K.RL.2.1]</i> <i>Blending Beginning/Middle/Ending</i> <i>Sounds with Letters</i> <i>[K.RL.2.3], [K.RL.2.4]</i> <i>Blending Beginning/Middle/Ending</i> <i>Sounds with Letters</i> <i>Blend Sounds to Say Words, /u/</i> <i>Blend Sounds and letters to Read Words</i> <i>Beginning Blends sm-, bl-, br-</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>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]</i>					
		CBTR 6	<i>Rhyme Phonograms, Long Vowels, Silent e [K.RL.2.1]</i> <i>Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and ending Sounds [K.RL.2.3], [K.RL.2.4]</i> <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</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			Spelling CVCe with i_e, and u_e Reading for Meaning [K.RL.2.5]					
		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]		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
		SBTR	<i>Rhyming with Pictures Rhyming with Discrimination Rhyme Identification</i> <i>[K.RL.2.1]</i> <i>Segmenting Words</i> <i>Segmenting and Blending Sounds Game</i> <i>[K.RL.2.3], [K.RL.2.4], [K.RL.2.5]</i>		✓			
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	<i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>HFW: and, has, see, the</i> <i>Vowel Short a</i> <i>Blending with Short a</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>[K.RL.3.1], [K.RL.3.2]</i> <i>HFW: and, has, see, the</i> <i>HFW Book: Pam and the Cap</i> <i>[K.RL.3.3], [K.RL.3.5]</i> <i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>HFW: and, has, see, the</i> <i>PA: Identifying Phonemes: Initial, Medial,</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>fr, gr, pr) Rapid Sound Symbol Game [Free Fall]</i> <i>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]</i> <i>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]</i> <i>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]</i>					

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<p><i>Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid., End Sounds) BUJW</i> <i>HFW: what, said, her, for</i> <i>Vowel Short u Blending Short u Vowel</i> <i>Long A /a_e/ Blending Long A /a_e/</i> <i>In Context Reading with Long A /a_e/</i> <i>Blending Long O /o_e/</i> <i>In Context Reading with Long O /o_e/</i> <i>Short Vowel Review (a,e,i,o,u)</i> <i>In Context Reading (short vowel review)</i> <i>Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall]</i> <i>Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC]</i> <i>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]</i></p> <p><i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter</i> <i>Recognition Room Sound Recognition</i> <i>Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i></p>					

Istation ELAR Reading Curriculum Kindergarten

**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
			<p><i>BUJW HFW: what, said, her, for</i> 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]</p> <p><i>HFW: what, said, her, for</i> HFW Book: The Bun for Us Rapid Word Naming Game [Virus Game-HFW] [K.RL.3.2], [K.RL.3.5]</p>					

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>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</i>					

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Reading for Meaning</i> <i>[K.RL.3], [K.RL.3.2], [K.RL.3.5]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter</i> <i>Recognition Room Sound Recognition</i> <i>Activities Letter Sound Room</i> <i>Sound/Symbol</i> <i>Correspondence Activities QX</i> <i>HFW: do, have, come, of, their, some</i> <i>Consonant Blends (squ, tw, sw)</i> <i>R controlled /or/</i> <i>In Context Reading with R Controlled</i> <i>Vowel /or/ R controlled /ar/</i> <i>In Context Reading with R Controlled</i> <i>Vowel /ar/ Vowels /ore/</i> <i>Vowels /are/</i> <i>Vowel Silent e Review</i> <i>Rapid Sound Symbol [Free Fall]</i> <i>Rapid Word Naming Game [Virus Game- HFW]</i> <i>Decodable Books: Boats, Take That Off</i> <i>Stage, Homes, Ben and Steve at the</i> <i>Seaside, At the Farm, The Twin Mice, The</i> <i>Oatmeal Man, The Big Game</i> <i>[K.RL.3.2], [K.RL.3.4], [K.RL.3.5],</i> <i>[K.RL.3.6]</i>					

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
	correct word recognition and understanding. [SCCCRS.K.RL.4.3]		<i>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</i> <i>[K.RL.4] through [K.RL.4.3]</i> <i>Beginning Sounds: /m/, /p/, /k/</i> <i>Beginning Sounds with Letters m, p, c</i> <i>Ending Sounds: /m/, /p/, /k/</i> <i>Ending Sounds with Letters m, p, c</i> <i>Vowel Sound /a/</i> <i>Vowel Sound /a/ and letter a Blend</i> <i>Sounds to Read Words Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs: and, the, see, has</i> <i>[K.RL.4], [K.RL.4.2], [K.RL.4.3]</i>					
		CBTR 2	<i>Identify Nonsense and Real Words</i> <i>Beginning Sounds: /t/, /s/, /l/ Beginning Sounds with Letters t,s,l Ending Sounds: /t/, /s/, /l/</i> <i>Ending Sounds with Letters t,s,l</i> <i>Vowel Sound /i/</i> <i>Vowel Sound /i/ and Letter i</i> <i>Vowel Sounds and Letters /a/ and /i/</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>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]</i>					
		CBTR 4	<i>Beginning Sounds: /f/, /g/, /h/ Beginning Sounds with Letters f, g, h Ending Sounds: /f/, /g/ Ending Sounds with Letters f, g Vowel Sound /e/ Vowel Sound /e/ and letter e Vowel Sounds /o/ and /e/ Blending Beginning/Middle/ Ending Sounds with Letters Vowel Sound /E/ Vowel Sound with Letters /ee/, /ea/ Vowel Sound with Letters /ee/, /ea/, More practice Read Words with Vowel Sounds /ee/, /ea/ Phoneme Middle Sound Beginning Blends cl-, fl-, gl-</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Hens, The Green Team, My Dog Has Fleas [K.RL.4] through [K.RL.4.3]</i>					
		CBTR 5	<i>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</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
		CBTR 6	<i>Beginning Sounds: /z/, /v/, /y/ Beginning Sounds with letters z, k, v, y Ending Sound: /v/, /z/</i> <i>Ending Sounds, Letters z, y, review</i> <i>Read and Spell Words with Short Vowel Sounds Blending</i> <i>Beginning/Middle/Ending Sounds with Letters Long Vowel Sound /I/, /U/</i> <i>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</i> <i>Rhyme Phonograms, Long Vowels, Silent e</i> <i>Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs was, that, from, she</i> <i>Spelling CVCe with i_e, and u_e</i> <i>Reading for Meaning</i> <i>[K.RL.4], [K.RL.4.2], [K.RL.4.3]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter</i> <i>Recognition Room Sound Recognition</i> <i>Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>ZKVY HFW: was, that, from, she</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>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]</i>					
		SBTR	<i>Letter Sound Discrimination Letter Sound Picture Match, Beginning Sound Letter Sounds: Matching Characters with Pictures Letter Sounds Identification Letter Sounds Matching Game [K.RL.4], [K.RL.4.2], [K.RL.4.3]</i>		✓			
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	<i>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</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			[K.RL.5], [K.RL.5.1], [K.RL.5.2]					
	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. [SCCCRS.K.RL.5]	2	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]		✓			
	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.RL.5.1]	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		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>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]</i>					
		4	<i>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</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>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]</i>					
		5	<i>Read-Alouds: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone</i> <i>Stream short u, o, Long O /o_e/, Long E /ea/, Long A /a_e/, Blends (sm, spl, br, str, bl, -nd, -mp)</i> <i>Comprehension Book: Where Will They Ride? Sequence</i> <i>Decodable Books: 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]</i>		✓			
		6	<i>Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>short a, short I, short u, short o, long A /a_e/, Long U /u_e/, Long O /o_e/,</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
	support analysis of thematic development. [SCCCRS.K.RL.6] ii. Describe the relationship between illustrations and the text. [SCCCRS.K.RL.6.1]		<i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> [K.RL.6] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Pam and Cam, Mac and Cam, The Maps</i> [K.RL.6], [K.RL.6.1]					
		3	<i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [K.RL.6], [K.RL.6.1] <i>Decodable Books: The Toast in the Road, Stan the Man, Stan the Man, The Toads Are Lost, In the Rain</i> [K.RL.6.1]		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand, Characters</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [K.RL.6]</i> <i>Decodable Books: The Green Team, Jean and Dean, Big Feet, My Dog Has Fleas</i> <i>HFW Book: My Hands and Feet</i> <i>Comprehension Book: In the Sand [K.RL.6.1]</i>		✓			
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Stream Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>[K.RL.6.1], [K.RL.6]</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Decodable Book: I Rode Home</i> <i>[K.RL.6.1]</i>					
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[K.RL.6], [K.RL.6.1]</i> <i>Decodable Book: The Dunes</i> <i>HFW Book: Where Is Jane?</i> <i>[K.RL.6]</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
	iii. familiar text; identify beginning, middle, and end in a text heard or read. [SCCCRS.K.RL.7.1] Read or listen closely to compare familiar texts. [SCCCRS.K.RL.7.2]		<i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [K.RL.7], [K.RL.7.1], [K.RL.7.2]					
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [K.RL.7] <i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
	within a particular context. [SCCCRS.K.RL.8]		<i>Comprehension: Lesson 65 – Identifying Details</i> <i>[RL.8.1b] through [K.RL.8.1e]</i>					
ii.	With guidance and support, read or listen closely to: [SCCCRS.K.RL.8.1]	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat</i> <i>Read Aloud: Mac and Cam Read Aloud: Clem the Clown</i> <i>Read-Aloud Book: Sam Has Mail</i> <i>HFW Book: Pam and The Cap</i> <i>Book and Print Awareness (BPA): At the Market</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> <i>[K.RL.8] through [K.RL.8.1e]</i>		✓			
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 [SCCCRS.K.RL.8.1d]							
vii.	Identify the cause of an event. [SCCCRS.K.RL.8.1e]	2	<i>Read-Alouds: Pam and the Cap, Where is Coco?, The Act, Tim at Camp</i> <i>BPA: Summer Camp</i> <i>HFW Book: Vowel Song, Short a Vowel Song, Short i</i> <i>In Context Reading with short a In Context Reading with short i</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [K.RL.8] through [K.RL.8.1e]					
		6	<i>Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> short a, short I, short u, short o, long A /a_e/, Long U /u_e/, Long O /o_e/, Blends -sk <i>Comprehension Books: Pets - Fish, Time to Ride</i> <i>Decodable Books: A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [K.RL.8] through [K.RL.8.1e]		✓			
		7	<i>Read-Alouds: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> (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/		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [K.RL.8] through [K.RL.8.1e]					
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.K.RL.9] ii. With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify	1	<i>Comprehension Books:</i> <i>Dusty the Dog and CoCo the Cat</i> <i>Pam and the Cap</i> <i>Where is Coco?</i> <i>The Act</i> <i>Tim at Camp</i> <i>Pip and His Lips</i> <i>See Sam Sit</i> <i>Tim and Sam</i> <i>Sam Tips the Lamp</i> [K.RL.9], [K.RL.9.1], [K.RL.9.2]		✓			
		2	<i>Foundational Books:</i> <i>Dusty the Dog and Coco the Cat</i> <i>Mac and Cam</i> <i>Pam and the Cap</i> <i>Fun With Friends</i> <i>Pals</i> <i>The Cleaning Attack</i> <i>Sam Has Mail</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
	iii. when the author uses each. [SCCCRS.K.RL.9.1] 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. [SCCCRS.K.RL.9.2]		<i>Pat's Cat</i> <i>Lamps</i> <i>Surprise!</i> <i>The Yellow Pin</i> <i>The Garden Trail</i> <i>In the Sand</i> <i>The Act</i> <i>Naptime</i> <i>Raindrops</i> <i>A Special Delivery for Dusty</i> <i>Cal and the Clam</i> <i>The Last Scrap</i> <i>Jen and Her New Friends</i> [K.RL.9], [K.RL.9.1], [K.RL.9.2]					
		SBTR	<i>Foundations: Lesson 5 – Alliteration</i> <i>Foundations: Lesson 7 – Rhyming with Pictures</i> <i>Foundations: Lesson 8 – Rhyming Discrimination</i> <i>Foundations: Lesson 9 – Rhyming Identification</i> <i>Foundations: Lesson 10 – Generating</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Rhymes</i> [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; 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. [SCCCRS.K.RL.10.1] iii. With guidance and support, identify new meanings for familiar	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> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.RL.10] through [K.RL.10.3]		✓			
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Pam and the Cap, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [K.RL.10] through [K.RL.10.3]		✓			
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
		SBTR	<i>The Big Game, Wait to Paint, The Mailman, Ben and Steve at the Seaside, Trips with My Family</i> [K.RL.10.4]		✓			
		CBTR 5	<i>Read Sentences with HFWs</i> <i>Passage Reading: Prosody</i> <i>Reading for Meaning</i> [K.RL.10] through [K.RL.10.6]		✓			
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.K.RL.11] ii. Identify the author and illustrator and define the role of each. [SCCCRS.K.RL.11.1] iii. Identify who is	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [K.RL.11], [K.RL.11.1], [K.RL.11.2]		✓			
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i>		✓			

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
		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: <i>Jen and Her New Friends</i> , <i>The Last Scrap</i> , <i>A Special Delivery for Dusty</i> , <i>In the Sand</i> HFW Book: <i>Where Is Jane?</i> Comprehension Book: <i>Pets – Fish</i> Decodable Books: <i>Time to Ride</i> , <i>A Cute Mule</i> , <i>Time to Ride My Mule</i> , <i>The Dunes</i> , <i>Just In Time</i> [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		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
			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]		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
	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.K.RL.13]	6	<i>Comprehension Book: Pets – Fish</i> <i>HFW Book: Where Is Jane?</i> [K.RL.13] through [K.RL.13.3]		✓			
		7	<i>HFW Book: Hide and Seek</i> [K.RL.13] through [K.RL.13.3]		✓			
		CBTR 2	<i>Reading for Meaning</i> [K.RL.13] through [K.RL.13.3]		✓			
		CBTR 3	<i>Reading for Meaning</i> [K.RL.13] through [K.RL.13.3]		✓			
	ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.K.RL.13.1]	CBTR 4	<i>Rhyming Words and Poetry</i> <i>Reading for Meaning</i> [K.RL.13] through [K.RL.13.3]		✓			
	iii. Read independently for sustained periods of time to build stamina. [SCCCRS.K.RL.13.2]	CBTR 5	<i>Reading for Meaning</i> [K.RL.13] through [K.RL.13.3]		✓			
		CBTR 6	<i>Reading for Meaning</i> [K.RL.13] through [K.RL.13.3]		✓			
	iv. Read and respond according to task	CBTR 7	<i>Reading for Meaning</i> [K.RL.13] through [K.RL.13.3]		✓			

Istation ELAR Reading Curriculum Kindergarten

**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
	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]		✓			
(III) Students will notice and analyze the styles and technique authors use to help readers construct meaning.								
3.1	Use Principles of Reading to:	0	<i>Rhyming Book: Time To Rhyme</i> [K.RI.1.1]			✓		
	i. Demonstrate understanding of the organization and basic features of print. [SCCCRS.K.RI.1]	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [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		<i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter</i> <i>Recognition Room Sound Recognition</i>					

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			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]			✓		

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<p>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]</p> <p>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.1.3]</p> <p>Letter Formation (BUJW) Letter Recognition Activities Letter Recognition</p>					

Istation ELAR Reading Curriculum Kindergarten

**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
			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/			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>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</i>					

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>[Speed Wormer] Letter Recognition Game</i> <i>[Pick That Letter]</i> <i>[K.RI.1.4]</i>					
		CBTR1	<i>Letter Name Recognition: Mm, Aa, Pp, Cc</i> <i>[K.RI.1.4]</i>			✓		
		CBTR 2	<i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.RI.1.1], [K.RI.1.2]</i> <i>Letter Name Recognition: Tt, Ii, Ss, Ll Cc</i> <i>[K.RI.1.4]</i>			✓		
		CBTR 3	<i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.RI.1.1], [K.RI.1.2]</i> <i>Letter Name Recognition: Rr, Oo, Nn, Dd</i> <i>[K.RI.1.4]</i>			✓		
		CBTR 4	<i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.RI.1.1], [K.RI.1.2]</i> <i>Letter Name Recognition: Ff, Ee, Hh, Gg</i> <i>[K.RI.1.4]</i>			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
		CBTR 5	<i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>[K.RI.1.1], [K.RI.1.2]</i> <i>Letter Name Recognition: Bb, Uu, Jj, Ww</i> <i>[K.RI.1.4]</i>			✓		
		CBTR 6	<i>Blending Beginning/Middle/Ending sounds with Letters</i> <i>[K.RI.1.1], [K.RI.1.2]</i> <i>Letter Name Recognition: Zz, Kk, Vv, Yy</i> <i>[K.RI.1.2]</i>			✓		
		SBTR	<i>Letter Discrimination</i> <i>Letter Recognition, Sorting Letter Recognition, Matching Letter Recognition, Identification</i> <i>[K.RI.1] through [K.RI.1.4]</i>			✓		
3.2	Use Principles of Reading to: i. Demonstrate understanding of	0	<i>PA: Counting Syllables</i> <i>[K.RI.2], [K.RI.2.2]</i> <i>PA: Identifying Phonemes: Initial, Medial,</i>			✓		

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
	words to make new words. [SCCCRS.K.RI.2.5]		<i>PA: Identify Initial, Medial and Final Phonemes</i> <i>PA: Identify and Isolate Final Phonemes</i> <i>PA: Segmenting Phonemes [CVC] [[K2], [K.RI.2.3], [K.RI.2.4]</i> <i>Boom Train Song (Beg., Mid., End Sounds) High Frequency Words (HFW): go, his, is, this PA: Identify Initial, Medial and Final Phonemes</i> <i>PA: Blending Phonemes [CVC]</i> <i>Vowel Short a Blending with Short a</i> <i>Vowel Short i Blending with Short I</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> <i>[K.RI.2.4], [K.RI.2.5]</i>					
		3	<i>BPA: Lamps</i> <i>Word Families/ Rhyming</i> <i>[K.RI.2.2], [K.RI.2.3]</i> <i>PA: Identify Initial, Medial and Final Phonemes</i> <i>PA: Identify and Isolate Final Phonemes</i> <i>PA: Segmenting Phonemes [CVC]</i> <i>[K.RI.2.4], [K.RI.2.5]</i>			✓		

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Counting Each Sound (2 Sounds)</i> <i>Counting Each Sound (3 Sounds)</i> <i>Matching Segmented Spoken Words with Pictures</i> <i>Segmenting Spoken Words Game Ending Sounds with Sounds Squares Ending Sounds</i> <i>Middle Sounds</i> <i>Middle Sounds: Identification Using Picture Cards</i> <i>[K.RI.2.1], [K.RI.2.2]</i> <i>Segmenting Spoken Words Game</i> <i>Blending Spoken Sounds into Words</i> <i>Blending Spoken Sounds into Words with Sound Squares</i> <i>[K.RI.2.3], [K.RI.2.5]</i>					
		CBTR 1	<i>Rhyming</i> <i>[K.RI.2.1], [K.RI.2.5]</i> <i>Segment Sounds in Spoken Words</i> <i>[K.RI.2.3], [K.RI.2.5]</i> <i>Blend Sounds to Say Words Blend Sounds to Read Words Rapid Letter and Word</i>			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Naming</i> [K.RI.2.3], [K.RI.2.5]					
		CBTR 2	<i>Rhyming</i> <i>Rhyming Phonograms [Rhyming</i> <i>Rhyming Phonograms</i> [K.RI.2.2] <i>Segment 1-2 Syllable Words</i> [K.RI.2.3], [K.RI.2.5] <i>Middle Sounds</i> <i>Middle Sounds: Decorator Service Game</i> <i>Blending Beginning/ Middle/ Ending</i> <i>Sounds with Letters</i> [K.RI.2.4], [K.RI.2.3] <i>Ending Blend /-mp/ Ending Blend /-st/</i> <i>Blending Beginning/ Middle/ Ending</i> <i>Sounds with Letters</i> <i>Blend Sounds with Letters t, l, s, i</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read CVC Words with Short i</i> <i>Rhyming Phonograms</i> <i>Rapid Letter and Word Naming Spelling</i> <i>with Short /a/ and Short /i/ Reading for</i> <i>Meaning</i>			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
			[K.RI.2] through [K.RI.2.5]					
		CBTR 3	<p><i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>[K.RI.2.1]</i></p> <p><i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Phoneme Substitution, Beginning Sound</i> <i>Phoneme Substitution, Middle Sound</i> <i>[K.RI.2.1], [K.RI.2.5]</i></p> <p><i>Blending Beginning/Middle/ Ending sounds with Letters</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read Words with Vowel Sound /oa/</i> <i>Beginning Blends sl-, sp-, st-</i> <i>Beginning Blends sl-, sn-, sp-, st-, More practice</i> <i>Read Words with Ending Sounds, Blends /-nd/ and /-nt/ Rhyme Phonograms, Short Vowels</i> <i>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</i></p>			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
			[K.RI.2] through [K.RI.2.5]					
		CBTR 4	<p><i>Rhyme Phonograms, Long Vowels Rhyming Words and Poetry [K.RI.2.1]</i></p> <p><i>Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound [K.RI.2.4], [K.RI.2.5]</i></p> <p><i>Blending Beginning/Middle/ Ending Sounds with Letters Read Words with Vowel Sounds /ee/, /ea/ Beginning Blends cl-, fl-, gl- Beginning Blends cl-, dr-, fr-, gr-, pr-, tr- Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/ Reading for Meaning [K.RI.2] through [K.RI.2.5]</i></p>			✓		

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<p><i>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]</i></p> <p><i>HFW words: they, you, are, here HFW Book: On the Dot [K.RI.3.5]</i></p> <p><i>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]</i></p>					

Istation ELAR Reading Curriculum Kindergarten

**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
		4	<p>Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid., End Sounds) FEHG 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]</p> <p>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities FEHG HFW words: with, my, where, to</p>			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
			<p><i>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]</i></p> <p><i>HFW words: with, my, where, to HFW Book: My Hands and Feet [K.RI.3.5]</i></p> <p><i>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</i></p>					

Istation ELAR Reading Curriculum Kindergarten

**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
			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]					
		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-			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>HFW] Rapid Word Naming Game [Spot That Word-CVC]</i> <i>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]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater</i> <i>Letter Recognition Room</i> <i>Sound Recognition Activities</i> <i>Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>BUJW HFW: what, said, her, for Vowels Song, Short u Vowel Short u Blending</i> <i>Short u Vowel Song, Long A /a_e/ Vowel Long A /a_e/ Blending Long A /a_e/</i> <i>In Context Reading with Long A /a_e/ Vowel Song, Long O /o_e/ Vowel Long O /o_e/ Blending Long O /o_e/</i> <i>In Context Reading with Long O /o_e/ Short Vowel Review (a,e,i,o,u)</i> <i>In Context Reading (short vowel review)</i> <i>Consonant Blends (sm, bl, br, str, spl, spr) Rapid Sound Symbol Game [Free Fall]</i>					

Istation ELAR Reading Curriculum Kindergarten

**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
			<i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [K.RI.3.2], [K.RI.3.3]</i> <i>HFW: what, said, her, for</i> <i>HFW Book: The Bun for Us</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>[K.RI.3.5]</i> <i>Boom Train Song (Beg., Mid., End Sounds) HFW: what, said, her, for</i> <i>PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final Vowel Short u</i> <i>Blending Short u Vowel Long A /a_e/</i> <i>Blending Long A /a_e/ Vowel Long O /o_e/ Blending Long O /o_e/</i> <i>Short Vowel Review (a,e,i,o,u)</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for</i>					

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<p>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]</p> <p>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</p>					

Istation ELAR Reading Curriculum Kindergarten

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

Istation ELAR Reading Curriculum Kindergarten

**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
			<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 [Virus Game-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-reader texts with purpose and understanding. [SCCCRS.K.RI.4.1] iii. Read emergent texts orally with accuracy, appropriate rate, and expression. [SCCCRS.K.RI.4.2]	SBTR 0	<i>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!</i> [K.RI.4], [K.RI.4.1], [K.RI.4.3]			✓		
		2	<i>Lesson 24: Reading for Meaning – Comprehending Words That are Read</i> [K.RI.4] through [K.RI.4.3]			✓		
		3	<i>Comprehension 3: Priority Alert</i> [K.RI.4] through [K.RI.4.3]			✓		
		5	<i>Fluency Passage: Homes for Sale</i> [K.RI.4]			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
	iv. Use picture cues to confirm or self-correct word recognition and understanding. [SCCCRS.K.RI.4.3]	6	<i>Comprehension Book: Pets – Fish</i> [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 making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. [SCCCRS.K.RI.5] ii. With guidance and support, ask and answer who, what, when, where, why, and how questions	3	<i>Comprehension 3: Priority Alert</i> [K.RI.5], [K.RI.5.1], [K.RI.5.2]			✓		
		SBTR	<i>Comprehension: Lesson 1 – Making Predictions</i> [K.RI.5], [K.RI.5.1], [K.RI.5.2] <i>Comprehension: Lesson 68 - Making Inferences</i> [K.RI.5], [K.RI.5.1], [K.RI.5.2]			✓		
		SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i>			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
	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</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [K.RI.5], [K.RI.5.1], [K.RI.5.2]					

Istation ELAR Reading Curriculum Kindergarten

**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
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 to summarize a text heard, read, or viewed. [SCCCRS.K.RI.6.1]	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [K.RI.6], [K.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	CBTR	<i>Lesson 21 – Reading for Meaning</i> [K.RI.7]			✓		
		CBTR	<i>Lesson 18 – Reading for Meaning</i> [K.RI.7], [K.RI.7.1]			✓		
		CBTR 2	<i>Lesson 3 – Rhyming</i> <i>Lesson 4 – Name Recognition</i>			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
	kinesthetic modalities. [SCCCRS.K.RI.7] ii. With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed. [SCCCRS.K.RI.7.1]		[K.RI.7]					
		SBTR	<i>Comprehension: Lesson 1 – Making Predictions</i> <i>Comprehension: Lesson 5 – Summarizing Strategy</i> <i>Comprehension: Lesson 13 – Inferences</i> [K.RI.7], [K.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 and multimedia texts. [SCCCRS.K.RI.8] ii. With guidance and	6	<i>Comprehension Book: Pets – Fish</i> [K.RI.8], [K.RI.8.1], [K.RI.8.2]			✓		
		SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [K.RI.8], [K.RI.8.1], [K.RI.8.2]			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
	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]							
3.9	Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning	CBTR	<i>Foundations Lessons</i> <i>Cycle 0 lessons</i> <i>Cycle 1 lessons</i> <i>Cycle 2 lessons</i> <i>All Associated Books</i> <i>[K.RI.9] through [K.RI.9.5]</i>			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
	of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. [SCCCRS.K.RI.9]							
	ii. With guidance and support, ask and answer questions about known and unknown words. [SCCCRS.K.RI.9.1]	SBTR	<i>Comprehension:</i> <i>Making Predictions K-1</i> <i>Asking Questions K-1</i> <i>Summarizing Strategy K-1</i> <i>Clarifying Words Strategy K-1</i> <i>Main Idea K-1</i> <i>Making Inferences K-1</i> [K.RI.9] through [K.RI.9.5]			✓		
	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							

Istation ELAR Reading Curriculum Kindergarten

**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
	words. [SCCCRS.K.RI.9.3] v. With guidance and support, use print and multimedia resources to explore word relationships and meanings. [SCCCRS.K.RI.9.4] vi. With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases. [SCCCRS.K.RI.9.5]							
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.	5	<i>Comprehension 5</i> [K.RI.10], [K.RI.10.1]			✓		
		7	<i>Comprehension 7</i> [K.RI.10], [K.RI.10.1]			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
	ii. [SCCCRS.K.RI.10] Identify the author and illustrator and define the role of each. [SCCCRS.K.RI.10.1]							
3.11	Use Language, Craft, and Structure to:	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [K.RI.11], [K.RI.11.1], [K.RI.11.2]			✓		
	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 informational text structures within texts heard or read. [SCCCRS.K.RI.11.1]	SBTR	<i>Comprehension: Lesson 20 – Drawing Conclusions</i> [K.RI.11], [K.RI.11.1], [K.RI.11.2]			✓		
	iii. With guidance and support, identify the reasons an author gives to support a							

Istation ELAR Reading Curriculum Kindergarten

**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
	position. [SCCCRS.K.RI.11.2]							
3.12	Use Range and Complexity to:	CBTR	<i>Foundations Lessons</i> <i>Cycle 0 lessons</i> <i>Cycle 1 lessons</i> <i>Cycle 2 lessons</i> <i>All Associated Books</i> [K.RI.12] through [K.RI.12.3]			✓		
	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.K.RI.12] ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.K.RI.12.1] iii. Read independently for sustained periods of time.	SBTR	<i>Comprehension:</i> <i>Making Predictions K-1</i> <i>Asking Questions K-1</i> <i>Summarizing Strategy K-1</i> <i>Clarifying Words Strategy K-1</i> <i>Main Idea K-1</i> <i>Making Inferences K-1</i> <i>Identifying Text Structure K-1</i> <i>Compare and Contrast, K</i> <i>Cause and Effect, K</i> <i>Problem Solution, K-1</i> [K.RI.12] through [K.RI.12.3]			✓		

Istation ELAR Reading Curriculum Kindergarten

**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
	iv. [SCCCRS.K.RI.12.2] Read and respond according to task and purpose to become self- directed, critical readers and thinkers. [SCCCRS.K.RI.12.3]							
(IV) Students will learn to employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, 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	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i>				✓	

Istation ELAR Reading Curriculum Kindergarten

**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
	iii. communicate an opinion about it. [SCCCRS.K.W.1.1] 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	<i>Writing Extension: Lesson 1 – Sam Tips the Lamp</i> <i>Writing Extension: Lesson 2 – See Sam Sit</i> <i>Writing Extension: Lesson 3 – Dots and Spots</i> <i>Writing Extension: Lesson 5 – Fred Has 10 Hens</i> [K.W.1], [K.W.1.1], [K.W.1.2]				✓	
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	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [K.W.2], [K.W.2.1], [K.W.2.2]				✓	

Istation ELAR Reading Curriculum Kindergarten

**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
	drawing, dictating, and writing to compose informative/explanatory 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	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i>				✓	

Istation ELAR Reading Curriculum Kindergarten

**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
	<p>and well-structured event sequences. [SCCCRS.K.W.3]</p> <p>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]</p> <p>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]</p>		<p><i>Where Is Jane?</i> [K.W.3], [K.W.3.1], [K.W.3.2]</p>					

Istation ELAR Reading Curriculum Kindergarten

**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
4.4	Use Language to:	SBTR	<i>All Books</i> <i>[K.W.4] through [K.W.4.8]</i>				✓	
	i. Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. [SCCCRS.K.W.4]	2	<i>Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>BPA: Summer Camp</i> <i>Rapid Letter Naming Game</i> <i>[Speed Wormer]</i> <i>Letter Recognition Game [Pick That Letter]</i> <i>[K.W.4], [K.W.4.2], [K.W.4.1], [K.W.4.4]</i>				✓	
	ii. With guidance and support, use nouns. [SCCCRS.K.W.4.1]							
	iii. With guidance and support, form regular plural nouns orally by adding /s/ or /es/. [SCCCRS.K.W.4.2]	3	<i>Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>BPA: Lamps</i> <i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> <i>[K.W.4], [K.W.4.2], [K.W.4.1], [K.W.4.4]</i>				✓	
	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]							

Istation ELAR Reading Curriculum Kindergarten

**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
	vi. With guidance and support, use adjectives. [SCCCRS.K.W.4.5]	4	<i>Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.4.2]</i>				✓	
	vii. With guidance and support, use prepositional phrases. [SCCCRS.K.W.4.6]							
	viii. With guidance and support, use conjunctions. [SCCCRS.K.W.4.7]	5	<i>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]</i>				✓	
	ix. Produce and expand complete sentences. [SCCCRS.K.W.4.8]							
		6	<i>Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [K.W.4.3], [K.W.4.6]</i>				✓	

Istation ELAR Reading Curriculum Kindergarten

**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
		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 conventions of Standard English capitalization, punctuation, and spelling when writing. [SCCCRS.K.W.5] ii. Capitalize the first word in a sentence and the pronoun <i>I</i> . [SCCCRS.K.W.5.1] iii. Recognize and name end punctuation. [SCCCRS.K.W.5.2] iv. Write letter(s) for familiar consonant	SBTR	<i>All Books [K.W.5] through [K.W.5.5]</i>				✓	
		SBTR 0	<i>Lesson 2: Sentence Segmentation [K.W.5] through [K.W.5.3] Foundations: Lesson 14 – Letter Discrimination [K.W.5.3]</i>				✓	
		1	<i>Lesson 1: Identify Words in a Sentence [K.W.5] through [K.W.5.3]</i>				✓	
		SBTR	<i>Teacher Resources Lessons: ISIP Spelling [K.W.5.4] Vocabulary: Lesson 33 – Word Meaning Using a Dictionary [K.W.5]</i>				✓	

Istation ELAR Reading Curriculum Kindergarten

**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
	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	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [K.W.5] through [K.W.5.3]				✓	
4.6	Use Range and Complexity to: i. Write independently,		<i>All Activities</i> [K.W.6] through [K.W.6.3]				✓	

Istation ELAR Reading Curriculum Kindergarten

**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
	legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.K.W.6] ii. With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences. [SCCCRS.K.W.6.1] iii. Print upper-and lower-case letters. [SCCCRS.K.W.6.2] iv. Recognize that print moves from left to right and that there are spaces between words. [SCCCRS.K.W.6.3] v. Locate letter keys on an electronic device. [SCCCRS.K.W.6.4]	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where is Jane?</i> [K.W.6] through [K.W.6.3]				✓	

Istation ELAR Reading Curriculum Kindergarten

**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
(V) Students will communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.								
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 perspectives. [SCCCRS.K.C.1] ii. Explore and create meaning through play, conversation, drama, and story-telling. [SCCCRS.K.C.1.1]	CBTR	Foundations lessons Cycle 0 lessons Cycle 1 lessons Cycle 2 lessons All associated books [K.C.1] through [K.C.1.5]					✓
		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]					✓

Istation ELAR Reading Curriculum Kindergarten

**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
	iii. Practice the skills of taking turns, listening to others, and speaking clearly. [SCCCRS.K.C.1.2] iv. Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture. [SCCCRS.K.C.1.3] v. Participate in conversations with varied partners about focused grade level topics and texts in small and large groups. [SCCCRS.K.C.1.4] vi. Explain personal ideas and build on the ideas of others by responding and relating to comments made.							

Istation ELAR Reading Curriculum Kindergarten

**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
	[SCCCRS.K.C.1.5]							
5.2	Use Meaning and Context to:	1	<i>Comprehension Books:</i> <i>Dusty the Dog and CoCo the cat</i> <i>Pam and the Cap</i> <i>Where is Coco?</i> <i>The Act</i> <i>Tim at Camp</i> <i>Pip and His Lips</i> <i>See Sam Sit</i> <i>Tim and Sam</i> <i>Sam Tips the Lamp</i> [K.C.2], [K.C.2.1], [K.C.2.2]					✓
	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 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	<i>Foundational Books:</i> <i>Dusty the Dog and Coco the Cat</i> <i>Mac and Cam</i> <i>Pam and the Cap</i> <i>Fun With Friends</i> <i>Pals</i> <i>The Cleaning Attack</i> <i>Sam Has Mail</i> <i>Pat's Cat Lamps</i> <i>Surprise!</i> <i>The Yellow Pin</i> <i>The Garden Trail</i>					✓

Istation ELAR Reading Curriculum Kindergarten

**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
	texts; express opinions and talk about findings. [SCCCRS.K.C.2.2]		<i>In the Sand</i> <i>The Act</i> <i>Raindrops</i> <i>Pat's Cat</i> <i>A Special Delivery for Dusty</i> <i>Cal and the Clam</i> <i>The Last Scrap</i> <i>Jen and Her New Friends</i> [K.C.2], [K.C.2.1], [K.C.2.2]					
		SBTR	<i>Comprehension: Lesson 1 – Making Predictions, Grades K-1</i> <i>Comprehension: Lesson 5 – Summarizing Strategy, Grades K-1</i> <i>Comprehension: Lesson 13 – Inferences, Grades K-1</i> [K.C.2]					✓
		CBTR	<i>Lesson 18: Reading for Meaning</i> <i>Lesson 21: Reading for Meaning</i> [K.C.2]					✓
5.3	Use Meaning and Context to: i. Communicate		<i>All Activities</i> [K.C.3], [K.C.3.1], [K.C.3.2]					✓

Istation ELAR Reading Curriculum Kindergarten

**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
	<p>information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. [SCCCRS.K.C.3]</p> <p>ii. Explore how ideas and topics are depicted in a variety of media and formats. [SCCCRS.K.C.3.1]</p> <p>iii. Use appropriate props, images, or illustrations to support verbal communication. [SCCCRS.K.C.3.2]</p>							
5.4	<p>Use Language, Craft, and Structure to:</p> <p>i. Critique how a speaker addresses content and uses</p>	SBTR	<p><i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads are Lost</i> <i>Fred Has Ten Hens</i></p>					✓

Istation ELAR Reading Curriculum Kindergarten

**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
	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</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where is Jane?</i> [K.C.4] through [K.C.4.3]					
5.5	Use Language, Craft, and Structure to: i. Incorporate craft techniques to engage and impact audience and convey messages.	CBTR 0	<i>Foundations: Lesson 5 – Alliteration</i> [K.C.5], [K.C.5.2] <i>Foundations: Lesson 9 – Rhyming Identification</i> [K.C.5], [K.C.5.1]					✓

Istation ELAR Reading Curriculum Kindergarten

**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
	ii. [SCCCRS.K.C.5] Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs. [SCCCRS.K.C.5.1]	4	<i>Rhyming and Poetry: Go! See! Here!</i> <i>Rhyming and Poetry: Stan the Man</i> <i>Rhyming and Poetry: Clem and Clam</i> <i>Rhyming and Poetry: Fred the Frog</i> [K.C.5], [K.C.5.1]					✓
	iii. Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience. [SCCCRS.K.C.5.2]	SBTR	<i>Read-Aloud Books: Naptime, Pals</i> [K.C.5], [K.C.5.1], [K.C.5.2]					✓

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
(I) Students will individually and collaboratively engage and interact with content to become curious, self-regulated, reflective 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 questions that lead to group conversations, explorations, and investigations. [SCCCRS.1.I.1.1]	SBTR	<i>Comprehension: Lesson 3 - Asking Questions Strategy</i> <i>Comprehension: Lesson 64 – Main Idea – Non-Fiction</i> <i>Comprehension: Lesson 69 - Asking Questions</i> <i>[1.I.1], [1.I.1.1]</i>	✓				
		SBTR	<i>Comprehension: Lesson 20 - Drawing Conclusions</i> <i>[1.I.1.1]</i>	✓				
		CBTR 12	<i>Lesson 7: Drawing Conclusions</i> <i>[1.I.1.1]</i>	✓				
		CBTR 3	<i>Comprehension: Making Predictions</i> <i>[1.I.1], [1.I.1.1]</i>	✓				

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
1.2	Use Inquiry-Based Literacy Standards to: i. Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. [SCCCRS.1.I.2] ii. Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment. [SCCCRS.1.I.2.1]	0-8	<i>All Books</i> [1.I.2]	✓				
		8	<i>Comprehension Book: The Queen's Suitcase</i> <i>Decodable Books: Wait to Paint, King Zung and the Lark</i> [1.I.2] <i>Decodable Book: The Fox Pack</i> [1.I.2.1]	✓				
		9	<i>Decodable Books: Naptime, Elbert's Birthday, Coach Chapman, Roy and Troy Like Trains</i> <i>Passage: Joel and Kay's Best Day</i> [1.I.2], [1.I.2.1] <i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [1.I.2.1]	✓				
		10	<i>Decodable Book: The Three Little Bugs</i> [1.I.2], [1.I.2.1] <i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver,</i>	✓				

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Humphrey the Humpback Whale</i> [1.I.2]					
		11	<i>Decodable Books: The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs</i> [1.I.2], [1.I.2.1] <i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [1.I.2.1]	✓				
		SBTR	<i>Problem Solution</i> [1.I.2] <i>Character</i> [1.I.2.1]	✓				
		CBTR 10	<i>Comprehension: Character Analysis</i> [1.I.2]	✓				
		ISIP AR	<i>5A Reading Comprehension: Too Much of a Good Thing</i> [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</i> <i>HFW Book: Pam and the Cap</i>	✓				

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)

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

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		8	<i>Cycle 8 Decodable Book: Bert and Gert</i> <i>Cycle 8 Decodable Book: The Fox Pack</i> [1.I.3]	✓				
		10	<i>Decodable Book: Spiders</i> <i>Decodable Book: The Three Little Bugs</i> Ch.1 <i>Decodable Book: The Three Little Bugs</i> Ch. 2 <i>Decodable Book: The Three Little Bugs</i> Ch. 3 <i>Decodable Book: Whales</i> <i>Passage: Insects</i> <i>Passage: People Send Mail</i> [1.I.3], [1.I.3.1], [1.I.3.2]	✓				
		11	<i>Decodable Book: Just the Right Size</i> (Compare & Contrast) <i>Decodable Book: Bert and Gert</i> (Compare & Contrast) <i>Decodable Books: The Three Little Bugs</i> (Character Analysis, Problem & Solution, Inference, Compare & Contrast) [1.I.3], [1.I.3.1], [1.I.3.2]	✓				

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
1.4	Use Inquiry-Based Literacy Standards to:	12	<i>Lesson 7 – Drawing Conclusions [1.I.4] through [1.I.4.3]</i>	✓				
	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]	CBTR	<i>Comprehension: Lesson 20 – Drawing Conclusions [1.I.4], [1.I.4.1], [1.I.4.2]</i>	✓				
	iii. Determine appropriate tools to communicate findings. [SCCCRS.1.I.4.2]							
	iv. Reflect on findings and take action. [SCCCRS.1.I.4.3]	SBTR	<i>Mark and Kate, At the Farm, Ben and Steve at the Seaside, The Big Game, I Like to Help, The Mailman, The Mailman, Queen’s Suitcase, The Best Trip, Camping, Mother Cat and Her Kittens, Naptime, The Scarecrow, How can That Be? The Strange Noise, A Star Is Born, Who Is Following Us? [1.I.4] through [1.I.4.3]</i>	✓				

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
1.5	Use Inquiry-Based Literacy Standards to:		<i>All Activities [1.I.5] through [1.I.5.3]</i>	✓				
	i. Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively. [SCCCRS.1.I.5]	SBTR	<i>Graphic Organizers: I Think, and Now I Know, Inference [1.I.5]</i>	✓				
	ii. Recognize the value of individual and collective thinking. [SCCCRS.1.I.5.1]							
	iii. Monitor and assess learning to guide inquiry. [SCCCRS.1.I.5.2]	ISIP AR	<i>Lessons 2 – 5: Asking Questions, Summarization, Inferences, Comprehension [1.I.5] through [1.I.5.3]</i>	✓				
	iv. Articulate the thinking process. [SCCCRS.1.I.5.3]							

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)

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
(II) Students will gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.								
2.1	Use Principles of Reading to: i. Demonstrate understanding of the organization and basic features of print. [SCCCRS.1.RL.1] ii. Recognize the distinguishing features of a sentence. [SCCCRS.1.RL.1.1]		<i>All Activities</i> [1.RL.1], [1.RL.1.1]		✓			
		1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.RL.1], [1.RL.1.1]		✓			
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [1.RL.1]		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		3	Read-Aloud Books: <i>The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> HFW Book: <i>On the Dot</i> BPA: <i>Lamps</i> Word Masters Book: <i>The Lost Island</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [1.RL.1.1]		✓			
		6	Read-Aloud Books: <i>Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> HFW Book: <i>Where Is Jane?</i> Comprehension Book: <i>Pets – Fish</i> Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [1.RL.1]		✓			
		9	HFW Book: <i>The Best Trip</i> Comprehension Book: <i>The Flying Pizza</i> Decodable Books: <i>Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish</i>		✓			

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)

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

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				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 Phonemes</i> <i>Identify and Isolate Final Phonemes</i> <i>Segmenting Phonemes [CVC]</i> [1.RL.2.3]		✓			
iii.	Orally produce single-syllable words by blending sounds, including consonant blends in spoken words. [SCCCRS.1.RL.2.2]	3	<i>Identify Initial, Medial and Final Phonemes</i> <i>Identify and Isolate Final Phonemes</i> <i>Segmenting Phonemes [CVC]</i> [1.RL.2.2]		✓			
iv.	Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words. [SCCCRS.1.RL.2.3]	4	<i>Onset Rime/ Build Word Families Game</i> <i>[Machine Game] (-en, -ess)</i> [1.RL.2.3]		✓			
v.	Segment spoken single-syllable words into their complete sequence of individual sounds. [SCCCRS.1.RL.2.4]	CBTR 0	<i>Counting Each Sound (2 Sounds)</i> <i>Counting Each Sound (3 Sounds)</i> <i>Matching Segmented Spoken Words with Pictures</i> <i>Segmenting Spoken Words Game</i> <i>Ending Sounds with Sounds Squares</i> <i>Ending Sounds</i> <i>Middle Sounds</i> <i>Middle Sounds: Identification Using Picture Cards</i> [1.RL.2.3], [1.RL.2.4]		✓			
		CBTR 1	<i>Segment Sounds in Spoken Words</i> [1.RL.2.4]		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 2	<i>Middle Sounds Middle Sounds: Decorator Service Game Blending Beginning/ Middle/ Ending Sounds with Letters [1.RL.2.2]</i>		✓			
		CBTR 3	<i>Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Beginning Sound Phoneme Substitution, Middle Sound [1.RL.2.2]</i>		✓			
		CBTR 4	<i>Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound [1.RL.2.2]</i>		✓			
		CBTR 5	<i>Blending Beginning/Middle/Ending Sounds with Letters [1.RL.2.2]</i>		✓			
		CBTR 6	<i>Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and Ending Sounds [1.RL.2.2]</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 8	<i>Segmenting and Blending Sound /sh/ Segmenting and Blending Sound /th/ Segmenting and Blending Sound /ng/ [1.RL.2.2], [1.RL.2.3]</i>		✓			
		CBTR 9	<i>Segmenting and Blending Sounds /ch/ CBTR 10 Segmenting and Blending Sounds /wh/ a [1.RL.2.3], [1.RL.2.4]</i>		✓			
		CBTR 10	<i>Segmenting and Blending Sounds /wh/ and /ph/ [1.RL.2.2]</i>		✓			
2.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis skills when decoding words. [SCCCRS.1.RL.3] ii. Demonstrate the sound correspondences for common consonant blends and digraphs.	1	<i>HFW Book: Pam and the Cap Decodable Books: Pam and Cam, Mac and Cam, The Maps [1.RL.3.1]</i>		✓			
		2	<i>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]</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	iii. [SCCCRS.1.RL.3.1] Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3	<i>BPA: Lamps</i> <i>Word Families/ Rhyming</i> <i>HFW Book: On the Dot</i> <i>In Context Reading with Short o</i> <i>In Context Reading with long A /ai/</i> <i>In Context Reading with Long O /oa/ Word Masters Book: The Lost Island</i>		✓			
	iv. [SCCCRS.1.RL.3.2] Read a two-syllable word by breaking the word into syllables.		<i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [1.RL.3.4]					
	v. [SCCCRS.1.RL.3.3] Use final -e and common vowel team conventions to read words with long vowel sounds.							
	vi. [SCCCRS.1.RL.3.4] Read words with inflectional endings.	4	<i>HFW Book: My Hands and Feet</i> <i>In Context Reading with Short e</i> <i>In Context Reading with Long E /ee/, /ea/</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [1.RL.3], [1RF3d]		✓			
	vii. [SCCCRS.1.RL.3.5] Recognize and read grade-appropriate irregularly spelled words.							
	[SCCCRS.1.RL.3.6]	5	<i>HFW Book: The Bun for Us</i> <i>In Context Reading with Short u</i> <i>In Context Reading with Long A /a_e/ In Context Reading with Long O /o_e/</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>In Context Reading (short vowel review)</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC]</i> <i>[1.RL.3], [1.RL.3.2]</i>					
		6	<i>HFW Book: Where Is Jane?</i> <i>In Context Reading with Long I /i_e/</i> <i>In Context Reading with Long U /u_e/</i> <i>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>Rapid Word Naming Game[Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC]</i> <i>[1.RL.3.1], [1.RL.3.2]</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		7	<i>HFW Book: Hide and Seek</i> <i>In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC]</i> <i>[1.RL.3.6]</i>		✓			
		8	<i>HFW Book: I Like to Help</i> <i>In Context Reading with R Controlled Vowel [er] In Context Reading with digraph [sh]</i> <i>In Context Reading with digraph [th]</i> <i>Word Masters Book: The Not-So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Rapid Word Naming [Virus Game-HFW]</i> <i>Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC]</i> <i>[1.RL.3.6]</i>					
		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> <i>In Context Reading with [ed], [ing], [s]</i> <i>Odd Balls: [ol], [ow]- T, GP, IP</i> <i>In Context Reading : [ol], [ow] Odd Balls:</i> <i>[oi], [oy]- T, GP, IP In Context Reading :</i> <i>[oi], [oy] In Context Reading : /ay/</i> <i>Word Masters Book: Treasure Hunt at</i> <i>Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and</i> <i>Her Kittens, Naptime, Elbert's Birthday,</i> <i>Coach Chapman, A Trip to the Dentist,</i> <i>Winter Snowstorm, Roy and Troy Like</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> <i>Spot That Word Game</i> <i>Rapid Word Naming [Virus Game-HFW]</i> <i>Gimme the Ball [Odd Balls]</i> <i>[1.RL.3.6]</i>					
		10	<i>HFW Book: How Can That Be?</i> <i>In Context Reading: [ph] In Context 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 Dan</i> <i>In Context Reading : [ow]</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Humpback Whale</i> <i>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, The Water Cycle, Insects, People Send Mail, Going to the Vet</i> <i>Spot That Word Game</i> <i>Rapid Word Naming [Virus Game-HFW]</i> <i>Gimme the Ball [Odd Balls]</i> <i>[1.RL.3.1], [1.RL.3.6]</i>					
		11	<i>Odd Balls: [oo as in zoo] ; [ew, eu, ui]- T, GP, IP In Context Reading with [oo]; [ew, eu, ui]</i> <i>Odd Balls: [igh], [ight], [ild], [ind]-T, GP, IP In Context Reading with [igh, ight, ind]</i> <i>Odd Balls: [oo as in foot]- T, GP, IP In Context Reading with [oo]</i> <i>In Context Reading with Prefixes</i> <i>In Context Reading with Suffixes</i> <i>In Context Reading with Contractions</i> <i>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</i> <i>Passages: From Fearful to Fearless, Hurricanes, The Dirt Detectives</i> <i>Spot That Word Game</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1.RL.3], [1.RL.3.2], [1.RL.3.6]</i>					
		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	<i>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]</i>		✓			
		CBTR 11	<i>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]</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
2.4	Use Principles of Reading to:	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, BPA: At the Market Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.RL.4]		✓			
	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	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.RL.4], [1.RL.4.2]		✓			
	iv. Use context to confirm or self-correct word recognition and understanding rereading as necessary. [SCCCRS.1.RL.4.2]		<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>BPA: Summer Camp</i> [1.RL.4.1]					
			<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i>					

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [1.RL.4], [1.RL.4.2]					
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps BPA: Lamps</i> [1.RL.4.1] <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [1.RL.4], [1.RL.4.2]		✓			
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>BPA: Where Is Coco?</i> <i>Comprehension Book: In the Sand</i> [1.RL.4.1]		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [1.RL.4], [1.RL.4.2]					
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [1.RL.4], [1.RL.4.2], [1.RL.4.3]		✓			
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				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>		✓			
		8	<i>HFW Book: I Like to Help 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 [1.RL.4], [1.RL.4.2]</i>		✓			
		9	<i>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]</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>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]</i>					
		10	Lesson 20 – Fluency [1.RL.4]		✓			
		SBTR	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)

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

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	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.RL.5.1] iii. Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. [SCCCRS.1.RL.5.2]		<i>Send Mail</i> [1.RL.5], [1.RL.5.1], [1.RL.5.2]					
		11	<i>Passages: Hurricanes, The Dirt Detectives</i> [1.RL.5], [1.RL.5.1], [1.RL.5.2]		✓			
2.6	Use Meaning and Context to: i. Summarize key details and ideas to support analysis of thematic development. [SCCCRS.1.RL.6]	1	<i>BPA: At the Market</i> [1.RL.6]		✓			
		5	<i>BPA: Pets – Snakes</i> [1.RL.6]		✓			
		6	<i>Comprehension Book: Pets – Fish</i> [1.RL.6]		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	ii. Describe the relationship between the illustrations and the characters, setting or events. [SCCCRS.1.RL.6.1]	7	<i>Decodable Books: Boats, Homes</i> [1.RL.6]		✓			
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [1.RL.6]		✓			
		10	<i>Decodable Books: Spiders, Whales, How Mountains Form, George Washington Carver</i> <i>Passages: Water is a Good Thing, The Water Cycle, Insects, Pet Parade, People Send Mail</i> [1.RL.6], [1.RL.6.1] <i>Decodable Book: Spiders</i> <i>Decodable Books: The Three Little Bugs Ch.1</i> [1.RL.6], [1.RL.6.1]		✓			
		SBTR	<i>Asking Questions</i> <i>Authors Purpose</i> [1.RL.6]		✓			
2.7	Use Meaning and Context to: i. Analyze the relationship among	SBTR	<i>Boats, Homes, Ranch Hands, The Colt, Earthworms, Water is a Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities. [SCCCRS.1.RL.7] 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] iii. Read or listen closely to compare and contrast familiar texts and texts in author and genre studies. [SCCCRS.1.RL.7.2]		<i>Form, Dirt Detectives, Hurricanes, The Three little Bugs</i> [1.RL.7], [1.RL.7.1], [1.RL.7.2]					
2.8	Use Meaning and Context to:	0-8	<i>All Books</i> [1.RL.8]		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	i. Analyze characters, settings, events, and ideas as they develop and interact within a particular context. [SCCCRS.1.RL.8]	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.RL.8] through [1.RL.8.1d]		✓			
	ii. Read or listen closely to: [SCCCRS.1.RL.8.1]							
	iii. describe characters' actions, and feelings; [SCCCRS.1.RL.8.1a]	2	<i>Read-Aloud Books: Pam and the Cap, The Act</i> [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, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> [1.RL.8] through [1.RL.8.1e]		✓			
	v. describe setting; [SCCCRS.1.RL.8.1c]	4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> [1.RL.8]		✓			
	vi. identify the plot including problem and solution; and [SCCCRS.1.RL.8.1d]							
	vii. describe cause and effect relationships. [SCCCRS.1.RL.8.1e]	5	<i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Late for the Game, I Rode Home</i> [1.RL.8] through [1.RL.8.1b]		✓			

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)

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

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		SBTR	<i>Compare Contrast</i> [1.RL.8], [1.RL.8.1e]		✓			
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.1.RL.9] ii. Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each. [SCCCRS.1.RL.9.1] iii. Identify how an	1	<i>Read-Aloud Book: Sam Has Mail</i> [1.RL.9.1], [1.RL.9.2]		✓			
		3	<i>Decodable Books: Dots and Spots, The Toads Are Lost</i> [1.RL.9]		✓			
		4	<i>Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>Decodable Books: Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [1.RL.9], [1.RL.9.1], [1.RL.9.2]		✓			
		5	<i>HFW Book: The Bun for Us</i> <i>Decodable Books: Bug in the Mud, Fun at Home</i> [1.RL.9], [1.RL.9.2]		✓			
		6	<i>Decodable Books: A Cute Mule, The Dunes</i> [1.RL.9]		✓			
		7	<i>HFW Book: Hide and Seek</i> [1.RL.9], [1.RL.9.2]		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	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	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> [1.RL.9], [1.RL.9.1], [1.RL.9.2]		✓			
		10	<i>HFW Book: How Can That Be?</i> [1.RL.9]		✓			
		11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [1.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-specific vocabulary. [SCCCRS.1.RL.10]	ISIP ER	<i>Phonological Awareness: Blending Spoken Words into Compound Words, Tier 2</i> <i>Phonological Awareness: Blending Spoken Words into Compound Words, Tier 3</i> [1.RL.10], [1.RL.10.4], [1.RL.10.5], [1.RL.10.6]		✓			
		7	<i>Decodable Book: Ben and Steve at the Seaside</i> [1.RL.10], [1.RL.10.1], [1.RL.10.2], [1.RL.10.4]		✓			
		9	<i>Decodable Book: Naptime</i> [1.RL.10.1], [1.RL.10.2], [1.RL.10.3]		✓			

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)

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
	ii. Ask and answer questions about known and unknown words. [SCCCRS.1.RL.10.1]		<i>Passages:</i> [1.RL.10.1] through [1.RL.10.6]					
	iii. Identify new meanings for familiar words and apply them accurately. [SCCCRS.1.RL.10.2]		<i>Lesson 13: Inflected Ending -s</i>					
	iv. Use inflectional endings and affixes to determine the meaning of unknown words. [SCCCRS.1.RL.10.3]		<i>Lesson 15: Inflected Ending -ed</i> [1.RL.10.3]					
	v. Identify the individual words used to form a compound word. [SCCCRS.1.RL.10.4]	10	<i>Decodable Book: A Star is Born, Shopping with Mom</i> [1.RL.10] through [1.RL.10.3]		✓			
	vi. Use print and multimedia resources to explore word relationships and nuances in word meanings. [SCCCRS.1.RL.10.5]		<i>Word Bank Cards</i> [1.RL.10.3]					
			<i>Passages: Pet Parade, Insect, The Strange Noise, The Water Cycle</i> [1.RL.10.1], [1.RL.10.2], [1.RL.10.3], [1.RL.10.5], [1.RL.10.6]					
			<i>Lesson 3: Inflected Ending -ing</i>					
			<i>Lesson 4: Inflected Ending - ed</i> [1.RL.10.3]					
		11	<i>Lesson 5: Inflected Endings</i> [1.RL.10.2], [1.RL.10.3]		✓			

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)

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
	vii. Use words and phrases acquired through talk and text; explore nuances of words and phrases. [SCCCRS.1.RL.10.6]							
2.11	Use Language, Craft, and Structure to:	8	<i>Decodable Book: The Fox Pack</i> [1.RL.11], [1.RL.11.1]		✓			
	i. Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. [SCCCRS.1.RL.11]	9	<i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [1.RL.11.1], [1.RL.11.2]		✓			
	ii. Identify the author's purpose — to explain, entertain, inform, or convince. [SCCCRS.1.RL.11.1]	10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [1.RL.11] [1.RL.11.1], [1.RL.11.2]		✓			
	iii. Distinguish who is telling the story at	11	<i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [1.RL.11], [1.RL.11.2]		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	various points in a text, the narrator or characters. [SCCCRS.1.RL.11.2]	12	<i>Lesson 13: Author's Purpose</i> [1.RL.11.1]		✓			
		SBTR	<i>Character</i> [1.RL.11.1] <i>Lesson 70: Characteristics of Characters</i> [1.RL.11.2]		✓			
		CBTR 10	<i>Comprehension: Character Analysis</i> [1.RL.11.1]		✓			
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.1.RL.12] ii. Classify literary texts according to characteristics of a genre. [SCCCRS.1.RL.12.1] iii. Recognize how the author uses crafted text structures of	0-8	<i>All Books</i> [1.RL.12], [1.RL.12.1], [1.RL.12.2]		✓			
		6	<i>Read-Aloud: The Kid in the Mask</i> [1.RL.12], [1.RL.12.1], [1.RL.12.2]		✓			
		8	<i>Comprehension Book: The Queen's Suitcase</i> <i>Decodable Books: Wait to Paint, King Zung and the Lark</i> [1.RL.12], [1.RL.12.1] <i>Decodable Book: The Fox Pack</i> [1.RL.12.2]		✓			
		9	<i>Decodable Books: Naptime, Elbert's Birthday, Coach Chapman, Roy and Troy Like Trains</i> <i>Passage: Joel and Kay's Best Day</i>		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	recurring phrases and dialogue. [SCCCRS.1.RL.12.2]		[1.RL.12.2] <i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [1.RL.12], [1.RL.12.1], [1.RL.12.2]					
		10	<i>Decodable Book: The Three Little Bugs</i> [1.RL.12.2] <i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [1.RL.12], [1.RL.12.1], [1.RL.12.2]		✓			
		11	<i>Read-Aloud Book: Just the Right Size</i> [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		<i>All Activities</i> [1.RL.13] through [1.RL.13.3]		✓			

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)

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
	learning, and building stamina; reflect and respond to increasingly complex text over time. [SCCCRS.1.RL.13] ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.1.RL.13.1] iii. Read independently for sustained periods of time to build stamina. [SCCCRS.1.RL.13.2] iv. Read and respond according to task and purpose to become self-directed, critical readers and thinkers. [SCCCRS.1.RL.13.3]							
(III) Students will gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-								

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
correcting.								
3.1	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]		<i>All Activities</i> [1.RI.1], [1.RI.1.1]			✓		
		1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.RI.1]			✓		
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [1.RI.1]			✓		
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> <i>[1.RI.1.1]</i>					
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets – Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[1.RI.1.1]</i>			✓		
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> <i>[1.RI.1.1]</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		9	<i>HFW Book: The Best Trip</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on a Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [1.RI.1.1]			✓		
		SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> [1.RI.1.1]			✓		
3.2	Use Principles of Reading to:	0	<i>Identifying Phonemes: Initial, Medial, Final</i> [1.RI.2]			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	i. Demonstrate understanding of spoken words, syllables, and sounds. [SCCCRS.1.RI.2]	1	<i>Identifying Phonemes: Initial, Medial, Final</i> <i>Identify and Isolate Initial Phonemes</i> <i>Segmenting Phonemes</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.RI.2], [1.RI.2.1]			✓		
	i. Distinguish long from short vowel sounds in spoken single-syllable words. [SCCCRS.1.RI.2.1]	2	<i>Identify Initial, Medial and Final Phonemes</i> <i>Identify and Isolate Final Phonemes</i> <i>Segmenting Phonemes [CVC]</i> [1.RI.2.3]			✓		
	ii. Produce single-syllable words by blending sounds, including consonant blends in spoken words. [SCCCRS.1.RI.2.2]	3	<i>Identify Initial, Medial and Final Phonemes</i> <i>Identify and Isolate Final Phonemes</i> <i>Segmenting Phonemes [CVC]</i> [1.RI.2.2]			✓		
	iii. Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words. [SCCCRS.1.RI.2.3]	4	<i>Onset Rime/ Build Word Families Game</i> <i>[Machine Game] (-en, -ess)</i> [1.RI.2.3]			✓		
	iv. Segment spoken single-syllable	CBTR 0	<i>Counting Each Sound (2 Sounds)</i> <i>Counting Each Sound (3 Sounds)</i> <i>Matching Segmented Spoken Words with Pictures</i> <i>Segmenting Spoken Words Game</i> <i>Ending Sounds with Sounds Squares</i> <i>Ending Sounds</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	words into their complete sequence of individual sounds. [SCCCRS.1.RI.2.4]		<i>Middle Sounds</i> <i>Middle Sounds: Identification Using Picture Cards</i> [1.RI.2.3], [1.RI.2.4]					
		CBTR 1	<i>Segment Sounds in Spoken Words</i> [1.RI.2.2]			✓		
		CBTR 2	<i>Middle Sounds</i> <i>Middle Sounds: Decorator Service Game</i> <i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> [1.RI.2.2]			✓		
		CBTR 3	<i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Phoneme Substitution, Beginning Sound</i> <i>Phoneme Substitution, Middle Sound</i> [1.RI.2.2]			✓		
		CBTR 4	<i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Phoneme Substitution, Ending Sound</i> <i>Phoneme Middle Sound</i> [1.RI.2.2]			✓		
		CBTR 5	<i>Blending Beginning/Middle/Ending Sounds with Letters</i> [1.RI.2.2]			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 6	<i>Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and Ending Sounds [1.RI.2.2]</i>			✓		
		CBTR 8	<i>Segmenting and Blending Sound /sh/ Segmenting and Blending Sound /th/ Segmenting and Blending Sound /ng/ [1.RI.2.2], [1.RI.2.3]</i>			✓		
		CBTR 9	<i>Segmenting and Blending Sounds /ch/ CBTR 10 Segmenting and Blending Sounds /wh/ a [1.RI.2.3], [1.RI.2.4]</i>			✓		
		CBTR 10	<i>Segmenting and Blending Sounds /wh/ and /ph/ [1.RI.2.2]</i>			✓		
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>			✓		

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)

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

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				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]		<i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [1.RI.3], [1.RI.3.4]					
		5	<i>HFW Book: The Bun for Us</i> <i>In Context Reading with Short u</i> <i>In Context Reading with Long A /a_e/ In Context Reading with Long O /o_e/ In Context Reading (short vowel review)</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC]</i> [1.RI.3.2]			✓		
		6	<i>HFW Book: Where Is Jane?</i> <i>In Context Reading with Long I /i_e/ In Context Reading with Long U /u_e/ In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Word Masters</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC]</i> <i>[1.RI.3.4], [1.RI.3.5]</i>					
		7	<i>HFW Book: Hide and Seek</i> <i>In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> <i>Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC]</i> <i>[1.RI.3.6]</i>			✓		
		8	<i>HFW Book: I Like to Help</i> <i>In Context Reading with R Controlled Vowel</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<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 Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> <i>Rapid Word Naming [Virus Game-HFW]</i> <i>Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC]</i> <i>[1.RI.3.6]</i>					
		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> <i>In Context Reading with [ed], [ing], [s]</i> <i>Odd Balls: [ol], [ow]- T, GP, IP</i> <i>In Context Reading : [ol], [ow] Odd Balls:</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>[oi], [oy]- T, GP, IP In Context Reading :</i> <i>[oi], [oy] In Context Reading : /ay/</i> <i>Word Masters Book: Treasure Hunt at</i> <i>Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and</i> <i>Her Kittens, Naptime, Elbert's Birthday,</i> <i>Coach Chapman, A Trip to the Dentist,</i> <i>Winter Snowstorm, Roy and Troy Like</i> <i>Trains, The Wise Crow, Mitch's Big Fish</i> <i>Tales</i> <i>Passages: Going on A Ride, Kittens, The</i> <i>Best Day, Ranch Hands, Big Top Tent, The</i> <i>Colt, The Scarecrow, Earthworms, Royce</i> <i>Likes to Share</i> <i>Spot That Word Game</i> <i>Rapid Word Naming [Virus Game-HFW]</i> <i>Gimme the Ball [Odd Balls]</i> <i>[1.RI.3.3], [1.RI.3.6]</i>					
		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>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, The Water Cycle, Insects, People Send Mail, Going to the Vet</i> <i>Spot That Word Game</i> <i>Rapid Word Naming [Virus Game-HFW]</i> <i>Gimme the Ball [Odd Balls]</i> <i>[1.RI.3.1], [1.RI.3.6]</i>					
		11	<i>Odd Balls: [oo as in zoo] ; [ew, eu,ui]- T, GP, IP In Context Reading with [oo]; [ew, eu, ui]</i> <i>Odd Balls: [igh], [ight], [ild], [ind]-T, GP, IP In Context Reading with [igh, ight, ind]</i> <i>Odd Balls: [oo as in foot]- T, GP, IP In Context Reading with [oo]</i> <i>In Context Reading with Prefixes</i> <i>In Context Reading with Suffixes</i> <i>In Context Reading with Contractions</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>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</i> <i>Passages: From Fearful to Fearless, Hurricanes, The Dirt Detectives</i> <i>Spot That Word Game</i> <i>Rapid Word Naming [Virus Game-HFW]</i> <i>Gimme the Ball [Odd Balls]</i> <i>[1.RI.3.1], [1.RI.3.4], [1.RI.3.6]</i>					
		CBTR 9	<i>Read Words with ow, oll, old, olt, olk</i> <i>Read High Frequency Words Reading for Meaning</i> <i>[1.RI.3.4]</i>			✓		
		CBTR 10	<i>Inflected Ending -ing Inflected Ending -ed</i> <i>Phonograms: all, alk, alt, ald</i> <i>Comprehension: Character Analysis</i> <i>HFWs</i> <i>Read HFWs in Sentences</i> <i>Spelling Words with Phonograms - all, alk, ald, alm</i> <i>Spelling with Endings y and ie Spelling - Changing the y to i</i> <i>Reading for Meaning</i> <i>[1.RI.3.5]</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		CBTR 11	Prefixes: <i>pre, re, un, mis, dis</i> Suffixes: <i>ful, ly, less, er, or</i> Phonograms <i>ind, igh, ild</i> Multisyllabic Words Homophones HFWs <i>Reading for Meaning</i> [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. [SCCCRS.1.RI.4.2]	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, BPA: At the Market Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.RI.4.1] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.RI.4], [1.RI.4.2]			✓		
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>BPA: Summer Camp</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	recognition and understanding rereading as necessary. [SCCCRS.1.RI.4.3]		<p>[1.RI.4.1]</p> <p><i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i></p> <p><i>HFW Book: Tim at Camp</i></p> <p><i>BPA: Summer Camp</i></p> <p><i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam</i></p> <p><i>Tips the Lamp</i></p> <p>[1.RI.4], [1.RI.4.2]</p>					
		3	<p><i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i></p> <p><i>BPA: Lamps</i></p> <p>[1.RI.4.1]</p> <p><i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i></p> <p><i>HFW Book: On the Dot</i></p> <p><i>BPA: Lamps</i></p> <p><i>Word Masters Book: The Lost Island</i></p> <p><i>Comprehension Book: Trips with My Family</i></p> <p><i>Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i></p> <p>[1.RI.4], [1.RI.4.2]</p>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>BPA: Where Is Coco?</i> <i>Comprehension Book: In the Sand</i> <i>[1.RI.4.1]</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> <i>[1.RI.4], [1.RI.4.2]</i>			✓		
		5	<i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Blimp</i> [1.RI.4], [1.RI.4.2], [1.RI.4.3]					
		6	<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes,</i> <i>Just In Time</i> [1.RI.4], [1.RI.4], [1.RI.4.2]			✓		
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> [1.RI.4.2]			✓		
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [1.RI.4], [1.RI.4.2]			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
		9	<p>HFW Book: <i>The Best Trip</i> <i>In Context Reading with Long A [ay] In Context Reading with Long E [ey] In Context Reading with Long I [ie] In Context Reading with Long O [oe] In Context Reading with Long O [ow] In Context Reading with Long O [o]</i> <i>In Context Reading: [ch] In Context Reading: [tch]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>Odd Balls: [ol], [ow]- T, GP, IP</i> <i>In Context Reading : [ol], [ow] Odd Balls: [oi], [oy]- T, GP, IP In Context Reading : [oi], [oy] In Context Reading : /ay/</i> Word Masters Book: <i>Treasure Hunt at Pirate's Bay</i> Comprehension Book: <i>The Flying Pizza</i> Decodable Books: <i>Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> Passages: <i>Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> Spot That Word Game Rapid Word Naming [Virus Game-HFW]</p>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Gimme the Ball [Odd Balls]</i> [1.RI.4], [1.RI.4.2], [1.RI.4.3]					
		10	<i>Lesson 20 – Fluency</i> [1.RI.4]			✓		
		SBTR	<i>Fluency Graph 1</i> <i>Fluency Graph 2</i> <i>Fluency Graph 3</i> [1.RI.4]			✓		
		CBTR	<i>Text from Interactive Literacy Acquisition Stories:</i> <i>Ant Avenue</i> <i>Coco at the Corral</i> <i>Miss Muffet</i> <i>Peter Piper Picks Peppers</i> [1.RI.4.3]			✓		
3.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing,		<i>All Activities</i> [1.RI.5], [1.RI.5.1], [1.RI.5.2]			✓		
		SBTR	<i>Comprehension: Lesson 2 – Making Predictions</i> [1.RI.5], [1.RI.5.1], [1.RI.5.2] <i>Comprehension: Lesson 69 – Asking Questions</i> [1.RI.5.1]			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	providing evidence, and investigating multiple interpretations. [SCCCRS.1.RI.5] ii. 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] iii. Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. [SCCCRS.1.RI.5.2]		<i>Graphic Organizer: Drawing Conclusions</i> <i>Graphic Organizer: Inference</i> [1.RI.5], [1.RI.5.1]					
		3	<i>Comprehension: Making Predictions</i> [1.RI.5], [1.RI.5.1], [1.RI.5.2]			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				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.1.RI.6] ii. Retell the central idea and key details to summarize a text heard, read, or viewed. [SCCCRS.1.RI.6.1]	5	<i>BPA: Pets – Snakes</i> [1.RI.6], [1.RI.6.1]			✓		
		6	<i>Comprehension Book: Pets – Fish</i> [1.RI.6], [1.RI.6.1]			✓		
		7	<i>Decodable Books: Boats, Homes</i> [1.RI.6], [1.RI.6.1]			✓		
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [1.RI.6], [1.RI.6.1]			✓		
		10	<i>Decodable Books: Spiders, Whales, How Mountains Form, George Washington Carver</i> <i>Passages: Water is a Good Thing, The Water Cycle, Insects, Pet Parade, People Send Mail</i> [1.RI.6], [1.RI.6.1]			✓		
		11	<i>Passages: Hurricanes, The Dirt Detectives</i> [1.RI.6], [1.RI.6.1]			✓		
3.7	Use Meaning and Context to: i. Research events, topics, ideas, or	SBTR	<i>Graphic Organizers: Cause and Effect – a, Cause and Effect – c, KWL Chart, Semantic Features Analysis Chart, SWBST, Venn Diagram</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				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]		<i>Comprehension: Lesson 3 – Asking Questions Strategy, Grades</i> <i>Comprehension: Lesson 69 – Asking Questions</i> <i>Comprehension: Lesson 46 – Compare-Contrast</i> [1.RI.7], [1.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 and multimedia texts.	6	<i>Comprehension Book: Pets – Fish</i> 1.RI.8], [1.RI.8.1], [1.RI.8.2]			✓		
		7	<i>Decodable Books: Boats, Homes</i> [1.RI.8], [1.RI.8.1], [1.RI.8.2]			✓		
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [1.RI.8], [1.RI.8.1], [1.RI.8.2]			✓		
		10	<i>Decodable Books: Spiders, Whales, How Mountains Form, George Washington</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	ii. [SCCCRS.1.RI.8] Identify words, phrases, illustrations, and photographs used to provide information.		<i>Carver</i> <i>Passages: Water is a Good Thing, The Water Cycle, Insects, Pet Parade, People Send Mail</i> [1.RI.8], [1.RI.8.1], [1.RI.8.2]					
	iii. [SCCCRS.1.RI.8.1] 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]	11	<i>Passages: Hurricanes, The Dirt Detectives</i> [1.RI.8], [1.RI.8.1], [1.RI.8.2]			✓		
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 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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	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]		<i>Questions</i> [1.RI.9.1]					
	ii. Ask and answer questions about known and unknown words in a text. [SCCCRS.1.RI.9.1]	1	<i>BPA: At the Market</i> [1.RI.9], [1.RI.9.1], [1.RI.9.5]			✓		
		5	<i>BPA: Pets – Snakes</i> [1.RI.9], [1.RI.9.1]			✓		
		6	<i>Comprehension Book: Pets – Fish</i> [1.RI.9], [1.RI.9.1]			✓		
		7	<i>Decodable Books: Boats, Homes</i> [1.RI.9], [1.RI.9.1]			✓		
		9	<i>Decodable Books: Going on a Ride, Camping, Naptime</i> [1.RI.9] through [1.RI.9.5]			✓		
	iii. Identify new meanings for familiar words and apply them accurately. [SCCCRS.1.RI.9.2]	10	<i>Decodable Books: The Strange Noise, Pet Parade, Shopping With Mom, A Star is Born</i> [1.RI.9] through [1.RI.9.5]			✓		
	iv. Use inflectional endings and affixes to determine the meaning of unknown words.		<i>Decodable Books: Spiders, Whales, How Mountains Form, George Washington Carver (Journal)</i> <i>Passages: Water is a Good Thing, The Water Cycle, Insects, Pet Parade, People</i>					

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	v. [SCCCRS.1.RI.9.3] Use print and multimedia resources to explore word relationships and meanings. [SCCCRS.1.RI.9.4] vi. Use words and phrases acquired through talk and text; explore nuances of words and phrases. [SCCCRS.1.RI.9.5]		<i>Send Mail</i> <i>[1.RI.9.4], [1.RI.9.5]</i>					
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.1.RI.10] ii. Identify the author's purpose – to	SBTR	<i>Comprehension: Lesson 18 - Author's Purpose</i> <i>[1.RI.10], [1.RI.10.1]</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	explain, entertain, inform, or convince. [SCCCRS.1.RI.10.1]							
3.11	Use Language, Craft, and Structure to:	7	<i>Decodable Books: Boats, Homes</i> [1.RI.11], [1.RI.11.1], [1.RI.11.2]			✓		
	i. Analyze and critique how the author uses 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]	9	<i>Mother Cat and Her Kittens</i> [1.RI.11], [1.RI.11.1], [1.RI.11.2]			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
3.12	Use Range and Complexity to:		<i>All Books and Activities</i> [1.RI.12] through [1.RI.12.3]			✓		
	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]	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, BPA: At the Market Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.RI.12] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1.RI.12] through [1.RI.12.3]			✓		
	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]	2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam,</i>			✓		
	iv. Read and respond according to task							

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	and purpose to become self-directed, critical readers and thinkers. [SCCCRS.1.RI.12.3]		<i>Sam Tips the Lamp</i> [1.RI.12] through [1.RI.12.3]					
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>BPA: Lamps</i> [1.RI.12] <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails in A Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [1.RI.12] through [1.RI.12.3]			✓		
		4	<i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>BPA: Where Is Coco?</i>			✓		

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)

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

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			HFW Book: <i>Where Is Jane?</i> Comprehension Book: <i>Pets - Fish</i> Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [1.RI.12] through [1.RI.12.3]					
		7	Read-Aloud Books: <i>Fun at the Pond, Where Will They Ride?</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> [1.RI.12] through [1.RI.12.3]			✓		
		8	HFW Book: <i>I Like to Help</i> Comprehension Book: <i>The Queen's Suitcase - Chapter 1</i> Decodable Books: <i>A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [1.RI.12] through [1.RI.12.3]			✓		
		9	Word Masters Book: <i>Treasure Hunt at Pirate's Bay</i> Comprehension Book: <i>The Flying Pizza</i> Decodable Books: <i>Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy</i>			✓		

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce</i> <i>Word Masters Book: Treasure Hunt at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy</i> <i>Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hands, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce</i> <i>[1.RI.12] through [1.RI.12.3]</i>					
(IV) Students will interact and collaborate with peers and adults to develop and strengthen writing.								
4.1	Use Meaning, Context, and Craft to: i. Write arguments to	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i>				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	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]		<i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> <i>Where Is Jane?</i> [1.W.1], 1.W.1.1], [1.W.1.2]					
4.2	Use Meaning, Context, and Craft to: i. Write informative/explanatory texts to	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i>				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [SCCCRS.1.W.2]</p> <p>ii. Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. [SCCCRS.1.W.2.1]</p> <p>iii. Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. [SCCCRS.1.W.2.2]</p>		<p><i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> <i>[1.W.1], 1.W.1.1], [1.W.1.2]</i></p>					

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
4.3	Use Meaning, Context, and Craft to: <ul style="list-style-type: none"> 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	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i> <i>The Toads Are Lost</i> <i>Fred Has Ten Hens</i> <i>My Dog Has Fleas</i> <i>Fun At Home</i> <i>Late for the Game</i> <i>The Dunes</i> <i>Where Is Jane?</i> <i>Homes</i> <i>Boats</i> <i>A Big Sneeze</i> <i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> <i>[1.W.1], 1.W.1.1], [1.W.1.2]</i>				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				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 when writing and speaking. [SCCCRS.1.W.4]	1	<i>Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities [1.W.4], [1.W.4.2]</i>				✓	
	ii. Use common, proper, and possessive nouns. [SCCCRS.1.W.4.1]	2	<i>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]</i>				✓	
	iii. Use singular and plural nouns with matching verbs in basic sentences. [SCCCRS.1.W.4.2]	3	<i>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] [1.W.4], [1.W.4.2]</i>				✓	
	iv. Use personal, possessive, and indefinite pronouns. [SCCCRS.1.W.4.3]							
	v. Use verbs to convey a sense of past,							

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	present, and future. [SCCCRS.1.W.4.4] vi. Use adjectives and adverbs. [SCCCRS.1.W.4.5] vii. Use prepositional phrases. [SCCCRS.1.W.4.6] viii. Use conjunctions. [SCCCRS.1.W.4.7] ix. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. [SCCCRS.1.W.4.8]	4	<i>Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.4], [1.W.4.2]</i>				✓	
		5	<i>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]</i>				✓	
		6	<i>Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [1.W.4], [1.W.4.2]</i>				✓	
		7	<i>Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick</i>				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>That Letter]</i> [1.W.4], [1.W.4.2]					
		SBTR	<i>Sam Tips the Lamp, See Sam Sit, Dots and Spots, The Toads Are Lost, Fred Has Ten Hens, My Dog Has Fleas, Fun At Home, Late for the Game, The Dunes, Where Is Jane? Homes, Boats, A Big Sneeze, King Zing and the Lark, Mitch's Big Fish Tales, The Best Trip, The Wise Crow, The Hero, The Three Little Bugs, George Washington Carver [1.W.4] through [1.W.4.8]</i>				✓	
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. [SCCCRS.1.W.5.1]	SBTR	<i>Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Where Is Jane? Homes Boats A Big Sneeze King Zing and the Lark Mitch's Big Fish Tales</i>				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	iii. Use: [SCCCRS.1.W.5.2]		<i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [1.W.5] through [1.W.5.5]					
	iv. periods, question marks, and exclamation marks at the end of sentences; and [SCCCRS.1.W.5.2a]							
	v. commas in dates and to separate items in a series. [SCCCRS.1.W.5.2b]	3	<i>Word Masters Book: The Lost Island</i> <i>Word Masters Spelling Game</i> [1.W.5], [1.W.5.1], [1.W.5.1a]				✓	
	vi. Use conventional spelling for words with common spelling patterns. [SCCCRS.1.W.5.3]	4	<i>Word Masters Book: The Great Pig Escape</i> <i>Word Masters Spelling Game</i> [1.W.5], [1.W.5.3]				✓	
	vii. Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words. [SCCCRS.1.W.5.4]	5	<i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Word Masters Spelling Game</i> [1.W.5], [1.W.5.3]				✓	
		6	<i>Word Masters Book: The Kid in the Mask</i> <i>Word Masters Spelling Game</i> [1.W.5], [1.W.5.3]				✓	
	viii. Consult print and multimedia resources to check	7	<i>Word Masters Book: The Case of the Haunted Barn</i> <i>Word Masters Spelling Game</i>				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	and correct spellings. [SCCCRS.1.W.5.5]		[1.W.5], [1.W.5.3]					
		CBTR 3	Spelling with s-blend and short /o/ [1.W.5], [1.W.5.3]				✓	
		CBTR 4	Spelling with Short /e/ and Blends [1.W.5], [1.W.5.3]				✓	
		CBTR 5	Spelling with Short /u/ and Blends [1.W.5], [1.W.5.3]				✓	
		CBTR 6	Blend Sounds with Letters to Read and Spell Words [1.W.5], [1.W.5.3]				✓	
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		All Activities [1.W.6] through [1.W.6.4]				✓	
		1	Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities [1.W.6], [1.W.6.2], [1.W.6.3]				✓	
		2	Letter Formation (TISL) Letter Recognition				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	time frames. [SCCCRS.1.W.6] ii. Write routinely and persevere in writing tasks for a variety of purposes and audiences. [SCCCRS.1.W.6.1]		<i>Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [1.W.6], [1.W.6.2], [1.W.6.3]					
	iii. Print upper- and lower-case letters proportionally, using appropriate handwriting techniques. [SCCCRS.1.W.6.2] iv. Write left to right leaving space between words. [SCCCRS.1.W.6.3]	3	<i>Letter Formation (ROND) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Lamps Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [1.W.6], [1.W.6.2], [1.W.6.3]				✓	
	v. Locate letter keys on an electronic device to type simple messages. [SCCCRS.1.W.6.4]	4	<i>Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [1.W.6], [1.W.6.2], [1.W.6.3]				✓	
		5	<i>Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i>				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [1.W.6], [1.W.6.2], [1.W.6.3]					
		6	<i>Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [1.W.6], [1.W.6.2], [1.W.6.3]				✓	
		7	<i>Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [1.W.6], [1.W.6.2], [1.W.6.3]				✓	
		SBTR	<i>Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas Fun At Home Late for the Game The Dunes Homes</i>				✓	

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)

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

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. [SCCCRS.1.C.1.1]		[1.C.1.1]					
ii.	Explore and create meaning through conversation, drama, questioning, and story-telling. [SCCCRS.1.C.1.2]	SBTR	<i>Comprehension: Lesson 3 - Asking Questions Strategy</i> <i>Comprehension: Lesson 69 - Asking Questions</i> [1.C.1.2] through [1.C.1.5] <i>Comprehension: Lesson 65 - Identifying Details</i> [1.C.1.1]					✓
iii.	Practice the skills of taking turns, listening to others, and speaking clearly. [SCCCRS.1.C.1.2]	SBTR	<i>Sam Tips the Lamp</i> [1.C.1.5]					✓
iv.	Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space. [SCCCRS.1.C.1.2]	SBTR	<i>Asking Questions</i> [1.C.1.2] <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>					✓
v.	Participate in shared							

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				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]		<i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [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	<i>Comprehension: Lesson 1 – Making Predictions</i> [1.C.2], [1.C.2.1], [1.C.2.2] <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>					✓

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	ii. Express ideas gathered from various print and multimedia sources in a clear and concise manner. [SCCCRS.1.C.2.1] iii. Participate in shared research exploring a variety of texts; express opinions and talk about findings. [SCCCRS.1.C.2.2]		<i>King Zing and the Lark</i> <i>Mitch's Big Fish Tales</i> <i>The Best Trip</i> <i>The Wise Crow</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [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	<i>Graphic Organizers: Cause and Effect – a, Cause and Effect – c, KWL Chart, Semantic Features Analysis Chart, SWBST</i> [1.C.3] <i>Comprehension: Lesson 3 – Asking Questions Strategy</i> <i>Comprehension: Lesson 69 – Asking Questions,</i> [1.C.3], [1.C.3.1], [1.C.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)

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
	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	<i>Comprehension: Lesson 20 – Drawing Conclusions</i> <i>[1.C.4], [1.C.4.2], [1.C.4.3]</i> <i>Comprehension: Lesson 34 – Setting</i> <i>[1.C.4.1], [1.C.4.2], [1.C.4.3]</i> <i>Decodable Books:</i> <i>Sam Tips the Lamp,</i> <i>See Sam Sit, Dots and Spots, Fred Has Ten Hens, Fun at Home, Where is Jane? A Big Sneeze, King Zung and the Lark, The Wise Cow, The Changing, Fields of Change: Autumn/Winter, The Changing Surface</i>					✓

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	presentation. [SCCCRS.1.C.4.1] ii. Identify speaker's purpose and details that keep the listener engaged. [SCCCRS.1.C.4.2] iii. Identify the introduction, body, and conclusion of a presentation. [SCCCRS.1.C.4.3]		[1.C.4] through [1.C.4.3]					
		12	<i>Lesson 7: Drawing Conclusions</i> [1.C.4] through [1.C.4.3]					✓
5.5	Use Meaning and Context to: i. Incorporate craft techniques to engage and impact audience and convey messages. [SCCCRS.1.C.5] ii. Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme. [SCCCRS.1.C.5.1]	4	<i>Rhyming and Poetry "Go! See! Here!"</i> <i>Rhyming and Poetry "Stan the Man"</i> [1.C.5.1], [1.C.5.2]					✓
		5	<i>Rhyming and Poetry "Clem the Clam"</i> <i>Rhyming and Poetry "Fred the Frog"</i> [1.C.5], [1.C.5.1], [1.C.5.2]					✓
		6	<i>Rhyming and Poetry "Rain"</i> [1.C.5], [1.C.5.1], [1.C.5.2]					✓
		7	<i>Rhyming and Poetry "Time"</i> [1.C.5], [1.C.5.1], [1.C.5.2]					✓

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	iii. Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact. [SCCCRS.1.C.5.2]							
		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]					✓
		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	<i>Rhyming and Poetry "Sound Song"</i> [1.C.5], [1.C.5.1], [1.C.5.2]					✓
		12	<i>Rhyming and Poetry "Backwards Day"</i> [1.C.5], [1.C.5.1], [1.C.5.2]					✓

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5

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)

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
(I) Students will construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.								
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.2.I.1] ii. Ask self-generated questions that lead to group conversations, explorations, and investigations. [SCCCRS.2.I.1.1]	10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [2.I.1], [2.I.1.1]	✓				
		SBTR	<i>Comprehension: Lesson 4 – Asking Questions</i> [2.I.1], [2.I.1.1]	✓				
		SBTR	<i>Asking Questions</i> [2.I.1], [2.I.1.1]	✓				
		ISIP AR	<i>8A Reading Comprehension: Lesson 2 – Asking Questions</i> [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**

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
1.2	Use Inquiry-Based Literacy Standards to: i. Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. [SCCCRS.2.I.2] ii. Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives. [SCCCRS.2.I.2.1]	1	<i>Read-Aloud Book: Sam Has Mail</i> [2.I.2], [2.I.2.1]	✓				
		3	<i>Decodable Book: Dots and Spots</i> <i>Decodable Book: The Toads Are Lost</i> [2.I.2], [2.I.2.1]	✓				
		4	<i>Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>Decodable Books: Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [2.I.2], [2.I.2.1]	✓				
		5	<i>HFW Book: The Bun for Us</i> <i>Decodable Books: Bug in the Mud, Fun at Home</i> [2.I.2], [2.I.2.1]	✓				
		6	<i>Decodable Books: A Cute Mule, The Dunes</i> [2.I.2], [2.I.2.1]	✓				
		7	<i>HFW Book: Hide and Seek</i> [2.I.2], [2.I.2.1]	✓				
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> [2.I.2], [2.I.2.1]	✓				

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)

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
		9	<i>HFW Book: The Best Trip</i> [2.I.2], [2.I.2.1]	✓				
		10	<i>HFW Book: How Can That Be?</i> [2.I.2], [2.I.2.1]	✓				
		11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [2.I.2], [2.I.2.1]	✓				
		CBTR 10	<i>Comprehension: Character Analysis</i> [2.I.2], [2.I.2.1]	✓				
		SBTR	<i>Making Inferences</i> <i>Drawing Conclusions</i> [2.I.2], [2.I.2.1]	✓				

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)

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
1.3	Use Inquiry-Based Literacy Standards to: i. Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. [SCCCRS.2.I.3] ii. Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.	1	<i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>Read-Aloud Book: Dusty the Dog and Coco the Cat</i> <i>Read-Aloud Book: Mac and Cam Read-Aloud Book: Clem the Clown HFW Book: Pam and the Cap</i> <i>BPA: At the Market</i> [2.I.3], [2.I.3.1]	✓				
		2	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>TISL</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> [2.I.3], [2.I.3.1]	✓				
		3	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>ROND</i> <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family</i> <i>HFW Book: On the Dot</i> [2.I.3], [2.I.3.1]	✓				
		4	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>FEHG</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack</i> <i>HFW Book: My Hands and Feet</i> <i>Word Masters Book: The Great Pig Escape</i> [2.I.3], [2.I.3.1]	✓				

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)
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
	iii. [SCCCRS.2.I.3.1] Select the most important information, revise ideas, and record and communicate findings. [SCCCRS.2.I.3.2]	5	<i>HFW Book: The Bun for Us</i> <i>BPA: Pets – Snakes</i> [2.I.3.2]	✓				
		6	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>ZKVY</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty</i> [2.I.3], [2.I.3.1]	✓				
		7	<i>Boom Train Song (Beg., Mid., End Sounds) QX</i> <i>Read-Aloud Book: Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> [2.I.3], [2.I.3.1]	✓				
		CBTR 1	<i>Rhyming Words and Poetry Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/</i> [2.I.3.2]	✓				
1.4	Use Inquiry-Based Literacy Standards to: i. Synthesize information to share learning and/or take action. [SCCCRS.2.I.3.2] ii. Interpret relationships and		<i>All Activities</i> [2.I.3.2], [2.I.4.1], [2.I.4.3]	✓				
		ISIP AR	<i>1A Reading Comprehension: Time for Music</i> <i>5A Reading Comprehension: Too Much of a Good Thing</i> <i>7A Reading Comprehension: Round and</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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				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]		<i>Round?</i> <i>8A Reading Comprehension: A Good Fit [2.I.3.2] through [2.I.4.3]</i>					
	iv. Reflect on findings and pose new questions for further inquiry. [SCCCRS.2.I.4.3]	SBTR	<i>Comprehension: Lesson 4 – Asking Questions [2.I.4.3]</i>	✓				
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.		<i>All Activities [2.I.5] through [2.I.5.3]</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)

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
	ii. [SCCCRS.2.I.5] Acknowledge and value individual and collective thinking. [SCCCRS.2.I.5.1]	6	<i>Comprehension Book: Pets – Fish</i> [2.I.5], [2.I.5.2]	✓				
		7	<i>Decodable Books: Boats, Homes</i> [2.I.5], [2.I.5.2]	✓				
	iii. Monitor and assess learning to guide inquiry. [SCCCRS.2.I.5.2]	9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [2.I.5], [2.I.5.2]	✓				
	iv. Articulate the process of learning and seek appropriate help. [SCCCRS.2.I.5.3]	10	<i>Passages: Water is a Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People Send Mail, Whales, How Mountains Form</i> [2.I.5], [2.I.5.2]	✓				
		11	<i>Passages: The Dirt Detectives, Hurricanes</i> [2.I.5], [2.I.5.2]	✓				
		12	<i>Books: Our Solar System; Day, Night, and Seasons; The Moon, Rocks and Soil, The Changing Surface</i> <i>Passages: Exploring Space, Planets, Do your Part, Natural Resources, Atmosphere, Water Recycled</i> <i>Books: Our Solar System; Day, Night, and Seasons; The Moon, Rocks and Soil, The Changing Surface</i> <i>Passages: Exploring Space, Planets, Do your Part, Natural Resources, Atmosphere, Water</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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Recycled</i> [2.I.5], [2.I.5.2]					
(II) Students will employ comprehension strategies before, during, and after reading text.								
2.1	Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.2.RL.1]	6	<i>Comprehension Book: Pets – Fish</i> [2.RL.1]		✓			
		7	<i>Decodable Books: Boats, Homes</i> [2.RL.1]		✓			
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [2.RL.1]		✓			
		10	<i>Passages: Water is a Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People Send Mail, Whales, How Mountains Form</i> [2.RL.1]		✓			
		11	<i>Passages: The Dirt Detectives, Hurricanes</i> [2.RL.1]		✓			

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)

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
		12	<i>Books: Our Solar System; Day, Night, and Seasons; The Moon, Rocks and Soil, The Changing Surface</i> <i>Passages: Exploring Space, Planets, Do your Part, Natural Resources, Atmosphere, Water Recycled</i> <i>Books: Our Solar System; Day, Night, and Seasons; The Moon, Rocks and Soil, The Changing Surface</i> <i>Passages: Exploring Space, Planets, Do your Part, Natural Resources, Atmosphere, Water Recycled</i> [2.RL.1]		✓			
2.2	Use Principles of Reading to: Demonstrate understanding of spoken words, syllables, and sounds. [SCCCRS.2.RL.2]	6	<i>Comprehension Book: Pets – Fish</i> [2.RL.2]		✓			
		7	<i>Decodable Books: Boats, Homes</i> [2.RL.2]		✓			
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [2.RL.2]		✓			
		10	<i>Passages: Water is a Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People Send Mail, Whales, How Mountains Form</i> [2.RL.2]		✓			

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)

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
		11	<i>Passages: The Dirt Detectives, Hurricanes</i> [2.RL.2]		✓			
		12	<i>Books: Solar System, Earth: Day, Night, and Seasons, The Moon, Rocks and Soil, Changing Sur- face</i> <i>Passages: Exploring Space, Planets, Do Your Part, Natural Resources, Atmosphere, Water Recycled</i> [2.RL.2]		✓			
		CBTR 5	<i>Passage Reading: Prosody</i> [2.RL.2]		✓			
		CBTR 7	<i>Passage Reading: Prosody</i> [2.RL.2]		✓			
		CBTR 8	<i>Passage Reading: Prosody My Illustrations</i> <i>Passage Reading: Prosody</i> [2.RL.2]		✓			
		CBTR 9	<i>Passage Reading: Prosody</i> [2.RL.2]		✓			
2.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis	0	<i>Onset Rime Game [Matching Parts Game]</i> [2.RL.3.2]		✓			
		2	<i>Word Families/ Rhyming</i> <i>Onset Rime/ Build Word Families Game</i> [machine game]		✓			

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)
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
	skills when decoding words. [SCCCRS.2.RL.3]		[2.RL.3], [2.RL.3.1]					
	ii. Use knowledge of r-controlled vowels to read. [SCCCRS.2.RL.3.1]	3	Vowel Long A, /ai/ Blending Long A /ai/ In Context Reading with long A /ai/ Vowel Long O /oa/ Blending Long O /oa/ In Context Reading with Long O /oa/ Word Masters Book: The Lost Island Decodable Books: Snails in a Pail, The Toast in the Road, The Toads Are Lost, In the Rain [2.RL.3.2], [2.RL.3.4]		✓			
	iii. Use knowledge of how syllables work to read multisyllabic words. [SCCCRS.2.RL.3.2]							
	iv. Read irregularly spelled two-syllable words and words with common prefixes and suffixes. [SCCCRS.2.RL.3.3]		Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] [2.RL.3], [2.RL.3.1], [2.RL.3.2]					
	v. Use and apply knowledge of vowel diphthongs. [SCCCRS.2.RL.3.4]	4	Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Word Masters Book: The Great Pig Escape Decodable Books: Jean and Dean, Big Feet, The Green Team, My Dog Has Fleas [2.RL.3.4]		✓			
	vi. Use and apply knowledge of how inflectional endings change words.	5	Vowel Song, Long A /a-e/ Vowel Long A /a-e/ Blending Long A /a-e/ In Context Reading with Long A /a-e/		✓			

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)
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
vii.	[SCCCRS.2.RL.3.5] Recognize and read grade-appropriate irregularly spelled words. [SCCCRS.2.RL.3.6]		<i>Vowel Song, Long O /o-e/ Vowel Long O /o-e/ Blending Long O /o-e/ In Context Reading with Long O /o-e/ Word Masters Book: Fun at Pine Cone Stream Decodable Books: Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [2.RL.3], [2.RL.3.2], [2.RL.3.4]					
		6	<i>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/ Word Masters Book: The Kid in the Mask Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [2.RL.3], [2.RL.3.2], [2.RL.3.4], [2.RL.3.5]		✓			
		7	<i>Decodable Books: Boats, Mark and Kate, The Oatmeal Man</i> [2.RL.3.1], [2.RL.3.2], [2.RL.3.4] <i>Phonogram Cards</i> [2.RL.3.1]		✓			

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)

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
		8	<i>R Controlled Vowels /er/ w/ spelling [er], [ir], [ur]</i> <i>In Context Reading with R Controlled Vowel [er]</i> <i>Vowel Long I [ire]</i> <i>Vowel Long U</i> <i>[2.RL.3], [2.RL.3.1]</i> <i>Decodable Book: A Big Sneeze</i> <i>[2.RL.3.1]</i>		✓			
		9	<i>Vowel Long A /ay/</i> <i>In Context Reading with Long A /ay/ Vowel</i> <i>Long E /ey/</i> <i>In Context Reading with Long E /ey/ Vowel</i> <i>Long I /ie/</i> <i>In Context Reading with Long I ie</i> <i>Vowel Long) /oe/</i> <i>In Context Reading with Long O //oe/ Vowel</i> <i>Long O /ow/</i> <i>In Context Reading with Long O /ow/ Variant</i> <i>Vowel /oi/</i> <i>Variant Vowel /oy/ Odd Balls: oi, oy Odd</i> <i>Balls: ol, ow</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Decodable Books: Elbert's Birthday, A Trip to</i> <i>the Dentist, Winter Snowstorm, Roy and Troy</i> <i>Like Trains, The Wise Crow</i> <i>[2.RL.3], [2.RL.3.2], [2.RL.3.4], [2.RL.3.5]</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)

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
			<i>Decodable Book: Big Top Tent</i> [2.RL.3.1]					
		10	<i>Odd Balls: au, aw, al</i> <i>Detective Dan</i> <i>In Context Reading: au, aw, al</i> <i>Odd Balls: ow-cow, vs ow- tow</i> <i>Detective Dan</i> <i>In Context Reading: ow</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Decodable Books: The Hero, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: The Water Cycle, Going to the Vet</i> [2.RL.3], [2.RL.3.2], [2.RL.3.5]		✓			
		11	<i>Odd Balls: oo as in zoo, ew, eu, ui</i> <i>In Context Reading with oo, ew, eu, ui</i> <i>Odd Balls: igh, ight, ild, ind</i> <i>In Context Reading with igh, ight, ind</i> <i>Odd Balls: oo as in foot</i> <i>In Context Reading with oo</i> <i>Passages: Hurricanes, The Dirt Detectives</i> [2.RL.3.4] <i>Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes</i> [2.RL.3.3]		✓			
		SBTR	<i>1A Spelling Tier 3: R-Controlled Vowels</i> <i>10B Spelling Tier 2: R-Controlled Vowels in</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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Stressed Syllables (Vre Patterns)</i> <i>[2.RL.3.1]</i> <i>7B Spelling Tier 2: Irregular Plurals</i> <i>[2.RL.3.3], [2.RL.3.6]</i> <i>Prefixes</i> <i>Suffixes</i> <i>[2.RL.3.3]</i>					
		CBTR	<i>Spelling with endings y and ie</i> <i>Spelling- Changing the y to i</i> <i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i> <i>Pet Parade</i> <i>[2.RL.3.5]</i>		✓			
		CBTR 1	<i>Blend Sounds to Say Words</i> <i>Blend Sounds to Read Words</i> <i>Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs: and, the, see, has</i> <i>[2.RL.3]</i>		✓			
		CBTR 2	<i>Rhyming</i> <i>Blending Beginning/ Middle/ Ending Sounds</i> <i>with Letters</i> <i>Blend Sounds with Letters t, I, s, l</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read CVC Words with Short i</i> <i>Rhyming Phonograms</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)

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
			<i>Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs: this, is, his, go</i> <i>Spelling with Short /a/ and Short /i/</i> <i>Reading for Meaning</i> <i>[2.RL.3]</i>					
		CBTR 3	<i>Read Words with ea, ee Decoding with oa</i> <i>Decoding with Long A, (ai)</i> <i>Vowel Sound with Letters /ai/ Vowel Sound</i> <i>with Letters /oa/</i> <i>Read Words with Vowel Sound /oa/ Spelling</i> <i>Long A (ai) and Long O (oa)</i> <i>[2.RL.3.4]</i> <i>Blending Beginning/Middle/ Ending sounds</i> <i>with Letters</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read Words with Ending Sounds, Blends /-nd/</i> <i>and /-nt/</i> <i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Read Sentences with HFWs: they, you, are,</i> <i>here</i> <i>Spelling with S-Blend and Short /o/</i> <i>Reading for Meaning</i> <i>[2.RL.3]</i>		✓			
		CBTR 4	<i>Vowel Sound with Letters /ee/, /ea/</i> <i>Vowel Sound with Letters /ee/ /ea/, More</i> <i>Practice (CCSS: RF.2.3b)</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)

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
			<i>Read Words with Vowel Sounds /ee/, /ea/ Spelling Long E with EE and EA [2.RL.3.4]</i> <i>Blending Beginning/Middle/ Ending Sounds with Letters Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Read Sentences with HFWs with, my, where, to Rhyming Words and Poetry Spelling with Short /e/ and Blends Reading for Meaning [2.RL.3]</i>					
		CBTR 5	<i>Rhyme Phonograms, Long Vowels [2.RL.3.4]</i> <i>Blending Beginning/Middle/Ending Sounds with Letters Blend Sounds to Say Words, /u/ Rhyme Phonograms, Long Vowels Read Sentences with HFWs what, said, her, for Passage Reading: Prosody Spelling with Short /u/ and Blends Reading for Meaning [2.RL.3]</i>		✓			
		CBTR 6	<i>Read and Spell Words with Short Vowel</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)

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
			<i>Sounds</i> <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Blend Sounds to Say Words</i> <i>Rhyme Phonograms, Long Vowels, Silent e</i> <i>Read Sentences with HFWs was, that, from, she</i> <i>Reading for Meaning</i> <i>[2.RL.3]</i>					
		CBTR 7	<i>Segmenting and Blending Sounds in Words</i> <i>Reversal of Sounds and Letters in Words</i> <i>Soft G as /j/</i> <i>Open Syllables (me, go, by)</i> <i>Bossy R -ar, as in star and farm</i> <i>Phonogram -are as in care</i> <i>Read HFWs</i> <i>Passage Reading: Prosody</i> <i>Reading for Meaning</i> <i>[2.RL.3]</i>		✓			
		CBTR 8	<i>Segmenting and Blending Sound /sh/</i> <i>Segmenting and Blending Sound /th/</i> <i>Segmenting and Blending Sound /ng/</i> <i>Rhyming Words</i> <i>Blending the Diagraph sh</i> <i>Blending the Diagraph th</i> <i>Read HFWs</i> <i>Passage Reading: Prosody My Illustrations</i> <i>Passage Reading: Prosody</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)

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
			Spelling Words with Diagraphs sh and th Reading for Meaning [2.RL.3], [2.RL.3.5]					
		CBTR 9	Sort Words with oy and oi Read Words with ay, ey, oe, ie Read Words with ow, oll, old, olt, olk Read Words with oi and oy Spelling Words with oi and oy [2.RL.3.4] Segmenting and Blending Sounds /ch/ Blending the Diagraph ch Blending Words with Diagraphs Decoding Multisyllabic Words Read High Frequency Words Passage Reading: Prosody Long Vowel Open Syllable Spelling Words with ch and tch Spelling Words with -ed, and -ing Spelling Multisyllabic Words Reading for Meaning [2.RL.3], [2.RL.3.5]		✓			
		CBTR 10	Read Words with Diphthongs ow and ou Spell and Read Words with ow and ou Read Words with Vowel Digraphs aw and au Spell and Read Words with Vowel Digraphs aw and au [2.RL.3.4]		✓			

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)

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
			<i>Multisyllabic Words: y, le</i> <i>Decodable Books: A Star is Born</i> <i>Passages: Water is a Good Thing, Pet Parade</i> [2.RL.3.2] <i>Open Syllables</i> <i>Segmenting and Blending Sounds /wh/ and /ph/</i> <i>Read Words with Diagraph wh</i> <i>Read Words with Diagraph ph</i> <i>Review Diagraphs sh, ch, tch, th, wh, ph</i> <i>Comprehension: Character Analysis</i> <i>HFWs</i> <i>Read HFWs in Sentences</i> <i>Fluency</i> <i>Reading for Meaning Pet Parade</i> [2.RL.3]					
2.4	Use Principles of Reading to: i. Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.2.RL.4] ii. Read grade-level texts with	3	<i>Read-Aloud Book: The Lost Island</i> [2.RL.4], [2.RL.4.1], [2.RL.4.2]		✓			
		4	<i>The Great Pig Escape</i> [2.RL.4], [2.RL.4.1], [2.RL.4.2]		✓			
		6	<i>Comprehension Book: Pets – Fish</i> [2.RL.4], [2.RL.4.1], [2.RL.4.2]		✓			
		7	<i>Decodable Books: Boats, Homes</i> [2.RL.4], [2.RL.4.1], [2.RL.4.2]		✓			

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)

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
	purpose and understanding. [SCCCRS.2.RL.4.1] iii. Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. [SCCCRS.2.RL.4.2]	SBTR	<i>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</i> [2.RL.4], [2.RL.4.1], [2.RL.4.2]		✓			
2.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and	SBTR	<i>Comprehension: Lesson 2 – Making Predictions</i> [2.RL.5], [2.RL.5.1], [2.RL.5.2] <i>Comprehension: Lesson 4 – Asking Questions</i> [2.RL.5.1] <i>Comprehension: Lesson 21 Drawing Conclusions</i> [2.RL.5] <i>Graphic Organizer: Drawing Conclusions</i> [2.RL.5], [2.RL.5.1], [2.RL.5.2]		✓			
		10	<i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1,</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)

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
	ii. investigating multiple interpretations. [SCCCRS.2.RL.5] 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>George Washington Carver, Humphrey the Humpback Whale, The Hero, Spiders, How Mountains Form</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects, Water is a Good Thing</i> [2.RL.5], [2.RL.5.1], [2.RL.5.1]					
	iii. Make predictions before and during reading; confirm or modify thinking. [SCCCRS.2.RL.5.1]	CBTR 10	<i>Comprehension: Character Analysis</i> [2.RL.5], [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	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market</i> [2.RL.6.1]		✓			

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)

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
	thematic development. [SCCCRS.2.RL.6]							
	ii. 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	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>TISL</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> [2.RL.6.1]		✓			
		3	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>ROND</i> <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family</i> <i>HFW Book: On the Dot</i> [2.RL.6], [2.RL.6.1]		✓			
		4	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>FEHG</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack</i> <i>HFW Book: My Hands and Feet</i> <i>Word Masters Book: The Great Pig Escape</i> [2.RL.6], [2.RL.6.1]		✓			
		5	<i>HFW Book: The Bun for Us</i> <i>BPA: Pets – Snakes</i> [2.RL.6], [2.RL.6.1]		✓			
		6	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>ZKVY</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)

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
			<i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty</i> [2.RL.6], [2.RL.6.1]					
		7	<i>Boom Train Song (Beg., Mid., End Sounds) QX</i> <i>Read-Aloud Book: Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> [2.RL.6], [2.RL.6.1]		✓			
		10	<i>Comprehension: Character Analysis</i> [2.RL.6.1]		✓			
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 modalities. [SCCCRS.2.RL.7] ii. Retell the sequence of major events using key details;	5	<i>BPA: Pets - Snakes</i> [2.RL.7]		✓			
		6	<i>BPA: Pets – Fish</i> [2.RL.7]		✓			
		10	<i>Decodable Books: Spiders</i> <i>Decodable Books: The Three Little Bugs</i> [2.RL.7], [2.RL.7.1], [2.RL.7.2]		✓			
		11	<i>Passages: The Dirt Detectives, Hurricanes</i> [2.RL.7], [2.RL.7.2]		✓			
		12	<i>Books: Solar System, Day, Night, and Seasons, The Moon, Rocks and Soil, Changing Surface</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)

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
	iii. determine the theme in a text heard or read. [SCCCRS.2.RL.7.1] Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies. [SCCCRS.2.RL.7.2]		<i>Passages: Exploring Space, Planets, Do Your Part, Natural Resources, Atmosphere, Water Recycled</i> [2.RL.7], [2.RL.7.1], [2.RL.7.2]					
		14	<i>Bridge Lesson – Compare and Contrast</i> [2.RL.7.2]		✓			
		15	<i>Bridge Lesson – General Comprehension 2</i> [2.RL.7.2]		✓			
		SBTR	<i>Comprehension: Lesson 27 – Compare and Contrast</i> [2.RL.7.2]		✓			
2.8	Use Meaning and Context to: i. Analyze characters, settings, events, and ideas as they develop and interact within a particular context. [SCCCRS.2.RL.8] ii. Read or listen closely to: [SCCCRS.2.RL.8.1]	SBTR	<i>Our Solar System; Mission Incredible; Earth: Day, Night, and Seasons; Fields of Change: Spring/ Summer, Autumn/ Winter; The Moon; A View From Above; Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Atmosphere; Weather Watchers; Brookside's Best Science Fair Ever!</i> [2.RL.8] through [2.RL.8.1c]		✓			
		SBTR	<i>Comprehension: Lesson 43 – Cause and Effect</i> [2.RL.8.1c]		✓			

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)

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
	iii. compare and contrast characters' actions, feelings, and responses to major events or challenges; [SCCCRS.2.RL.8.1a]							
	iv. describe how cultural context influences characters, setting, and the development of the plot; and [SCCCRS.2.RL.8.1b]	ISIP AR	6A Lesson Overview: Reading Comprehension – Drum Lesson [2.RL.8] through [2.RL.8.1c]		✓			
	v. explain how cause and effect relationships affect the development of plot. [SCCCRS.2.RL.8.1c]							
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: Sam Has Mail [2.RL.9], [2.RL.9.2]		✓			
		3	Decodable Book: Dots and Spots Decodable Book: The Toads Are Lost [2.RL.9], [2.RL.9.2]		✓			

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)
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
	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 metaphor and sound devices; explain how the author uses each. [SCCCRS.2.RL.9.1]	4	<i>Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>Decodable Books: Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [2.RL.9], [2.RL.9.1], [2.RL.9.2]		✓			
		5	<i>HFW Book: The Bun for Us</i> <i>Decodable Books: Bug in the Mud, Fun at Home</i> [2.RL.9], [2.RL.9.2]		✓			
	iii. Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning. [SCCCRS.2.RL.9.2]	6	<i>Decodable Books: A Cute Mule, The Dunes</i> [2.RL.9], [2.RL.9.2]		✓			
		7	<i>HFW Book: Hide and Seek</i> [2.RL.9], [2.RL.9.2]		✓			
		8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> [2.RL.9], [2.RL.9.1], [2.RL.9.2]		✓			
		9	<i>HFW Book: The Best Trip</i> [2.RL.9], [2.RL.9.1], [2.RL.9.2]		✓			
		10	<i>HFW Book: How Can That Be?</i> [2.RL.9.2]		✓			

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)

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
		11	<i>Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives</i> [2.RL.9], [2.RL.9.1], [2.RL.9.2]		✓			
		15	<i>Bridge Lesson: Similes</i> <i>Bridge Lesson: Metaphors</i> [2.RL.9.1]		✓			
		CBTR 5	<i>Lesson 18: Passage Reading – Prosody</i> [2.RL.9], [2.RL.9.2]		✓			
		CBTR 7	<i>Lesson 16: Passage Reading – Prosody</i> [2.RL.9], [2.RL.9.2]		✓			
		CBTR 8	<i>Lesson 15: Passage Reading – Prosody</i> [2.RL.9], [2.RL.9.2]		✓			
		CBTR 9	<i>Lesson 21: Passage Reading – Prosody</i> [2.RL.9], [2.RL.9.2]		✓			
		CBTR 10	<i>Lesson 18: Passage Reading – Prosody</i> [2.RL.9], [2.RL.9.2]		✓			
		SBTR	<i>Making Inferences</i> <i>Drawing Conclusions</i> [2.RL.9], [2.RL.9.2]		✓			

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)
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
2.10	Use Language, Craft, and Structure to:		<i>All Activities</i> [2.RL.10] through [2.RL.10.6]		✓			
	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 vocabulary. [SCCCRS.2.RL.10]	9	<i>Inflected Endings: [ed], [ing], [s]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1</i> <i>Passage: Going on A Ride</i> [2.RL.10.2] <i>In Context Reading with [ed], [ing], [s]</i> <i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1, Mother Cat and Her Kittens</i> <i>Passage: Going on A Ride</i> <i>Multisyllabic Words: Two Syllable Words- IP</i> <i>Passages: Kittens, The Best Day</i> [2.RL.10], [2.RL.10.1], [2.RL.10.2]		✓			
	ii. Use context to 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	<i>Inflected Endings: [ed], [es with double consonant], [d with spelling ed]</i> <i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale Ch.1</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects</i> [2.RL.10] through [2.RL.10.6] <i>Decodable Books: Shopping With Mom, A Star</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)

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
	known word. [SCCCRS.2.RL.10.2] iv. Use a base word to determine the meaning of an unknown word with the same base. [SCCCRS.2.RL.10.3] v. Use the meanings of individual words to predict the meaning of compound words. [SCCCRS.2.RL.10.4] vi. Use print and multimedia resources to determine or clarify the precise meaning of words or phrases. [SCCCRS.2.RL.10.5] vii. Use general academic and domain-specific words and		<i>is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale, The Hero, Spiders, How Mountains Form Passages: The Strange Noise, Pet Parade, Water Cycle, Insects, Water is a Good Thing Multisyllabic Words: [y_le]-T, GP, IP [2.RL.10.1], [2.RL.10.4]</i>					
		11	<i>Prefixes: [un, mis, dis, re, pre] In Context Reading with Prefixes [2.RL.10.2], [2.RL.10.5]</i> <i>Inflected Ending: Nouns Inflected Ending : Verbs [2.RL.10.3]</i> <i>Multisyllabic Words Multisyllabic Game [2.RL.10]</i>		✓			
		CBTR	<i>Spelling with Endings y and ie Spelling - Changing the y to i Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or [2.RL.10.1], [2.RL.10.2], [2.RL.10.3]</i>		✓			
		CBTR 9	<i>Inflected Ending -s Inflected Ending -ing Inflected Ending -ed [2L4c]</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)

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
	phrases acquired through talk and text; explore nuances of words and phrases. [SCCCRS.2.RL.10.6]		<i>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]</i>					
		CBTR 10	<i>Comprehension: Character Analysis [2.RL.10.1], [2.RL.10.3]</i>		✓			
		SBTR	<i>Fields of Change: Autumn/ Winter; The Moon; Earth: Rocks and Soil; The Changing Surface; Rain Forest Howlers Chapter 1; The Desert's Gift; Bees at Risk; Power for the Planet; Forest Fires [2.RL.10], [2.RL.10.1], [2.RL.10.6]</i>		✓			
		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 provide evidence of how the author's choice of point of view, perspective, or purpose shapes		<i>All Activities [2.RL.11], [2.RL.11.1], [2.RL.11.2]</i>		✓			
		1	<i>Read-Aloud Book: Sam Has Mail [2.RL.11], [2.RL.11.1]</i>		✓			
		3	<i>Decodable Book: Dots and Spots Decodable Book: The Toads Are Lost [2.RL.11.2]</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)

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
	content, meaning, and style. [SCCCRS.2.RL.11]							
	ii. Identify and analyze the author's purpose. [SCCCRS.2.RL.11.1]	4	<i>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 [2.RL.11], [2.RL.11.1]</i>		✓			
	iii. Recognize differences between the points of view and perspectives of the narrator and various characters. [SCCCRS.2.RL.11.2]	5	<i>HFW Book: The Bun for Us Decodable Books: Bug in the Mud, Fun at Home [2.RL.11], [2.RL.11.1], [2.RL.11.2] Comprehension 5 [2.RL.11], [2.RL.11.1]</i>		✓			
		6	<i>Decodable Books: A Cute Mule, The Dunes [2.RL.11], [2.RL.11.1]</i>		✓			
		7	<i>HFW Book: Hide and Seek [2.RL.11], [2.RL.11.1] Comprehension 7 [2.RL.11], [2.RL.11.1]</i>		✓			
		8	<i>HFW Book: I Like to Help Comprehension Book: The Queen's Suitcase - Chapter 1 [2.RL.11], [2.RL.11.1], [2.RL.11.2]</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)

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
		9	<i>HFW Book: The Best Trip</i> [2.RL.11], [2.RL.11.1]		✓			
		10	<i>HFW Book: How Can That Be?</i> [2.RL.11.2] <i>Comprehension 10</i> [2.RL.11], [2.RL.11.1], [2.RL.11.2]		✓			
		11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [2.RL.11], [2.RL.11.1], [2.RL.11.2]		✓			
		12	<i>Fossil Hunters: The Black Hills Dig</i> [2.RL.11], [2.RL.11.1], [2.RL.11.2]		✓			
		SBTR	<i>Comprehension: Lesson 18 – Author’s Purpose</i> [2.RL.11], [2.RL.11.1], [2.RL.11.2] <i>Comprehension: Lesson 23 – Making Inferences</i> [2.RL.11], [2.RL.11.1]		✓			
		ISIP AR	<i>2A Reading Comprehension: Lesson 4 – Do Your Part</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)

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
			[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 structures in print and multimedia texts to shape meaning and impact the reader. [SCCCRS.2.RL.12]	7	<i>Decodable Books: Take That Off Stage, Twin Mice, Ben and Steve at the Seaside, The Oatmeal Man</i> [2.RL.12], [2.RL.12.1], [2.RL.12.2]		✓			
		8	<i>Decodable Books: King Zung and the Lark, A Big Squeeze, Bert and Gert, The Shrimp and the Shark, The Mailman, Wait to Paint, Shel and Beth</i> [2.RL.12], [2.RL.12.1], [2.RL.12.2]		✓			
		9	<i>Decodable Books: The Best Trip, Going on a Ride, Camping, Kittens, Mother Cat and Her Kittens, Naptime, Joel and Kay's Best Day, Elbert's Birthday, Big Top Tent, The Colt, The Scarecrow, Winter Storm, Royce Likes To Share, The Wise Crow, Roy and Troy Like Trains, Mitch's Big Fish Tale</i> [2.RL.12], [2.RL.12.1], [2.RL.12.2]		✓			
	ii. Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action. [SCCCRS.2.RL.12.1] iii. Recognize characteristics of crafted text structures such as diary, seesaw texts, and	10	<i>Decodable Books: How Can That Be? Water is a Good Thing, The Strange Noise, Shopping with Mom, A Star is Born, The Hero</i> [2.RL.12], [2.RL.12.1], [2.RL.12.2]		✓			
		ISIP AR	<i>3A Reading Comprehension: Lessons 2-4 Choosing Love</i> [2.RL.12], [2.RL.12.1], [2.RL.12.2]		✓			

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	circular texts. [SCCCRS.2.RL.12.2]		<i>8A Reading Comprehension: Lesson 1 – A Good Fit</i> [2.RL.12]					
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		<i>All Activities</i> [2.RL.13] through [2.RL.13.3]		✓			

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)

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
	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]							
(III) Students will employ comprehension strategies before, during, and after reading text.								
3.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis skills when decoding words. [SCCCRS.2.RI.3] ii. Use knowledge of r-controlled vowels to read.	0	<i>Onset Rime Game [Matching Parts Game]</i> [2.RI.3]			✓		
		2	<i>Word Families/ Rhyming Onset Rime/ Build Word Families Game</i> [machine game] [2.RI.3], [2.RI.3.2]			✓		
		3	<i>Vowel Long A, /ai/ Blending Long A /ai/ In Context Reading with long A /ai/ Vowel Long O /oa/</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)

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
	iii. [SCCCRS.2.RI.3.1] Use knowledge of how syllables work to read multisyllabic words.		<i>Blending Long O /oa/ In Context Reading with Long O /oa/ Word Masters Book: The Lost Island Decodable Books: Snails in a Pail, The Toast in the Road, The Toads Are Lost, In the Rain</i> [2.RI.3.4]					
	iv. [SCCCRS.2.RI.3.2] Read irregularly spelled two-syllable words and words with common prefixes and suffixes.		<i>Word Families/ Rhyming Onset Rime/ Build Word Families Game</i> [machine game] [2.RI.3], [2.RI.3.2]					
	v. [SCCCRS.2.RI.3.3] Use and apply knowledge of vowel diphthongs.	4	<i>Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Word Masters Book: The Great Pig Escape Decodable Books: Jean and Dean, Big Feet, The Green Team, My Dog Has Fleas</i> [2.RI.3], [2.RI.3.4]			✓		
	vi. [SCCCRS.2.RI.3.4] Use and apply knowledge of how inflectional endings change words.							
	vii. [SCCCRS.2.RI.3.5] Recognize and read grade-appropriate irregularly spelled words.	5	<i>Vowel Song, Long A /a-e/ Vowel Long A /a-e/ Blending Long A /a-e/ In Context Reading with Long A /a-e/ Vowel Song, Long O /o-e/ Vowel Long O /o-e/ Blending Long O /o-e/ In Context Reading with Long O /o-e/ Word Masters Book: Fun at Pine Cone Stream</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)

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
	[SCCCRS.2.RI.3.6]		<i>Decodable Books: Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [2.RI.3], [2.RI.3.4] <i>BPA: Pets – Snakes</i> [2.RI.3.3]					
		6	<i>Vowel Song, Long I /i-e/</i> <i>Vowel Long I /i-e/</i> <i>Blending Long I /i-e/</i> <i>In Context Reading with Long I /i-e/</i> <i>Vowel Song, Long U /u-e/</i> <i>Vowel Long U /u-e/</i> <i>Blending Long U /u-e/</i> <i>In Context Reading with Long U /u-e/</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [2.RI.3], [2.RI.3.4] <i>Comprehension Book: Pets – Fish</i> [2.RI.3], [2.RI.3.2]			✓		
		8	<i>R Controlled Vowels /er/ w/ spelling [er], [ir], [ur]</i> <i>In Context Reading with R Controlled Vowel [er]</i> <i>Vowel Long I [ire]</i>			✓		

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)

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
			Vowel Long U [2.RI.3], [2.RI.3.1]					
		9	Vowel Long A /ay/ In Context Reading with Long A /ay/ Vowel Long E /ey/ In Context Reading with Long E /ey/ Vowel Long I /ie/ In Context Reading with Long I ie Vowel Long) /oe/ In Context Reading with Long O //oe/ Vowel Long O /ow/ In Context Reading with Long O /ow/ Variant Vowel /oi/ Variant Vowel /oy/ Odd Balls: oi, oy Odd Balls: ol, ow Word Masters Book: Treasure at Pirate's Bay Decodable Books: Elbert's Birthday, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow [2.RI.3], [2.RI.3.], [2.RI.3.4], [2.RI.3.5]			✓		
		10	Odd Balls: au, aw, al Detective Dan In Context Reading: au, aw, al Odd Balls: ow- cow, vs ow- tow Detective Dan In Context Reading: ow Word Masters Book: Return to Lost Island Decodable Books: The Hero, How Mountains			✓		

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)

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
			<i>Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: The Water Cycle, Going to the Vet</i> [2.RI.3] through [2.RI.3.6]					
		11	<i>Odd Balls: oo as in zoo, ew, eu, ui</i> <i>In Context Reading with oo, ew, eu, ui</i> <i>Odd Balls: igh, ight, ild, ind</i> <i>In Context Reading with igh, ight, ind</i> <i>Odd Balls: oo as in foot</i> <i>In Context Reading with oo</i> <i>Passages: Hurricanes, The Dirt Detectives</i> [2.RI.3], [2.RI.3.4] <i>Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes</i> [2.RI.3.2], [2.RI.3.3]			✓		
		CBTR 1	<i>Blend Sounds to Say Words</i> <i>Blend Sounds to Read Words</i> <i>Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs: and, the, see, has</i> [2.RI.3]			✓		
		CBTR 2	<i>Rhyming</i> <i>Blending Beginning/ Middle/ Ending Sounds with Letters</i> <i>Blend Sounds with Letters t, I, s, l</i> <i>Blend Sounds with Letters to Read Words</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)

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
			<i>Read CVC Words with Short i</i> <i>Rhyming Phonograms</i> <i>Rapid Letter and Word Naming</i> <i>Read Sentences with HFWs: this, is, his, go</i> <i>Spelling with Short /a/ and Short /i/</i> <i>Reading for Meaning</i> [2.RI.3], [2.RI.3.6]					
		CBTR 3	<i>Read Words with ea, ee Decoding with oa</i> <i>Decoding with Long A, (ai)</i> <i>Vowel Sound with Letters /ai/ Vowel Sound with Letters /oa/</i> <i>Read Words with Vowel Sound /oa/ Spelling Long A (ai) and Long O (oa)</i> [2.RI.3.4] <i>Blending Beginning/Middle/ Ending sounds with Letters</i> <i>Blend Sounds with Letters to Read Words</i> <i>Read Words with Ending Sounds, Blends /-nd/ and /-nt/</i> <i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Read Sentences with HFWs: they, you, are, here</i> <i>Spelling with S-Blend and Short /o/</i> <i>Reading for Meaning</i> [2.RI.3], [2.RI.3.], [2.RI.3.4], [2.RI.3.5]			✓		
		CBTR 4	<i>Vowel Sound with Letters /ee/, /ea/</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)

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
			<i>Vowel Sound with Letters /ee/ /ea/, More Practice</i> <i>[2.RI.3], [2.RI.3.4]</i> <i>Read Words with Vowel Sounds /ee/, /ea/</i> <i>Spelling Long E with EE and EA</i> <i>[2.RI.3.4]</i> <i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Read Sentences with HFWs with, my, where, to</i> <i>Rhyming Words and Poetry</i> <i>Spelling with Short /e/ and Blends</i> <i>Reading for Meaning</i> <i>[2.RI.3.5], [2.RI.3.6]</i>					
		CBTR 5	<i>Rhyme Phonograms, Long Vowels</i> <i>[2.RI.3.4]</i> <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Blend Sounds to Say Words, /u/</i> <i>Rhyme Phonograms, Long Vowels</i> <i>Read Sentences with HFWs what, said, her, for</i> <i>Passage Reading: Prosody</i> <i>Spelling with Short /u/ and Blends</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)

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
			<i>Reading for Meaning</i> [2.RI.3.5], [2.RI.3.6]					
		CBTR 6	<i>Read and Spell Words with Short Vowel Sounds</i> <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Blend Sounds to Say Words</i> <i>Rhyme Phonograms, Long Vowels, Silent e</i> <i>Read Sentences with HFWs was, that, from, she</i> <i>Reading for Meaning</i> [2.RI.3], [2.RI.3.5], [2.RI.3.6]			✓		
		CBTR 7	<i>Segmenting and Blending Sounds in Words</i> <i>Reversal of Sounds and Letters in Words</i> <i>Soft G as /j/</i> <i>Open Syllables (me, go, by)</i> <i>Bossy R -ar, as in star and farm</i> <i>Phonogram -are as in care</i> <i>Read HFWs</i> <i>Passage Reading: Prosody</i> <i>Reading for Meaning</i> [2.RI.3], [2.RI.3.1]			✓		

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)

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
		CBTR 8	<i>Segmenting and Blending Sound /sh/</i> <i>Segmenting and Blending Sound /th/</i> <i>Segmenting and Blending Sound /ng/</i> <i>Rhyming Words</i> <i>Blending the Diagraph sh</i> <i>Blending the Diagraph th</i> <i>Read HFWs</i> <i>Passage Reading: Prosody My Illustrations</i> <i>Passage Reading: Prosody</i> <i>Spelling Words with Diagraphs sh and th</i> <i>Reading for Meaning</i> <i>[2.RI.3.5]</i>			✓		
		CBTR 9	<i>Sort Words with oy and oi</i> <i>Read Words with ay, ey, oe, ie</i> <i>Read Words with ow, oll, old, olt, olk</i> <i>Read Words with oi and oy</i> <i>Spelling Words with oi and oy</i> <i>[2.RI.3.4]</i> <i>Segmenting and Blending Sounds /ch/</i> <i>Blending the Diagraph ch</i> <i>Blending Words with Diagraphs</i> <i>Decoding Multisyllabic Words</i> <i>Read High Frequency Words</i> <i>Passage Reading: Prosody</i> <i>Long Vowel Open Syllable</i> <i>Spelling Words with ch and tch</i> <i>Spelling Words with -ed, and -ing</i> <i>Spelling Multisyllabic Words</i>			✓		

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)

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
			<i>Reading for Meaning</i> [2.RI.3.3], [2.RI.3.5]					
		CBTR 10	<i>Read Words with Diphthongs ow and ou</i> <i>Spell and Read Words with ow and ou</i> <i>Read Words with Vowel Digraphs aw and au</i> <i>Spell and Read Words with Vowel Digraphs aw and au</i> [2.RI.3.4] <i>Multisyllabic Words: y, le</i> <i>Decodable Books: A Star is Born</i> <i>Passages: Water is a Good Thing, Pet Parade</i> [2.RI.3.2] <i>Open Syllables</i> <i>Segmenting and Blending Sounds /wh/ and /ph/</i> <i>Read Words with Diagraph wh</i> <i>Read Words with Diagraph ph</i> <i>Review Diagraphs sh, ch, tch, th, wh, ph</i> <i>Comprehension: Character Analysis</i> <i>Read HFWs in Sentences</i> <i>Fluency</i> <i>Reading for Meaning Pet Parade</i> [2.RI.3.5]			✓		
		CBTR 11	<i>Phonogram eigh Phonograms ind, igh, ild</i> <i>Variant Vowel /OO/ Variant Vowel /oo/</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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<i>Variant Vowels /oo/, /OO/ Review</i> <i>[2.RI.3.4]</i> <i>Multisyllabic Words</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> <i>Multisyllabic Game</i> <i>[2.RI.3.2]</i> <i>HFWs</i> <i>Fluency</i> <i>Reading for Meaning</i> <i>[2.RI.3]</i>					
		CBTR	<i>Spelling with endings y and ie</i> <i>Spelling- Changing the y to i</i> <i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i> <i>[2.RI.3.3]</i>			✓		
		SBTR	<i>Prefixes</i> <i>Suffixes</i> <i>[2.RI.3.3]</i>			✓		
3.4	Use Principles of Reading to: i. Read with	7	<i>Decodable Books: Boats, Homes</i> <i>[2.RI.4], [2.RI.4.1], [2.RI.4.2]</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)
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
	sufficient accuracy and fluency to support comprehension. [SCCCRS.2.RI.4]	12	<i>Passage: Water Recycled</i> [2.RI.4], [2.RI.4.1], [2.RI.4.2]			✓		
	ii. Read grade-level texts with purpose and understanding. [SCCCRS.2.RI.4.1]	ISIP AR	<i>G4 Fluency 4: Lesson 1-5: Afternoon Snack</i> <i>G4 Fluency 5: Hare-y Situation</i> <i>G4 Fluency 6: Lesson 1-5: Train of Thought</i> <i>G4 Fluency 7: Lesson 1-5: A Very Long Day</i> <i>G4 Fluency 8: Lesson 1-5: A Word from the Unwelcome</i> <i>G4 Fluency 9: Lesson 1-5: "Bitter, Sweet" A Very Long Day</i> [2.RI.4], [2.RI.4.1], [2.RI.4.2]			✓		
	iii. Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. [SCCCRS.2.RI.4.2]							
3.5	Use Meaning and Context to:	SBTR	<i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer Fields of Change</i> <i>Autumn/Winter Earth: Rocks and Soil</i> <i>Power for the Planet 3</i> [2.RI.5], [2.RI.5.1], [2.RI.5.2]			✓		
	i. Determine meaning and develop logical interpretations by making	ISIP AR	<i>10A Reading Comprehension: Lessons 1-5 –</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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. [SCCCRS.2.RI.5]</p> <p>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]</p> <p>iii. Make predictions before and during reading; confirm or modify thinking. [SCCCRS.2.RI.5.2]</p>		<p><i>Wants vs. Needs</i></p> <p><i>10B Reading Comprehension: Lessons 1-5 – Exercise for the Body and the Brain</i></p> <p><i>10C Reading Comprehension: Lessons 1-5 – A Great Dad</i> [2.RI.5], [2.RI.5.1], [2.RI.5.2]</p>					

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)

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
3.6	Use Meaning and Context to: i. Summarize key details and ideas to support analysis of 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]		<i>All Activities</i> [2.RI.6], [2.RI.6.1]			✓		
		12	<i>Summarizing</i> [2.RI.6], [2.RI.6.1]			✓		
		SBTR	<i>Comprehension: Lesson 67 – Summarizing</i> [2.RI.6], [2.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,	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i>			✓		

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)

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
	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>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> [2.RI.7], [2.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 and multimedia texts. [SCCCRS.2.RI.8]	6	<i>Comprehension Book: Pets – Fish</i> [2.RI.8], [2.RI.8.1], [2.RI.8.2]			✓		
		7	<i>Decodable Books: Boats, Homes</i> [2.RI.8], [2.RI.8.1], [2.RI.8.2]			✓		
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [2.RI.8], [2.RI.8.1], [2.RI.8.2]			✓		
		10	<i>Passages: Water is a Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People Send Mail, Whales, How Mountains Form</i> [2.RI.8], [2.RI.8.1], [2.RI.8.2]			✓		
		11	<i>Passages: The Dirt Detectives, Hurricanes</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)

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
	ii. Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe. [SCCCRS.2.RI.8.1]		[2.RI.8], [2.RI.8.1], [2.RI.8.2]					
	iii. Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text. [SCCCRS.2.RI.8.2]	12	<i>Books: Solar System, Earth: Day, Night, and Seasons; The Moon, Rocks and Soil, The Changing Surface</i> <i>Passages: Exploring Space, Planets, Do Your Part, Natural Resources, Atmosphere, Water Recycled</i> [2.RI.8], [2.RI.8.1], [2.RI.8.2]			✓		
3.9	Use Language, Craft, and Structure to:	SBTR	<i>Vocabulary: Lesson 7 - Synonyms</i> <i>Vocabulary: Lesson 8 – Synonyms</i> [2.RI.9], [2.RI.9.1]			✓		
	i. Apply a range of strategies to determine and deepen the meaning of known, unknown, and	SBTR	<i>Vocabulary: Lesson 10 - Shades of Meaning</i> [2.RI.9], [2.RI.9.1] <i>Vocabulary: Lesson 13 – Identifying Antonyms</i> [2.RI.9]			✓		

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)

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
	multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. [SCCCRS.2.RI.9]							
	ii. Use context to determine the meaning of words and phrases. [SCCCRS.2.RI.9.1]	SBTR	<i>Vocabulary: Lesson 30 – Synonyms and Antonyms</i> [2.RI.9], [2.RI.9.1] <i>Vocabulary: Lesson 33 – Word Meaning Using a Dictionary</i> <i>Vocabulary: Lesson 35 – Analogies</i> <i>Vocabulary: Lesson 36 – Analogies</i> <i>Vocabulary: Lesson 37 – Analogies</i> [2.RI.9]			✓		
	iii. Determine the meaning of a newly formed word when a known affix is added to the word. [SCCCRS.2.RI.9.2]	9	<i>Inflected Endings: [ed], [ing], [s]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>Decodable Books: Camping, Naptime, Mitch’s Big Fish Tales Ch.1</i> <i>Passage: Going on A Ride</i> [2.RI.9.2] <i>In Context Reading with [ed], [ing], [s]</i> <i>Decodable Books: Camping, Naptime, Mitch’s Big Fish Tales Ch.1, Mother Cat and Her Kittens</i> <i>Passage: Going on A Ride</i> <i>Multisyllabic Words: Two Syllable Words- IP</i> <i>Passages: Kittens, The Best Day</i> [2.RI.9.3]			✓		
	iv. Use a base word to determine the meaning of an unknown word with the same base. [SCCCRS.2.RI.9.3]	10	<i>Decodable Books: Shopping With Mom, A Star</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)
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
	v. Use print and multimedia resources to determine or clarify the precise meaning of words and phrases. [SCCCRS.2.RI.9.4]		<i>is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale Ch.1</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects</i> [2.RI.9] through [2.RI.9.5]					
	vi. 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	<i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale, The Hero, Spiders, How Mountains Form</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects, Water is a Good Thing</i> [2.RI.9] through [2.RI.9.4]					
			<i>Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes</i> [2.RI.9.2]					
			<i>Inflected Ending: Nouns Inflected Ending : Verbs</i> [2.RI.9.3]					
			<i>Multisyllabic Words Multisyllabic Game</i> [2.RI.9]					
3.10	Use Language, Craft, and Structure to: i. Analyze and	SBTR	<i>Comprehension: Lesson 18 – Author’s Purpose</i> [2.RI.10], [2.RI.10.1]			✓		

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)

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
	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	<i>Books: Our Solar System; Earth: Day, Night, and Seasons; The Moon, Rocks and Soil, The Changing Surface</i> <i>Passages: Exploring Space, Planets, Do your Part, Natural Resources, Atmosphere, Water Recycled</i> [2.RI.10], [2.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.2.RI.11] ii. Identify sequential order, cause and effect	5	<i>BPA: Pets-Snakes</i> [2.RI.11], [2.RI.11.1], [2.RI.11.2]			✓		
		6	<i>BPA: Pets – Fish</i> [2.RI.11], [2.RI.11.1], [2.RI.11.2]			✓		
		10	<i>Decodable Books: Spiders</i> <i>Decodable Books: The Three Little Bugs</i> [2.RI.11], [2.RI.11.1], [2.RI.11.2] <i>Comprehension 10</i> [2.RI.11.1], [2.RI.11.2]			✓		

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)

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
	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]							
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 Activities</i> <i>[2.RI.12] through [2.RI.12.3]</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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	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]							
(IV) Students will produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.								
4.1	Use Meaning, Context, and Craft to: i. Write arguments	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>to support claims with clear reasons and relevant evidence. [SCCCRS.2.W.1]</p> <p>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]</p> <p>iii. Plan, revise, and edit, focusing on a topic while building on personal ideas</p>		<p><i>Fields of Change: Spring/ Summer, Autumn/ Winter 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> [2.W.1], [2.W.1.1], [2.W.1.2]</p>					

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	and the ideas of others to strengthen writing. [SCCCRS.2.W.1.2]							
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.2.W.2] ii. Explore print and multimedia sources to write informative/explanatory texts	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [2.W.2] through [2.W.2.1]				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	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]							
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</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i>				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<p>and well-structured event sequences. [SCCCRS.2.W.3]</p> <p>ii. 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]</p> <p>iii. Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen</p>		<p><i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [2.W.3], [2.W.3.1], [2.W.3.2]</p>					

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)

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
	writing. [SCCCRS.2.W.3.2]							
4.4	Use Language to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. [SCCCRS.2.W.4]	SBTR	<i>Fields of Change: Autumn/Winter; The Moon; Earth: Rocks and Soil; The Changing Surface; Rain Forest Howlers Chapter 1; The Desert's Gift; Bees at Risk; Power for the Planet; Forest Fires</i> [2.W.4] through [2.W.4.4]				✓	
	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	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter The Moon A View From Above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The Changing Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever!</i> [2.W.4.5] through [2.W.4.8]				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	vi. Use adjectives and adverbs, and choose between them depending on what is to be modified. [SCCCRS.2.W.4.5] vii. Use positional, time, and place prepositional phrases. [SCCCRS.2.W.4.6] viii. Use conjunctions. [SCCCRS.2.W.4.7] ix. Produce, expand, and rearrange complete simple and compound sentences. [SCCCRS.2.W.4.8]							
4.5	Use Language to: i. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when	9	<i>Inflected Endings: [ed], [ing], [s]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1</i> <i>Passage: Going on A Ride</i> <i>[2.W.5.2c]</i> <i>In Context Reading with [ed], [ing], [s]</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)

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
	ii. writing. [SCCCRS.2.W.5] Capitalize greetings, months, days of the week, holidays, geographic names, and 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; [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 contractions and singular		<i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1, Mother Cat and Her Kittens</i> <i>Passage: Going on A Ride</i> <i>Multisyllabic Words: Two Syllable Words- IP</i> <i>Passages: Kittens, The Best Day</i> [2.W.5.3]					
		10	<i>Inflected Endings: [ed], [es with double consonant], [d with spelling ed]</i> <i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale Ch.1</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects</i> [2.W.5.2c]				✓	
		11	<i>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale, The Hero, Spiders, How Mountains Form</i> <i>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects, Water is a Good Thing</i> <i>Multisyllabic Words: [y_le]-T, GP, IP</i> [2.W.5.3]					
			<i>Prefixes: [un, mis, dis, re, pre]</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)

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
	vii. possessive nouns. [SCCCRS.2.W.5.2c] Generalize learned spelling patterns and word families. [SCCCRS.2.W.5.3]		<i>In Context Reading with Prefixes</i> [Prefixes: [un, mis, dis, re, pre] <i>In Context Reading with Prefixes</i> [2.W.5.2b] <i>Inflected Ending: Nouns Inflected Ending : Verbs</i> [2.W.5.2c] <i>Multisyllabic Words Multisyllabic Game</i> [2.W.5.3]					
	viii. Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words. [SCCCRS.2.W.5.4]	13	<i>The Desert's Gift</i> [2.W.5] through [2.W.5.5]				✓	
	ix. Consult print and multimedia resources to check and correct spellings. [SCCCRS.2.W.5.5]	SBTR	<i>Earth: Day Night and Seasons</i> <i>Fields of Change: Autumn/ Winter</i> <i>Earth: Day, Night and Seasons; Fields of Change: Spring/ Summer; The Moon; A View From Above; Earth: Rocks and Soil; Atmosphere; Weather Watchers; Rain Forest Howlers 2</i> [2.W.5] through [2.W.5.5]				✓	

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)

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
4.6	Use Range and Complexity to:		<i>All Activities</i> [2.W.6] through [2.W.6.5]				✓	
	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	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [2.W.6] through [2.W.6.5]				✓	

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)

Standards	Indicators	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	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]							
(V) Students will use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.								
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; Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Atmosphere; Weather Watchers; Brookside's Best Science Fair Ever!</i> [2.C.1] through [2.C.1.5]					✓

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)

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
	through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. [SCCCRS.2.C.1] ii. Explore and create meaning through conversation, drama, questioning, and 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 and nonverbal techniques including volume and tone, eye contact, facial	SBTR	<i>All Activities</i> [2.C.1] through [2.C.1.5]					✓
		SBTR	<i>3A Reading Comprehension: Choosing Love</i> [2.C.1] through [2.C.1.5]					✓
		10	<i>The Hero</i> [2.C.1] through [2.C.1.5]					✓
		12	<i>Do Your Part</i> [2.C.1] through [2.C.1.5]					✓
		13	<i>Discovery Island- Colossal Critter Construction</i> [2.C.1] through [2.C.1.5]					✓
		14	<i>Exploration Station – Myths of the Great Bear</i> [2.C.1] through [2.C.1.5]					✓

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)

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
	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]							
5.2	Use Meaning and Context to:		<i>All Activities</i> <i>[2.C.2] through [2.C.2.2]</i>					✓
	i. Articulate ideas, claims, and perspectives in a logical sequence	SBTR	<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>					✓

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)

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
	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]		<i>Earth: Day, Night, and Seasons; A View From Above; Atmosphere; The Desert's Gift; The Rain Forest Howler; Power for the Planet; Forest Fires</i> [2.C.2] through [2.C.2.2]					
5.3	Use Meaning and Context to: i. Communicate information through strategic	1	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> [2.C.3], [2.C.3.1], [2.C.3.2]					✓

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)
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
	use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. [SCCCRS.2.C.3]	2	<i>Read-Aloud Books: Pam and the Cap, The Act</i> [2.C.3], [2.C.3.1], [2.C.3.2] <i>Sam Tips the Lamp, See Sam Sit</i> [2.C.3]					✓
	ii. Explain how ideas and topics are depicted in a variety of media and formats. [SCCCRS.2.C.3.1]	3	<i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> [2.C.3], [2.C.3.1], [2.C.3.2] <i>The Garden Trail, Cal and the Clam, Trips with My Family, Lamps, The Toast in the Road, In the Rain, The Lost Island</i> [2.C.3], [2.C.3.1] <i>Dots and Spots, The Toads Are Lost</i> [2.C.3.1]					✓
	iii. Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings. [SCCCRS.2.C.3.2]	4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> [2.C.3], [2.C.3.1], [2.C.3.2] <i>Fun With Friends, The Cleaning Attack, My Hands and Feet, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas, The Great Pig Escape</i> [2.C.3.1], [2.C.3.2] <i>Fred Has Ten Hens</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)

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
			[2.C.3.1]					
		5	<i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Late for the Game, I Rode Home</i> [2.C.3], [2.C.3.1], [2.C.3.2]					✓
		6	<i>Comprehension Book: Pets - Fish</i> <i>Decodable Book: Time to Ride</i> [2.C.3], [2.C.3.1], [2.C.3.2]					✓
		8	<i>Decodable Books: The Shrimp and the Shark, Shel and Beth</i> [2.C.3], [2.C.3.1], [2.C.3.2]					✓
		9	<i>HFW Book: The Best Trip</i> <i>Passage: Earthworms</i> [2.C.3], [2.C.3.1], [2.C.3.2]					✓
		10	<i>HFW Book: How Can That Be?</i> <i>Decodable Books: A Star is Born, Spiders, How Mountains Form, Humphrey the Humpback Whale, How Can That Be?</i> <i>Passages: Water Cycle, Insects, Going to the Vet</i> [2.C.3]					✓
		SBTR	<i>Our Solar System; Mission Incredible; Earth: Day, Night, and Seasons; Fields of Change: Spring/ Summer, Autumn/</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)

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
			<i>Winter; The Moon; A View From Above; Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Atmosphere; Weather Watchers; Brookside's Best Science Fair Ever!</i> [2.C.3.1], [2.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.2.C.4] ii. Identify speaker's purpose and details that keep the listener engaged. [SCCCRS.2.C.4.1] iii. Determine if the presentation has	SBTR	<i>Fields of Change: Autumn/ Winter; The Moon; Earth: Rocks and Soil; The Changing Surface; Rain Forest Howlers Chapter 1; The Desert's Gift; Bees at Risk; Power for the Planet; Forest Fires</i> [2.C.4] through [2.C.4.3]					✓
		SBTR	<i>Our Solar System; Mission Incredible; Earth: Day, Night, and Seasons; Fields of Change: Spring/ Summer, Autumn/ Winter; The Moon A View From Above; Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Atmosphere; Weather Watchers; Brookside's Best Science Fair Ever!</i> [2.C.4.1], [2.C.4.3]					✓
		SBTR	<i>Vocabulary Category Cards: Traits/Characteristics</i> [2.C.4.2]					✓

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)
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
	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]		<i>Comprehension: Lesson 31 – Sequencing</i> [2.C.4.1], [2.C.4.2]					
		SBTR	<i>Comprehension: Lesson 18 – Author’s Purpose</i> [2.C.4], [2.C.4.1]					✓
5.5	Use Language, Craft, and Structure to:	5	<i>BPA: Pets - Snakes</i> [2.C.5], [2.C.5.1]					✓
	i. Incorporate craft techniques to engage and impact audience and convey messages. [SCCCRS.2.C.5]	6	<i>BPA: Pets – Fish</i> [2.C.5], [2.C.5.1]					✓
		8	<i>Lesson 5: Alliteration with /sh/ and /th/</i> [2.C.5.2]					✓
	ii. Utilize intonation and word stress to highlight essential concepts and	9	<i>Lesson 6: Alliteration with /ch/ and /sh/</i> [2.C.5.2]					✓
		10	<i>Decodable Books: Spiders</i> <i>Decodable Books: The Three Little Bugs</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)

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
	engage the audience. [SCCCRS.2.C.5.1]		[2.C.5], [2.C.5.1]					
	iii. Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact. [SCCCRS.2.C.5.2]	11	<i>Rhyming and Poetry "Sound Song"</i> [2.C.5.2]					✓
		13	<i>Books: Forest Fires: Lessons from the Front Lines; Discovery Island – Ghost Dancers; Discovery Island – Ghost Party; Discovery Island – Swimming with Whale Sharks</i>					✓
		15	<i>Bridge Lesson – Similes</i> <i>Bridge Lesson – Metaphors</i> [2.C.5.2]					✓
		CBTR 1	<i>Rhyming Words and Poetry Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/</i> [2.C.5.1], [2.C.5.2]					✓

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 Standard Strands				
				1	2	3	4	5
(I) Students will extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.								
1.1	Use Key Ideas and Details to: i. Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. [SCCCRS.3.I.1] ii. Formulate questions to focus thinking on an idea to narrow and direct further inquiry. [SCCCRS.3.I.1.1]	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]	✓				
		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]	✓				
		13	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	✓				

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 Standard Strands				
				1	2	3	4	5
			<i>Phoenix Lights, Ghost Dancers</i> [3.I.1], [3.I.1.1]					
		SBTR	<i>Character</i> [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 questions, propose explanations, and consider alternative views and multiple perspectives. [SCCCRS.3.I.2] ii. Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	8	<i>Comprehension Book: The Queen's Suitcase</i> [3.I.2]	✓				
		9	<i>Decodable Book: Mitch's Big Fish Tales</i> [3.I.2]	✓				
		10	<i>Decodable Books: A Star is Born, Shopping With Mom, The Hero, The Three Little Bugs, Humphrey the Humpback Whale</i> <i>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail</i> [3.I.2] <i>Comprehension Book: Who is Following Us? Ch.1</i> <i>Decodable Books: A Star is Born Ch.1</i> <i>Decodable Books: The Hero Ch. 1</i> <i>Decodable Books: The Three Little Bugs</i>	✓				

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 Standard Strands				
				1	2	3	4	5
	[SCCCRS.3.I.2.1]		<i>Ch.1 Decodable Books: Humphrey the Humpback Whale Ch.1 [3.I.2], [3.I.2.1]</i>					
		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	<i>Book: The Rain Forest Howlers [3.I.2], [3.I.2.1]</i>	✓				
		CBTR 5	<i>Passage Reading: Lesson 18 - Prosody [3.I.2], [3.I.2.1]</i>	✓				
		CBTR 7	<i>Passage Reading: Lesson 16 - Prosody [3.I.2], [3.I.2.1]</i>	✓				
		CBTR 8	<i>Passage Reading: Lesson 15 - Prosody [3.I.2], [3.I.2.1]</i>	✓				
		CBTR 9	<i>Passage Reading: Lesson 21 - Prosody [3.I.2], [3.I.2.1]</i>	✓				

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 Standard Strands				
				1	2	3	4	5
		SBTR	<i>Making Inferences</i> <i>Drawing Conclusions</i> [3.I.2], [3.I.2.1]	✓				
1.3	Use Integration of Knowledge and Ideas to: i. Construct knowledge, 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 action for collecting relevant information from primary and secondary sources. [SCCCRS.3.I.3.1] iii. Organize and categorize important information;	15	<i>Bridge Lesson – General Comprehension</i> 3 [3.I.3], [3.I.3.1], [3.I.3.2]	✓				
		SBTR	<i>George Washington Carver</i> <i>Fields of Change: Autumn/ Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers</i> 2 <i>The Desert’s Gift</i> <i>Power for the Planet 2</i> <i>The Forest Fires</i> [3.I.3], [3.I.3.1], [3.I.3.2]	✓				
		SBTR	<i>Graphic Organizer: Drawing Conclusions</i> [3.I.3.1], [3.I.3.2]	✓				
		SBTR	<i>Boats, Homes, Ranch Hands, The Colt, Earthworms, Water is a Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes, Solar System, Exploring Space, Planets, Earth: Day, Night, and</i>	✓				

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 Standard Strands				
				1	2	3	4	5
	collaborate to validate or revise thinking; report relevant findings. [SCCCRS.3.I.3.2]		<i>Seasons, The Moon, Rocks and Soil, Changing Surface, Do Your Part, Natural Resources, Atmosphere, Water Recycled, Survivors, Dangerous Snakes, Monkey Trouble, Power for the Planet, Bees at Risk, Forest Fires: Lessons from the Front Lines, Blowing Bubbles from the Rain Forest, Exploring the Deep, Colossal Critter Construction, The Bats of Austin, Amazonia Alert!</i> [3.I.3], [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]		<i>All Activities</i> [3.I.4] through [3.I.4.2]	✓				
	ii. Draw logical conclusions from relationships and patterns discovered during the inquiry process. [SCCCRS.3.I.4.1]	SBTR	<i>Graphic Organizers: Story Element Chart</i> [3.I.4] through [3.I.4.2] <i>1B Reading Comprehension: Exploring Space</i> <i>2A Reading Comprehension: Do Your</i>	✓				

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 Standard Strands				
				1	2	3	4	5
	iii. Reflect on findings to build deeper understanding and determine next steps. [SCCCRS.3.I.4.2]		<i>Part</i> <i>2B Reading Comprehension: Spreading the Love</i> <i>[3.I.4] through [3.I.4.2]</i>					
	iv. Determine appropriate tools and develop plan to communicate findings and/or take informed action. [SCCCRS.3.I.4.3]	12	<i>Lesson 8: Representing Text</i> <i>[3.I.4] through [3.I.4.2]</i>	✓				
		15	<i>Bridge Lesson – General Comprehension 3</i> <i>[3.I.4] through [3.I.4.2]</i>	✓				
1.5	Use Integration of Knowledge and Ideas to:		<i>All Activities</i> <i>[3.I.5] through [3.I.5.3]</i>	✓				
	i. Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and	SBTR	<i>Boats, Homes, Ranch Hands, The Colt, Earthworms, Water is a Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes, Solar System, Exploring Space, Planets, Earth: Day, Night, and Seasons, The Moon, Rocks and Soil,</i>	✓				

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
	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]		<i>Changing Surface, Do Your Part, Natural Resources, Atmosphere, Water Recycled, Survivors, Dangerous Snakes, Monkey Trouble, Power for the Planet, Bees at Risk, Forest Fires: Lessons from the Front Lines, Blowing Bubbles from the Rain Forest, Exploring the Deep, Colossal Critter Construction, The Bats of Austin, Amazonia Alert!</i> [3.I.5] through [3.I.5.3]					

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)

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
(II) Students will use metacognition to monitor meaning and adjust strategies while reading.								
2.1	Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.3.RL.1]	10	<i>Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale</i> <i>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail</i> [3.RL.1]		✓			
		11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [3.RL.1]		✓			
		13	<i>Drawing Conclusions</i> <i>Making Inferences</i> [3.RL.1]		✓			
		SBTR	<i>Book: Desert's Gift</i> <i>Passages: Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers</i> [3.RL.1]		✓			

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 Standard Strands				
				1	2	3	4	5
2.2	Use Principles of Reading to: Demonstrate understanding of spoken words, syllables, and sounds. [SCCCRS.3.RL.2]	6	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty</i> [3.RL.2]		✓			
		7	<i>Boom Train Song (Beg., Mid., End Sounds)</i> <i>Read-Aloud Book: Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> [3.RL.2]		✓			
		9	<i>Gimme the Ball [Odd Balls]</i> [3.RL.2]		✓			
		10	<i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who is Following Us?</i> [3.RL.2]		✓			
2.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis skills in decoding words.	7	<i>Open Syllable, Vowels at the end of a one syllable word</i> <i>Decodable Books: The Big Game, The Oatmeal Man</i> [3.RL.3], [3.RL.3.6]		✓			
		9	<i>Lesson 10: Decoding Multisyllabic Words</i> <i>Passages: The Best Day</i>		✓			

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 Standard Strands				
				1	2	3	4	5
	ii. [SCCCRS.3.RL.3] Identify and know the meaning of the most common prefixes and derivational suffixes.		<i>Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch's Big Fish Tales, Kittens, Joel and Kay's Best Day</i> [3.RL.3], [3.RL.3.6]					
	iii. [SCCCRS.3.RL.3.1] Read grade-appropriate irregularly spelled words. [SCCCRS.3.RL.3.6]	10	<i>Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, Insects</i> <i>Multisyllabic Words: y, le</i> <i>Decodable Book: A Star is Born</i> <i>Passages: Water Is A Good Thing, Pet Parade</i> [3.RL.3], [3.RL.3.1], [3.RL.3.6]					
		11	<i>Lesson 8: Variant Vowel /oo/ as in foot</i> <i>Lesson 11: Multisyllabic Words</i> [3.RL.3] <i>Passage: From Fearful to Fearless</i> [3.RL.3], [3.RL.3.1], [3.RL.3.6]		✓			
		12	<i>Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever!</i> <i>Passage: Exploring Space</i>		✓			

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 Standard Strands				
				1	2	3	4	5
			[3.RL.3], [3.RL.3.1]					
		13	Books: <i>Survivors</i> , <i>Alex to the Rescue</i> , <i>Amazonia</i> , <i>The Desert's Gift</i> , <i>Bees at Risk</i> , <i>Forest Fires: Lessons from the Front Lines</i> Cumulative Assessment: Unit 1, Unit 2, & Unit 3- Vocabulary and Comprehension [3.RL.3], [3.RL.3.1], [3.RL.3.6]		✓			
		ISIP AR	1A Vocabulary: Tier 3 Prefixes (dis-, un-, re-, mis-, over-, out-,) - <i>The Lost Treasure of Ruby Dagger</i> 1B Vocabulary: Tier 2 Prefixes – <i>Mia's Mystery Map</i> 2B Vocabulary: Tier 2 Suffixes (-less, -ful) – <i>Play Ball</i> 3A Vocabulary: Tier 3 Suffixes (-ous, -ive) – <i>Thomas Jefferson – Mad Scientist?</i> [3.RL.3], [3.RL.3.1], [3.RL.3.6]		✓			
		CBTR	Vocabulary: <i>Structural Analysis</i> [3.RL.3], [3.RL.3.6]		✓			
		CBTR 7	<i>Open Syllables (me, go, by)</i> [3.RL.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)

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
		CBTR 9	<i>Decoding Multisyllabic Words Long vowel open syllable Spelling Multisyllabic Words [3.RL.3]</i>		✓			
		CBTR 10	<i>Open Syllables Closed Syllables ending with -le and -y [3.RL.3]</i>		✓			
		CBTR 11	<i>Multisyllabic Words [3.RL.3]</i> <i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or [3.RL.3.1]</i>		✓			
2.4	Use Principles of Reading to: i. Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.3.RL.4] ii. Read grade-level prose and poetry orally with accuracy, appropriate rate,		<i>All Activities [3.RL.4], [3.RL.4.2]</i>		✓			
		SBTR	<i>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,</i>		✓			

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 Standard Strands				
				1	2	3	4	5
	expression, intonation, and phrasing on successive readings. [SCCCRS.3.RL.4.2]		<i>Dangerous Snakes, Monkey Trouble, Power for the Planet, Bees at Risk, Forest Fires: Lessons from the Front Lines; Blowing Bubbles from the Rain Forest; Exploring the Deep, Colossal Critter Construction, The Bats of Austin, Amazonia Alert!</i> [3.RL.4], [3.RL.4.2]					
		2	<i>Literacy Acquisition Theater Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [3.RL.4]		✓			
		3	<i>Literacy Acquisition Theater Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW Book: On the Dot</i> <i>BPA: Lamps</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i> <i>Decodable Books: Dots and Spots, Snails</i>		✓			

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

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 Standard Strands				
				1	2	3	4	5
			<i>Sale, Fun at Home, The Blue Blimp</i> [3.RL.4]					
		6	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [3.RL.4]		✓			
		7	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [3.RL.4]		✓			
		8	<i>HFW Book: I Like to Help</i>		✓			

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 Standard Strands				
				1	2	3	4	5
			<i>Word Masters Book: The Not So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [3.RL.4]					
		9	<i>HFW Book: The Best Trip</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [3.RL.4]		✓			
		10	<i>Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver,</i>		✓			

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 Standard Strands				
				1	2	3	4	5
			<i>Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, Insects</i> <i>Multisyllabic Words: y, le</i> <i>Decodable Book: A Star is Born</i> <i>Passages: Water Is A Good Thing, Pet Parade</i> [3.RL.4]					
		11	<i>Rhyming and Poetry – Groundhog Day</i> [3.RL.4.2] <i>Multisyllabic Words</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> <i>Multisyllabic Game</i> [3.RL.4]		✓			
		ISIP AR	<i>G4 Fluency 8: Lessons 1-5 - A Word from the Unwelcome</i> <i>G5 Fluency 8: Lessons 1-5 - The Wonder of it All</i> <i>G6 Fluency 8: Lessons 1-5 -Neither Hair nor There</i> [3.RL.4.2]		✓			

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 Standard Strands				
				1	2	3	4	5
2.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. [SCCCRS.3.RL.5] ii. Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. [SCCCRS.3.RL.5.1]	5	<i>Lesson 21: Reading for Meaning</i> [3.RL.5], [3.RL.5.1]		✓			
		6	<i>Lesson 18: Reading for Meaning</i> [3.RL.5], [3.RL.5.1]		✓			
		7	<i>Lesson 20: Reading for Meaning</i> [3.RL.5], [3.RL.5.1]		✓			
		8	<i>Lesson 19: Reading for Meaning</i> [3.RL.5], [3.RL.5.1]		✓			
		9	<i>Lesson 28: Reading for Meaning</i> [3.RL.5], [3.RL.5.1]		✓			
		10	<i>Lesson 24: Reading for Meaning</i> [3.RL.5], [3.RL.5.1]		✓			
		11	<i>Lesson 15: Reading for Meaning</i> [3.RL.5], [3.RL.5.1]		✓			

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 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	4C Reading Comprehension – Labor of Love 5B Reading Comprehension – Lunchtime with Lisa 8B Reading Comprehension – Time to Fly 10A Reading Comprehension – Wants vs. Needs [3.RL.6], [3.RL.6.1]		✓			
		12	Summarizing [3.RL.6]		✓			
		15	Bridge Lesson: General Comprehension 3 [3.RL.6]		✓			
2.7	Use Meaning and Context to: i. Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	10	Passages: Water Is A Good Thing, Pet Parade, People Send Mail [3.RL.7], [3.RL.7.1], [3.RL.7.2]		✓			
		11	Passages: The Dirt Detectives [3.RL.7], [3.RL.7.1], [3.RL.7.2]		✓			
		CBTR 5	Lesson 18: Passage Reading – Prosody [3.RL.7.2]		✓			
		CBTR 7	Lesson 16: Passage Reading – Prosody [3.RL.7.2]		✓			

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 Standard Strands				
				1	2	3	4	5
	ii. [SCCCRS.3.RL.7] Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	CBTR 8	<i>Lesson 15: Passage Reading – Prosody</i> [3.RL.7.2]		✓			
		CBTR 9	<i>Lesson 21: Passage Reading – Prosody</i> [3.RL.7.2]		✓			
	iii. [SCCCRS.3.RL.7.1] Compare and contrast how an author uses characters to develop theme and plot in different texts within a series. [SCCCRS.3.RL.7.2]	SBTR	<i>Graphic Organizer, SWBST</i> [3.RL.7.2] <i>Comprehension: Lesson 38 – Character</i> [3.RL.7], [3.RL.7.1], [3.RL.7.2]		✓			
2.8	Use Meaning and Context to i. Analyze characters, settings, events, and ideas as they develop and interact within a particular	SBTR	<i>Comprehension: Lesson 38 – Character</i> [3.RL.8], [3.RL.8.1], [3.RL.8.1a]		✓			
		SBTR	<i>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,</i>		✓			

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 Standard Strands				
				1	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]		<i>Hurricanes, Solar System, Exploring Space, Planets, Earth: Day, Night, and Seasons, The Moon, Rocks and Soil, Changing Surface, Do Your Part, Natural Resources, Atmosphere, Water Recycled, Survivors, Dangerous Snakes, Monkey Trouble, Power for the Planet, Bees at Risk, Forest Fires: Lessons from the Front Lines; Discovery Island: Blowing Bubbles from the Rain Forest; Exploring the Deep, Colossal Critter Construction, The Bats of Austin, Amazonia Alert!</i> [3.RL.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	<i>Comprehension: Lesson 19 – Author's Purpose</i> <i>Comprehension: Lesson 24 – Making Inferences</i>		✓			

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 Standard Strands				
				1	2	3	4	5
			[3.RL.9], [3.RL.9.2]					
		5	<i>Comprehension 5</i> [3.RL.9], [3.RL.9.1], [3.RL.9.2]		✓			
		7	<i>Comprehension 7</i> [3.RL.9], [3.RL.9.1], [3.RL.9.2]		✓			
	ii. Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style. [SCCCRS.3.RL.9]	10	<i>Comprehension 10</i> [3.RL.9], [3.RL.9.1], [3.RL.9.2]		✓			
		12	<i>Lesson 13: Author's Purpose</i> [3.RL.9], [3.RL.9.2]		✓			
		13	<i>Power for the Planet</i> [3.RL.9], [3.RL.9.1], [3.RL.9.2]		✓			
	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	ISIP AR	<i>2A Reading Comprehension: Do Your Part</i> <i>2B Reading Comprehension: Spreading the Love</i> [3.RL.9], [3.RL.9.1], [3.RL.9.2]		✓			

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 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, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. [SCCCRS.3.RL.10]	1	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps 2</i> [3.RL.10]		✓			
	ii. Use paragraph-level context to determine the meaning of words and phrases. [SCCCRS.3.RL.10.1]	2	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [3.RL.10], [3.RL.10.2]		✓			
	iii. Determine the	3	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i>		✓			

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 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]		<i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [3.RL.10]					
	v. 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	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [3.RL.10], [3.RL.10.5], [3.RL.10.6]		✓			
		5	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i>		✓			

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 Standard Strands				
				1	2	3	4	5
			<i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> <i>[3.RL.10], [3.RL.10.5], [3.RL.10.6]</i>					
		6	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> <i>[3.RL.10]</i>		✓			
		7	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i>		✓			

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 Standard Strands				
				1	2	3	4	5
			<i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [3.RL.10]					
		8	<i>HFW Book: I Like to Help</i> <i>Word Masters Book: The Not So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [3.RL.10], [3.RL.10.6]		✓			
		9	<i>HFW Book: The Best Trip</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The</i>		✓			

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

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 Standard Strands				
				1	2	3	4	5
		CBTR	<i>Blending Beginning/Middle/ Ending Sounds with Letters Blend Sounds with Letters to Read Words Read Words with Vowel Sound /oa/ Read Words with Vowel Sounds /ee/, /ea/ Comprehension: Character Analysis [3.RL.10.2], [3.RL.10.5]</i>		✓			
		CBTR 10	<i>Spelling with Endings y and ie Spelling- Changing the y to i [3.RL.10], [3.RL.10.1], [3.RL.10.2]</i>		✓			
		CBTR 11	<i>Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [3.RL.10], [3.RL.10.1], [3.RL.10.2]</i>		✓			
		SBTR	<i>Prefixes Suffixes [3.RL.10], [3.RL.10.1], [3.RL.10.2] Homes, Take That Off the Stage, Twin Mice, Just the Right Size, King Zung and the Lark, A Big Sneeze, Bert and Gert, The Shrimp and the Shark, Ranch Hands, Coach Chapman, A Trip to the Dentist, The Colt, Winter Storm, Earthworms, Flying Pizza, Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, The</i>		✓			

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 Standard Strands				
				1	2	3	4	5
			<i>Three Little Bugs, People Send Mail, The Hero, Dirt Detectives, From Fearful to Fearless, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Changing Surface, Do Your Part, Fossil Hunters: The Black Hills Dig, A Trip to the Grand Canyon, Natural Resources, Science Fair, Water Recycled, Welcome to the Rainforest, Alex to the Rescue</i> [3.RL.10], [3.RL.10.5], [3.RL.10.6]					
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] ii. Explain the differences between first and third person points of view.	SBTR	<i>Comprehension: Lesson 19 – Author's Purpose</i> [3.RL.11] <i>Making Inferences</i> <i>Drawing Conclusions</i> [3.RL.11.], [3.RL.11.1]		✓			
		10	<i>Lesson 1: Author's Purpose</i> [3.RL.11], [3.RL.11.2] <i>Decodable Books: Decodable Books: A Star is Born, Shopping With Mom, The Hero, The Three Little Bugs, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, People Send Mail</i>		✓			

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 Standard Strands				
				1	2	3	4	5
	iii. [SCCCRS.3.RL.11.1] 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] <i>Comprehension Book: Who is Following Us? Ch.1</i> <i>Decodable Books: A Star is Born Ch.1, The Hero Ch. 1, The Three Little Bugs Ch.1, Humphrey the Humpback Whale Ch.1</i> [3.RL.11.1], [3.RL.11.2]					
		11	<i>Decodable Book: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [3.RL.11.1], [3.RL.11.2]		✓			
		12	<i>Books: Mission Incredible Ch. 1, A View From Above, Weather Watchers, Brookside's Best Science Fair Ever!</i> [3.RL.11]		✓			
		13	<i>Book: The Rain Forest Howlers</i> [3.RL.11], [3.RL.11.2]		✓			
2.12	Use Language, Craft, and Structure to: i. Analyze and critique how the author uses structures in print and	8	<i>Comprehension Book: The Queen's Suitcase</i> [3.RL.12.1]		✓			
		9	<i>Decodable Book: Mitch's Big Fish Tales</i> [3.RL.12.1]		✓			

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 Standard Strands				
				1	2	3	4	5
	multimedia texts to shape meaning and impact the reader. [SCCCRS.3.RL.12] ii. Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions. [SCCCRS.3.RL.12.1] iii. 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	<i>Comprehension 10</i> <i>[3.RL.12], [3.RL.12.2]</i> <i>Decodable Books: A Star is Born, Shopping With Mom, The Hero, The Three Little Bugs, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, People Send Mail</i> <i>[3.RL.12], [3.RL.12.1]</i> <i>Comprehension Book: Who is Following Us? Ch.1</i> <i>Decodable Books: A Star is Born Ch.1, The Hero Ch. 1, The Three Little Bugs Ch.1</i> <i>Decodable Books: Humphrey the Humpback Whale Ch.1</i> <i>[3.RL.12], [3.RL.12.1], [3.RL.12.2]</i>		✓			
		11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> <i>[3.RL.12], [3.RL.12.1]</i>		✓			
		12	<i>Lesson 9: Text Structure</i> <i>[3.RL.12], [3.RL.12.1], [3.RL.12.2]</i> <i>Books: Mission Incredible Ch. 1, A View</i>		✓			

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 Standard Strands				
				1	2	3	4	5
	[SCCCRS.3.RL.12.2]		<i>From Above, Weather Watchers, Brookside's Best Science Fair Ever!</i> [3.RL.12], [3.RL.12.2]					
		13	<i>Book: The Rain Forest Howlers</i> [3.RL.12]		✓			
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.3.RL.13]		<i>All Activities</i> [3.RL.13] through [3.RL.13.3]		✓			
	ii. Engage in whole and small group reading with purpose and understanding.	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i>		✓			

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

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 Standard Strands				
				1	2	3	4	5
			[3.RI.1]					
		10	Read-Aloud Book: <i>Who Is Following Us?</i> Comprehension Book: <i>Who is Following Us?</i> Decodable Books: <i>The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [3.RI.1]			✓		
		11	Decodable Books: <i>The Three Little Bugs, Who is Following Us?</i> [3.RI.1]			✓		
		13	Book: <i>Desert's Gift</i> Passages: <i>Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers</i> [3.RI.1]			✓		
3.3	Use Principles of Reading to: i. Know and apply grade-level phonics and word analysis skills in decoding words.	7	Open Syllable, Vowels at the end of a one syllable word Decodable Books: <i>The Big Game, The Oatmeal Man</i> [3.RI.3], [3.RI.3.6]			✓		
		9	Multisyllabic Words Passages: <i>The Best Day</i>			✓		

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 Standard Strands				
				1	2	3	4	5
	ii. [SCCCRS.3.RI.3] Identify and know the meaning of the most common prefixes and derivational suffixes.		<i>Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch's Big Fish Tales, Kittens, The Best Day</i> [3.RI.3], [3.RI.3.6]					
	iii. [SCCCRS.3.RI.3.1] Read grade-appropriate irregularly spelled words. [SCCCRS.3.RI.3.6]	10	<i>Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, Insects</i> <i>Multisyllabic Words: y, le</i> <i>Decodable Book: A Star is Born</i> <i>Passages: Water Is A Good Thing, Pet Parade</i> [3.RI.3], [3.RI.3.6]			✓		
		11	<i>Multisyllabic Words</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> <i>Multisyllabic Game</i> [3.RI.3], [3.RI.3.6]			✓		
		12	<i>Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever</i> <i>Passage: Exploring Space</i> [3.RI.3]			✓		
		13	<i>Books: Survivors, Alex to the Rescue,</i>			✓		

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 Standard Strands				
				1	2	3	4	5
			<i>Amazonia, The Desert's Gift, Bees at Risk, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, & Unit 3- Vocabulary and Comprehension</i> [3.RI.3], [3.RI.3.6]					
		CBTR	<i>Vocabulary: Structural Analysis</i> [3.RI.3], [3.RI.3.6]			✓		
		CBTR 7	<i>Open Syllables (me, go, by)</i> [3.RI.3]			✓		
		CBTR 11	<i>Multisyllabic Words</i> [3.RI.3] <i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i> [3.RI.3.6]			✓		
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	<i>Homes, Take That Off the Stage, Twin Mice, Just the Right Size, King Zung and the Lark, A Big Sneeze, Bert and Gert, The Shrimp and the Shark, Ranch Hands, Coach Chapman, A Trip to the Dentist, The Colt, Winter Storm, Earthworms, Flying Pizza, Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, The Three Little Bugs, People Send Mail, The</i>			✓		

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 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]		<i>Hero, Dirt Detectives, From Fearful to Fearless, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Changing Surface, Do Your Part, Fossil Hunters: The Black Hills Dig, A Trip to the Grand Canyon, Natural Resources, Science Fair, Water Recycled, Welcome to the Rainforest, Alex to the Rescue</i> [3.RI.4], [3.RI.4.2]					
3.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. [SCCCRS.3.RI.5]	8	<i>Decodable Book: The Fox Pack</i> [3.RI.5], [3.RI.5.1]			✓		
		9	<i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [3.RI.5.1]			✓		
		10	<i>Read-Aloud Book: Who Is Following Us? Comprehension Book: Who Is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [3.RI.5], [3.RI.5.1]			✓		
		11	<i>Decodable Books: The Three Little Bugs, Who Is Following Us?</i> [3.RI.5.1]			✓		

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 Standard Strands				
				1	2	3	4	5
	ii. Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. [SCCCRS.3.RI.5.1]	12	<i>Comprehension – Inferencing and Drawing Conclusions</i> [3.RI.5], [3.RI.5.1]			✓		
		13	<i>Book: Desert’s Gift</i> <i>Passages: Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers</i> [3.RI.5], [3.RI.5.1]			✓		
		SBTR	<i>Comprehension: Lesson 24 – Making Inferences</i> <i>Graphic Organizer - Inference</i> [3.RI.5], [3.RI.5.1]			✓		
		ISIP AR	<i>1A Reading Comprehension: Time for Music</i> <i>3A Reading Comprehension: Choosing Love</i> <i>5A Reading Comprehension: Too Much of a Good Thing</i> <i>7A Reading Comprehension: Round and Round?</i>			✓		

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 Standard Strands				
				1	2	3	4	5
			[3.RI.5], [3.RI.5.1]					
3.6	Use Meaning and Context to: i. Summarize key details and ideas to support analysis of central ideas. [SCCCRS.3.RI.6] ii. Summarize multi-paragraph texts using key details to support the central idea. [SCCCRS.3.RI.6.1]	5	Comprehension 5 - Summarizing [3.RI.6], [3.RI.6.1]			✓		
		6	Comprehension 6 – Summarizing Strategy [3.RI.6], [3.RI.6.1]			✓		
		9	Coach Chapman [3.RI.6], [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 modalities. [SCCCRS.3.RI.7] ii. Compare and	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]			✓		

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 Standard 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 and multimedia texts. [SCCCRS.3.RI.8] ii. Explain how the author uses words and phrases to inform, explain, or describe. [SCCCRS.3.RI.8.1] iii. Use knowledge	10	<i>Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, People Send Mail</i> [3.RI.8] <i>Our Solar System, Mission Incredible, The Moon</i> [3.RI.8], [3.RI.8.1], [3.RI.8.2]			✓		
		11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [3.RI.8.1]			✓		
		12	<i>Fossil Hunters: The Black Hills Dig</i>			✓		
		SBTR	<i>Drawing Conclusions</i> <i>Making Inferences</i> [3.RI.8], [3.RI.8.1], [3.RI.8.2]			✓		

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 Standard Strands				
				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, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	1	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> <i>BPA: At the Market, Dusty the Dog and Coco the Cat</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps 2</i> [3.RI.9]			✓		
		2	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> <i>HFW Book: Tim at Camp</i> <i>BPA: Summer Camp</i>			✓		

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 Standard Strands				
				1	2	3	4	5
	ii. [SCCCRS.3.RI.9] Use paragraph-level context to determine the meaning of words and phrases.		<i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [3.RI.9], [3.RI.9.1]					
	iii. [SCCCRS.3.RI.9.1] Determine the meaning of a word when an affix is added to a base word.	3	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i>			✓		
	iv. [SCCCRS.3.RI.9.2] Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.		<i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [3.RI.9], [3.RI.9.1], [3.RI.9.4], [3.RI.9.5]					
	v. [SCCCRS.3.RI.9.4] Acquire and use general academic and domain-specific words and phrases that	4	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i> <i>HFW Book: My Hands and Feet</i> <i>BPA: Where Is Coco?</i> <i>Word Masters Book: The Great Pig Escape</i> <i>Comprehension Book: In the Sand</i>			✓		

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 Standard Strands				
				1	2	3	4	5
	signal spatial and temporal relationships; demonstrate an understanding of nuances. [SCCCRS.3.RI.9.5]		<i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [3.RI.9], [3.RI.9.1], [3.RI.9.2], [3.RI.9.4]					
		5	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise!</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [3.RI.9] through [3.RI.9.5]			✓		
		6	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> <i>HFW Book: Where Is Jane?</i> <i>Word Masters Book: The Kid in the Mask</i> <i>Comprehension Book: Pets - Fish</i> <i>Decodable Books: Time to Ride, A Cute</i>			✓		

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 Standard Strands				
				1	2	3	4	5
			<i>Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [3.RI.9] through [3.RI.9.5]					
		7	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun at the Pond, Where Will They Ride? HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> <i>Word Masters Book: The Case of the Haunted Barn</i> <i>Comprehension Book: Just the Right Size</i> <i>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [3.RI.9], [3.RI.9.1]			✓		
		8	<i>HFW Book: I Like to Help</i> <i>Word Masters Book: The Not So-Great Skunk Adventure</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> <i>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [3.RI.9], [3.RI.9.1], [3.RI.9.4]			✓		

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 Standard Strands				
				1	2	3	4	5
		9	<i>HFW Book: The Best Trip</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [3.RI.9], [3.RI.9.1], [3.RI.9.2], [3.RI.9.5]			✓		
		10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>HFW Book: How Can That Be?</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Comprehension Book: Who Is Following Us?</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale, How</i>			✓		

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 Standard Strands				
				1	2	3	4	5
			<i>Can That Be?</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i> <i>[3.RI.9] through [3.RI.9.5]</i>					
		11	<i>Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs, Who Is Following Us?</i> <i>Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives</i> <i>[3.RI.9] through [3.RI.9.5]</i>			✓		
		CBTR	<i>Blending Beginning/Middle/ Ending Sounds with Letters Blend Sounds with Letters to Read Words</i> <i>Read Words with Vowel Sound /oa/</i> <i>Read Words with Vowel Sounds /ee/, /ea/ Comprehension: Character Analysis</i> <i>[3.RI.9.2]</i>			✓		
		CBTR 10	<i>Spelling with Endings y and ie Spelling- Changing the y to i</i> <i>[3.RI.9]</i>			✓		
		CBTR	<i>Prefixes: pre, re, un, mis, dis Suffixes:</i>			✓		

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 Standard Strands				
				1	2	3	4	5
		11	<i>ful, ly, less, er, or</i> [3.RI.9], [3.RI.9.2]					
		SBTR	<i>Prefixes</i> <i>Suffixes</i> [3.RI.9], [3.RI.9.2] <i>Homes, Take That Off the Stage, Twin Mice, Just the Right Size, King Zung and the Lark, A Big Sneeze, Bert and Gert, The Shrimp and the Shark, Ranch Hands, Coach Chapman, A Trip to the Dentist, The Colt, Winter Storm, Earthworms, Flying Pizza, Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, The Three Little Bugs, People Send Mail, The Hero, Dirt Detectives, From Fearful to Fearless, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Changing Surface, Do Your Part, Fossil Hunters: The Black Hills Dig, A Trip to the Grand Canyon, Natural Resources, Science Fair, Water Recycled, Welcome to the Rainforest, Alex to the Rescue</i> [3.RI.9], [3.RI.9.1], [3.RI.9.2], [3.RI.9.4], [3.RI.9.5]			✓		

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 Standard Strands				
				1	2	3	4	5
		SBTR	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and</i> <i>Coco the Cat, Pam and the Cap, The Act,</i> <i>Where Is Coco?</i> <i>BPA: Summer Camp</i> <i>Decodable Books: Pam and Cam, Pip and</i> <i>His Lips, See Sam Sit</i> [3.RI.9], [3.RI.9.1], [3.RI.9.2], [3.RI.9.4]			✓		
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.3.RI.10] ii. State the author's purpose; distinguish one's own perspective from that of the author. [SCCCRS.3.RI.10.1]	5	<i>Comprehension 5</i> [3.RI.10], [3.RI.10.1]			✓		
		7	<i>Comprehension 7</i> [3.RI.10], [3.RI.10.1]			✓		
		10	<i>Comprehension 10</i> [3.RI.10], [3.RI.10.1]			✓		
		12	<i>Comprehension: Lesson 13 - Author's Purpose</i> [3.RI.10]			✓		
		13	<i>Power for the Planet</i> [3.RI.10], [3.RI.10.1]			✓		
		ISIP AR	<i>2A Reading Comprehension: Lesson 4 – Do Your Part</i> <i>2B Reading Comprehension: Lesson 4 –</i>			✓		

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 Standard Strands				
				1	2	3	4	5
			<i>Spreading the Love</i> [3.RI.10], [3.RI.10.1]					
		SBTR	<i>Comprehension: Lesson 24 – Making Inferences</i> [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 informational and argument writing. [SCCCRS.3.RI.11] ii. Identify problem and solution, description, and question and answer structures to locate information and gain meaning. [SCCCRS.3.RI.11.1]	10	<i>Read-Aloud Book: Who Is Following Us?</i> <i>Comprehension Book: Who Is Following Us?</i> <i>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale</i> [3.RI.11]			✓		
		11	<i>Decodable Books: The Three Little Bugs, Who Is Following Us?</i> [3.RI.11], [3.RI.11.1], [3.RI.11.2]			✓		
		13	<i>Book: Desert's Gift</i> <i>Passages: Monkey Brothers and the Hero Twins, Night Spirits of the Rain Forest, The Lost Treasure of the Ruby Dagger, The Mystery of the Phoenix Lights, Ghost Dancers</i> [3.RI.11], [3.RI.11.1], [3.RI.11.2]			✓		

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 Standard Strands				
				1	2	3	4	5
	iii. Describe the structures an author uses to support specific points. [SCCCRS.3.RI.11.2]							
3.12	Use Range and Complexity to:		<i>All Activities</i> [3.RI.12] through [3.RI.12.3]			✓		
	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.3.RI.12] ii. Engage in whole and small group reading with purpose and	SBTR	<i>Boats, Homes, Ranch Hands, The Colt, Earthworms, Water Is A Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes, Solar System, Exploring Space, Planets, 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!</i> [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 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 Standard 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]							
(IV) Students will use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange 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</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i>				✓	

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 Standard 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		<i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i> <i>Forest</i> <i>[3.W.1] through [3.W.1.1g]</i>					

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

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 Standard Strands				
				1	2	3	4	5
	<p>clearly and accurately through the effective selection, organization, and analysis of content. [SCCCRS.3.W.2]</p> <p>ii. Write informative/ explanatory texts that: [SCCCRS.3.W.2.1]</p> <p>iii. introduce a topic and group related information together; [SCCCRS.3.W.2.1a]</p> <p>iv. use information from multiple print and multimedia sources; [SCCCRS.3.W.2.1b]</p> <p>v. include illustrations to aid comprehension; [SCCCRS.3.W.2.1c]</p>		<p><i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i> <i>Forest Fires</i> <i>[3.W.2] through [3.W.2.1i]</i></p>					

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 Standard 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; [SCCCRS.3.W.2.1e]							
	viii. use paraphrasing 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]							
	x. develop a style and tone							

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
	xi. authentic to the purpose; and [SCCCRS.3.W.2.1h] 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	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i> <i>Forest Fires</i> <i>Word Meaning using Dictionary</i>				✓	

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 Standard Strands				
				1	2	3	4	5
	iii. [SCCCRS.3.W.3.1] develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; iv. [SCCCRS.3.W.3.1a] establish a situation and introduce a narrator and/or characters; v. [SCCCRS.3.W.3.1b] organize an event sequence that unfolds naturally; vi. [SCCCRS.3.W.3.1c] use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and		<i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet</i> [3.W.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**

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
	vii. events or show the response of characters to situations; [SCCCRS.3.W.3.1d] develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; [SCCCRS.3.W.3.1e] viii. use temporal words and phrases to signal event order; [SCCCRS.3.W.3.1f] ix. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and							

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

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 Standard Strands				
				1	2	3	4	5
	v. form and use regular and irregular verbs; [SCCCRS.3.W.4.1c]		<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 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i> <i>Forest Fires</i> <i>Word Meaning using Dictionary</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet</i> <i>[3.W.4.] through [3.W.4.1i]</i>					
	vi. form and use the simple verb tenses; [SCCCRS.3.W.4.1d]							
	vii. ensure subject-verb and pronoun-antecedent agreement; [SCCCRS.3.W.4.1e]							
	viii. 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]							
	ix. form and use prepositional phrases; [SCCCRS.3.W.4.1g]							
	x. use coordinating and subordinating	ISIP AR	5A Spelling: Tier 3 – Compound Words [3.W.4.1i]				✓	

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

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 Standard Strands				
				1	2	3	4	5
	iv. [SCCCRS.3.W.5.2] apostrophes to form contractions and singular and plural possessives; [SCCCRS.3.W.5.2a]		[3.W.5], [3.W.5.3], [3.W.5.5]					
	v. quotation marks to mark direct speech; and [SCCCRS.3.W.5.2b]	6	HFW: was, that, from, she HFW Book: Where Is Jane? Rapid Word Naming Game[Virus Game-HFW] [3.W.5], [3.W.5.1], [3.W.5.5]				✓	
	vi. commas in locations and addresses, to mark direct speech, and with coordinating adjectives. [SCCCRS.3.W.5.2c]	7	HFW: do, have, come, of, their, some HFW Book: Hide and Seek Rapid Word Naming Game [Virus Game-HFW] [3.W.5], [3.W.5.2a], [3.W.5.4], [3.W.5.5]				✓	
	vii. Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words. [SCCCRS.3.W.5.3]	8	HFW Book: I Like to Help [3.W.5], [3.W.5.1], [3.W.5.3], [3.W.5.4]				✓	
		9	HFW Book: The Best Trip [3.W.5], [3.W.5.1], [3.W.5.3]				✓	
		10	HFW Book: How Can That Be? [3.W.5], [3.W.5.1], [3.W.5.3], [3.W.5.4]				✓	
	viii. Use spelling	11	Prefixes: un, mis, dis, re, pre In Context Reading with Prefixes Suffixes: er, or, ly, ful, less [3.W.5], [3.W.5.1], [3.W.5.3]				✓	

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)

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
	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	<i>Read Sentences with HFWs: and, the, see, has</i> [3.W.5], [3.W.5.2c], [3.W.5.3]				✓	
		CBTR 2	<i>Read Sentences with HFWs: this, is, his, go</i> [3.W.5], [3.W.5.2c], [3.W.5.3]				✓	
		CBTR 5	<i>Passage Reading: Prosody</i> [3.W.5], [3.W.5.1], [3.W.5.3]				✓	
		CBTR 7	<i>Passage Reading: Prosody</i> [3.W.5], [3.W.5.1], [3.W.5.3]				✓	
		CBTR 8	<i>Passage Reading: Prosody My Illustrations Passage Reading: Prosody</i> [3.W.5], [3.W.5.1], [3.W.5.3]				✓	
		CBTR 9	<i>Read High Frequency Words</i> [3.W.5], [3.W.5.1], [3.W.5.3]				✓	
		CBTR 10	<i>HFWs Read HFWs in Sentences</i> [3.W.5], [3.W.5.1], [3.W.5.3]				✓	
		SBTR	<i>Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter</i>				✓	

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 Standard Strands				
				1	2	3	4	5
			<i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i> <i>Forest Fires</i> <i>[3.W.5] through [3.W.5.5]</i>					
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	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i>				✓	

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 Standard Strands				
				1	2	3	4	5
	ii. Write routinely and persevere in writing tasks; [SCCCRS.3.W.6.1] iii. over short and extended time frames; [SCCCRS.3.W.6.1a] iv. for a range of domain-specific tasks; [SCCCRS.3.W.6.1b] v. for a variety of purposes and audiences; and [SCCCRS.3.W.6.1c] vi. by adjusting the writing process for the task, increasing the length and complexity. [SCCCRS.3.W.6.1d] vii. Continue to develop effective keyboarding skills. [SCCCRS.3.W.6.4] viii. Connect upper- and lower-case letters efficiently		<i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i> <i>Forest Fires</i> <i>[3.W.6] through [3.W.6.5]</i>					

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 Standard Strands				
				1	2	3	4	5
	and proportionately in cursive handwriting. [SCCCRS.3.W.6.5]							
(V) Students will monitor delivery and reception throughout the communication process and adjust approach and 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	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i>					✓

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 Standard Strands				
				1	2	3	4	5
	<p>perspectives. [SCCCRS.3.C.1]</p> <p>ii. Explore and create meaning through conversation and interaction with peers and adults. [SCCCRS.3.C.1.1]</p> <p>iii. Participate in discussions; ask questions to acquire information concerning a topic, text, or issue. [SCCCRS.3.C.1.2]</p> <p>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]</p>		<p><i>Forest Fires</i> [3.C.1] through [3.C.1.5]</p>					

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 Standard Strands				
				1	2	3	4	5
	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] 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]							
5.2	Use Meaning and Context to: i. Articulate ideas, claims, and perspectives in a logical sequence using	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i>					✓

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 Standard Strands				
				1	2	3	4	5
	ii. 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] iii. 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] iv. Speak clearly at an		<i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i> <i>Forest Fires</i> [3.C.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**

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 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	<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 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i>					✓

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 Standard Strands				
				1	2	3	4	5
	iii. and formats. [SCCCRS.3.C.3.1] Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. [SCCCRS.3.C.3.2]		<i>Power for the Planet 1, 2, and 3</i> <i>Forest Fires</i> [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		<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i>					✓

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 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] vii. determines word choice; and [SCCCRS.3.C.4.2d] viii. incorporates figurative language and literary devices. [SCCCRS.3.C.4.2e]		<i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i> <i>Forest Fires</i> [3.C.4] through [3.C.4.2e]					

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 Standard Strands				
				1	2	3	4	5
5.5	Use Language, Craft, and Structure to: <ul style="list-style-type: none"> i. Incorporate craft techniques to engage and impact audience and convey messages. [SCCCRS.3.C.5] ii. Set a purpose and integrate craft techniques to create presentations. [SCCCRS.3.C.5.1] iii. Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience. [SCCCRS.3.C.5.2] 	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i> <i>Forest Fires</i> [3.C.5], [3.C.5.1], [3.C.5.2]					✓

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
(I) Students will extend and deepen understanding of content through purposeful, authentic, real-world tasks.								
1.1	Use Key Ideas and Details to: i. Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. [SCCCRS.4.I.1] ii. Formulate questions to focus thinking on an idea to narrow and direct further inquiry. [SCCCRS.4.I.1.1]		<i>All Books</i> [4.I.1], [4.I.1.1]	✓				
		12	<i>Books: Our Solar System, Rocks and Soil</i> <i>Passage: Natural Resources</i> [4.I.1], [4.I.1.1] <i>Book: Fields of Change - Questions</i> <i>Passage: A Trip to the Grand Canyon - Questions</i> <i>Book: Weather Watchers - Questions</i> <i>Book: Brookside's Best Science Fair Ever – Questions</i> [4.I.1.1]	✓				
		13	<i>Books: Amazonia Alert!, Survivors, Nature's Healers</i> <i>Cumulative Assessment: Unit 1 & Unit 2-Comprehension</i> [4.I.1] <i>Books: Survivors, Nature's Healers, Amazonia Alert!</i> <i>Cumulative Assessment: Unit 1 & Unit 2-Comprehension</i>	✓				

Istation ELAR Reading Curriculum Fourth 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
			<i>[4.I.1], [3.I.1.1]</i> <i>Books: Alex to the Rescue, The Desert's Gift</i> <i>Cumulative Assessment: Unit 3- Comprehension</i> <i>[4.I.1.1]</i>					
		CBTR	<i>Main Idea</i> <i>[4.I.1], [4.I.1.1]</i>	✓				
		SBTR	<i>Literature: Lesson 8 - Literary Analysis</i> <i>Literature: Lesson 9 - Elements of Fiction</i> <i>Literature: Lesson 10 - Elements of Fiction</i> <i>[4.I.1.1]</i>	✓				
		SBTR	<i>All Activities</i> <i>[4.I.1.1]</i>	✓				
1.2	Use Craft and Structure to: i. Transact with texts to formulate questions, propose explanations, and		<i>All Activities</i> <i>[4.I.2], [4.I.2.1]</i>	✓				
		13	<i>Amazonia Alert!</i> <i>[4.I.2], [4.I.2.1]</i>	✓				

Istation ELAR Reading Curriculum Fourth 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
	ii. consider alternative views and multiple perspectives. [SCCCRS.4.I.2] Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. [SCCCRS.4.I.2.1]	SBTR	<i>Comprehension: Lesson 47 – Informational Texts</i> <i>Comprehension: Lesson 50 – Informational Texts/Understanding Procedural Text: How To Be An Underwater Explorer</i> [4.I.2], [4.I.2.1]	✓				
		ISIP AR	<i>7B Reading Comprehension: Unplug Yourself</i> <i>7C Reading Comprehension: Night Light</i> [4.I.2], [4.I.2.1]	✓				
1.3	Use Integration of Knowledge and Ideas to: i. Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and	12	<i>Books: Our Solar System, The Moon, The Changing Surface</i> [4.I.3], [4.I.3.2] <i>Book: Weather Watchers</i> [4.I.3]	✓				
		13	<i>Books: Survivors, Bees at Risk, Nature's Healers, Amazonia Alert!</i> [4.I.3], [4.I.3.2] <i>Books: Alex to the Rescue, The Desert's Gift</i>	✓				

Istation ELAR Reading Curriculum Fourth 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
	analysis. [SCCCRS.4.I.3]		<i>Cumulative Assessment: Unit 2 & Unit 3 – Comprehension</i> [4.I.3], [4.I.3.1], [4.I.3.2]					
	ii. Develop a plan of action for collecting relevant information from primary and secondary sources. [SCCCRS.4.I.3.1]	SBTR	<i>Fields of Change: Autumn/ Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> [4.I.3], [4.I.3.1], [4.I.3.2]	✓				
	iii. Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. [SCCCRS.4.I.3.2]		<i>Power for the Planet Forest Fires</i> [4.I.3.1]					
1.4	Use Key Ideas and Details to: i. Synthesize information to share learning and/or take action. [SCCCRS.4.I.4]	12	<i>Books: Our Solar System, Atmosphere</i> <i>Passage: Exploring Space</i> [4.I.4], [4.I.4.1]	✓				
	ii. Draw logical conclusions from		<i>Books: Our Solar System, The Moon; Day, Night, and Seasons; Rocks and Soil, The Changing Surface, The Atmosphere, Natural Resources, Do Your Part</i> <i>Passage: Exploring Space</i> [4.I.4] through [4.I.4.3]					

Istation ELAR Reading Curriculum Fourth 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
	relationships and patterns discovered during the inquiry process. [SCCCRS.4.I.4.1]		<i>Lesson 7: Drawing Conclusions</i> [4.I.4.2], [4.I.4.3]					
	iii. Reflect on findings to build deeper understanding and determine next steps. [SCCCRS.4.I.4.2]	13	<i>Books: Survivors, Amazonia, Bees at Risk, Forest Fires: Lessons from Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, & Unit 3 Vocabulary and Comprehension</i> [4.I.4] through [4.I.4.3]	✓				
	iv. Determine appropriate tools and develop plan to communicate findings and/or take informed action. [SCCCRS.4.I.4.3]	ISIP AR	<i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2 & Unit 3</i> [4.I.4] through [4.I.4.2]					
			<i>2C Reading Comprehension: Angels in the Lab</i> <i>3B Reading Comprehension: What's in a Name?</i> [4.I.4] through [4.I.4.3]	✓				
1.5	Use Integration of Knowledge and Ideas to: i. Reflect		<i>All Activities</i> [4.I.5] through [4.I.5.3]	✓				

Istation ELAR Reading Curriculum Fourth 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
	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	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.I.5] through [4.I.5.3]	✓				

Istation ELAR Reading Curriculum Fourth 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
	inquiry. [SCCCRS.4.I.5.3]							
(II) Students will notice and analyze the styles and techniques authors use to help readers construct meaning.								
2.1	Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.4.RL.1]		<i>All Activities</i> [4.RL.1]		✓			
2.2	Use Principles of Reading to: Demonstrate understanding of spoken words, syllables, and sounds. [SCCCRS.4.RL.2]		<i>All Activities</i> [4.RL.2]		✓			
2.3	Use Principles of Reading to: i. Know and apply grade-level		<i>All Activities</i> [4.RL.3], [4.RL.3.1]		✓			

Istation ELAR Reading Curriculum Fourth 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
	ii. phonics and word analysis skills in decoding words. [SCCCRS.4.RL.3] 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]							
2.4	Use Principles of Reading to: Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.4.RL.4]		<i>All Activities</i> [4.RL.4]		✓			
2.5	Use Meaning and Context to: i. Determine	12	<i>Inferencing and Drawing Conclusions</i> [4.RL.5], [4.RL.5.1]		✓			

Istation ELAR Reading Curriculum Fourth 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
ii.	meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. [SCCCRS.4.RL.5] 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.RL.5.1]	13	<i>Discovery Island: Self-Selected Reading - Unit 1, Unit 2, & Unit 3</i> <i>Discovery Island: Writing Responses -Unit 1, Unit 2, and Unit 3</i> <i>Book: The Desert's Gift</i> [4.RL.5], [4.RL.5.1]		✓			
		ISIP AR	<i>8C Reading Comprehension: Hear Ye, Hear Ye</i> <i>10B Reading Comprehension: Exercise for the Body and the Brain</i> [4.RL.5], [4.RL.5.1]		✓			
		SBTR	<i>Comprehension: Lesson 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement</i> <i>Comprehension: Lesson 53 – Informational: Persuasive: Global Warming – Not Just for Polar Bears Anymore</i> <i>Comprehension: Lesson 54 – Literature Poetry Analysis: Night Spirits of the Rain Forest</i> <i>Comprehension: Lesson 55 – Literature Poetry Analysis: A View From Above</i>		✓			

Istation ELAR Reading Curriculum Fourth 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
			<i>Comprehension: Lesson 56 – Literature Analyzing a Biography: George Washington Carver</i> <i>Comprehension: Lesson 57 – Literature Analyzing a Biography: Jane Goodall, Champion of Chimpanzees</i> <i>Comprehension: Lesson 59 – Analyzing Theme in Myths: The Desert’s Gift</i> <i>Comprehension: Lesson 60 – Analyzing Theme in Myths: Monkey Brothers and the Hero Twins</i> <i>Comprehension: Lesson 61 – Literature Analyzing Elements of Fiction: The rainforest Howlers Chapters 1 and 2</i> <i>Comprehension: Lesson 62 – Literature Analyzing Elements of Fiction: Phaeton and the Chariot of Fire [4.RL.5], [4.RL.5.1]</i>					
2.6	Use Meaning and Context to: i. Summarize key details and ideas to support	SBTR	<i>Comprehension: Lesson 59 – Analyzing Theme in Myths: The Desert’s Gift</i> <i>Comprehension: Lesson 60 – Analyzing Theme in Myths: Monkey Brothers and</i>		✓			

Istation ELAR Reading Curriculum Fourth 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
	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]		<i>the Hero Twins</i> [4.RL.6], [4.RL.6.1]					
2.7	Use Meaning and Context to: i. Analyze the relationship 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.	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.RL.7], [4.RL.7.1], [4.RL.7.2]		✓			

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
	iii. [SCCCRS.4.RL.7.1] 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, 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] iii. explain how conflicts cause the characters to change or revise	12	<i>Main Idea, Predicting Outcomes, Sequencing, Inferencing and Drawing Conclusions, Summarizing</i> [4.RL.8] through [4.RL.8.1b]		✓			
		13	<i>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</i> [4.RL.8] through [4.RL.8.1b]		✓			
		15	<i>Bridge Lesson: General Comprehension 3</i> <i>Bridge Lesson: General Comprehension 4</i> [4.RL.8] through [4.RL.8.1b]		✓			

Istation ELAR Reading Curriculum Fourth 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
	iv. plans while moving toward resolution; and [SCCCRS.4.RL.8.1a] explain the influence of cultural, historical, and social context on characters, setting, and plot development. [SCCCRS.4.RL.8.1b]	CBTR	<i>Main Idea</i> [4.RL.8.1a]		✓			
		SBTR	8 - <i>Literature Literary Analysis</i> 9 - <i>Literature Elements of Fiction</i> 10 - <i>Literature Elements of Fiction</i> [4.RL.8.1a], [4.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.4.RL.9] ii. Identify and	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers Chapters 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i>		✓			

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
	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.9.1] [SCCCRS.4.RL.9.2]		<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> [4.RL.9], [4.RL.9.1], [4.RL.9.2]					
		12	<i>Book: A View From Above – A Collection of Moon Poems</i> [4.RL.9.1]		✓			
2.10	Use Language, Craft, and Structure to: i. Apply a range of strategies to determine and deepen the meaning of	12	<i>Books: Our Solar System, Mission Incredible, Fields of Change, Rocks and Soil, The Changing Surface, Weather Watchers, Brookside's Best Science Fair Ever!</i> <i>Vocabulary Review Game: No. 1, No. 2, and No. 3</i>		✓			

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
	known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. [SCCCRS.4.RL.10]		<i>Passage: Water Recycled – Questions</i> [4.RL.10], [4.RL.10.1], [4.RL.10.2]					
ii.	Use definitions, examples, and restatements to determine the meaning of words or phrases. [SCCCRS.4.RL.10.1]	13	<i>Books: Welcome to the Rainforest, Survivors, The Desert's Gift, Nature's Gift, Forest Fires: Lessons From the Front Lines</i> <i>Vocabulary Games: The Desert's Gift, Bees at Risk, Welcome to the Rainforest, Alex to the Rescue</i> <i>Cumulative Assessment: Unit 1, Unit 2 and Unit 3</i> <i>Vocabulary and Comprehension</i> [4.RL.10] through [4.RL.10.6]		✓			
iii.	Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. [SCCCRS.4.RL.10.2]	CBTR	<i>Vocabulary: Context</i> <i>Word Meaning</i> <i>Using Dictionary</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet</i> [4.RL.10] through [4.RL.10.6]		✓			
iv.	Acquire and use general academic and domain-specific words or phrases that signal precise							

Istation ELAR Reading Curriculum Fourth 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
	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 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	12	<i>Book: A View From Above - A Collection of Moon Poems</i> [4.RL.11.1]		✓			
		SBTR	<i>Literature: Lesson 1 - Poetry</i> <i>Literature: Lesson 2 - Poetry</i> <i>Literature: Lesson 3 - Biography</i> <i>Literature: Lesson 4 - Biography</i> [4.RL.11] <i>Comprehension: Lesson 26 - Compare and Contrast Two Texts</i> [4.RL.11.1] <i>Comprehension: Lesson 39 - Character</i> [4.RL.11]		✓			

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
	influences the content and meaning. [SCCCRS.4.RL.11.1]		<i>Graphic Organizer - Venn Diagram</i> [4.RL.11.1]					
		Writing Rules!	<i>Personal Narrative</i> [4.RL.11.1]		✓			
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]	12	<i>Books: Our Solar System, Atmosphere</i> <i>Passage: Exploring Space</i> [4.RL.12], [4.RL.12.2] <i>Books: Our Solar System, The Moon; Day, Night, and Seasons; Rocks and Soil, The Changing Surface, The Atmosphere, Natural Resources, Do Your Part</i> <i>Passage: Exploring Space</i> [4.RL.12.1], [4.RL.12.2]		✓			
	ii. 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]	13	<i>Books: Survivors, Amazonia, Bees at Risk, Forest Fires: Lessons from Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, & Unit 3 Vocabulary and Comprehension</i> [4.RL.12], [4.RL.12.2] <i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2 &</i>		✓			

Istation ELAR Reading Curriculum Fourth 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
	iii. Determine characteristics of crafted text structures and describe why an author uses this structure. [SCCCRS.4.RL.12.2]		<i>Unit 3</i> [4.RL.12.1], [4.RL.12.2]					
		CBTR	<i>Vocabulary: Structural Analysis</i> [4.RL.12], [4.RL.12.2]		✓			
		CBTR	<i>The Rain Forest Howlers: Welcome to the Rain Forest; Night Spirits of the Rain Forest</i> [4.RL.12.2]		✓			
		SBTR	<i>Writing Extension: Lesson 34 – The Rain Forest Howlers, Chapter 1, Writing an Adventure Story</i> [4.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 learning, and building stamina; reflect and respond to		<i>All Activities</i> [4.RL.13] through [4.RL.13.3]		✓			
		CBTR	<i>Summarizing</i> [4.RL.13] <i>Compare and Contrast</i> [4.RL.13.3] <i>Sequence</i> [4.RL.13.1] <i>Authors Purpose</i> [4.RL.13] through [4.RL.13.3]		✓			

Istation ELAR Reading Curriculum Fourth 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
	increasingly 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]		<i>Supporting Responses</i> <i>[4.RL.13.1]</i> <i>Vocabulary - Context</i> <i>[4.RL.13]</i>					
(III) Students will notice and analyze the styles and techniques authors use to help readers construct meaning.								

Istation ELAR Reading Curriculum Fourth 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
3.1	Use Principles of Reading to: Demonstrate understanding of the organization and basic features of print. [SCCCRS.4.RI.1]		<i>All Activities</i> [4.RI.1]			✓		
3.2	Use Principles of Reading to: Demonstrate understanding of spoken words, syllables, and sounds. [SCCCRS.4.RI.2]		<i>All Activities</i> [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,	CBTR	<i>Representing Text</i> [4.RI.3] <i>Text Structure</i> [4.RI.3], [4.RI.3.1] <i>Vocabulary- Context</i> [4.RI.3], [4.RI.3.1]			✓		

Istation ELAR Reading Curriculum Fourth 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
	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]		<i>All Activities</i> [4.RI.4]			✓		
3.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing,	12	<i>Predicting Outcomes</i> [4.RI.5]			✓		
		15	<i>Bridge Lesson: General Comprehension 4</i> [4.RI.5], [4.RI.5.1]			✓		
		ISIP AR	<i>3B Reading Comprehension – What’s in a Name?</i> <i>3C Reading Comprehension – Big Chug, Be Gone!</i>			✓		

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
	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>4B Reading Comprehension – Give This Fish a Hand</i> <i>4C Reading Comprehension – Labor of Love</i> <i>8B Reading Comprehension – Time to Fly</i> <i>8C Reading Comprehension – Hear Ye, Hear Ye</i> <i>10C Reading Comprehension – A Great Dad</i> [4.RI.5], [4.RI.5.1]					
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	<i>Summarizing</i> [4.RI.6], [4.RI.6.1]			✓		
		ISIP AR	<i>2B Reading Comprehension – Spreading the Love</i> <i>2C Reading Comprehension – Angels in the Lab</i> <i>3B Reading Comprehension – What’s in a</i>			✓		

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
	using key details to support the central idea. [SCCCRS.4.RI.6.1]		<i>Name?</i> <i>3C Reading Comprehension – Big Chug, Be Gone</i> <i>4B Reading Comprehension – Give This Fish a Hand</i> <i>4C Reading Comprehension – Labor of Love</i> <i>6C Reading Comprehension – Presto!</i> <i>7C Reading Comprehension – Night Light</i> <i>8C Reading Comprehension – Hear Ye, Hear Ye</i> <i>[4.RI.6], [4.RI.6.1]</i>					
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	<i>Lesson 40: Power for the Planet 1 - Identifying a Research Topic</i> <i>Lesson 41: Power for the Planet 2- Researching and Taking Notes</i> <i>Lesson 44: Coral Reefs Part 1 - Identifying a Research Topic</i> <i>Lesson 45: Coral Reefs Part 2 - Researching and Taking Notes</i>			✓		

Istation ELAR Reading Curriculum Fourth 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
	ii. Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources. [SCCCRS.4.RI.7.1]		<i>Lesson 46: Coral Reefs Part 3 - Writing a Research Report</i> [4.RI.7]					
		13	<i>Discovery Island: Self-Selected Reading - Unit 1, Unit 2, & Unit 3</i> <i>Discovery Island: Writing Responses -Unit 1, Unit 2, & Unit 3</i> [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 shape meaning and tone in print and multimedia texts. [SCCCRS.4.RI.8] ii. Determine how the author uses words and	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.RI.8], [4.RI.8.1], [4.RI.8.2]			✓		
		10	<i>Priority Alert: Comprehension 10</i> [4.RI.8], [4.RI.8.1], [4.RI.8.2]			✓		
		12	<i>Lesson 8: Representing Text</i> [4.RI.8.2] <i>Lesson 9: Text Structure</i> [4.RI.8], [4.RI.8.1], [4.RI.8.2]			✓		

Istation ELAR Reading Curriculum Fourth 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
	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]							
		15	<i>Bridge Lesson: General Comprehension 2 [4.RI.8], [4.RI.8.1], [4.RI.8.2]</i>			✓		
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 vocabulary.	12	<i>Books: Our Solar System, Mission Incredible, Fields of Change, Rocks and Soil, The Changing Surface, Weather Watchers, Brookside's Best Science Fair Ever! Vocabulary Review Game: 1, 2, and 3 Passage: Water Recycled – Questions [4.RI.9] through [4.RI.9.3]</i>			✓		
		13	<i>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</i>			✓		

Istation ELAR Reading Curriculum Fourth 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
	ii. [SCCCRS.4.RI.9] Use definitions, examples, and restatements to determine the meaning of words or phrases.		<i>Welcome to the Rainforest- Vocabulary Game Alex to the Rescue- Vocabulary Game Cumulative Assessment: Unit 1, Unit 2, and Unit 3 Vocabulary and Comprehension</i> [4.RI.9] through [4.RI.9.3]					
	iii. [SCCCRS.4.RI.9.1] Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	CBTR	<i>Vocabulary: Context Word Meaning using Dictionary Earth: Day, Night, and Seasons Fields of Change: Spring/Summer, Autumn/Winter Earth: Rocks and Soil Power for the Planet</i> [4.RI.9] through [4.RI.9.3]			✓		
	iv. [SCCCRS.4.RI.9.2] Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	ISIP AR	<i>8B Tier 2 Vocabulary: Latin Roots (vert, spect) – The Perfect Outfit</i> <i>4C Tier 1 Vocabulary: Latin and Greek Roots (credo, auto) – A New Human Species</i> [4.RI.9.2]			✓		
	[SCCCRS.4.RI.9.3]							

Istation ELAR Reading Curriculum Fourth 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 Standard 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]	12	<i>Books: Our Solar System, Atmosphere</i> <i>Passage: Exploring Space</i> [4.RI.10] <i>Books: Our Solar System, The Moon; Day, Night, and Seasons; Rocks and Soil, The Changing Surface, The Atmosphere, Natural Resources, Do Your Part</i> <i>Passage: Exploring Space</i> [4.RI.10], [4.RI.10.1]			✓		
	ii. Identify and describe the difference between a primary and secondary account of the same event or topic. [SCCCRS.4.RI.10.1]	13	<i>Books: Survivors, Amazonia, Bees at Risk, Forest Fires: Lessons from Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, and Unit 3 Vocabulary and Comprehension</i> [4.RI.10] <i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2 and Unit 3</i> [4.RI.10.1]			✓		
3.11	Use Language, Craft, and Structure to: i. Analyze and critique how the	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i>			✓		

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
	author uses structures in print and multimedia texts to craft informational and argument writing. [SCCCRS.4.RI.11]		<i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.RI.11], [4.RI.11.1], [4.RI.11.2]					
	ii. Apply knowledge of text structures to describe how structures contribute to meaning. [SCCCRS.4.RI.11.1]	SBTR 13	<i>Coral Reefs 1</i> [4.RI.11], [4.RI.11.1] <i>Coral Reefs 2</i> [4.RI.11] <i>Coral Reefs 3</i> [4.RI.11.1], [4.RI.11.2] <i>Ecosystem 1</i> [4.RI.11], [4.RI.11.1] <i>Ecosystem 2</i> [4.RI.11] <i>Ecosystem 3</i> [4.RI.11.1], [4.RI.11.2]			✓		
	iii. Explain how an author uses reasons and evidence to support particular points. [SCCCRS.4.RI.11.2]							
3.12	Use Range and Complexity to:		<i>All Activities</i> [4.RI.12] through [4.RI.12.3]			✓		
	i. Read independently and comprehend a variety of texts	ISIP AR	<i>1A Reading Comprehension: Time for Music</i>			✓		

Istation ELAR Reading Curriculum Fourth 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
	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]		<i>G4 Fluency 4: Afternoon Snack</i>					
	ii. Engage in whole and small group reading with purpose and understanding. [SCCCRS.4.RI.12.1]		<i>G4 Fluency 7: A Very Long Day</i>					
	iii. Read independently for sustained periods of time. [SCCCRS.4.RI.12.2]		<i>G4 Fluency 10: Embrace the Strange</i>					
	iv. Read and respond according to task and purpose to become self-directed, critical readers and thinkers. [SCCCRS.4.RI.12.3]		<i>G5 Fluency 3: Echoes of Love</i>					
			<i>G5 Fluency 6: One Hamburger with a Side of Pollution</i>					
			<i>G5 Fluency 7: History Lessons</i>					
			<i>G5 Fluency 8: The Wonder of It All</i>					
			<i>G5 Fluency 9 A Perfect Shot [4.RI.12] through [4.RI.12.3]</i>					

Istation ELAR Reading Curriculum Fourth 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
(IV) Students will monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.								
4.1	Use Meaning, Context, and Craft to: i. Write arguments to support claims with clear reasons and relevant evidence. [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]	ISIP AR	7B Reading Comprehension: Unplug Yourself [4.W.1] through [4.W.1.1g] 3C Reading Comprehension: Big Chug, Be Gone! [4.W.1] through [4.W.1.1g]				✓	
		SBTR	Writing Extensions: Lesson 24 – Fields of Change: Spring/Summer Lesson 30 – Earth: The Changing Surface Lesson 31 – Atmosphere Lesson 33 – Brookside's Best Science Fair Ever! Lesson 34 – The Rain Forest Howlers, Chapter 1 Lesson 38 – The Desert's Gift Lesson 40 – Power for the Planet 1 Lesson 41 – Power for the Planet 2 [4.W.1] through [4.W.1.1g]				✓	

Istation ELAR Reading Curriculum Fourth 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
	iv. use information from multiple print and multimedia sources; [SCCCRS.4.W.1.1b]						✓	
	v. provide reasons supported by facts and details; [SCCCRS.4.W.1.1c]							
	vi. use transitional words or phrases to connect opinions and reasons; [SCCCRS.4.W.1.1d]							
	vii. develop and strengthen writing as needed							
	viii. by planning, revising, and editing building on personal ideas and the ideas of others; [SCCCRS.4.W.1.1e]							
	ix. use paraphrasing, quotations, and original language to avoid plagiarism; and							

Istation ELAR Reading Curriculum Fourth 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
	x. [SCCCRS.4.W.1.1f] provide a concluding statement or section related to the opinion presented. [SCCCRS.4.W.1.1g]							
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.4.W.2]	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.W.2] through [4.W.2.1k]				✓	
	ii. Write informative/	SBTR 13	<i>Writing Extensions:</i> <i>Lessons 44, 45, 46 - Coral Reefs 1-3</i> [4.W.2.1] through [4.W.2.1k] <i>Lessons 47, 48, 49 - Ecosystem 1</i> [4.W.2.1a] through [4.W.2.1k]				✓	

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
	iii. explanatory texts that: [SCCCRS.4.W.2.1] introduce a topic clearly; [SCCCRS.4.W.2.1a]	12	<i>Lesson 7: Drawing Conclusions</i> [4.W.2.1k]				✓	
	iv. use information from multiple print and multimedia sources; [SCCCRS.4.W.2.1b]	15	<i>Bridge Lesson: General Comprehension 4</i> [4.W.2.1k]				✓	
	v. group related information in paragraphs and sections; [SCCCRS.4.W.2.1c]	Writing Rules!	<i>Lesson 1 The Ideas Trait</i> <i>Lesson 2 The Organization Trait</i> <i>Lesson 3 The Voice Trait</i> <i>Lesson 4 The Word Choice Trait</i> <i>Lesson 5 The Sentence Fluency Trait</i> <i>Lesson 6 The Conventions Trait</i> <i>Expository Essay</i> [4.W.2.1] through [4.W.2.1k]				✓	
	vi. include formatting, illustrations, and multimedia to aid comprehension; [SCCCRS.4.W.2.1d]							
	vii. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the							

Istation ELAR Reading Curriculum Fourth 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
	topic; [SCCCRS.4.W.2.1e] viii. 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] ix. use paraphrasing, quotations, and original language to avoid plagiarism; [SCCCRS.4.W.2.1g] x. link ideas within categories of information using words and phrases; [SCCCRS.4.W.2.1h] xi. use precise language and domain-specific vocabulary to inform or explain the topic; [SCCCRS.4.W.2.1i] xii. develop a style and tone							

Istation ELAR Reading Curriculum Fourth 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
	xiii. authentic to the purpose; and [SCCCRS.4.W.2.1j] 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. [SCCCRS.4.W.3]	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.W.3] through [4.W.3.1h]				✓	
	ii. Gather ideas from texts, multimedia, and personal experience to	Writing Rules!	<i>Lesson 1 The Ideas Trait</i> <i>Lesson 2 The Organization Trait</i> <i>Lesson 3 The Voice Trait</i> <i>Lesson 4 The Word Choice Trait</i> <i>Lesson 5 The Sentence Fluency Trait</i>				✓	

Istation ELAR Reading Curriculum Fourth 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
	iii. 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] iv. orient the reader by establishing a situation and introducing a narrator and/or characters; [SCCCRS.4.W.3.1b] v. organize an event sequence that unfolds naturally; [SCCCRS.4.W.3.1c] vi. use dialogue and description to develop experiences and events or show the responses of characters to		<i>Lesson 6 The Conventions Trait</i> <i>Narrative Essay</i> <i>[4.W.3] through [4.W.3.1h]</i>					

Istation ELAR Reading Curriculum Fourth 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
	vii. situations; [SCCCRS.4.W.3.1d] 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							

Istation ELAR Reading Curriculum Fourth 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
	follows from the narrated experiences or events. [SCCCRS.4.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.4.W.4] ii. When writing: [SCCCRS.4.W.4.1] iii. use relative pronouns and relative adverbs; [SCCCRS.4.W.4.1a] iv. form and use the progressive verb tenses; [SCCCRS.4.W.4.1b] v. use modal auxiliaries to convey various conditions;	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Chapter 1, 2, and 3</i> <i>Forest Fires</i> <i>[4.W.4] through [4.W.4.1j]</i> <i>Fields of Change: Spring/Summer</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>[4.W.4.1g]</i> <i>Our Solar System</i> <i>Fields of Change: Spring/Summer The</i> <i>Changing Surface</i> <i>Forest Fires</i> <i>[4.W.4.1i]</i> <i>Our Solar System Mission Incredible</i>				✓	

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
	vi. [SCCCRS.4.W.4.1c] use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;		<i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View from Above, Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i>					
	vii. [SCCCRS.4.W.4.1d] order adjectives within sentences according to conventional patterns;		<i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i>					
	viii. [SCCCRS.4.W.4.1e] use relative pronouns and relative adverbs;		<i>Forest Fires</i> <i>[4.W.4.1j]</i>					
	ix. [SCCCRS.4.W.4.1f] explore using prepositional phrases in different positions within a sentence;		<i>Our Solar System Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View from Above, Earth: Rocks and Soil</i>					
	x. [SCCCRS.4.W.4.1g] use coordinating and subordinating conjunctions;		<i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i>					

Istation ELAR Reading Curriculum Fourth 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
	xi. [SCCCRS.4.W.4.1h] use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and xii. [SCCCRS.4.W.4.1i] use frequently confused homonyms correctly. [SCCCRS.4.W.4.1j]		<i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift Bees at Risk</i> <i>Power for the Planet 1, 2 and 3 Forest Fires</i> [4.W.4.1j]					
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,	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/Summer, Autumn/Winter</i> <i>The Moon</i> <i>A View from Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i>				✓	

Istation ELAR Reading Curriculum Fourth 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 Standard Strands				
				1	2	3	4	5
	works of art, musical compositions, organizations, and the first word in quotations. [SCCCRS.4.W.5.1]		<i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [4.W.5] through [4.W.5.4]					
iii.	Use: [SCCCRS.4.W.5.2]							
iv.	apostrophes to form possessives and contractions; [SCCCRS.4.W.5.2a]	SBTR	<i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [4.W.5], [4.W.5.1], [4.W.5.4]				✓	
v.	quotation marks and commas to mark direct speech; and [SCCCRS.4.W.5.2b]	Writing Rules!	<i>Personal Narrative: Characteristics, Unit 1</i> <i>Personal Narrative: Characteristics Lesson 1.5 – Dialogue</i> [4.W.5.2b]				✓	
vi.	commas before a coordinating conjunction in a compound sentence. [SCCCRS.4.W.5.2c]							
vii.	Use spelling patterns and generalizations. [SCCCRS.4.W.5.4]	14	<i>Bridge Lesson – Conjunctions</i> [4.W.5.2c]				✓	

Istation ELAR Reading Curriculum Fourth 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
4.6	Use Range and Complexity to:		<i>All Activities</i> [4.W.6] through [4.W.6.4]				✓	
	i. Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. [SCCCRS.4.W.6]	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.W.6] through [4.W.6.4]				✓	
	ii. Write routinely and persevere in writing tasks: [SCCCRS.4.W.6.1]	SBTR	<i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.W.6.1d], [4.W.6.4]				✓	
	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]	Writing Rules!	<i>Lesson 1 The Ideas Trait</i> <i>Lesson 2 The Organization Trait</i> <i>Lesson 3 The Voice Trait</i> <i>Lesson 4 The Word Choice Trait</i> <i>Lesson 5 The Sentence Fluency Trait</i> <i>Lesson 6 The Conventions Trait</i> <i>Narrative Essay</i>				✓	
	v. for a variety of purposes and audiences; and [SCCCRS.4.W.6.1c]							
	vi. by adjusting the writing process							

Istation ELAR Reading Curriculum Fourth 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
	for the task, increasing the length and complexity. [SCCCRS.4.W.6.1d] vii. Demonstrate effective keyboarding skills. [SCCCRS.4.W.6.4]		<i>Expository Essay</i> [4.W.6]through [4.W.6.1d]					
(V) Students will adjust speech, using Standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.								
5.1	Use Meaning and Context to:		<i>All Activities</i> [4.C.1] through [4.C.1.5]					✓
	i. Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i>					✓

Istation ELAR Reading Curriculum Fourth 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
	through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. [SCCCRS.4.C.1]		<i>Power for the Planet Forest Fires [4.C.1] through [4.C.1.5]</i>					
	ii. 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]	14	<i>Visit Yellowstone [4.C.1] through [4.C.1.5]</i>					✓
	iii. Participate in discussions; ask and respond to questions to acquire information	ISIP AR	<i>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]</i>					✓

Istation ELAR Reading Curriculum Fourth 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
	<p>concerning a topic, text, or issue. [SCCCRS.4.C.1.2]</p> <p>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.4.C.1.3]</p> <p>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.4.C.1.4]</p> <p>vi. Explain personal ideas and build on the ideas of</p>							

Istation ELAR Reading Curriculum Fourth 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
	others by responding and relating to comments made in multiple exchanges. [SCCCRS.4.C.1.5]							
5.2	Use Meaning and Context to: <ul style="list-style-type: none"> 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	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.C.2], [4.C.2.1], [4.C.2.2]					✓

Istation ELAR Reading Curriculum Fourth 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
	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]							
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.4.C.3]	SBTR	<i>Comprehension Lesson 51: Informational Texts/Analyzing Persuasive Media - Sharks in Danger</i> <i>Comprehension Lesson 52: Informational Texts/Analyzing Persuasive Media - Public Service Announcement [4.C.3], [4.C.3.1], [4.C.3.2]</i>					✓
	ii. Compare and	SBTR	<i>Fields of Change: Autumn/Winter The Moon Earth: Rocks and Soil</i>					✓

Istation ELAR Reading Curriculum Fourth 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
	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]		<i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i> <i>Forest Fires</i> [4.C.3], [4.C.3.1], [4.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,	SBTR	<i>Fields of Change: Autumn/Winter</i> <i>The Moon</i> <i>Earth: Rocks and Soil</i> <i>The Changing Surface</i> <i>Rain Forest Howlers Chapter 1</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet</i>					✓

Istation ELAR Reading Curriculum Fourth 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
	engage, and impact audiences. [SCCCRS.4.C.4] ii. Identify the presentation style a speaker uses to enhance the development of a central idea or theme. [SCCCRS.4.C.4.1] iii. Determine if the presentation has a purposeful organizational strategy, with appropriate transitions. [SCCCRS.4.C.4.2] iv. Identify how and why the speaker: [SCCCRS.4.C.4.3] v. uses intonation and word stress; [SCCCRS.4.C.4.3a] vi. includes media; [SCCCRS.4.C.4.3b] vii. addresses the audience; [SCCCRS.4.C.4.3c] viii. determines word		<i>Forest Fires</i> [4.C.4] through [4.C.4.3e]					

Istation ELAR Reading Curriculum Fourth 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
	choice; and [SCCCRS.4.C.4.3d] ix. incorporates figurative language and literary devices. [SCCCRS.4.C.4.3e]							

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
(I) Students will communicate and create understanding within content areas.								
1.1	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	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 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.I.1], [5.I.1.1]</i>	✓				
		15	<i>Bridge Lessons 10-12: General Comprehension 2-4</i> <i>[5.I.1], [5.I.1.1]</i>	✓				

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
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	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [5.I.2], [5.I.2.1]	✓				
1.3	Use Key Ideas and Details to: i. Construct knowledge, applying disciplinary concepts and tools, to build	12	<i>Books: The Moon, The Changing Surface</i> [5.I.3], [5.I.3.1], [5.I.3.2]	✓				
		13	<i>Books: Amazonia Alert!, Bees at Risk</i> [5.I.3.2]	✓				
		SBTR 13	<i>Power for the Planet Chapters 1, 2 and 3:</i> <i>Lesson 40 - Identifying a Research Topic</i>	✓				

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	deeper understanding of the world through exploration, collaboration, and analysis. [SCCCRS.5.I.3]		<i>Lesson 41 – Researching and Taking Notes</i> <i>Lesson 42 – Writing a Research Report</i> [5.I.3], [5.I.3.1], [5.I.3.2]					
	ii. Develop a plan of action for collecting relevant information from primary and secondary sources. [SCCCRS.5.I.3.1]	SBTR 13	<i>Coral Reefs 1, 2, 3:</i> <i>Lesson 44 – Identifying a Research Topic</i> <i>Lesson 45 – Researching and Taking Notes</i> <i>Lesson 46 – Writing a Research Report</i> [5.I.3], [5.I.3.1], [5.I.3.2]	✓				
	iii. Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. [SCCCRS.5.I.3.2]	SBTR	<i>Ecosystem 1, 2, 3:</i> <i>Lesson 47 – Identifying a Research Topic</i> <i>Lesson 48 – Researching and Taking Notes</i> <i>Lesson 49 – Writing a Research Report</i> [5.I.3], [5.I.3.1], [5.I.3.2]	✓				
1.4	Use Key Ideas and Details to: i. Synthesize information to share learning	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i>	✓				

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	and/or take action. [SCCCRS.5.I.4] ii. Draw logical conclusions from relationships and patterns discovered during the inquiry process. [SCCCRS.5.I.4.1] iii. Reflect on findings to build deeper understanding and determine next steps. [SCCCRS.5.I.4.2] iv. Determine appropriate tools and develop plan to communicate findings and/or take informed action. [SCCCRS.5.I.4.3]		<i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2 Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [5.I.4] through [5.I.4.3]					
1.5	Use Key Ideas and Details to: i. Reflect throughout the inquiry process to assess		<i>All Activities</i> [5.I.5] through [5.I.5.3]	✓				
		SBTR	<i>Our Solar System</i> <i>Mission Incredible</i>	✓				

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	metacognition, broaden understanding, and guide actions, both individually and collaboratively. [SCCCRS.5.I.5] ii. Acknowledge and value individual and collective thinking. [SCCCRS.5.I.5.1] iii. Employ past learning to monitor and assess current learning to guide inquiry. [SCCCRS.5.I.5.2] iv. Assess the process and determine strategies to revise the plan and apply learning for future inquiry. [SCCCRS.5.I.5.3]		<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 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3 Forest</i> <i>Fires</i> <i>[5.I.5] through [5.I.5.3]</i>					

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
(II) Students will notice and analyze the styles and techniques authors use to 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]		All Activities [5.RL.1]		✓			
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]		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	[SCCCRS.5.RL.3]							
2.4	Use Principles of Reading to: Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.5.RL.4]	ISIP AR	<i>G5 Fluency 8: The Wonder of It All</i> <i>G6 Fluency 4: Bee Prepared</i> <i>G6 Fluency 8: Neither Hair Nor There</i> <i>G7 Fluency 4: Legend of Lowcalibur</i> <i>G8 Fluency 4: The Case of the Missing Poodle</i> <i>G8 Fluency 8: One Tree, Four Haiku</i> <i>G10 Fluency 1: Belinda's Ghost</i> <i>G10 Fluency 2: Robo-Show</i> <i>G10 Fluency 3: Connections</i> <i>G10 Fluency 5: Perseus Slays Medusa</i> <i>[5.RL.4]</i>		✓			
2.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by	ISIP AR	<i>3C Reading Comprehension: Big Chug, Be Gone</i> <i>4C Reading Comprehension: Labor of Love</i>		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard 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]		<i>5C Reading Comprehension: An Aniplant</i> <i>8C Reading Comprehension: Hear Ye, Hear Ye</i> <i>10C Reading Comprehension: A Great Dad</i> [5.RL.5], [5.RL.5.1]					
		12	<i>Priority Report: Predicting Outcomes</i> [5.RL.5]		✓			
		15	<i>Bridge Lesson: General Comprehension 4</i> [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 analyze the	SBTR	<i>6 Literature Theme</i> <i>7 Literature Theme</i> <i>8 Literature Elements of Fiction</i> [5.RL.6.1] <i>Graphic Organizer: Story Elements Chart</i> [5.RL.6], [5.RL.6.1]		✓			
		12	<i>Books: A View From Above, Mission Incredible</i>		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	development of a theme within a text; summarize using key details. [SCCCRS.5.RL.6.1]		[5.RL.6]					
		13	<i>Books: Bees at Risk, Amazonia Alert!</i> [5.RL.6], [5.RL.6.1]		✓			
		ISIP AR	<i>5B Reading Comprehension: Lunchtime with Lisa</i> <i>8B Reading Comprehension: Time to Fly</i> [5.RL.6], [5.RL.6.1]		✓			
2.7	Use Meaning and Context to: i. Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. [SCCCRS.5.RL.7] ii. Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.	SBTR	<i>5 Informational Texts Persuasive Media</i> <i>6 Informational Texts Persuasive Media</i> <i>7 Informational Texts Persuasive Media</i> [5.RL.7]		✓			
		SBTR	<i>6 Literature Theme</i> <i>7 Literature Theme</i> <i>9 Literature Elements of Fiction</i> [5.RL.7], [5.RL.7.1]		✓			
		15	<i>Bridge Lesson: General Comprehension 2</i> [5.RL.7.1], [5.RL.7.2]		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	iii. [SCCCRS.5.RL.7.1] Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities. [SCCCRS.5.RL.7.2]							
2.8	Use Meaning and Context to: i. Analyze characters, settings, events, and ideas as they develop and interact within a particular context. [SCCCRS.5.RL.8]	12	<i>Lesson 11: Compare and Contrast</i> [5.RL.8], [5.RL.8.1a]		✓			
		13	<i>Book: The Desert's Gift</i> [5.RL.8], [5.RL.8.1a], [5.RL.8.1b]					
		14	<i>Bridge Lesson: Compare and Contrast</i> [5.RL.8], [5.RL.8.1a], [5.RL.8.1b]		✓			
	ii. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and, [SCCCRS.5.RL.8.1a]	SBTR	<i>Comprehension: Lesson 61 Literature Analyzing Elements of Fiction – The Rainforest Howlers Chapters 1 and 2</i> [5.RL.8], [5.RL.8.1a], [5.RL.8.1b]		✓			
		SBTR	<i>Graphic Organizer: SWBST</i> <i>Graphic Organizer: Story Map</i> [5.RL.8], [5.RL.8.1a], [5.RL.8.1b]		✓			
	iii. explain the influence of							

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	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	<i>Books: The Moon, The Changing Surface</i> [5.RL.9.2]		✓			
		13	<i>Books: Amazonia Alert!, Bees at Risk</i> [5.RL.9], [5.RL.9.1]		✓			
		SBTR	<i>Comprehension: Lesson 47 Informational Texts – Amazonia Alert</i> [5.RL.9], [5.RL.9.1], [5.RL.9.2]		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard 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	<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] In</i> <i>Context Reading with Long O [oe] In</i> <i>Context Reading with Long O [ow] In</i> <i>Context Reading with Long O [o] In</i> <i>Context Reading with [ch]</i> <i>In Context Reading with [tch]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>In Context Reading with [ol], [ow]</i> <i>In Context Reading with [oi], [oy]</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i>		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	specific vocabulary. [SCCCRS.5.RL.10] ii. Use cause and effect relationships and comparisons to determine the meaning of words or phrases. [SCCCRS.5.RL.10.1] iii. Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. [SCCCRS.5.RL.10.2]		<i>HFW Book: The Best Trip</i> <i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> <i>Passages: Hurricanes, The Dirt Detectives</i> [5.RL.10], [5.RL.10.1], [5.RL.10.6]					
	i. 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. [SCCCRS.5.RL.10.6]	10	<i>Read-Aloud Book: Who is Following Us?</i> <i>HFW Book: How Can That Be?</i> <i>In Context Reading with [ph] In Context Reading with [wh]</i> <i>In Context Reading with [au], [aw], [al]</i> <i>In Context Reading with [ow]</i> <i>Word Masters Book: Return to Lost Island</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i>		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
			[5.RL.10], [5.RL.10.1], [5.RL.10.6]					
		11	<i>In Context Reading with [oo], [ew, eu, ui] In Context Reading with [igh, ight, ind] In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions Passage: From Fearful to Fearless [5.RL.10], [5.RL.10.1], [5.RL.10.2]</i>		✓			
		12	<i>Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon, A View From Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, The Atmosphere, 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> <i>Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever Passage: Exploring Space</i>		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
			[5.RL.10.1], [5.RL.10.6]					
		13	<i>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</i> <i>Vocabulary Activities: Welcome to the Rainforest, Power to the Planet</i> [5.RL.10], [5.RL.10.1], [5.RL.10.6] <i>Book: Survivors, Alex to the Rescue, Amazonia, The Desert's Gift, Bees at Risk, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, and Unit 3 Vocabulary and Comprehension</i> [5.RL.10.2]		✓			
		CBTR	Vocabulary: Using Context		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				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.5.RL.11] ii. Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.		<i>Vocabulary: Structural Analysis</i> [5.RL.10.2]					
		SBTR	<i>Word Meaning using Dictionary Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter Earth: Rocks and Soil Power for the Planet</i> [5.RL.10] through [5.RL.10.6]		✓			
		12	<i>Lesson 13: Author's Purpose</i> [5.RL.11], [5.RL.11.1]		✓			
		13	<i>Book: Power for the Planet</i> [5.RL.11], [5.RL.11.1]		✓			
		ISIP AR	<i>2A Reading Comprehension – Do Your Part</i> <i>2B Reading Comprehension – Spreading the Love</i> <i>10C Reading Comprehension - A Great Dad</i> [5.RL.11], [5.RL.11.1]		✓			
		SBTR	<i>Comprehension: Lesson 47 Informational Texts – Amazonia Alert</i> <i>Comprehension: Lesson 48 Informational</i>		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	[SCCCRS.5.RL.11.1]		<i>Texts – The World’s Healers</i> <i>Comprehension: Lesson 49 Informational Texts – Phoenix Lights</i> [5.RL.11], [5.RL.11.1]					
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.5.RL.12] ii. Explain how text structures in prose drama, or poetry differ using terms unique to the genre. [SCCCRS.5.RL.12.1] iii. Compare how different crafted text structures contribute to meaning and impact the reader.	12	<i>Book: A View From Above</i> [5.RL.12], [5.RL.12.1]		✓			
		13	<i>Books: Survivors, The Desert’s Gift, Bees at Risk, Nature’s Healers, Forest Fires, Amazonia Alert!</i> <i>Passage: First Round-up</i> [5.RL.12], [5.RL.12.1]		✓			
		CBTR	<i>Comprehension: Lesson 54 Literature Poetry Analysis – Night Spirits of the Rain Forest</i> <i>Comprehension: Lesson 55 Literature Poetry Analysis – A View From Above</i> [5.RL.12], [5.RL.12.1], [5.RL.12.2]		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	[SCCCRS.5.RL.12.1]							
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.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		<i>All Activities</i> [5.RL.13] through [5.RL.13.3]		✓			
		13	<i>Books: Survivors, Bees at Risk, Nature's Healers, Forest Fires, Amazonia Alert!</i> [5.RL.13] through [5.RL.13.3]		✓			
		ISIP AR	<i>G7 Fluency 4 – Legend of Lowcalibur</i> <i>G8 Fluency 4 – The Case of the Missing Poodle</i> <i>G9 Fluency 4 – Showtime at Charade</i> [5.RL.13] through [5.RL.13.3]		✓			

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	of time to build 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]							
(III) Students will analyze the styles and techniques authors use to help readers construct 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</i> <i>[5.RI.1]</i>			✓		
3.2	Use Principles of Reading to: Demonstrate understanding of spoken words,		<i>All Activities</i> <i>[5.RI.2]</i>			✓		

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				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</i> [5.RI.3]			✓		
3.4	Use Principles of Reading to: Read with sufficient accuracy and fluency to support comprehension. [SCCCRS.5.RI.4]		<i>All Activities</i> [5.RI.4]			✓		
3.5	Use Meaning and Context to: i. Determine meaning and develop logical interpretations by making predictions, inferring, drawing	SBTR	<i>Literature: Lesson 6 - Theme</i> <i>Literature: Lesson 7 - Theme</i> <i>Literature: Lesson 8 - Elements of Fiction</i> <i>Literature: Lesson 1 - Poetry</i> <i>Literature: Lesson 6 - Poetry</i> [5.RI.5], [5.RI.5.1]			✓		
		12	<i>Book: A View From Above</i>			✓		

Istation ELAR Reading Curriculum Fifth 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 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]		[5.RI.5.1] <i>Books: The Moon, The Changing Surface</i> [5.RI.5] <i>Priority Alert: Predicting Outcomes</i> [5.RI.5], [5.RI.5.1]					
		13	<i>Books: Bees at Risk, Amazonia Alert!</i> [5.RI.5], [5.RI.5.1]			✓		
		15	<i>Bridge Lesson: General Comprehension 4</i> [5.RI.5], [5.RI.5.1]			✓		
		ISIP AR	8A Reading Comprehension – A Good Fit 8B Reading Comprehension – Time to Fly 9B Reading Comprehension – Sounds Like School Spirit 10A Reading Comprehension – Wants vs. Needs 10B Reading Comprehension – Exercise the Body and the Brain 10C Reading Comprehension A Great Dad [5.RI.5]			✓		

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				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.5.RI.6] ii. Summarize a text with two or more central ideas; cite key supporting details. [SCCCRS.5.RI.6.1]	12	<i>Priority Alert: Summarizing Book: Mission Incredible</i> [5.RI.6], [5.RI.6.1]			✓		
		15	<i>Bridge Lesson: General Comprehension 3</i> [5.RI.5], [5.RI.5.1]			✓		
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.5.RI.7] ii. Compare and contrast how events, topics, concepts, and ideas are depicted	12	<i>Books: The Moon, The Changing Surface</i> [5.RI.7]			✓		
		13	<i>Books: Amazonia Alert!, Bees at Risk</i> [5.RI.7.1]			✓		
		SBTR	<i>Ecosystem 1, 2, 3: Lesson 47 - Identifying a Research Topic Lesson 48 – Researching and Taking Notes Lesson 49 – Writing a Research Report</i> [5.RI.7], [5.RI.7.1]			✓		
		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 ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	in primary and secondary sources. [SCCCRS.5.RI.7.1]		<i>Notes</i> <i>Lesson 42 – Writing a Research Report</i> [5.RI.7], [5.RI.7.1]					
		SBTR 13	<i>Coral Reefs 1, 2, 3:</i> <i>Lesson 44 – Identifying a Research Topic</i> <i>Lesson 45 – Researching and Taking Notes</i> <i>Lesson 46 – Writing a Research Report</i> [5.RI.7], [5.RI.7.1]			✓		
3.8	Use language, Craft, and Structure to:	10	<i>Priority Alert: Comprehension</i> [5.RI.8], [5.RI.8.1], [5.RI.8.2]			✓		
	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 and multimedia texts. [SCCCRS.5.RI.8]	13	<i>Book: Forest Fires: Lessons from the Front Lines</i> [5.RI.8], [5.RI.8.1]			✓		
		15	<i>Bridge Lesson: General Comprehension 2</i> [5.RI.8], [5.RI.8.1], [5.RI.8.2]			✓		
	ii. Analyze how the author uses words and phrases to	SBTR	<i>Comprehension: Lesson 48 Informational Texts – The World's Healers</i> <i>Comprehension: Lesson 49 Informational Texts – Phoenix Lights</i> <i>Comprehension: Lesson 50 Informational Texts/Understanding Procedural Text –</i>			✓		

Istation ELAR Reading Curriculum Fifth 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 Standard 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]		<i>How to Be an Underwater Explorer</i> <i>Comprehension: Lesson 51 Informational Texts/Analyzing Persuasive Media – Sharks in Danger</i> <i>Comprehension: Lesson 52 Informational Texts/Analyzing Persuasive Media – Public Service Announcement</i> <i>Comprehension: Lesson 53 Informational Texts/Persuasive – Global Warming: Not Just for Polar Bears Anymore</i> [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	<i>In Context Reading with Long A [ay]</i> <i>In Context Reading with Long E [ey]</i> <i>In Context Reading with Long I [ie]</i> <i>In Context Reading with Long O [oe]</i> <i>In Context Reading with Long O [ow]</i> <i>In Context Reading with Long O [o]</i> <i>In Context Reading with [ch]</i> <i>In Context Reading with [tch]</i> <i>In Context Reading with [ed], [ing], [s]</i> <i>In Context Reading with [ol], [ow]</i> <i>In Context Reading with [oi], [oy]</i> <i>Word Masters Book: Treasure at Pirate's Bay</i> <i>Comprehension Book: The Flying Pizza</i> <i>HFW Book: The Best Trip</i>			✓		

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	ii. vocabulary. [SCCCRS.5.RI.9] 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. [SCCCRS.5.RI.9.2]		<i>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> <i>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share, Hurricanes, The Dirt Detectives</i> [5.RI.9], [5.RI.9.1]					
		10	<i>HFW Book: How Can That Be?</i> <i>In Context Reading with [ph] In Context Reading with [wh]</i> <i>In Context Reading with [au], [aw], [al]</i> <i>In Context Reading with [ow]</i> <i>Word Masters Book: Return to the Lost Island</i> <i>Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</i> [5.RI.9], [5.RI.9.1]			✓		

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
		11	<i>In Context Reading with [oo], [ew, eu, ui] In Context Reading with [igh, ight, ind] In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions Passage: From Fearful to Fearless [5.RI.9.2]</i>			✓		
		12	<i>Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon, A View From Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, 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> <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 ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
		13	<i>Books: Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet, Amazonia Alert!</i> <i>Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party</i> <i>Vocabulary Activities: Welcome to the Rainforest, Power to the Planet</i> [5.RI.9], [5.RI.9.1]			✓		
			<i>Books: Survivors, Alex to the Rescue, Amazonia, The Desert's Gift, Bees at Risk, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, & Unit 3 Vocabulary and Comprehension</i> [5.RI.9.2]					
		CBTR	<i>Vocabulary - Using Context</i> <i>Vocabulary: Structural Analysis</i> [5.RI.9.2]			✓		

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
		SBTR	<i>Word Meaning using Dictionary</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet</i> <i>[5.RI.9], [5.RI.9.1]</i>			✓		
		ISIP AR	<i>1C Vocabulary: Latin Prefix (trans-) – Types of Flags</i> <i>2C Tier 1 Vocabulary: Latin Root (tain) – Kapok Tree</i> <i>4C Tier 1 Vocabulary: Latin and Greek Roots (cred, auto) – A New Human Species</i> <i>6B Tier 2 Vocabulary: Greek Root (graph) – Picture This</i> <i>7A Tier 3 Vocabulary: Latin Root (port) – Made in the U.S.A.?</i> <i>7C Tier 1 Vocabulary: Latin Root (scrib/script) – Handmade Books</i> <i>9B Tier 2 Vocabulary: Latin Root (ject) – Express Yourself</i>					

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
			<i>9C Tier 1 Vocabulary: Latin Root (man, val) – Chain Mail</i> [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] ii. Compare and contrast a primary and secondary account of the same event or topic. [SCCCRS.5.RI.10.1]	12	<i>Books: Our Solar System, Atmosphere Passage: Exploring Space</i> [5.RI.10] <i>Books: Our Solar System, The Moon; Day, Night, and Seasons; Rocks and Soil, The Changing Surface, The Atmosphere, Natural Resources, Do Your Part Passage: Exploring Space</i> [5.RI.10.1]			✓		
		13	<i>Books: Survivors, Amazonia, Bees at Risk, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2, and Unit 3 Vocabulary and Comprehension</i> [5.RI.10] <i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires: Lessons from the Front Lines</i> <i>Cumulative Assessment: Unit 1, Unit 2 and Unit 3</i> [5.RI.10.1]			✓		

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
		CBTR	<i>The Rain Forest Howlers: Welcome to the Rain Forest; Night Spirits of the Rain Forest</i> [5.RI.10], [5.RI.10.1]			✓		
		SBTR	<i>Writing Extension: Lesson 34 – The Rain Forest Howlers, Chapter 1, Writing an Adventure Story</i> [5.RI.10]			✓		
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.5.RI.11]	ISIP AR	<i>2B Reading Comprehension – Spreading the Love</i> [5.RI.11], [5.RI.11.1]			✓		
		13	<i>Book: Power for the Planet</i> [5.RI.11], [5.RI.11.1], [5.RI.11.2]			✓		
		CBTR	<i>Comprehension: Lesson 48 Informational Texts – The World’s Healers</i> <i>Comprehension: Lesson 49 Informational Texts – Phoenix Lights</i> <i>Comprehension: Lesson 51 Informational Texts/Analyzing Persuasive Media – Sharks in Danger</i> [5.RI.11], [5.RI.11.1], [5.RI.11.2]			✓		
	ii. Apply knowledge of text structures across multiple texts to locate information and gain meaning. [SCCCRS.5.RI.11.1]							
	iii. Explain how an							

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	author uses 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 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		<i>All Activities</i> [5.RI.12] through [5.RI.12.3]			✓		
		13	<i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires</i> [5.RI.12] through [5.RI.12.3]			✓		

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	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]							
(IV) Students will incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.								
4.1	Use Meaning, Context, and Craft to: i. Write arguments to support claims with clear reasons	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i>				✓	

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	and relevant evidence. [SCCCRS.5.W.1] ii. Write arguments that: [SCCCRS.5.W.1.1] 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] iv. use information from multiple print and multimedia sources; [SCCCRS.5.W.1.1b] v. provide logically ordered reasons supported by relevant facts and details; [SCCCRS.5.W.1.1c] vi. use transitional words, phrases,		<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.W.1] through [5.W.1.1g]</i> <i>Lesson 47: Informational Texts – Amazonia Alert!</i> <i>[5.W.1] through [5.W.1.1d]</i> <i>Lesson 48: Informational Texts – The World's Healers</i> <i>[5.W.1] through [5.W.1.1d]</i>					
		Writing Rules!	<i>Expository Essay – Characteristics</i> <i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i>				✓	

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
			<i>Teacher-Directed Lessons</i> [5.W.1] through [5.W.1.1g]					
vii.	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]	ISIP AR	<i>3C Reading Comprehension: Big Chug, Be Gone! Lesson 4</i> <i>7B Reading Comprehension: Unplug Yourself! Lesson 4</i> [5.W.1] through [5.W.1.1d]				✓	
viii.	use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and [SCCCRS.5.W.1.1f]	13	<i>Writing Activities:</i> <i>Writing prompts from Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, The Mystery of the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party</i> [5.W.1] through [5.W.1.1g]				✓	
ix.	provide a concluding statement or section related to the claim presented. [SCCCRS.5.W.1.1g]	14	<i>Writing Activities:</i> <i>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 Bird...It's a</i>				✓	

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
			<i>Plane...It's a Jetman!</i> , <i>A Boone for the Planet</i> , <i>Low Down Living</i> , <i>Too-Cool Transportation: Aisha's Travel Blog</i> , <i>Journey Through the Triangle</i> [5.W.1] through [5.W.1.1g]					
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.5.W.2] ii. Write informative/explanatory texts that: [SCCCRS.5.W.2.1] iii. introduce a topic clearly; [SCCCRS.5.W.2.1a] iv. use relevant	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 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> [5.W.2] through [5.W.2.1m]				✓	
		14	<i>Writing Activities:</i> <i>Writing prompts from Self-Selected</i>				✓	

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	information from multiple print and multimedia sources; [SCCCRS.5.W.2.1b] v. provide a general observation and focus; [SCCCRS.5.W.2.1c] vi. group related information logically; [SCCCRS.5.W.2.1d] vii. use credible sources; [SCCCRS.5.W.2.1e] viii. include formatting, illustrations, and multimedia to aid comprehension; [SCCCRS.5.W.2.1f] ix. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; [SCCCRS.5.W.2.1g]		<i>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 Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle</i> [5.W.2] through [5.W.2.1m]					
		Writing Rules!	<i>Expository Essay</i> <i>Teacher-Directed Lessons</i> [5.W.2] through [5.W.2.1m]				✓	

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	x. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; [SCCCRS.5.W.2.1h] xi. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; [SCCCRS.5.W.2.1i] xii. link ideas within and across categories of information using words, phrases, and clauses; [SCCCRS.5.W.2.1j] xiii. use precise language and domain-specific vocabulary to inform or explain the topic;							

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	xiv. [SCCCRS.5.W.2.1k] 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	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers Chapters 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i>				✓	

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	iii. narratives that: [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]		<i>Bees at Risk</i> <i>Power for the Planet Chapters 1, 2 and 3</i> <i>Forest Fires</i> [5.W.3] through [5.W.3.1h]					
	iv. orient the reader by establishing a situation and introducing a narrator and/or characters; [SCCCRS.5.W.3.1b]	Writing Rules!	<i>Personal Narrative</i> <i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Teacher-Directed Lessons</i> [5.W.3] through [5.W.3.1h]				✓	
	v. organize an event sequence that unfolds naturally; [SCCCRS.5.W.3.1c]							
	vi. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to							

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	vii. situations; [SCCCRS.5.W.3.1d] develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; [SCCCRS.5.W.3.1e] viii. use a variety of transitional words, phrases, and clauses to manage the sequence of events; [SCCCRS.5.W.3.1f] ix. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and [SCCCRS.5.W.3.1g] x. provide a conclusion that follows from the							

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	vi. states, and conditions; [SCCCRS.5.L.4.1c] recognize and use appropriate continuity or shifts in verb tense; and [SCCCRS.5.L.4.1d] vii. use correlative conjunctions. [SCCCRS.5.L.4.1e]		<i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Teacher-Directed Lessons</i> <i>Expository Essay</i> <i>Teacher-Directed Lessons</i> <i>[5.L.4] through [5.L.4.1e]</i>					
		Writing Rules!	<i>Paragraph Building – Six Traits, Unit 6,</i> <i>Conventions Trait</i> <i>[5.L.4.1a], [5.L.4.1e]</i>				✓	
		14	<i>Bridge Lesson – Conjunctions</i> <i>[5.L.4.1a], [5.L.4.1e]</i>				✓	
		ISIP AR	<i>G4 Fluency 7 - A Very Long Day</i> <i>G4 Fluency 9 - Bitter Sweet</i> <i>G5 Fluency 9 – A Perfect Shot</i> <i>G6 Fluency 7 – Meeting Up</i> <i>G6 Fluency 9 – Texas Pioneers</i> <i>[5.L.4.1a]</i>				✓	

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				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.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]	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 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> [5.L.5] through [5.L.5.2b]				✓	

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	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.5.L.6] ii. Write routinely and persevere in writing tasks: [SCCCRS.5.L.6.1] iii. over short and extended time frames; [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	12	<i>Books: The Moon, The Changing Surface</i> [5.L.6], [5.L.6.1], [5.L.6.1a]				✓	
		13	<i>Books: Amazonia Alert!, Bees at Risk</i> [5.L.6] through [5.L.6.1d]				✓	
		SBTR 13	<i>Power for the Planet 1, 2, and 3:</i> 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]				✓	
		SBTR 13	<i>Coral Reefs 1, 2, 3:</i> 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]				✓	
		SBTR	<i>Ecosystem 1, 2, 3:</i> Lesson 47 - Identifying a Research Topic Lesson 48 – Researching and Taking Notes Lesson 49 – Writing a Research Report [5.L.6] through [5.L.6.1d]				✓	

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	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	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers Chapters 1, 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>[5.L.6] through [5.L.6.1d]</i>				✓	
(V) Students will acquire vocabulary from multiple forms of communication and use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.								
5.1	Use Meaning and Context to: i. Interact with others to explore	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer,</i>					✓

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	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 perspectives. [SCCCRS.5.C.1]		<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.C.1] through [5.C.1.5]</i>					
	ii. Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions. [SCCCRS.5.C.1.1]	15	<i>Bridge Lessons 10-12: General Comprehension 2-4</i> <i>[5.C.1] through [5.C.1.5]</i>					✓
	iii. Participate in discussions; ask and respond to							

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	probing questions to acquire and confirm information concerning a topic, text, or issue. [SCCCRS.5.C.1.2] iv. Apply effective communication techniques and the use of formal or informal voice based on audience and setting. [SCCCRS.5.C.1.3] 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] vi. Explain personal ideas while							

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	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	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert!</i> <i>Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2, and 3</i> <i>Forest Fires</i>					✓

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	information presented in diverse media and formats. [SCCCRS.5.C.2.2]	CBTR	<i>Writing Extension Lessons 40-41: Power for the Planet 1 and 2 – Research Paper</i> <i>Writing Extension Lessons 44-46: Coral Reefs 1, 2, and 3 – Research Paper [5.C.2.2]</i>					✓
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.5.C.3] ii. Compare and contrast how ideas and topics are depicted in a variety of media and formats. [SCCCRS.5.C.3.1] iii. Create presentations that	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 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.C.3] through [5.C.3.2]</i>					✓

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				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: <ul style="list-style-type: none"> 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 speaker's use of 	SBTR 13	<i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers Chapters 1 and 2</i> <i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 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>					✓

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages. [SCCCRS.5.C.4.2]		[5.C.4] through [5.C.4.3e]					
	iv. Identify how and why the speaker: [SCCCRS.5.C.4.3]	15	<i>Bridge Lessons 10-12: General Comprehension 2-4</i>					✓
	v. uses intonation and word stress; [SCCCRS.5.C.4.3a]		[5.C.4] through [5.C.4.3e]					
	vi. includes media; [SCCCRS.5.C.4.3b]							
	vii. addresses the audience; [SCCCRS.5.C.4.3c]							
	viii. determines word choice; and [SCCCRS.5.C.4.3d]							
	ix. incorporates figurative language and literary devices. [SCCCRS.5.C.4.3e]							
5.5	Use Language, Craft, and Structure to:	SBTR	<i>Our Solar System Mission Incredible</i>					✓

Istation ELAR Reading Curriculum Fifth 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 Standard Strands				
				1	2	3	4	5
	i. Incorporate craft techniques to engage and impact audience and convey messages. [SCCCRS.5.C.5]		<i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 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> [5.C.5], [5.C.5.1], [5.C.5.2]					
	ii. Set a purpose, integrate craft techniques and maintain a clear focus in presentations. [SCCCRS.5.C.5.1]							
	iii. Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience. [SCCCRS.5.C.5.2]							
		SBTR	<i>Vocabulary Lesson 38 – Idioms</i> <i>Vocabulary Lesson 39 – Idioms</i> [5.C.5.2]					✓
		15	<i>Bridge Lesson – Similes</i> <i>Bridge Lesson – Metaphors</i> [5.C.5.2]					✓