

Istation Reading Curriculum Correlated to

Georgia Standards of Excellence (GSE)
for English Language Arts and Literacy

Grades K-5



Istation

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Istation ELAR Reading Curriculum Kindergarten

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL)
2 = Reading Informational (RI)
3 = Reading Foundational (RF)

4 = Writing (W)
5 = Speaking & Listening (SL)
6 = Language (L)

Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(1) With prompting and support, ask and answer questions about a range of texts and tasks.									
1A	Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. [ELAGSEKRL1] ii. With prompting and support, retell familiar stories, including key details. [ELAGSEKRL2] iii. With prompting and support, identify characters, settings, and major events in a story. [ELAGSEKRL3]		<i>All Books</i> [KRL1]	✓					
		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> [KRL2] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Pam and Cam, The Maps</i> [KRL3]	✓					
		2	<i>Read-Alouds: Pam and the Cap, The Act</i> [KRL2] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Where Is Coco?</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i>	✓					

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				1	2	3	4	5	6
			[KRL3]						
		3	<i>Read-Alouds: The Garden Trail, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> [KRL2] <i>Decodable Books: The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [KRL3]	✓					
		4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> [KRL2] <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</i> [KRL3]	✓					
		5	<i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Late for the Game, I</i>	✓					

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			<i>Rode Home</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Decodable Books: I Rode Home</i> [KRL3]						
		6	<i>Comprehension Book: Pets - Fish, Main Idea</i> <i>Decodable Books: Time to Ride</i> [KRL2] <i>Decodable Books: The Dunes</i> <i>HFW Book: Where Is Jane?</i> [KRL3]	✓					
		7	<i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> [KRL3]	✓					
		CBTR 5	<i>Passage Reading: Prosody</i> [KRL3]	✓					
		CBTR 7	<i>Passage Reading: Prosody</i> [KRL3]	✓					
		SBTR	<i>Sequencing</i> [KRL2]	✓					

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				1	2	3	4	5	6
			<i>Character [KRL3]</i>						
1B	Use Craft and Structure to: i. With prompting and support, ask and answer questions about unknown words in a text. [ELAGSEKRL4] ii. Recognize common types of texts (e.g., storybooks, poems). [ELAGSEKRL5] iii. With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story. [ELAGSEKRL6]	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> [KRL4] <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> [KRL6]	✓					
		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>	✓					

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				1	2	3	4	5	6
			<i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp [KRL4]</i> <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 [KRL6]</i>						
		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>	✓					

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			<p>[KRL4]</p> <p><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</i></p> <p>[KRL6]</p>						
		4	<p><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></p> <p>[KRL4]</p> <p><i>Read-Aloud Books: Fun with Friends,</i></p>	✓					

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				1	2	3	4	5	6
			<i>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> [KRL6]						
		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> [KRL4] <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</i>	✓					

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			<i>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> [KRL6]						
		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> [KRL4] <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> [KRL6]	✓					

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				1	2	3	4	5	6
		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> [KRL4]	✓					
1C	Use Integration of Knowledge and Ideas to: i. With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text). [ELAGSEKRL7] ii. With prompting and support, compare and contrast the adventures and experiences of	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> [KRL7] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Pam and Cam, The Maps</i> [KRL9]	✓					
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i>	✓					

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	characters in familiar stories. [ELAGSEKRL9]		<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> [KRL7] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, The Act, Where Is Coco?</i> <i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [KRL9]						
		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> [KRL7]	✓					

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				1	2	3	4	5	6
			<i>Decodable Books: The Toast in the Road, Stan the Man, Stan the Man, The Toads Are Lost, In the Rain</i> [KRL9]						
		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> [KRL7] <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</i> [KRL9]	✓					

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				1	2	3	4	5	6
		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 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 [KRL7]</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i> <i>Decodable Book: I Rode Home [KRL9]</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,</i>	✓					

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			<i>Just In Time</i> [KRL7] <i>Decodable Book: The Dunes</i> <i>HFW Book: Where Is Jane?</i> [KRL9]						
		7	<i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> [KRL9]	✓					
		CBTR 5	<i>Passage Reading: Prosody</i> [KRL9]	✓					
		CBTR 7	<i>Passage Reading: Prosody</i> [KRL9]	✓					
1D	Use Range of Reading and Level of Text Complexity to: Actively engage in group reading activities with purpose and understanding. [ELAGSEKRL10]	CBTR 2	<i>Reading for Meaning</i> [KRL10]	✓					
		CBTR 3	<i>Reading for Meaning</i> [KRL10]	✓					
		CBTR 4	<i>Rhyming Words and Poetry</i> <i>Reading for Meaning</i> [KRL10]	✓					

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				1	2	3	4	5	6
		5	<i>HFW Book: The Bun for Us</i> [KRL10]	✓					
		CBTR 5	<i>Reading for Meaning</i> [KRL10]	✓					
		6	<i>HFW Book: Where Is Jane?</i> [KRL10]	✓					
		CBTR 6	<i>Reading for Meaning</i> [KRL10]	✓					
		7	<i>HFW Book: Hide and Seek</i> [KRL10]	✓					
		CBTR 7	<i>Reading for Meaning</i> [KRL10]	✓					
		SBTR	<i>Character</i> [KRL10]	✓					
(2) Determining central ideas or themes in a text aids in analyzing text development.									
2A	Use Key Ideas and Details to:	6	<i>Comprehension Book: Pets – Fish</i> [KRI1], [KRI2], [KRI3]		✓				

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				1	2	3	4	5	6
	i. With prompting and support, ask and answer questions about key details in a text. [ELAGSEKRI1] ii. With prompting and support, identify the main topic (<i>main idea</i>) and retell key details of a text (<i>supporting details</i>). [ELAGSEKRI2] iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [ELAGSEKRI3]	SBTR	<i>Comprehension: Lesson 9 – Main Idea</i> <i>Comprehension: Lesson 64 – Main Idea</i> [KRI1], [KRI2] <i>Comprehension: Lesson 65 – Identifying Details</i> [KRI1], [KRI3]		✓				
2B	Use Craft and Structure to: i. With prompting and support, ask and answer questions about unknown	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>		✓				

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	words in a text. [ELAGSEKRI4] ii. Identify the front cover, back cover, and title page of a book. [ELAGSEKRI5] iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [ELAGSEKRI6]		<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 Book: Pam and Cam</i> <i>Decodable Book: Mac and Cam</i> <i>Decodable Book: The Maps</i> [KRI4], [KRI5], [KRI6]						
		2	<i>Letter Sound Block: TISL (see Cycle 1)</i> <i>Read Aloud: Pam and the Cap</i> <i>Read Aloud: Where is Coco?</i> <i>Read Aloud: The Act</i> <i>Tim at Camp 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 Book: Pam and Cam</i> <i>Decodable book: Pip and His Lips</i> <i>Decodable Book: See Sam Sit</i> <i>Decodable Book: Tim and Sam</i> <i>Decodable Book: Sam Tips the Lamp</i> <i>Word Families/ Rhyming</i> <i>TR Blending Beginning/ Middle/ Ending Sounds with Letters</i> [KRI4], [KRI5], [KRI6]		✓				

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		3	<p>Letter Sound Block: ROND (see Cycle 1) Read Aloud: The Garden Trail Read Aloud: Cal and Clam Read Aloud: Trips With My Family Read Aloud: Lamps HFW Book: On the Dot BPA: Lamps Vowel Song, Short o In Context Reading with Short o Vowel Song, Long A /ai/ In Context Reading with long A /ai/ Vowel Song, Long O /oa/ In Context Reading with Long O /oa/ Word Masters Book - The Lost Island, Spelling: short o, a, long A /ai/ and long O /oa/, ending -nd, and -st Comprehension Book: Trips With My Family Decodable Book: Dots and Spots Decodable Book: Snails in a Pail Decodable Book: The Toast in the Road Decodable Book: Stan the Man Decodable Book: The Toad are Lost Decodable Book: In the Rain Letter Recognition Game [Pick That Letter]</p>		✓				

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			<i>TR Blending Beginning/Middle/ Ending sounds with Letters</i> [KRI4], [KRI5], [KRI6]						
		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 /ee/, /ea/, short o, short e, ending -gr, and -nt</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> [KRI4], [KRI5], [KRI6]		✓				
		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 short u, o, Long O /o_e/, Long E /ea/, Long A /a_e/, Blends (sm, spl, br,</i>		✓				

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			<i>str, bl, -nd, -mp)</i> Comprehension Book: <i>Where Will They Ride? Sequence</i> Decodable Books: <i>Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [KRI4], [KRI5], [KRI6]						
		6	Read-Alouds: <i>Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</i> HFW Book: <i>Where Is Jane?</i> Word Masters Book: <i>The Kid in the Mask</i> short a, short I, short u, short o, long A /a_e/, Long U /u_e/, Long O /o_e/, Blends -sk Comprehension Books: <i>Pets - Fish, Time to Ride</i> Decodable Books: <i>A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [KRI4], [KRI5], [KRI6]		✓				
		7	Read-Alouds: <i>Fun at the Pond, Where Will They Ride?</i> HFW Book: <i>Hide and Seek</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> Word Masters Book: <i>The Case of the</i>		✓				

Istation ELAR Reading Curriculum Kindergarten

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL)
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4 = Writing (W)
5 = Speaking & Listening (SL)
6 = Language (L)

Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>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> [KRI4], [KRI5], [KRI6]						
2C	Use Integration of Knowledge and Ideas to: i. With prompting and support, describe the relationship between illustrations and the text (<i>how the illustrations support the text</i>). [ELAGSEKRI7] ii. With prompting and support, identify the reasons an author gives to support points in a text.	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> [KRI7] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Pam and Cam, Mac and Cam, The Maps</i> [KRI9]		✓				

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				1	2	3	4	5	6
	iii. [ELAGSEKRI8] With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [ELAGSEKRI9]	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> [KRI7] <i>Decodable Books: The Toast in the Road, Stan the Man, Stan the Man, The Toads Are Lost, In the Rain</i> [KRI9]		✓				
		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>		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [KRI7]</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 [KRI9]</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 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 [KRI7]</i> <i>HFW Book: The Bun for Us</i> <i>BPA: Pets - Snakes</i>		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Book: I Rode Home</i> [KRI9]						
		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> [KRI7] <i>Decodable Book: The Dunes</i> <i>HFW Book: Where Is Jane?</i> [KRI9]		✓				
		7	<i>HFW Book: Hide and Seek</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> [KRI9]		✓				
		CBTR 5	<i>Passage Reading: Prosody</i> [KRI9]		✓				

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				1	2	3	4	5	6
		CBTR 7	<i>Passage Reading: Prosody</i> [KRI9]		✓				
2D	Use Range of Reading and Level of Text Complexity to: Actively engage in group reading of informational text with purpose and understanding. [ELAGSEKRI10]	6	<i>Comprehension Book: Pets – Fish</i> <i>HFW Book: Where Is Jane?</i> [KRI10]		✓				
		7	<i>HFW Book: Hide and Seek</i> [KRI10]		✓				
		CBTR 2	<i>Reading for Meaning</i> [KRI10]		✓				
		CBTR 3	<i>Reading for Meaning</i> [KRI10]		✓				
		CBTR 4	<i>Rhyming Words and Poetry</i> <i>Reading for Meaning</i> [KRI10]		✓				
		CBTR 5	<i>Reading for Meaning</i> [KRI10]		✓				
		CBTR 6	<i>Reading for Meaning</i> [KRI10]		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 7	<i>Reading for Meaning</i>		✓				
		SBTR	<i>Character</i>		✓				
(3) A concept of print to read and a solid comprehension of informational text are the building blocks for reading.									
3A	Use Print Concept skills to: i. Demonstrate understanding of the organization and basic features of print. [ELAGSEKRF1] ii. Follow words from left to right, top to bottom, and page-by-page. [ELAGSEKRF1a] iii. Recognize that spoken words are represented in written language by specific sequences	0	<i>Cycle 0 Rhyming Book: Time To Rhyme [KRF1a]</i>			✓			
		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 [KRF1]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
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	of letters. [ELAGSEKRF1b] iv. Understand that words are separated by spaces in print. [ELAGSEKRF1c] v. Recognize and name all upper- and lowercase letters of the alphabet. [ELAGSEKRF1d]		<i>Sound/Symbol Correspondence</i> <i>Activities Boom Train Song (Beg., Mid. End Sounds) 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> [KRF1a] <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> [KRF1c] <i>Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities</i>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			Letter Sound Room Sound/Symbol Correspondence Activities [KRF1d]						
		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 [KRF1] 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			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Letter Recognition Game [Pick That Letter]</i></p> <p><i>Read-Alouds: 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 Tips the Lamp</i></p> <p><i>[KRF1a]</i></p> <p><i>BPA: Summer Camp Vowel Song, Short a Vowel Song, Short i</i></p> <p><i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i></p> <p><i>[KRF1c]</i></p> <p><i>Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i></p> <p><i>BPA: Summer Camp</i></p> <p><i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i></p> <p><i>[KRF1d]</i></p>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		3	<p><i>Read-Alouds: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> <i>HFW BRead-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 Rainook: On the Dot</i> <i>[KRF1]</i></p> <p><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) 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/</i></p>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p>Vowel Song, Long O /oa/ In Context Reading with Long O /oa/ Letter Recognition Game [Pick That Letter] Read-Alouds: <i>The Garden Trail</i>, <i>Cal and the Clam</i>, <i>Trips with My Family</i>, <i>Lamps</i> HFW Book: <i>On the Dot</i> BPA: <i>Lamps</i> Word Masters Book: <i>The Lost Island</i> Comprehension Book: <i>Trips with My Family</i> Decodable Books: <i>Dots and Spots</i>, <i>Snails in a Pail</i>, <i>The Toast in the Road</i>, <i>Stan the Man</i>, <i>The Toads Are Lost</i>, <i>In the Rain</i> [KRF1a], [KRF1b]</p> <p>BPA: <i>Lamps</i> Vowel Song, Short o Vowel Song, Long A /ai/ Vowel Song, Long O /oa/ Decodable Books: <i>Dots and Spots</i>, <i>Snails in a Pail</i>, <i>The Toast in the Road</i>, <i>Stan the Man</i>, <i>The Toads Are Lost</i>, <i>In the Rain</i> [KRF1c]</p> <p>Letter Formation (ROND) Letter</p>						

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6 = Language (L)

Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>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>[KRF1d]</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>[KRF1], [KRF1b]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			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 Letter] Read-Alouds: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin HFW Book: My Hands and Feet BPA: Where Is Coco? Word Masters Book: The Great Pig Escape Comprehension Book: In the Sand, Characters Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [KRF1a], [KRF1b] Vowel Song, Short e Vowel Song, Long E						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [KRF1c]						
		5	<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> [KRF1d]			✓			
			<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> [KRF1], [KRF1b]						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds) BUJW Vowels Song, Short u Vowel Song, Long A /a_e/ In Context Reading with Long A /a_e/ Vowel Song, Long O /o_e/ In Context Reading with Long O /o_e/ In Context Reading (short vowel 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						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p>[KRF1a]</p> <p>Vowels Song, Short u Vowel Song, Long A /a_e/ Vowel Song, Long O /o_e/</p> <p>Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</p> <p>[KRF1c]</p> <p>Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</p> <p>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</p> <p>[KRF1d]</p>						
		6	<p>Read-Alouds: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand</p> <p>HFW Book: Where Is Jane?</p> <p>Word Masters Book: The Kid in the Mask</p> <p>Comprehension Books: Pets - Fish, Time to Ride</p> <p>Decodable Books: A Cute Mule, Time to</p>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Ride My Mule, The Dunes, Just In Time [KRF1]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds) 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) 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</i>						

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6 = Language (L)

Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [KRF1a] <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> [KRF1c] <i>Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [KRF1d]						
		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</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>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 [KRF1]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds) QX (see Cycle 1) In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review</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</i>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>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> [KRF1a], [KRF1b]</p> <p><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> [KRF1c]</p> <p><i>Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [KRF1d]</p>						
		CBTR 1	<p><i>Letter Name Recognition: Mm, Aa, Pp, Cc</i> [KRF1d]</p>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 2	Blending Beginning/ Middle/ Ending Sounds with Letters (RF.K.1a) Letter Name Recognition: Tt, Ii, Ss, Ll Cc [KRF1d]			✓			
		CBTR 3	Blending Beginning/ Middle/ Ending Sounds with Letters (RF.K.1a) Letter Name Recognition: Rr, Oo, Nn, Dd [KRF1d]			✓			
		CBTR 4	Blending Beginning/ Middle/ Ending Sounds with Letters [KRF1a] Letter Name Recognition: Ff, Ee, Hh, Gg [KRF1d]			✓			
		CBTR 5	Blending Beginning/ Middle/ Ending Sounds with Letters [RF.K.1a] Letter Name Recognition: Bb, Uu, Jj, Ww [KRFd]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 6	Blending Beginning/Middle/Ending sounds with Letters [RF.K.1a] Letter Name Recognition: Zz, Kk, Vv, Yy [KRF1d]			✓			
		SBTR	Letter Discrimination Letter Recognition, Sorting Letter Recognition, Matching Letter Recognition, Identification [KRF1d]			✓			
3B	Use Phonological Awareness to: i. Demonstrate understanding of spoken words, syllables, and sounds (<i>phonemes</i>). [ELAGSEKRF2] ii. Recognize and produce rhyming words. [ELAGSEKRF2a] iii. Count, pronounce, blend, and segment syllables in spoken	0	PA: Counting Syllables [KRF2b] PA: Identifying Phonemes: Initial, Medial, Final [KRF2], [KRF2c], [KRF2d]			✓			
		1	PA: Identifying Phonemes: Initial, Medial, Final PA: Identify and Isolate Initial Phonemes PA: Segmenting Phonemes Decodable Books: Pam and Cam, Mac and Cam, The Maps [KRF2], [KRF2c], [KRF2d]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
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	words. [ELAGSEKRF2b] iv. Blend and segment onsets and rimes of single-syllable spoken words. [ELAGSEKRF2c] v. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [ELAGSEKRF2d] vi. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [ELAGSEKRF2e]		<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> [KRF2], [KRF2d], [KRF2e]						
		2	<i>BPA: Summer Camp</i> <i>Word Families/ Rhyming</i> [KRF2a], [KRF2b] <i>PA: Identify Initial, Medial and Final Phonemes</i> <i>PA: Identify and Isolate Final Phonemes</i> <i>PA: Segmenting Phonemes [CVC]</i> [KRF2d], [KRF2e] <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>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			Vowel Short <i>i</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 [KRF2], [KRF2e]						
		3	BPA: Lamps Word Families/ Rhyming [KRF2], [KRF2a], [KRF2c] PA: Identify Initial, Medial and Final Phonemes PA: Identify and Isolate Final Phonemes PA: Segmenting Phonemes [CVC] [KRF2b], [KRF2d] 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 <i>o</i> Blending with Short Vowel <i>o</i> Vowel Long <i>A</i> , /ai/ Blending long <i>A</i> /ai/ Vowel Long <i>O</i> /oa/ Blending Long <i>O</i> /oa/ Decodable Books: Dots and Spots,			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Snails in a Pail, The Toast in the Road, Stan the Man, The Toads Are Lost, In the Rain</i> [KRF2], [KRF2b], [KRF2c], [KRF2d], [KRF2e]						
		4	<i>Onset Rime/ Build Word Families Game [machine game] (-en, -ess)</i> [KRF2c], [KRF2d] <i>Boom Train Song (Beg., Mid. End Sounds) HFW Words: with, my, where, to</i> PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final <i>Onset Rime/ Build Word Families Game [Machine Game] (-en, -ess) Vowel Short e</i> <i>Blending short e</i> <i>Vowel Long E</i> <i>Blending Long E /ea/, /ee/</i> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [KRF2], [KRF2b], [KRF2c], [KRF2d],			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[KRF2e]						
		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>[KRF2], [KRF2b], [KRF2c], [KRF2d], [KRF2e]</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/</i> <i>Vowel Long U /u_e/ Blending Long U /u_e/</i> <i>Rapid Word Naming Game [Virus Game-</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			HFW] Decodable Books: <i>Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [KRF2e]						
		7	Boom Train Song (Beg., Mid. End Sounds) HFW: do, have, come, of, their, some R Controlled /or/ R Controlled /ar/ Rapid Word Naming Game [Virus Game-HFW] Decodable Books: <i>Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [KRF2e]			✓			
		CBTR 0	Counting Syllables Counting Syllables with Syllable Squares [KRF2b] Counting Each Sound (2 Sounds) Counting Each Sound (3 Sounds) Matching Segmented Spoken Words with Pictures Segmenting Spoken Words Game			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Ending Sounds with Sounds Squares</i> <i>Ending Sounds</i> <i>Middle Sounds</i> <i>Middle Sounds: Identification Using Picture Cards</i> [KRF2c], [KRF2d] <i>Segmenting Spoken Words Game</i> <i>Blending Spoken Sounds into Words</i> <i>Blending Spoken Sounds into Words with Sound Squares</i> [KRF2d], [KRF2e]						
		CBTR 1	<i>Rhyming</i> [KRF2a] <i>Segment Sounds in Spoken Words</i> [KRF2c], [KRF2d] <i>Blend Sounds to Say Words Blend Sounds to Read Words Rapid Letter and Word Naming</i> [KRF2e]			✓			
		CBTR 2	<i>Rhyming</i> <i>Rhyming Phonograms</i> [KRF2a]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Segment 1-2 Syllable Words</i> [KRF2b]</p> <p><i>Middle Sounds</i> <i>Middle Sounds: Decorator Service Game</i> <i>Blending Beginning/ Middle/ Ending</i> <i>Sounds with Letters</i> [KRF2c], [KRF2d]</p> <p><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, l</i> <i>Blend Sounds with Letters to Read</i> <i>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> [KRF2a], [KRF2e]</p>						
		CBTR 3	<p><i>Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels</i> [KRF2a]</p>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Phoneme Substitution, Beginning Sound</i> <i>Phoneme Substitution, Middle Sound</i> [KRF2c], [KRF2d] <i>Blending Beginning/Middle/ Ending sounds with Letters</i> <i>Blend Sounds with Letters to Read</i> <i>Words Read Words with Vowel Sound</i> <i>/oa/ Beginning Blends sl-, sp-, st-</i> <i>Beginning Blends sl-, sn-, sp-, st-, More practice</i> <i>Read Words with Ending Sounds, Blends</i> <i>/-nd/ and /-nt/ Rhyme Phonograms, Short Vowels</i> <i>Rhyme Phonograms, Long Vowels Rapid</i> <i>Letter and Word Naming Spelling with S-Blend and Short /o/ Spelling Long A</i> <i>/ai/ and Long O /oa/ Reading for Meaning</i> [KRF2], [KRF2a], [KRF2c], [KRF2d]						
		CBTR 4	<i>Rhyme Phonograms, Long Vowels</i> <i>Rhyming Words and Poetry</i> [KRF2a]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Phoneme Substitution, Ending Sound</i> <i>Phoneme Middle Sound</i> <i>[KRF2c], [KRF2d]</i> <i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Read Words with Vowel Sounds /ee/, /ea/</i> <i>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</i> <i>Spelling with Short /e/ and Blends</i> <i>Spelling Long E with /ee and /ea/</i> <i>Reading for Meaning</i> <i>[KRF2e]</i>						
		CBTR 5	<i>Rhyme Phonograms, Long Vowels</i> <i>[KRF2a]</i> <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>[KRF2c], [KRF2d]</i> <i>Blending Beginning/Middle/Ending</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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> <i>Beginning Blends sm-, bl-, br-, str-, spl-, spr-</i> Rhyme Phonograms, Long Vowels <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> Reading for Meaning [KRF2e]						
		CBTR 6	<i>Rhyme Phonograms, Long Vowels, Silent e</i> [KRF2a] <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Substitute Short Vowel and ending Sounds</i> [KRF2c], [KRF2d] <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</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Spell Words</i> <i>Beginning and Ending Blends sc, sk, scr</i> <i>Rhyme Phonograms, Long Vowels,</i> <i>Silent e Rapid Letter and Word Naming</i> <i>Spelling CVCe with i_e, and u_e</i> <i>Reading for Meaning</i> [KRF2e]						
		CBTR 7	<i>Rhyming Words</i> [KRF2a] <i>Segmenting and Blending Sounds in Words</i> <i>Sounds and Letter Manipulation using Letter X Reversal of Sounds and Letters in Words</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>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>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[KRF2], [KRF2b], [KRF2e]						
		SBTR	<i>Rhyming with Pictures Rhyming with Discrimination Rhyme Identification</i> [KRF2a] <i>Segmenting Words</i> <i>Segmenting and Blending Sounds Game</i> [KRF2c], [KRF2d], [KRF2e]			✓			
3C	Use Phonics and Word Recognition to: i. Know and apply grade-level phonics and word analysis skills in decoding words. [ELAGSEKRF3] ii. Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant. [ELAGSEKRF3a] iii. Demonstrate basic knowledge of long	1	<i>Letter Recognition Room Sound Recognition Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence Activities</i> <i>HFW: and, has, see, the Vowel Short a</i> <i>Blending with Short a</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [KRF3a], [KRF3b] <i>HFW: and, has, see, the HFW Book: Pam and the Cap</i> [KRF3c]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	and short sounds for the given major vowels. [ELAGSEKRF3b] iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [ELAGSEKRF3c]		<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>[KRF3b], [KRF3c]</i>						
		2	<i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>TISL High Frequency Words (HFW): go, his, is, this</i> <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>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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</i> <i>and His Lips, See Sam Sit, Tim and</i> <i>Sam, Sam Tips the Lamp</i> <i>[KRF3], [KRF3a]</i> <i>Literacy Acquisition Theater Letter</i> <i>Recognition Room Sound Recognition</i> <i>Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities TISL High Frequency Words</i> <i>(HFW): go, his, is, this Vowel Song,</i> <i>Short 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> <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>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [KRF3b] <i>Read-Aloud Book: Pam and the Cap</i> <i>High Frequency Words (HFW): go, his, is, this</i> <i>HFW Book: Tim at Camp</i> [KRF3c] <i>Boom Train Song (Beg., Mid. End Sounds) High Frequency Words (HFW): go, his, is, this PA: Identify Initial, Medial and Final Phonemes PA: Blending Phonemes [CVC]</i> <i>Vowel Short a Blending with Short a 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> [KRF3c]						
		3	<i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>Sound/Symbol Correspondence Activities</i></p> <p><i>Boom Train Song (Beg., Mid. End Sounds) ROND HFW words: they, you, are, here</i></p> <p><i>BPA: Lamps</i></p> <p><i>Word Families/ Rhyming</i></p> <p><i>Onset Rime/ Build Word Families Game [machine game] Vowel short o</i></p> <p><i>Blending with Short vowel o</i></p> <p><i>In Context Reading with Short o</i></p> <p><i>Vowel Long A, /ai/ Blending long A /ai/</i></p> <p><i>In Context Reading with long A /ai/</i></p> <p><i>Vowel Long O /oa/</i></p> <p><i>Blending Long O /oa/</i></p> <p><i>In Context Reading with Long O /oa/</i></p> <p><i>Consonant Blends (sl, st, sp, sn) Teach Rapid Sound Symbol Game [Free Fall]</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><i>[KRF3], [KRF3a], [KRF3b]</i></p> <p><i>HFW words: they, you, are, here</i></p> <p><i>HFW Book: On the Dot [KRF3b]</i></p>						

Istation ELAR Reading Curriculum Kindergarten

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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>[KRF3c]</i>						
		4	<i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds) FEHG HFW words: with, my, where, to</i> <i>Vowel Short e</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p>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 [KRF3], [KRF3a]</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 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,</p>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p><i>dr, tr, fr, gr, pr) Rapid Sound Symbol Game [Free Fall]</i></p> <p><i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [KRF3b]</i></p> <p><i>HFW words: with, my, where, to HFW Book: My Hands and Feet [KRF3b]</i></p> <p><i>Boom Train Song (Beg., Mid. End Sounds) HFW words: with, my, where, to</i></p> <p><i>PA: Phoneme Substitution - Initial PA: Phoneme Substitution - Medial PA: Phoneme Substitution - Final</i></p> <p><i>Onset Rime/ Build Word Families Game [machine game] (-en, -ess) Vowel Short e</i></p> <p><i>Blending short e</i></p> <p><i>Vowel Long E</i></p> <p><i>Blending Long E /ea/, /ee/</i></p> <p><i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has</i></p>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Fleas</i> [KRF3c]						
		5	<i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds) BUJW</i> <i>HFW: what, said, her, for</i> <i>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]</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</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Sale, Fun at Home, The Blue Blimp [KRF3a]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities BUJW HFW: what, said, her, for Vowels Song, Short u Vowel Short u Blending Short u Vowel Song, Long A /a_e/ Vowel Long 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> <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>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Sale, Fun at Home, The Blue Blimp</i> [KRF3b] <i>HFW: what, said, her, for</i> <i>HFW Book: The Bun for Us</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> [KRF3b] <i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>HFW: what, said, her, for</i> <i>PA: Phoneme Substitution - Initial PA:</i> <i>Phoneme Substitution - Medial PA:</i> <i>Phoneme Substitution - Final Vowel</i> <i>Short u</i> <i>Blending Short u Vowel Long A /a_e/</i> <i>Blending Long A /a_e/ Vowel Long O</i> <i>/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> [KRF3c]						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		6	Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities Boom Train Song (Beg., Mid. End Sounds) ZKVY HFW: was, that, from, she Vowel Long I /i_e/ Blending Long I /i_e/ 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			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p>Activities</p> <p>Boom Train Song (Beg., Mid. End Sounds) ZKVY HFW: was, that, from, she</p> <p>Vowel Long I /i_e/ Blending Long I /i_e/ In Context Reading with Long I /i_e/</p> <p>Vowel Long U /u_e/ Blending Long U /u_e/ In Context Reading with Long U /u_e/</p> <p>Long Vowel Review (ai, oa, ee, ea) In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Consonant Blends (sc, sk, scr)</p> <p>Rapid Sound Symbol Game[Free Fall] Rapid Word Naming Game[Virus Game-HFW] Rapid Word Naming Game[Spot That Word-CVC]</p> <p>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</p> <p>[KRF3], [KRF3a]</p> <p>Alphabet Song</p> <p>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence</p>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p>Activities ZKVY HFW: was, that, from, she</p> <p>Vowel Song, Long I /i_e/ Vowel Long I /i_e/ Blending Long I /i_e/</p> <p>In Context Reading with Long I /i_e/</p> <p>Vowel Song, Long U /u_e/</p> <p>Vowel Long U /u_e/ Blending Long U /u_e/</p> <p>In Context Reading with Long U /u_e/</p> <p>Long Vowel Review (ai, oa, ee, ea)</p> <p>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Consonant Blends (sc, sk, scr)</p> <p>Rapid Sound Symbol Game[Free Fall]</p> <p>Rapid Word Naming Game[Virus Game-HFW]</p> <p>Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time</p> <p>[KRF3a]</p> <p>HFW: was, that, from, she</p> <p>HFW Book: Where Is Jane?</p> <p>Rapid Word Naming Game [Virus Game-HFW]</p> <p>[KRF3b]</p>						

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Standards	Skills	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>[KRF3b]</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>[KRF3c]</i>						
		7	<i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <i>Boom Train Song (Beg., Mid. End Sounds): QX HFW: do, have, come, of, their, some Consonant Blends (squ, tw,</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			sw) R controlled /or/ In Context Reading with R Controlled Vowel /or/ R controlled /ar/ In Context Reading with R Controlled Vowel /ar/ Vowels /ore/ Vowels /are/ Vowel Silent e Review Rapid Sound Symbol [Free Fall] Rapid Word Naming Game [Virus Game-HFW] 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 [KRF3a] 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						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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 HFW's</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>[KRF3], [KRF3b]</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</i> <i>ActivitiesQX</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>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Rapid Sound Symbol [Free Fall]</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> Decodable Books: <i>Boats, Take That eOff Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [KRF3b] HFW: <i>do, have, come, of, their, some</i> HFW Book: <i>Hide and Seek</i> <i>Rapid Word Naming Game [Virus Game-HFW]</i> [KRF3c]						
3D	Use Fluency to: Read emergent-reader texts with purpose and understanding. [ELAGSEKRF4]	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 HFW's: and, the, see, has</i> [KRF4]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities</i> <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 [KRF4]</i> <i>Beginning Sounds: /m/, /p/, /k/ Beginning Sounds with Letters m, p, c Ending Sounds: /m/, /p/, /k/ Ending Sounds with Letters m,p,c Vowel Sound /a/ Vowel Sound /a/ and letter a Blend Sounds to Read Words Rapid Letter and Word Naming Read Sentences with HFW's: and, the, see, has [KRF4]</i>						
		CBTR 2	<i>Identify Nonsense and Real Words Beginning Sounds: /t/, /s/, /l/ Beginning Sounds with Letters t,s,l</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p>Ending Sounds: /t/, /s/, /l/ Ending Sounds with Letters t,s,l Vowel Sound /i/ Vowel Sound /i/ and Letter i Vowel Sounds and Letters /a/ and /i/ Ending Blend /-mp/ Ending Blend /-st/ Blending Beginning/ Middle/ Ending Sounds with Letters Blend Sounds with Letters t, I, s, l Blend Sounds with Letters to Read Words Read CVC Words with Short i Rhyming Phonograms Rapid Letter and Word Naming Read Sentences with HFW's: this, is, his, go Spelling with Short /a/ and short /i/ Reading for Meaning [KRF4]</p> <p>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities TISL High Frequency Words (HFW): go, his, is, this Vowel Song,</p>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Short 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> <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</i> <i>and His Lips, See Sam Sit, Tim and</i> <i>Sam, Sam Tips the Lamp</i> <i>[KRF4]</i>						
		CBTR 3	<i>Beginning Sounds: /r/, /n/, /d/</i> <i>Beginning Sounds with Letters r, n, d</i> <i>Ending 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</i> <i>Words</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<p>Vowel Sound /A/ Vowel Sound with Letters /ai/ Vowel Sound with Letters /oa/ Read Words with Vowel Sound /oa/ Phoneme Substitution, Middle Sound Beginning Blends sl-, sp-, st- Beginning Blends sl-, sn-, sp-, st-, More Practice Read Words with Ending Sounds, Blends /-nd/ and /-nt/ Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid letter and Word Naming Read Sentences with HFW's: they, you, are, here Spelling with s-blend and short /o/ Spelling Long A /ai/ and Long O /oa/ Reading for Meaning [KRF4]</p> <p>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities ROND HFW words: they, you, are, here BPA: Lamps</p>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Word Families/ Rhyming</i> <i>Onset Rime/ Build Word Families Game</i> <i>[machine game] Vowel Song, Short o</i> <i>Vowel short o</i> <i>Blending with Short vowel o</i> <i>In Context Reading with Short o</i> <i>Vowel Song, Long A /ai/ Vowel Long A,</i> <i>/ai/ Blending long A /ai/</i> <i>In Context Reading with long A /ai/</i> <i>Vowel Song, Long O /oa/</i> <i>Vowel Long O /oa/ Blending Long O /oa/</i> <i>In Context Reading with Long O /oa/</i> <i>Consonant Blends (sl, st, sp, sn) Teach</i> <i>Rapid Sound Symbol Game [Free Fall]</i> <i>Decodable Books: Dots and Spots,</i> <i>Snails in a Pail, The Toast in the Road,</i> <i>Stan the Man, The Toads Are Lost, In</i> <i>the Rain</i> <i>[KRF4]</i>						
		CBTR 4	<i>Beginning Sounds: /f/, /g/, /h/</i> <i>Beginning Sounds with Letters f, g,h</i> <i>Ending Sounds: /f/, /g/</i> <i>Ending Sounds with Letters f,g</i> <i>Vowel Sound /e/</i> <i>Vowel Sound /e/ and letter e</i> <i>Vowel Sounds /o/ and /e/</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending Beginning/Middle/ Ending Sounds with Letters</i> <i>Vowel Sound /E/</i> <i>Vowel Sound with Letters /ee/, /ea/</i> <i>Vowel Sound with Letters /ee/, /ea/</i> <i>More practice Read Words with Vowel Sounds /ee/, /ea/ Phoneme Middle Sound</i> <i>Beginning Blends cl-, fl-, gl-</i> <i>Beginning Blends cl-, dr-, fr-, gr-, pr-, tr-</i> Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming <i>Read Sentences with HFW's 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>[KRF4]</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities FEHG HFW words: with, my, where, to</i> <i>Vowel Song, Short e Vowel Short e</i>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending short e</i> <i>In Context Reading with Short e</i> <i>Vowel Song, Long E 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, fr, gr, pr)</i> <i>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</i> [KRF4]						
		CBTR 5	<i>Beginning Sounds; /b/, /j/, /w/</i> <i>Beginning Sounds with Letters b, w, j, u</i> <i>Ending Sound /b/, Review /m/</i> <i>Ending Sounds, Letters b, Review m,n,g</i> <i>Vowel Sound /u/</i> <i>Vowel Sound /u/ and Letter u</i> <i>Blending Beginning/Middle/Ending Sounds with Letters</i> <i>Vowel Sound, Silent e, pattern a_e</i> <i>Vowel Sound, Silent e, pattern o_e</i> <i>Blend Sounds and letters to Read Words</i> <i>Beginning Blends sm-, bl-, br-</i>			✓			

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				1	2	3	4	5	6
			<i>Beginning Blends sm-, bl-, br-, str-, spl-, spr- Rhyme Phonograms, Long Vowels Rapid Letter and Word Naming Read Sentences with HFW's what, said, her, for</i> <i>Passage Reading: Prosody Spelling with Short /u/ and Blends Spelling CVCe with a_e and o_e Reading for Meaning [KRF4]</i> <i>Alphabet Song</i> <i>Literacy Acquisition Theater Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities BUJW HFW: what, said, her, for</i> <i>Vowels Song, Short u Vowel Short u Blending Short u</i> <i>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/</i> <i>Vowel Song, Long O /o_e/</i> <i>Vowel Long O /o_e/ 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>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>In Context Reading (short vowel review)</i> <i>Consonant Blends (sm, bl, br, str, spl, spr)</i> <i>Rapid Sound Symbol Game [Free Fall]</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 [KRF4]</i>						
		CBTR 6	<i>Beginning Sounds: /z/, /v/, /y/</i> <i>Beginning Sounds with letters z, k, v, y</i> <i>Ending Sound: /v/, /z/</i> <i>Ending Sounds, Letters z, y, review</i> <i>Read and Spell Words with Short Vowel</i> <i>Sounds Blending</i> <i>Beginning/Middle/Ending Sounds with Letters</i> <i>Long Vowel Sound /I/, /U/</i> <i>Vowel Sound, Silent e, Letter Patterns i_e, u_e</i> <i>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 HFW's was, that,</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>from, she</i> <i>Spelling CVCe with i_e, and u_e</i> <i>Reading for Meaning</i> <i>[KRF4]</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</i> <i>Activities 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/</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</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-HFW]</i> <i>Decodable Books: Time to Ride, A Cute</i>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Mule, Time to Ride My Mule, The Dunes, Just In Time</i> [KRF4]						
		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 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 HFW's Passage Reading: Prosody Spelling Words with -ar, -are, -or, -ore Spelling Words with Soft c and Soft g Spelling Compound Words Reading for Meaning</i> [KRF4] <i>Alphabet Song Literacy Acquisition Theater Letter Recognition Room Sound Recognition</i>			✓			

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				1	2	3	4	5	6
			<i>Activities Letter Sound Room</i> <i>Sound/Symbol Correspondence</i> <i>Activities 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> <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 Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game [KRF4]</i>						
		SBTR	<i>Letter Sound Discrimination</i> <i>Letter Sound Picture Match, Beginning Sound Letter Sounds: Matching Characters with Pictures Letter Sounds Identification</i> <i>Letter Sounds Matching Game</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[KRF4]						
(4) Text Types and Purpose, labels, and familiar words are used to communicate information and ideas.									
4A	Use Text Types and Purpose to: <ul style="list-style-type: none"> i. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). [ELAGSEKW1] ii. Use a combination of drawing, dictating, and writing 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> [KW1], [KW2, KW3]				✓		

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				1	2	3	4	5	6
	compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [ELAGSEKW2] iii. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [ELAGSEKW3]								
4B	Use Production and Distribution of Writing to: i. With guidance and support from adults, respond to questions	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>				✓		

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				1	2	3	4	5	6
	and suggestions from peers and add details to strengthen writing as needed. [ELAGSEKW5] ii. With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers. [ELAGSEKW6]		<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> [KW5], [KW6]						
4C	Use Research to Build and Present Knowledge to: i. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [ELAGSEKW7]	CBTR	<i>Lesson 21 – Reading for Meaning</i> [KW7]				✓		
		CBTR	<i>Lesson 18 – Reading for Meaning</i> [KW7]				✓		
		CBTR 2	<i>Lesson 3 – Rhyming</i> <i>Lesson 4 – Name Recognition</i> [KW8]				✓		
		SBTR	<i>Comprehension: Lesson 1 – Making Predictions, Grades K-1</i>				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [ELAGSEKW8]		<i>Comprehension: Lesson 5 – Summarizing Strategy, Grades K-1</i> <i>Comprehension: Lesson 13 – Inferences, Grades K-1</i> [KW8]						
(5) Reading and discussing texts within a small or large group aids with reading comprehension.									
5A	Use Comprehension and Collaboration to: i. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [ELAGSEKSL1] ii. Follow agreed-upon	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> [SL1] through [SL3]					✓	
		SBTR	<i>Comprehension:</i> <i>Making Predications 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>					✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [ELAGSEKSL1a]		<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> [SL1] through [SL3]						
	iii. Continue a conversation through multiple exchanges. [ELAGSEKSL1b]		<i>All Activities</i> [SL2]					✓	
	iv. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [ELAGSEKSL2]								
	v. Ask and answer questions in order to								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	seek help, get information, or clarify something that is not understood. [ELAGSEKSL3]								
5B	Use Presentation of Knowledge and Ideas to: <ul style="list-style-type: none"> i. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [ELAGSEKSL4] ii. Add drawings or other visual displays to descriptions as desired to provide additional detail. [ELAGSEKSL5] iii. Speak audibly and express thoughts, feelings, and ideas clearly. [ELAGSEKSL6] 	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> [SL4], [SL5], [SL6]					✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(6) Appropriate mechanics and conventions are used to create simple texts.									
6A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [ELAGSEKL1] ii. Print many upper- and lowercase letters. [ELAGSEKL1a] iii. Use frequently occurring nouns and verbs. [ELAGSEKL1b] iv. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	SBTR	All Books						✓
		1	Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities [KL1a]						✓
		2	Letter Formation (TISL) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room BPA: Summer Camp Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	[ELAGSEKL1c] v. Understand and use question words (<i>interrogatives</i>) (e.g., <i>who, what, where, when, why, how</i>). [ELAGSEKL1d] vi. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). [ELAGSEKL1e] vii. Produce and expand complete sentences in shared language activities. [ELAGSEKL1f] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [ELAGSEKL2]		<i>Letter</i> [KL1a], [KL1b]						
		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> [KL1], [KL1a], [KL1b]						✓
		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> [KL1c]						✓
		5	<i>Letter Formation (BUJW) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iv. Capitalize the first word in a sentence and the pronoun I. [ELAGSEKL2a] v. Recognize and name end punctuation. [ELAGSEKL2b] vi. Write a letter or letters for most consonant and short-vowel sounds (<i>phonemes</i>). [ELAGSEKL2c] Spell simple words phonetically, drawing on knowledge of sound- letter relationships. [ELAGSEKL2d]		<i>Wormer</i>] Letter Recognition Game [Pick That Letter] [KL1d]						
		6	Letter Formation (ZKVY) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [KL1d], [KL1e]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		7	Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter] [KL1f]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
6B	Use Vocabulary and Acquisition Use to:	CBTR 1	<i>Rhyming</i> <i>Letter name Recognition: Mm, Aa, Pp, Cc</i> <i>Beginning Sounds: /m/, /p/, /k/</i> <i>Beginning Sounds with Letter m, p, c</i> <i>Ending Sounds with Letters m, p, c</i> <i>Rapid Letter and Word Naming</i> [KL4b]						✓
	i. With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. [ELAGSEKL4]	CBTR 2	<i>Reading for Meaning</i> <i>Rhyming Phonograms</i> <i>Rapid Letter and Word Naming</i> [KL4], [KL4a] <i>Ending Sounds with Letters t, s, l</i> [KL4b]						✓
	ii. Identify new meanings for familiar words and apply them accurately (e.g., <i>knowing duck is a bird and learning the verb to duck</i>). [ELAGSEKL4a]	CBTR 5	<i>Read Sentences with HFWs</i> <i>Passage Reading: Prosody</i> <i>Reading for Meaning</i> [KL4], [KL4a]						✓
	iii. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	unknown word. [ELAGSEKL4b]								
6C	Use Vocabulary and Acquisition to: i. With guidance and support from adults, explore word relationships and nuances in word meanings. [ELAGSEKL5] ii. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [ELAGSEKL5a]	1	Comprehension Books: <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> [KL5], [KL5c], [KL5d]						✓
	iii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [ELAGSEKL5b]	2	Foundational Books: <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>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iv. Identify real-life connections between words and their use (<i>e.g., note places at school that are colorful</i>). [ELAGSEKL5c]		In the Sand The Act Raindrops Pat's Cat A Special Delivery for Dusty The Cleaning Attack Cal and the Clam The Last Scrap Jen and Her New Friends [KL5], [KL5c], [KL5d]						
	v. Begin to distinguish shades of meaning among verbs describing the same general action (<i>e.g., walk, march, strut, prance</i>) by acting out the meanings. [ELAGSEKL5d]								
	vi. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [ELAGSEKL6]	CBTR 0	Counting Spoken Words Counting Syllables Counting Syllables with Syllable Squares Counting Each Sound Matching Segmented Spoken Words Segmented Spoken Words with Pictures Segmenting Spoken Words Game [KL5], [KL5a]						✓
		SBTR	<i>Closed Sort, Kindergarten</i> [KL5], [KL5a]						✓
		SBTR	<i>Vocabulary: Antonym/Synonym Review</i> [KL5b]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		SBTR	<i>Fluency, Vocabulary and Comprehension teacher-directed lesson [KL6]</i>						✓
		CBTR/ SBTR	<i>All Books [KL6]</i>						✓
		CBTR	<i>All Cycle 0 and Cycle 1 Lessons [KL6]</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(1) Determining central ideas or themes of literary texts leads to a better understanding of that text.									
1A	Use Key Ideas and Details to: i. Ask and answer questions about key details in a text. [ELAGSE1RL1] ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. [ELAGSE1RL2] iii. Describe characters, settings, and major events in a story, using key details. [ELAGSE1RL3]	0-8	All Books [1RL1]	✓					
		8	Comprehension Book: The Queen's Suitcase Decodable Books: Wait to Paint, King Zung and the Lark [1RL2] Decodable Book: The Fox Pack [1RL3]	✓					
		9	Decodable Books: Naptime, Elbert's Birthday, Coach Chapman, Roy and Troy Like Trains Passage: Joel and Kay's Best Day [1RL2] Decodable Books: Winter Snowstorm, The Wise Crow [1RL3]	✓					
		10	Decodable Book: The Three Little Bugs [1RL2]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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> [1RL3]						
		11	<i>Decodable Books: The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs</i> [1RL2] <i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [1RL3]	✓					
		SBTR	<i>Problem Solution</i> [1RL2] <i>Character</i> [1RL3]	✓					
		CBTR 10	<i>Comprehension: Character Analysis</i> [1RL3]	✓					
1B	Use Craft and Structure to: i. Identify words and phrases in stories or	8	<i>Decodable Book: The Fox Pack</i> [1RL4]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	poems that suggest feelings or appeal to the senses. [ELAGSE1RL4]	9	<i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [1RL4]	✓					
	ii. Explain major differences between books that tell stories and books that give information. [ELAGSE1RL5]	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> [1RL4]	✓					
	iii. Identify who is telling the story at various points in a text. [ELAGSE1RL6]	11	<i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [1RL5]	✓					
		SBTR	<i>Character</i> [1RL6]	✓					
		CBTR 10	<i>Comprehension: Character Analysis</i> [1RL6]	✓					
1C	Use Integration of Knowledge and Ideas to: i. Use illustrations and details in a story to describe its characters, setting, or events.	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</i>	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
ii.	[ELAGSE1RL7] Compare and contrast the adventures and experiences of characters in stories. [ELAGSE1RL9]		<i>Cam, The Maps</i> [1RL7]						
		2	<i>Read-Aloud Books: Pam and the Cap, The Act</i> [1RL7]	✓					
		3	<i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> [1RL7]	✓					
		4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> [1RL7]	✓					
		5	<i>Comprehension Book: Where Will They Ride?</i> <i>Decodable Books: Late for the Game, I Rode Home</i> [1RL7]	✓					
		6	<i>Comprehension Book: Pets - Fish</i> <i>Decodable Book: Time to Ride</i> [1RL7]	✓					
		8	<i>Cycle 8 Decodable Book: Bert and Gert</i> <i>Cycle 8 Decodable Book: The Fox Pack</i>	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[1RL9]						
		10	Decodable Book: Spiders Decodable Book: The Three Little Bugs Ch.1 Decodable Book: The Three Little Bugs Ch. 2 Decodable Book: The Three Little Bugs Ch. 3 Decodable Book: Whales Passage: Insects Passage: People Send Mail [1RL9]	✓					
		11	Decodable Book: Just the Right Size (Compare & Contrast) Decodable Book: Bert and Gert (Compare & Contrast) Decodable Books: The Three Little Bugs (Character Analysis, Problem & Solution, Inference, Compare & Contrast) [1RL9]	✓					
		SBTR	Compare Contrast [1RL9]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
1D	Use Range of Reading and Level of Text Complexity to: With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [ELAGSE1RL10]	SBTR	<i>Mark and Kate, At the Farm, Ben and Steve at the Seaside, The Big Game, I Like to Help, The Mailman, The Mailman, Queen's Suitcase, The Best Trip, Camping, Mother Cat and Her Kittens, Naptime, The Scarecrow, How can That Be? The Strange Noise, A Star Is Born, Who Is Following Us?</i> [1RL10]	✓					
		1	<i>Comprehension: Lesson 1 – Making Predictions</i> [1RL10]	✓					
		4	<i>Lesson 22 – Rhyming Words and Poetry</i> [1RL10]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(2) Comprehending and fluently reading a variety of informational texts are the beginning traits of proficient readers.									
2A	Use Key Ideas and Details to: i. Ask and answer questions about key details in a text. [ELAGSE1RI1] ii. Identify the main topic and retell key details of a text. [ELAGSE1RI2] iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. [ELAGSE1RI3]	SBTR	Comprehension: Lesson 3 – Asking Questions Strategy, Grades K-1 [1RI1] Comprehension: Lesson 64 – Main Idea – Non-Fiction, Grades K-1 [1RI2] Comprehension: Lesson 69 - Asking Questions, K-1 [1RI1], [1RI2], [1RI3]		✓				
2B	Use Craft and Structure to: i. Ask and answer	5	BPA: Pets – Snakes [1RI4], [1RI5], [1RI6]		✓				

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				1	2	3	4	5	6
	ii. Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text. [ELAGSE1RI4]	6	<i>Comprehension Book: Pets – Fish</i> [1RI4], [1RI5], [1RI6]		✓				
		7	<i>Decodable Books: Boats, Homes</i> [1RI4], [1RI5], [1RI6]		✓				
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [1RI4], [1RI5], [1RI6]		✓				
		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> [1RI4], [1RI5], [1RI6]		✓				
	iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. [ELAGSE1RI6]	11	<i>Passages: Hurricanes, The Dirt Detectives</i> [1RI4], [1RI5], [1RI6]		✓				
2C	Use Integration of Knowledge and Ideas to:	1	<i>BPA: At the Market</i> [1RI8]		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	i. Use illustrations and details in a text to describe its key ideas. [ELAGSE1RI7]	5	<i>BPA: Pets – Snakes</i> [1RI7]		✓				
		6	<i>Comprehension Book: Pets – Fish</i> [1RI7]		✓				
	ii. Identify the reasons an author gives to support points in a text. [ELAGSE1RI8]	7	<i>Decodable Books: Boats, Homes</i> [1RI7]		✓				
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [1RI7]		✓				
	iii. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [ELAGSE1RI9]	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> [1RI7], [1RI9] <i>Decodable Book: Spiders</i> <i>Decodable Books: The Three Little Bugs Ch.1</i> [1RI8]		✓				
		SBTR	<i>Asking Questions Authors Purpose</i> [1RI8]		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
2D	Use Range of Reading and Level of Text Complexity to: With prompting and support, read informational texts appropriately complex for Grade 1. [ELAGSE1RI10]	SBTR	<i>Boats, Homes, Ranch Hands, The Colt, Earthworms, Water Is A Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes</i> [1RI10]		✓				
(3) Knowledge of phonics and the basic conventions produce proficient readers and writers.									
3A	Use Print Concepts to: i. Demonstrate understanding of the organization and basic features of print. [ELAGSE1RF1] ii. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending		<i>All Activities</i> [1RF1], [1RF1a]			✓			
		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> [1RF1]			✓			

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				1	2	3	4	5	6
	punctuation). [ELAGSE1RF1a]	2	Read-Aloud Books: <i>Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> HFW Book: <i>Tim at Camp</i> BPA: <i>Summer Camp</i> Decodable Books: <i>Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp</i> [1RF1]			✓			
		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> [1RF1a]			✓			
		6	Read-Aloud Books: <i>Jen and Her New Friends, The Last Scrap, A pecial 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,</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Just In Time</i> [1RF1a]						
		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> [1RF1a]			✓			
		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> [1RF1a]			✓			
		SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i>			✓			

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				1	2	3	4	5	6
			<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> [1RF1a]						
3B	Use Phonological Awareness to: i. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [ELAGSE1RF2] ii. Distinguish long from short vowel sounds in spoken single-syllable words. [ELAGSE1RF2a] iii. Orally produce single-syllable words by blending sounds	0	<i>Identifying Phonemes: Initial, Medial, Final</i> [1RF2]			✓			
		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> [1RF2], [1RF2a]			✓			
		2	<i>Identify Initial, Medial and Final Phonemes</i> <i>Identify and Isolate Final Phonemes</i> <i>Segmenting Phonemes [CVC]</i> [1RF2c]			✓			
		3	<i>Identify Initial, Medial and Final Phonemes</i> <i>Identify and Isolate Final Phonemes</i> <i>Segmenting Phonemes [CVC]</i> [1RF2b]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	(phonemes), including consonant blends. [ELAGSE1RF2b]	4	Onset Rime/ Build Word Families Game [Machine Game] (-en, -ess) [1RF2c]			✓			
	iv. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [ELAGSE1RF2c]	CBTR 0	Counting Each Sound (2 Sounds) Counting Each Sound (3 Sounds) Matching Segmented Spoken Words with Pictures Segmenting Spoken Words Game Ending Sounds with Sounds Squares Ending Sounds Middle Sounds Middle Sounds: Identification Using Picture Cards [1RF2c], [1RF2d]			✓			
	v. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). [ELAGSE1RF2d]	CBTR 1	Segment Sounds in Spoken Words [RF2d]			✓			
		CBTR 2	Middle Sounds Middle Sounds: Decorator Service Game Blending Beginning/ Middle/ Ending Sounds with Letters [1RF2b]			✓			
		CBTR 3	Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Beginning Sound Phoneme Substitution, Middle Sound			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[1RF2b]						
		CBTR 4	Blending Beginning/Middle/ Ending Sounds with Letters Phoneme Substitution, Ending Sound Phoneme Middle Sound [1RF2b]			✓			
		CBTR 5	Blending Beginning/Middle/Ending Sounds with Letters [1RF2b]			✓			
		CBTR 6	Blending Beginning/Middle/Ending Sounds with Letters Substitute Short Vowel and Ending Sounds [1RF2b]			✓			
		CBTR 8	Segmenting and Blending Sound /sh/ Segmenting and Blending Sound /th/ Segmenting and Blending Sound /ng/ [1RF2b], [1RF2c]			✓			
		CBTR 9	Segmenting and Blending Sounds /ch/ CBTR 10 Segmenting and Blending Sounds /wh/ a [1RF2c], [1RF2d]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR 10	<i>Segmenting and Blending Sounds /wh/ and /ph/</i> [1RF2b]			✓			
3C	Use Phonics and Word Recognition to: i. Know and apply grade-level phonics and word analysis skills in decoding words. [ELAGSE1RF3] ii. Know the spelling-sound correspondences for common consonant digraphs. [ELAGSE1RF3a] iii. Decode regularly spelled one-syllable words. [ELAGSE1RF3b] iv. Know final -e and common vowel team conventions for representing long vowel sounds. [ELAGSE1RF3c]	1	<i>HFW Book: Pam and the Cap</i> <i>Decodable Books: Pam and Cam, Mac and Cam, The Maps</i> [1RF3a]			✓			
		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> [1RF3], [1RF3b]			✓			
		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/</i> <i>Word Masters Book: The Lost Island</i> <i>Comprehension Book: Trips with My Family</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	v. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [ELAGSE1RF3d]		<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> [1RF3c]						
	vi. Decode two-syllable words following basic patterns by breaking the words into syllables. [ELAGSE1RF3e]	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> [1RF3], [1RF3d]			✓			
	vii. Read words with inflectional endings. [ELAGSE1RF3f]	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/</i> <i>In Context Reading with Long O /o_e/</i> <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-</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			HFW] Rapid Word Naming Game [Spot That Word-CVC] [1RF3b]						
		6	HFW Book: Where Is Jane? In Context Reading with Long I /i_e/ In Context Reading with Long U /u_e/ In Context Reading with Long Vowel Patterns (ai, oa, ee, ea) Word Masters Book: The Kid in the Mask Comprehension Book: Pets - Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes, Just In Time Rapid Word Naming Game[Virus Game-HFW] Rapid Word Naming Game[Spot That Word-CVC] [1RF3d], [1RF3e]			✓			
		7	HFW Book: Hide and Seek In Context Reading with R Controlled Vowel /or/ In Context Reading with R Controlled Vowel /ar/ Word Masters Book: The Case of the Haunted Barn Comprehension Book: Just the Right Size Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Seaside, At the Farm, The Twin Mice, The			✓			

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- | | |
|--------------------------------|-------------------------------|
| 1 = Reading Literacy (RL) | 4 = Writing (W) |
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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			Oatmeal Man, The Big Game Rapid Word Naming Game [Virus Game-HFW] Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC] [1RF3f]						
		8	HFW Book: I Like to Help In Context Reading with R Controlled Vowel [er] In Context Reading with digraph [sh] In Context Reading with digraph [th] Word Masters Book: The Not-So-Great Skunk Adventure Comprehension Book: The Queen's Suitcase - Chapter 1 Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack Rapid Word Naming [Virus Game-HFW] Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC] [1RF3f]			✓			
		9	HFW Book: The Best Trip In Context Reading with Long A [ay] In Context Reading with Long E [ey] In			✓			

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				1	2	3	4	5	6
			<p>Context Reading with Long I [ie] In Context Reading with Long O [oe] In Context Reading with Long O [ow] In Context Reading with Long O [o] In Context Reading: [ch] In Context Reading: [tch] In Context Reading with [ed], [ing], [s] Odd Balls: [ol], [ow]- T, GP, IP In Context Reading : [ol], [ow] Odd Balls: [oi], [oy]- T, GP, IP In Context Reading : [oi], [oy] In Context Reading : /ay/ 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] [1RF3c]</p>						

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				1	2	3	4	5	6
		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 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>[1RF3a], [1RF3f]</i>			✓			
		11	<i>Odd Balls: [oo as in zoo] ; [ew, eu,ui]- T, GP, IP</i> <i>In Context Reading with [oo]; [ew,</i>			✓			

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				1	2	3	4	5	6
			eu, ui] Odd Balls: [igh], [ight], [ild], [ind]-T, GP, IP In Context Reading with [igh, ight, ind] Odd Balls: [oo as in foot]- T, GP, IP In Context Reading with [oo] In Context Reading with Prefixes In Context Reading with Suffixes In Context Reading with Contractions Decodable Books: The Flying Pizza, Winter Snowstorm, Who is Following Us? Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs Passages: From Fearful to Fearless, Hurricanes, The Dirt Detectives Spot That Word Game Rapid Word Naming [Virus Game-HFW] Gimme the Ball [Odd Balls] [1RF3a], [1RF3c]						
		CBTR 9	Read Words with ow, oll, old, olt, olk Read High Frequency Words Reading for Meaning [1RF3d]			✓			
		CBTR 10	Inflected Ending -ing Inflected Ending -ed Phonograms: all, alk, alt, ald Comprehension: Character Analysis HFW's			✓			

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				1	2	3	4	5	6
			Read HFW's in Sentences Spelling Words with Phonograms -all, alk, ald, alm Spelling with Endings y and ie Spelling - Changing the y to i Reading for Meaning [1RF3d]						
		CBTR 11	Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or Phonograms ind, igh, ild Multisyllabic Words Homophones HFW's Reading for Meaning [1RF3d]			✓			
3D	Use Fluency to: i. Read with sufficient accuracy and fluency to support comprehension. [ELAGSE1RF4] ii. Read on-level text with purpose and understanding. [ELAGSE1RF4a] iii. Read on-level text orally with accuracy, appropriate rate,	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, BPA: At the Market Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps [1RF4a] Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFW Book: Pam and the Cap BPA: Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and			✓			

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	and expression on successive readings. [ELAGSE1RF4b] iv. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [ELAGSE1RF4c] v. Read grade-appropriate irregularly spelled words. [ELAGSE1RF4d]		<i>Cam, The Maps</i> [1RF4], [1RF4b]						
		2	<i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> BPA: Summer Camp [1RF4a] <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act, Where Is Coco?</i> 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 [1RF4], [1RF4b]			✓			
		3	<i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> BPA: Lamps [1RF4a] <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family, Lamps</i> HFW Book: On the Dot BPA: Lamps Word Masters Book: The Lost Island			✓			

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				1	2	3	4	5	6
			<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> [1RF4], [1RF4b]						
		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> [1RF4a] <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> [1RF4], [1RF4b]			✓			
		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</i>			✓			

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			<i>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> [1RF4], [1RF4b], [1RF4c]						
		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> [1RF4], [1RF4], [1RF4b]			✓			
		7	<i>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</i> <i>BPA: Mr. Grump and the Beautiful Yard</i> [1RF4b]			✓			
		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</i>			✓			

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				1	2	3	4	5	6
			<i>Beth, Bert and Gert, The Fox Pack</i> [1RF4], [1RF4b]						
		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> <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>			✓			

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				1	2	3	4	5	6
			<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>[1RF4], [1RF4b], [1RF4c]</i>						
		10	<i>Lesson 20 – Fluency</i> <i>[1RF4]</i>			✓			
		SBTR	<i>Fluency Graph 1</i> <i>Fluency Graph 2</i> <i>Fluency Graph 3</i> <i>[1RF4]</i>			✓			
		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> <i>[1RF4]</i>			✓			
(4) Exploring the writing process develops ideas for writing texts that carry meaning.									
4A	Use Text Types and Purpose to: i. Write opinion pieces	SBTR	<i>Sam Tips the Lamp</i> <i>See Sam Sit</i> <i>Dots and Spots</i>				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. [ELAGSE1W1]</p> <p>ii. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [ELAGSE1W2]</p> <p>iii. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to</p>		<p><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> <i>[1W1], [1W2], [1W3]</i></p>						

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	signal event order, and provide some sense of closure. [ELAGSE1W3]								
4B	Use Production and Distribution of Writing to: <ul style="list-style-type: none"> i. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [ELAGSE1W5] ii. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [ELAGSE1W6] 	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> [1W5], [1W6]				✓		

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4C	Use Research to Build and Present Knowledge to: <ul style="list-style-type: none"> i. Participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions). [ELAGSE1W7] ii. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [ELAGSE1W8] 	SBTR	<i>Graphic Organizers: Cause and Effect – a, Cause and Effect – c, KWL Chart, Semantic Features Analysis Chart, SWBST [1W7]</i> <i>Comprehension: Lesson 3 – Asking Questions Strategy, Grades K-1</i> <i>Comprehension: Lesson 69 – Asking Questions, K-1 [1W8]</i>				✓		
(5) Working with a group can lead to an exchange of ideas and improved reading comprehension.									

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5A	Use Comprehension and Collaboration to: i. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. [ELAGSE1SL1]	SBTR	<i>Comprehension: Drawing Conclusions Author's Purpose [1SL1], [1SL1a]</i>					✓	
		SBTR	<i>Writing: Sam Tips the Lamp, See Sam Sit, Dots and Spots, Fred Has Ten Hens, Fun at Home, Where is Jane? A Big Sneeze, King Zung and the lark, The Wise Cow, The Changing, Fields of Change: Autumn/Winter, The Changing Surface [1SL1], [1SL1a], [1SL1b]</i>					✓	
	ii. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [ELAGSE1SL1a]	SBTR	<i>Comprehension: Lesson 3 - Asking Questions Strategy</i> <i>Comprehension: Lesson 69 - Asking Questions [1SL1c], [1SL2], [1SL3]</i> <i>Comprehension: Lesson 65 – Identifying Details [1SL2]</i>					✓	
		SBTR	<i>Sam Tips the Lamp [1SL1c]</i>					✓	
	iv. Ask questions to	SBTR	<i>Asking Questions</i>					✓	

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	clear up any confusion about the topics and texts under discussion. [ELAGSE1SL1c] v. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [ELAGSE1SL2] vi. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [ELAGSE1SL3]		<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> [1SL3]						
5B	Use Presentation of Knowledge and Ideas to: i. Describe people,	SBTR	<i>Asking Questions</i> <i>Fun At Home</i>					✓	

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	places, things, and events with relevant details, expressing ideas and feelings clearly. [ELAGSE1SL4] ii. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [ELAGSE1SL5] iii. Produce complete sentences when appropriate to task and situation. (See <i>Grade 1 Language standards 1 and 3 for specific expectations.</i>) [ELAGSE1SL6]		<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>[1SL4], [1SL5], [1SL6]</i>						
(6) Discussing text in groups enhances clarity of ideas when speaking and writing.									

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6A	Use Conventions of Standard English to:		<i>All Activities</i>						✓
	i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [ELAGSE1L1]	1	<i>Letter Formation (MAPC) Letter Recognition Activities Letter Recognition Room Sound Recognition Activities Letter Sound Room Sound/Symbol Correspondence Activities [1L1], [1L1a], [1L1j]</i>						✓
	ii. Print all upper- and lowercase letters. [ELAGSE1L1a]	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] [1L1], [1L1a]</i>						✓
	iii. Use common, proper, and possessive nouns. [ELAGSE1L1b]								
	iv. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). [ELAGSE1L1c]	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] [1L1], [1L1c], 1L1d]</i>						✓
	v. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my;</i>	4	<i>Letter Formation (FEGH) Letter Recognition Activities Letter Recognition Room Sound</i>						✓

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	vi. <i>they, them, their, anyone, everything).</i> [ELAGSE1L1d] Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).[ELAGSE1L1e]		<i>Recognition Activities Letter Sound Room Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [1L1], [1L1a]						
	vii. Use frequently occurring adjectives. [ELAGSE1L1f]	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]</i> [1L1], [1L1a]						✓
	viii. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). [ELAGSE1L1g]	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> [1L1], [1L1a]						✓
	ix. Use determiners (e.g., <i>articles, demonstratives</i>). [ELAGSE1L1h]	7	<i>Letter and Sound Block: QX (see Cycle 1) Rapid Letter Naming Game [Speed Wormer] Letter Recognition Game [Pick That Letter]</i> [1L1]						✓
	x. Use frequently occurring	SBTR	<i>Sam Tips the Lamp, See Sam Sit, Dots and</i>						✓

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5 = Speaking & Listening (SL)

6 = Language (L)

Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	prepositions (e.g., during, beyond, toward). [ELAGSE1L1i] xi. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory). [ELAGSE1L1j] xii. Print with appropriate spacing between words and sentences. [ELAGSE1L1k]		<i>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, Jen and her new Friends, The Three Little Bugs, George Washington Carver</i> [1L1] through [1L1k]						
6A (Cont.)	Use Conventions of Standard English to: xiii. Demonstrate command of the conventions of Standard English	SBTR	<i>Sam Tips the Lamp See Sam Sit Dots and Spots The Toads Are Lost Fred Has Ten Hens My Dog Has Fleas</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	capitalization, punctuation, and spelling when writing. [ELAGSE1L2]		<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> [1L2, [1L2a], [1L2c], [1L2e]						
xiv.	Capitalize dates and names of people. [ELAGSE1L2a]								
xv.	Use end punctuation for sentences. [ELAGSE1L2b]								
xvi.	Use commas in dates and to separate single words in a series. [ELAGSE1L2c]								
xvii.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [ELAGSE1L2d]	3	<i>Word Masters Book: The Lost Island</i> <i>Word Masters Spelling Game</i> [1L2c], [1L2d]						✓
		4	<i>Word Masters Book: The Great Pig Escape</i> <i>Word Masters Spelling Game</i> [1L2d]						✓
xviii.	Spell untaught words phonetically, drawing on	5	<i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Word Masters Spelling Game</i> [1L2d]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	phonemic awareness and spelling conventions. [ELAGSE1L2e]	6	<i>Word Masters Book: The Kid in the Mask</i> <i>Word Masters Spelling Game</i> [1L2d]						✓
		7	<i>Word Masters Book: The Case of the Haunted Barn</i> <i>Word Masters Spelling Game</i> [1L2d]						✓
		CBTR 3	<i>Spelling with s-blend and short /o/</i> [1L2d]						✓
		CBTR 4	<i>Spelling with Short /e/ and Blends</i> [1L2d]						✓
		CBTR 5	<i>Spelling with Short /u/ and Blends</i> [1L2d]						✓
		CBTR 6	<i>Blend Sounds with Letters to Read and Spell Words</i> [1L2d]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
6B	Use Vocabulary Acquisition and Use 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> [1L4]						✓
	i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies. [ELAGSE1L4]	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> [1L4], [1L4a], [1L4c]						✓
	ii. Use sentence-level context as a clue to the meaning of a word or phrase. [ELAGSE1L4a]	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>						✓
	iii. Use frequently occurring affixes as a clue to the meaning of a word. [ELAGSE1L4b]								
	iv. Identify frequently occurring root words (e.g., look) and their								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	inflectional forms (e.g., looks, looked, looking). [ELAGSE1L4c]		[1L4], [1L4a], [1L4c]						
		4	Read-Aloud Books: <i>Fun with Friends</i> , <i>Sam Has Mail</i> , <i>The Cleaning Attack</i> , <i>The Yellow Pin</i> HFW Book: <i>My Hands and Feet</i> BPA: <i>Where Is Coco?</i> Decodable Books: <i>Fred Has Ten Hens</i> , <i>Jean and Dean</i> , <i>Big Feet</i> , <i>Meg and the Hens</i> , <i>The Green Team</i> , <i>My Dog Has Fleas</i> [1L4], [1L4a], [1L4b]						✓
		5	Read-Aloud Books: <i>Pat's Cat</i> , <i>Raindrops</i> , <i>Pals</i> , <i>Surprise!</i> HFW Book: <i>The Bun for Us</i> BPA: <i>Pets - Snakes</i> Comprehension Book: <i>Where Will They Ride?</i> Decodable Books: <i>Bug in the Mud</i> , <i>Late for the Game</i> , <i>I Rode Home</i> , <i>Homes for Sale</i> , <i>Fun at Home</i> , <i>The Blue Blimp</i> [1L4], [1L4a], [1L4b]						✓
		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>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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> [1L4], [1L4a]						
		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,</i> <i>At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</i> [1L4], [1L4a], [1L4b]						✓
		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>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[1L4]						
		9	Cycle 9 Inflected Endings: [ed], [ing], [s] Cycle 9 TR Decoding Multisyllabic Words Cycle 9 TR Inflected Ending -s Cycle 9 TR Inflected Ending -ing Cycle 9 TR Inflected Ending -ed Cycle 9 TR Spelling Words with -ed, and -in [1L4]						✓
		10	Cycle 10 Inflected Endings: [ed], [es with double consonant], [d with spelling ed] Cycle 10 TR Inflected Ending -ing Cycle 10 TR Inflected Ending -ed [1L4c]						✓
		11	TR Inflected Endings [1L4a], [1L4c]						✓
		CBTR	Spelling with endings y and ie Spelling- Changing the y to i Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [1L4a]						✓
		SBTR	Prefixes Suffixes						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[1L4a]						
6B (Cont.)	Use Vocabulary Acquisition and Use to: v. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [ELAGSE1L5] vi. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [ELAGSE1L5a] vii. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	CBTR0	<i>Middle Sounds: Identification Using Picture Cards</i> [1L5]						✓
		SBTR	<i>Letter Recognition, Sorting, Closed Sort</i> [1L5]						✓
		SBTR	<i>All Activities</i> [1L5c] <i>Shades of Meaning</i> [1L5d]						✓
		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>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	viii. [ELAGSE1L5b] Identify real-life connections between words and their use (e.g., note places at home that are cozy).		<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> [1L5a], [1L5d]						
	ix. [ELAGSE1L5c] Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		<i>All Activities</i> [1L5c], [1L5d], [1L6]						✓
	x. [ELAGSE1L5d] Use words and phrases acquired through conversations, reading and being read to, and								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p> <p>[ELAGSE1L6]</p>								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(1) Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text.									
1A	Use Key Ideas and Details to: i. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. [ELAGSE2RL1] ii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [ELAGSE2RL2] iii. Describe how characters in a	8	<i>Decodable Books: The Fox Pack</i> [2RL2], [2RL3]	✓					
		9	<i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [2RL2], [2RL3]	✓					
		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> [2RL2], [2RL3]	✓					
		11	<i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [2RL2], [2RL3]	✓					
		SBTR	<i>Asking Questions</i> [2RL1] <i>Character</i> [2RL3]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	story respond to major events and challenges. [ELAGSE2RL3]	CBTR1 0	<i>Comprehension: Character Analysis</i> [2RL2], [2RL3]	✓					
1B	Use Craft and Structure to: i. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [ELAGSE2RL4] ii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [ELAGSE2RL5]	1	<i>Read-Aloud Book: Sam Has Mail</i> [2RL4], [2RL5]	✓					
		3	<i>Decodable Book: Dots and Spots</i> <i>Decodable Book: The Toads Are Lost</i> [2RL6]	✓					
		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> [2RL4], [2RL5]	✓					
		5	<i>HFW Book: The Bun for Us</i> <i>Decodable Books: Bug in the Mud, Fun at Home</i> [2RL5], [2RL6]	✓					
		6	<i>Decodable Books: A Cute Mule, The Dunes</i> [LAFS.2.RL.2.6]	✓					
		7	<i>HFW Book: Hide and Seek</i> [2RL4]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iii. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [ELAGSE2RL6]	8	<i>HFW Book: I Like to Help</i> <i>Comprehension Book: The Queen's Suitcase - Chapter 1</i> [2RL4]	✓					
		9	<i>HFW Book: The Best Trip</i> [2RL5]	✓					
		10	<i>HFW Book: How Can That Be?</i> [2RL5]	✓					
		11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [2RL5]	✓					
		CBTR 5	<i>Passage Reading: Prosody</i> [2RL6]	✓					
		CBTR 7	<i>Passage Reading: Prosody</i> [2RL6]	✓					
		CBTR 8	<i>Passage Reading: Prosody</i> [2RL6]	✓					
		CBTR 9	<i>Passage Reading: Prosody</i> [2RL6]	✓					
		CBTR 10	<i>Comprehension: Character Analysis</i> [2RL6]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		SBTR	<i>Making Inferences</i> <i>Drawing Conclusions</i> [2RL6]	✓					
1C	Use Integration of Knowledge and Ideas to: i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [ELAGSE2RL7] ii. Compare and contrast two or more versions of the same story (e.g., <i>Cinderella</i> stories) by different authors or from different cultures. [ELAGSE2RL9]	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> [2RL7]	✓					
		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> [2RL7]	✓					
		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> [2RL7]	✓					
		4	<i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>FEHG</i> <i>Read-Aloud Books: Fun with Friends, Sam Has</i>	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Mail, The Cleaning Attack</i> <i>HFW Book: My Hands and Feet</i> <i>Word Masters Book: The Great Pig Escape</i> [2RL7]						
		5	<i>HFW Book: The Bun for Us</i> <i>BPA: Pets – Snakes</i> [2RL7]	✓					
		6	<i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>ZKVY</i> <i>Read-Aloud Books: Jen and Her New Friends,</i> <i>The Last Scrap, A Special Delivery for Dusty</i> [2RL7], [2RL9]	✓					
		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> [2RL7], [2RL9]	✓					
		CBTR 1	<i>Rhyming Words and Poetry Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/</i> [2RL7]	✓					
1D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read		<i>All Activities [LAFS.2.RL.4.10]</i>	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [ELAGSE2RL10]								
(2) Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text.									
2A	Use Key Ideas and Details to: i. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of	6	<i>Comprehension Book: Pets – Fish</i> [2RI2]		✓				
		7	<i>Decodable Books: Boats, Homes</i> [2RI2]		✓				
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [2RI2]		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. [ELAGSE2RI1]	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> [2RI2]		✓				
		11	<i>Passages: The Dirt Detectives, Hurricanes</i> [2RI2]		✓				
	iii. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [ELAGSE2RI2] [ELAGSE2RI3]	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> [2RI3]		✓				
		SBTR	<i>Asking Questions</i> [2RI1]		✓				
2B	Use Craft and Structure to: i. Determine the	6	<i>Comprehension Book: Pets – Fish</i> [2RI5]		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. [ELAGSE2RI4] [ELAGSE2RI5]	7	<i>Decodable Books: Boats, Homes</i> [2RI5]		✓				
		9	<i>Passages: Ranch Hands, The Colt, Earthworms</i> [2RI4], [2RI5]		✓				
		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> [2RI4], [2RI5]		✓				
		11	<i>Passages: The Dirt Detectives, Hurricanes</i> [2RI4], [2RI5]		✓				
		12	<i>Books: Solar System, Day Night Seasons, The Moon, Rocks and Soil, Changing Sur- face</i> <i>Passages: Exploring Space, Planets, Do Your Part, Natural Resources, Atmosphere, Water Recycled</i> [2RI4], [2RI5]		✓				
	iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [ELAGSE2RI6]	CBTR 5	<i>Passage Reading: Prosody</i> [2RI6]		✓				
		CBTR 7	<i>Passage Reading: Prosody</i> [2RI6]		✓				
		CBTR 8	<i>Passage Reading: Prosody My Illustrations</i> <i>Passage Reading: Prosody</i>		✓				

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				1	2	3	4	5	6
			[2RI6]						
		CBTR 9	Passage Reading: Prosody [2RI6]		✓				
2C	Use Integration of Knowledge and Ideas to: i. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [ELAGSE2RI7] ii. Describe how reasons support specific points the author makes in a text. [ELAGSE2RI8] iii. Compare and contrast the most important points presented by two texts on the same topic. [ELAGSE2RI9]	5	BPA: Pets - Snakes [2RI7]		✓				
		6	BPA: Pets - Fish [2RI7]		✓				
		10	Decodable Books: Spiders Decodable Books: The Three Little Bugs [2RI8], [2RI9]		✓				
		CBTR 1	Rhyming Words and Poetry Spelling with Short /e/ and Blends Spelling Long E with /ee and /ea/ [2RI7]		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
2D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [ELAGSE2RI10]	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 Homes, Mother Cat and Her Kittens, The Colt, Water Is A Good Thing, Insects [2RI10]		✓				
(3) Learning print concepts helps readers proficiently comprehend a vast range of texts and disciplines.									
3A	Use Phonics and Word Recognition to: i. Know and apply grade-level	2	Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] [2RF3e]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	phonics and word analysis skills in decoding words. [ELAGSE2RF3] ii. Distinguish long and short vowels when reading regularly spelled one-syllable words. [ELAGSE2RF3a] iii. Know spelling-sound correspondences for additional common vowel teams. [ELAGSE2RF3b]	3	<i>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 [2RF3b]</i> <i>Word Families/ Rhyming Onset Rime/ Build Word Families Game [machine game] [2RF3e]</i>		✓				
	iv. Decode regularly spelled two-syllable words with long vowels. [ELAGSE2RF3c]	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 [2RF3b]</i>			✓			
	v. Decode words with common prefixes and suffixes. [ELAGSE2RF3d] vi. Identify 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/</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	with inconsistent but common spelling-sound correspondences [ELAGSE2RF3e]		<i>Blending Long O /o-e/</i> <i>In Context Reading with Long O /o-e/</i> <i>Word Masters Book: Fun at Pine Cone Stream</i> <i>Decodable Books: Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp</i> [2RF3b] <i>BPA: Pets – Snakes</i> [2RF3d]						
		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> [2RF3b] <i>Comprehension Book: Pets – Fish</i> [2RF3d]			✓			
		8	<i>R Controlled Vowels /er/ w/ spelling [er], [ir],</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[ur] In Context Reading with R Controlled Vowel [er] Vowel Long I [ire] Vowel Long U [2RF3b]						
		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 [2RF3b]			✓			
		10	Odd Balls: au, aw, al Detective Dan In Context Reading: au, aw, al Odd Balls: ow- cow, vs ow- tow Detective Dan			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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> [2RF3b]						
		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> [2RF3b] <i>Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes</i> [2RF3d]			✓			
		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 HFW's: and, the, see, has</i> [2RF3e]			✓			
		CBTR 2	<i>Rhyming</i> <i>Blending Beginning/ Middle/ Ending Sounds</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>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</i> <i>Read Sentences with HFW's: this, is, his, go</i> <i>Spelling with Short /a/ and Short /i/</i> <i>Reading for Meaning</i> [2RF3e]						
		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> [2RF3b] <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 HFW's: they, you, are, here</i> <i>Spelling with S-Blend and Short /o/</i> <i>Reading for Meaning</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[2RF3e]						
		CBTR 4	<i>Vowel Sound with Letters /ee/, /ea/ Vowel Sound with Letters /ee/ /ea/, More Practice Read Words with Vowel Sounds /ee/, /ea/ Spelling Long E with EE and EA [2RF3b]</i> <i>Blending Beginning/Middle/ Ending Sounds with Letters Rhyme Phonograms, Short Vowels Rhyme Phonograms, Long Vowels Read Sentences with HFW's with, my, where, to Rhyming Words and Poetry Spelling with Short /e/ and Blends Reading for Meaning [2RF3e]</i>			✓			
		CBTR 5	<i>Rhyme Phonograms, Long Vowels [2RF3b]</i> <i>Blending Beginning/Middle/Ending Sounds with Letters Blend Sounds to Say Words, /u/ Rhyme Phonograms, Long Vowels Read Sentences with HFW's what, said, her, for Passage Reading: Prosody</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			Spelling with Short /u/ and Blends Reading for Meaning [2RF3e]						
		CBTR 6	Read and Spell Words with Short Vowel Sounds Blending Beginning/Middle/Ending Sounds with Letters Blend Sounds to Say Words Rhyme Phonograms, Long Vowels, Silent e Read Sentences with HFW's was, that, from, she Reading for Meaning [2RF3e]			✓			
		CBTR 7	Segmenting and Blending Sounds in Words Reversal of Sounds and Letters in Words Soft G as /j/ Open Syllables (me, go, by) Bossy R -ar, as in star and farm Phonogram -are as in care Read HFW's Passage Reading: Prosody Reading for Meaning [2RF3e]			✓			
		CBTR 8	Segmenting and Blending Sound /sh/ Segmenting and Blending Sound /th/ Segmenting and Blending Sound /ng/ Rhyming Words			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Blending the Diagraph sh</i> <i>Blending the Diagraph th</i> <i>Read HFW's</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> [2RF3e]						
		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> [2RF3b] <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> <i>Reading for Meaning</i> [2RF3e]			✓			
		CBTR	<i>Read Words with Diphthongs ow and ou</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		10	<p><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> [2RF3b]</p> <p><i>Multisyllabic Words: y, le</i> <i>Decodable Books: A Star is Born</i> <i>Passages: Water Is A Good Thing, Pet Parade</i> [2RF3b]</p> <p><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>HFW's</i> <i>Read HFW's in Sentences</i> <i>Fluency</i> <i>Reading for Meaning Pet Parade</i> [2RF3e]</p>						
		CBTR 11	<p><i>Phonogram eigh Phonograms ind, igh, ild</i> <i>Variant Vowel /OO/ Variant Vowel /oo/</i> <i>Variant Vowels /oo/, /OO/ Review</i> [2RF3b]</p> <p><i>Multisyllabic Words</i></p>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Passages: From Fearful to Fearless, The Dirt Detectives</i> <i>Multisyllabic Game</i> [2RF3c] <i>HFW's</i> <i>Fluency</i> <i>Reading for Meaning</i> [2RF3e]						
		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> [2RF3d]			✓			
		SBTR	<i>Prefixes</i> <i>Suffixes</i> [2RF3d]			✓			
3B	Use Fluency to: i. Read with sufficient accuracy and fluency to support comprehension. [ELAGSE2RF4]	2	<i>Read With Meaning 2</i> [2RF4] through [2RF4d]			✓			
		3	<i>In Context Reading with long A /ai/ Vowel</i> <i>Long O /oa/</i> <i>Blending Long O /oa/</i> <i>In Context Reading with Long O /oa/ Word</i> <i>Masters Book: The Lost Island</i> <i>Decodable Books: Snails in a Pail, The Toast in</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. Read on-level text with purpose and understanding. [ELAGSE2RF4a]		<i>the Road, The Toads Are Lost, In the Rain Homes, Mother Cat and Her Kittens, The Colt, Water Is A Good Thing, Insects</i> [2RF4] through [2RF4d]						
	iii. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [ELAGSE2RF4b]	5	<i>Decodable Books: Boats, Homes</i> [2RF4] through [2RF4d]			✓			
		6	<i>Comprehension Book: Pets – Fish</i> [2RF4] through [2RF4d]			✓			
	iv. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [ELAGSE2RF4c]	7	<i>Decodable Books: Boats, Homes</i> [2RF4] through [2RF4d]			✓			
	v. Read grade-appropriate irregularly spelled words. [ELAGSE2RF4d]								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(4) Exploring the writing process helps to plan and draft a variety of literary genres.									
4A	Use Text Types and Purpose to: i. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. [ELAGSE2W1] ii. Write informative/expl anatory texts in which they	SBTR	Our Solar System; Mission Incredible; Earth: Day, Night, and Seasons; Fields of Change: Spring/ Summer, Autumn/ Winter; The Moon; A View From Above; Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Atmosphere; Weather Watchers; Brookside’s Best Science Fair Ever! [2W1], [2W2], [2W3]				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [ELAGSE2W2] iii. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. [ELAGSE2W3]								
4B	Use Production and Distribution of Writing to:	SBTR	<i>Our Solar System; Mission Incredible; Earth: Day, Night, and Seasons; Fields of Change: Spring/ Summer, Autumn/</i>				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	i. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [ELAGSE2W5]		<i>Winter; The Moon; A View From Above Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Atmosphere; Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [2W5], [2W5a], [2W6]						
	ii. May include prewriting. [ELAGSE2W5a]	10	<i>Decodable Book: How Can That Be? Our Solar System; Mission Incredible; The Moon</i> [2W6]				✓		
	iii. With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers. [ELAGSE2W6]								
4C	Use Research to Build and Present Knowledge to: i. Participate in shared research	SBTR	<i>See Sam Sit, The Toads Are Lost, My Dog Has Fleas, Late for the Game, Homes, Mitch's Big Fish Tales, The Her, Our Solar System, Earth: Day, Night, and Seasons, A View From Above, Atmosphere, The Desert's Gift, The Rain Forest</i>				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). [ELAGSE2W7] ii. Recall information from experiences or gather information from provided sources to answer a question. [ELAGSE2W8]		<i>Howlers, Powers for the Planet, Forest Fires</i> [2W7], [2W8]						
(5) Structured work within a group builds confidence and enhances communication.									
5A	Use Comprehesion and Collaboration to: i. Participate in collaborative conversations with diverse partners about	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</i>					✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	Grade 2 topics and texts with peers and adults in small and larger groups. [ELAGSE2SL1]		<i>Fair Ever!</i> [2SL1] through [2SL3]						
	ii. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). [ELAGSE2SL1a]	SBTR	<i>All Activities</i> [2SL1] through [2SL3]					✓	
	iii. Build on others' talk in conversations by linking their comments to the remarks of others. [ELAGSE2SL1b]								
	iv. Ask for clarification and further								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>explanation as needed about the topics and texts under discussion. [ELAGSE2SL1c]</p> <p>v. Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media. [ELAGSE2SL2]</p> <p>vi. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [ELAGSE2SL3]</p>								
5B	Use Presentation of	1	<i>Read-Aloud Books: Dusty the Dog and Coco</i>					✓	

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				1	2	3	4	5	6
	Knowledge and Ideas to: i. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [ELAGSE2SL4] ii. With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.		<i>the Cat, Mac and Cam, Clem the Clown, Sam Has Mail</i> <i>HFW Book: Pam and the Cap</i> [2SL4], [2SL5], [2SL6]						
		2	<i>Read-Aloud Books: Pam and the Cap, The Act</i> [2SL4], [2SL5], [2SL6] <i>Sam Tips the Lamp, See Sam Sit</i> [2SL5]					✓	
		3	<i>Read-Aloud Books: The Garden Trail, Trips with My Family, Lamps</i> <i>Comprehension Book: Trips with My Family</i> [2SL4], [2SL5], [2SL6] <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> [2SL5], [2SL6] <i>Dots and Spots, The Toads Are Lost</i> [2SL5]					✓	
		4	<i>Decodable Books: Jean and Dean, Meg and the Hens, The Green Team</i> [2SL4], [2SL5], [2SL6] <i>Fun With Friends, The Cleaning Attack, My</i>					✓	

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				1	2	3	4	5	6
iii.	[ELAGSE2SL5] Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 1 and 3 for specific expectations.) [ELAGSE2SL6]		<i>Hands and Feet, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas, The Great Pig Escape</i> [2SL5], [2SL6] <i>Fred Has Ten Hens</i> [2SL5]						
		5	<i>Comprehension Book: Where Will They Ride? Decodable Books: Late for the Game, I Rode Home</i> [2SL4], [2SL5], [2SL6]					✓	
		6	<i>Comprehension Book: Pets - Fish Decodable Books: Time to Ride</i> [2SL4], [2SL5], [2SL6]					✓	
		8	<i>Decodable Books: The Shrimp and the Shark, Shel and Beth</i> [2SL4], [2SL5], [2SL6]					✓	
		9	<i>HFW Book: The Best Trip Passage: Earthworms</i> [2SL4], [2SL5], [2SL6]					✓	
		10	<i>HFW Book: How Can That Be? Decodable Books: A Star is Born, Spiders, How Mountains Form, Humphrey the Humpback Whale, How Can That Be? Passage: Water Cycle, Insects, Going to the</i>					✓	

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				1	2	3	4	5	6
			Vet [2SL4]						
		SBTR	Our Solar System; Mission Incredible; Earth: Day, Night, and Seasons; Fields of Change: Spring/ Summer, Autumn/ Winter; The Moon; A View From Above; Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Atmosphere; Weather Watchers; Brookside's Best Science Fair Ever! [2SL4], [2SL5]					✓	
(6) Mastering many conventions of Standard English grammar, usage, and mechanics allows for effective communication.									
6A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [ELAGSE2L1]	SBTR	Fields of Change: Autumn/ Winter; The Moon; Earth: Rocks and Soil; The Changing Surface; Rain Forest Howlers Chapter 1; The Desert's Gift; Bees at Risk; Power for the Planet; Forest Fires [2L1] through [2L1d]						✓
		SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon						✓

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				1	2	3	4	5	6
	ii. Use collective nouns (e.g., group). [ELAGSE2L1a]		<i>A View from Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> [2L1e], [2L1f], [2L1g]						
	iii. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [ELAGSE2L1b]	SBTR	<i>Vocabulary Category Cards: Traits/Characteristics</i> [2L1e] <i>Comprehension: Lesson 31 – Sequencing</i> [2L1f]						✓
	iv. Use reflexive pronouns (e.g., myself, ourselves). [ELAGSE2L1c]	ISIP AR	<i>Spelling 7B: Lessons 1-5 – Irregular Plurals</i> [2L1d]						✓
	v. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [ELAGSE2L1d]								
	vi. Use adjectives and adverbs, and choose between them depending								

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				1	2	3	4	5	6
	<p>vii. on what is to be modified. [ELAGSE2L1e] Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>viii. [ELAGSE2L1f] Create documents with legible handwriting. [ELAGSE2L1g]</p>								
6A (Cont.)	<p>Use Conventions of Standard English to:</p> <p>vii. Demonstrate command of the conventions of Standard English capitalization,</p>	9	<p><i>Inflected Endings: [ed], [ing], [s]</i></p> <p><i>In Context Reading with [ed], [ing], [s]</i></p> <p><i>Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1</i></p> <p><i>Passage: Going on A Ride</i></p> <p>[2L2c]</p>						✓

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				1	2	3	4	5	6
	viii. punctuation, and spelling when writing. [ELAGSE2L2] Capitalize holidays, product names, and geographic names. [ELAGSE2L2a]		<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> [2L2d]						
	ix. Use commas in greetings and closings of letters. [ELAGSE2L2b]	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> [2L2c]						✓
	x. Use an apostrophe to form contractions and frequently occurring possessives. [ELAGSE2L2c]		<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> [2L2d]						
	xi. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	11	<i>Prefixes: [un, mis, dis, re, pre]</i>						✓

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				1	2	3	4	5	6
	xii. [ELAGSE2L2d] Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [ELAGSE2L2e]		<i>In Context Reading with Prefixes</i> <i>[Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes</i> <i>[2L2b]</i> <i>Inflected Ending: Nouns Inflected Ending :</i> <i>Verbs</i> <i>[2L2c]</i> <i>Multisyllabic Words Multisyllabic Game</i> <i>[2L2d]</i> <i>Inflected Ending: Nouns Inflected Ending :</i> <i>Verbs</i> <i>[2L2c]</i> <i>Multisyllabic Words Multisyllabic Game</i> <i>[2L2d]</i>						
		13	<i>The Desert's Gift</i> <i>[2L2] through [2L2e]</i>						✓
		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>						✓

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				1	2	3	4	5	6
			[2L2] through [2L2e]						
6B	Use Knowledge of Language skills to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [ELAGSE2L3] ii. Compare formal and informal uses of English. [ELAGSE2L3a]	SBTR	All Activites [2L3]						✓
		SBTR	Vocabulary: Lesson 33 – Word Meaning Using a Dictionary. [2L3], [2L3a]						✓
6C	Use Vocabulary Acquisition and Use to: i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content,	SBTR	Fields of Change: Autumn/ Winter; The Moon; Earth: Rocks and Soil; The Changing Surface; Rain Forest Howlers Chapter 1; The Desert's Gift; Bees at Risk; Power for the Planet; Forest Fires [2L4]						✓
		9	Inflected Endings: [ed], [ing], [s] In Context Reading with [ed], [ing], [s] Decodable Books: Camping, Naptime, Mitch's Big Fish Tales Ch.1 Passage: Going on A Ride						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	choosing flexibly from an array of strategies. [ELAGSE2L4] ii. Use sentence-level context as a clue to the meaning of a word or phrase. [ELAGSE2L4a] iii. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>). [ELAGSE2L4b] iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>). [ELAGSE2L4c]		[2L4c] <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> [2L4d]						
		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> [2L4c] <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> [2L4d]						✓

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				1	2	3	4	5	6
	v. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>). [ELAGSE2L4d]	11	<i>Prefixes: [un, mis, dis, re, pre]</i> <i>In Context Reading with Prefixes</i> [2L4e] <i>Inflected Ending: Nouns Inflected Ending : Verbs [2L4c]</i> <i>Multisyllabic Words Multisyllabic Game</i> [2L4d]						✓
	vi. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [ELAGSE2L4e]	CBTR	<i>Spelling with Endings y and ie Spelling - Changing the y to i</i> <i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i> [2L4b]						✓
		CBTR 9	<i>Inflected Ending -s Inflected Ending -ing</i> <i>Inflected Ending -ed</i> [2L4c] <i>Inflected Ending -s Inflected Ending -ing</i> <i>Inflected Ending -ed</i> <i>Decoding Multisyllabic Words Spelling</i> <i>Multisyllabic Words</i> [2L4d]						✓
		CBTR 10	<i>Comprehension: Character Analysis</i> [2L4c]						✓

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				1	2	3	4	5	6
		CBTR 11	<i>Inflected Endings</i> [2L4c]						✓
		SBTR	<i>Vocabulary: Lesson 33 – Word Meaning Using a Dictionary. Grades 1-2</i> [2L4e]						✓
		SBTR	<i>Earth: Day, Night, Seasons; Fields of Change: Spring/ Summer; Fields of Change Autumn/ Winter; Earth: Rocks and Soil; Power for the Planet 3</i> [2L4a] <i>Prefixes Suffixes</i> [2L4c]						✓
6C (Cont.)	vii. Demonstrate understanding of word relationships and nuances in word meanings. [ELAGSE2L5] viii. Identify real-life connections between words and their use (e.g., describe foods that are	SBTR	<i>Vocabulary: Lesson 7 - Synonyms</i> <i>Vocabulary: Lesson 8 – Synonyms</i> [2L5b]						✓
		SBTR	<i>Vocabulary: Lesson 10 - Shades of Meaning</i> [2L5], [2L5a], [2L5b] <i>Vocabulary: Lesson 13 – Identifying Antonyms</i> [2L6]						✓
		SBTR	<i>Vocabulary: Lesson 30 – Synonyms and Antonyms</i> [2L5], [2L5b]						✓

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				1	2	3	4	5	6
	ix. <i>spicy or juicy</i>). [ELAGSE2L5a] Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). [ELAGSE2L5b]		<i>Vocabulary: Lesson 33 – Word Meaning Using a Dictionary</i> [2L5], [2L5b] <i>Vocabulary: Lesson 35 – Analogies</i> <i>Vocabulary: Lesson 36 – Analogies</i> <i>Vocabulary: Lesson 37 – Analogies</i> [2L5] through [2L6]						
	x. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	10	<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> [2L5], [2L5a] <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> [2L6]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	[ELAGSE2L6]								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(1) Strategies are needed to make meaning of various types of literary genres.									
1A	Use Key Ideas and Details to: i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [ELAGSE3RL1] ii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [ELAGSE3RL2] iii. Describe	8	<i>Decodable Book: The Fox Pack</i> [3RL3]	✓					
		9	<i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [3RL3]	✓					
		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> [3RL1], [3RL3]	✓					
		11	<i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [3RL3]	✓					
		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> [3RL1], [3RL2], [3RL3]	✓					

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	characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [ELAGSE3RL3]	SBTR	<i>Character</i> [3RL3]	✓					
		CBTR 10	<i>Comprehension: Character Analysis</i> [3RL3]	✓					
1B	Use Craft and Structure to: i. Determine the meaning of words and phrases, both literal and nonliteral language, as they are used in the text. [ELAGSE3RL4] ii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;	8	<i>Comprehension Book: The Queen's Suitcase</i> [3RL5]	✓					
		9	<i>Decodable Book: Mitch's Big Fish Tales</i> [3RL5]	✓					
		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> [3RL4] <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>	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	describe how each successive part builds on earlier sections. [ELAGSE3RL5]		<i>Decodable Books: The Three Little Bugs Ch.1</i> <i>Decodable Books: Humphrey the Humpback Whale Ch.1</i> [3RL5], [3RL6]						
	iii. Distinguish their own point of view from that of the narrator or those of the characters. [ELAGSE3RL6]	11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [3RL4], [3RL6]	✓					
		12	<i>Book: Mission Incredible Ch. 1</i> <i>Book: A View From Above</i> <i>Book: Weather Watchers</i> <i>Book: Brookside's Best Science Fair Ever</i> [3RL5]	✓					
		13	<i>Book: The Rain Forest Howlers</i> [3RL5]	✓					
		CBTR 5	<i>Passage Reading: Prosody</i> [3RL4]	✓					
		CBTR 7	<i>Passage Reading: Prosody</i> [3RL4]	✓					
		CBTR 8	<i>Passage Reading: Prosody</i> [3RL4]	✓					

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				1	2	3	4	5	6
1C		CBTR 9	<i>Passage Reading: Prosody</i> [3RL4]	✓					
		SBTR	<i>Making Inferences</i> <i>Drawing Conclusions</i> [3RL4], [3RL6]	✓					
	Use Integration of Knowledge and Ideas to: i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [ELAGSE3RL7] ii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar	10	<i>Passages: Water Is A Good Thing, Pet Parade, People Send Mail</i> [3RL7], [3RL9]	✓					
		11	<i>Passages: The Dirt Detectives</i> [3RL7], [3RL9]	✓					
		CBTR 5	<i>Passage Reading: Prosody</i> [3RL7], [3RL9]	✓					
		CBTR 7	<i>Passage Reading: Prosody</i> [3RL7], [3RL9]	✓					
		CBTR 8	<i>Passage Reading: Prosody</i> <i>Prosody My Illustrations</i> [3RL7]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	characters (e.g., in books from a series). [ELAGSE3RL9]	CBTR 9	Passage Reading: <i>Prosody</i> [3RL9]	✓					
1D	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently. [ELAGSE3RL10]	SBTR	<i>Boats, Homes, Ranch Hands, The Colt, Earthworms, Water Is A Good Thing, Pet Parade, The Water Cycle, Insects, Spiders, People Send Mail, Whales, How Mountains Form, Dirt Detectives, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Rocks and Soil, Changing Surface, Do Your Part, Natural Resources, Atmosphere, Water Recycled, Survivors, Dangerous Snakes, Monkey Trouble, Power for the Planet, Bees at Risk, Forest Fires: Lessons from the Front Lines, Blowing Bubbles from the Rain Forest, Exploring the Deep, Colossal Critter Construction, The Bats of Austin, Amazonia Alert!</i> [3RL10]	✓					
(2) Comprehension strategies are necessary when reading informational or persuasive text.									
2A	Use Key Ideas and Details to:	8	<i>Decodable Book: The Fox Pack</i> [3RI3]		✓				

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				1	2	3	4	5	6
	i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [ELAGSE3RI1]	9	<i>Decodable Books: Winter Snowstorm, The Wise Crow</i> [3RI3]		✓				
	ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. [ELAGSE3RI2]	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> [3RI1], [3RI2], [3RI3]		✓				
		11	<i>Decodable Books: The Three Little Bugs, Who is Following Us?</i> [3RI1], [3RI2], [3RI3]		✓				
	iii. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and	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> [3RI2]		✓				
		CBTR 10	<i>Comprehension: Character Analysis</i> [3RI3]		✓				
		SBTR	<i>Character</i> [3RI3]		✓				

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				1	2	3	4	5	6
	cause/effect. [ELAGSE3RI3]								
2B	Use Craft and Structure to:	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> [3RI4], [3RI6]		✓				
	i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. [ELAGSE3RI4]		<i>Our Solar System, Mission Incredible, The Moon</i> [3RI5]						
	ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. [ELAGSE3RI5]	11	<i>Decodable Books: The Three Little Bugs</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> [3RI4], [3RI6]		✓				
	iii. Distinguish their own point of view from that of	SBTR	<i>Drawing Conclusions</i> <i>Making Inferences</i> [3RI6] <i>Our Solar System Mission Incredible The Moon</i> [3RI5]		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	the author of a text. [ELAGSE3RI6]								
2C	Use Integration of Knowledge and Ideas to: i. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). [ELAGSE3RI7] ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g.,	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> [3RI7], [3RI8], [3RI9]		✓				
		2	<i>Boom Train Song (Beg., Mid. End Sounds)</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> [3RI7], [3RI8], [3RI9]		✓				
		3	<i>Boom Train Song (Beg., Mid. End Sounds)</i> <i>Read-Aloud Books: The Garden Trail, Cal and the Clam, Trips with My Family</i> <i>HFW Book: On the Dot</i> [3RI7]		✓				
		4	<i>Boom Train Song (Beg., Mid. End Sounds)</i>		✓				

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	iii. comparison, cause/effect, first/second/third in a sequence). [ELAGSE3RI8] Compare and contrast the most important points and key details presented in two texts on the same topic. [ELAGSE3RI9]		Read-Aloud Books: <i>Fun with Friends</i> , <i>Sam Has Mail</i> , <i>The Cleaning Attack</i> HFW Book: <i>My Hands and Feet</i> Word Masters Book: <i>The Great Pig</i> <i>Escape</i> [3RI7], [3RI8]						
		5	HFW Book: <i>The Bun for Us</i> BPA: <i>Pets – Snakes</i> [3RI7]		✓				
		6	Boom Train Song (Beg., Mid. End Sounds) Read-Aloud Books: <i>Jen and Her New</i> <i>Friends</i> , <i>The Last Scrap</i> , <i>A Special</i> <i>Delivery for Dusty</i> [3RI7], [3RI8]		✓				
		7	Boom Train Song (Beg., Mid. End Sounds) Read-Aloud Book: <i>Where Will</i> <i>They Ride?</i> HFW Book: <i>Hide and Seek</i> [3RI7]		✓				
		9	<i>Gimme the Ball [Odd Balls]</i> [3RI7]		✓				
		10	Word Masters Book: <i>Return to the Lost</i> <i>Island</i> Comprehension Book: <i>Who is Following</i>		✓				

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				1	2	3	4	5	6
			<i>Us?</i> [3RI7], [3RI8]						
		12	<i>Book: Weather Watchers</i> [3RI9]		✓				
		13	<i>Books: Alex to the Rescue, The Desert's Gift</i> <i>Cumulative Assessment: Unit 2 & Unit 3-Comprehension</i> [3RI9]		✓				
		CBTR	<i>Compare & Contrast</i> [3RI9]		✓				
		SBTR	<i>SBTR/C Making Predictions</i> [3RI7]		✓				
2D	Use Range of eading and Complexity of Text to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical	SBTR	<i>Homes, Take That Off the Stage, Twin Mice, Just the Right SizeRight 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</i>		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	texts, at the high end of the Grades 2-3 text complexity band independently and proficiently. [ELAGSE3RI10]		<i>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> [3RI10]						
(3) Increasing word understanding, word use, and word relationships increases vocabulary.									
3A	Use Phonics and Word Recognition to: i. Know and apply grade-level phonics and word analysis skills in decoding words. [ELAGSE3RF3] ii. Identify and know the meaning of the most common prefixes and suffixes.	7	<i>Open Syllable, Vowels at the end of a one syllable word</i> <i>Decodable Books: The Big Game, The Oatmeal Man</i> [3RF3], [3RF3a]			✓			
		9	<i>Multisyllabic Words</i> <i>Passages: The Best Day</i> <i>Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch's Big Fish Tales, Kittens, The Best Day</i> [3RF3], [3RF3c]			✓			
		10	<i>Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iii. [ELAGSE3RF3a] Decode words with common Latin suffixes.		<i>Form, George Washington Carver, Humphrey the Humpback Whale</i> <i>Passages: Water Is A Good Thing, Insects</i>						
	iv. [ELAGSE3RF3b] Decode multisyllable words.		<i>Multisyllabic Words: y, le</i> <i>Decodable Book: A Star is Born</i> <i>Passages: Water Is A Good Thing, Pet Parade</i> <i>[3RF3] through [3RF3c]</i>						
	[ELAGSE3RF3c]	11	<i>Multisyllabic Words</i> <i>Passages: From Fearful to Fearless, The Dirt Detectives</i> <i>Multisyllabic Game</i> <i>[3RF3], [3RF3c]</i>			✓			
		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> <i>[3RF3], [3RF3a], [3RF3b]</i>			✓			
		13	<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> <i>[3RF3], [3RF3a], [3RF3b]</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		CBTR	<i>Vocabulary: Structural Analysis</i> [3RF3], [3RF3b]			✓			
		CBTR 7	<i>Open Syllables (me, go, by)</i> [3RF3b]			✓			
		CBTR 9	<i>Decoding Multisyllabic Words Long vowel open syllable Spelling Multisyllabic Words</i> [3RF3b], [3RF3c]			✓			
		CBTR 10	<i>Open Syllables</i> <i>Closed Syllables ending with -le and -y</i> [3RF3b]			✓			
		CBTR 11	<i>Multisyllabic Words</i> [3RF3], [3RF3c] <i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i> [3RF3a]			✓			
		SBTR	<i>Decoding Multisyllabic Words</i> <i>Closed Syllables ending with -le and -y</i> <i>Identify and Read Syllable Patterns</i> <i>Closed syllables with -le and -y</i>			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[3RF3b] Prefixes Suffixes [3RF3a]						
3B	Use Fluency to: i. Read with sufficient accuracy and fluency to support comprehension. [ELAGSE3RF4] ii. Read on-level text with purpose and understanding. [ELAGSE3RF4a] iii. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [ELAGSE3RF4b]	SBTR	<i>Homes, Take That Off the Stage, Twin Mice, Just the Right Size, King Zung and the Lark, A Big Sneeze, Bert and Gert, The Shrimp and the Shark, Ranch Hands, Coach Chapman, A Trip to the Dentist, The Colt, Winter Storm, Earthworms, Flying Pizza, Water Is A Good Thing, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, The Three Little Bugs, People Send Mail, The Hero, Dirt Detectives, From Fearful to Fearless, Hurricanes, Solar System, Exploring Space, Planets, Day Night Seasons, The Moon, Changing Surface, Do Your Part, Fossil Hunters: The Black Hills Dig, A Trip to the Grand Canyon, Natural Resources, Science Fair, Water Recycled, Welcome to the Rainforest, Alex to the Rescue</i> [3RF4], [3RF4a], [3RF4d]			✓			
	iv. Use context to	2	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Pam and the Cap, The Act,</i>			✓			

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				1	2	3	4	5	6
	v. confirm or self-correct word recognition and understanding, rereading as necessary. [ELAGSE3RF4c] Read grade-appropriate irregularly spelled words. [ELAGSE3RF4d]		<i>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> [3RF4], [3RF4a]						
		3	<i>Literacy Acquisition Theater</i> <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> [3RF4], [3RF4a], [3RF4c]			✓			
		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>			✓			

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				1	2	3	4	5	6
			Comprehension Book: In the Sand Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas [3RF4], [3RF4a], [3RF4c]						
		5	Literacy Acquisition Theater Read-Aloud Books: Pat's Cat, Raindrops, Pals, Surprise! HFW Book: The Bun for Us BPA: Pets - Snakes Word Masters Book: Fun at Pine Cone Stream Comprehension Book: Where Will They Ride? Decodable Books: Bug in the Mud, Late for the Game, I Rode Home, Homes for Sale, Fun at Home, The Blue Blimp [3RF4], [3RF4a], [3RF4c]			✓			
		6	Literacy Acquisition Theater Read-Aloud Books: Jen and Her New Friends, The Last Scrap, A Special Delivery for Dusty, In the Sand HFW Book: Where Is Jane? Word Masters Book: The Kid in the Mask Comprehension Book: Pets - Fish Decodable Books: Time to Ride, A Cute Mule, Time to Ride My Mule, The Dunes,			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Just In Time</i> [3RF4], [3RF4a], [3RF4c]						
		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> [3RF4] through [3RF4d]			✓			
		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> [3RF4b], [3RF4c]			✓			

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	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 Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [3RF4a], [3RF4b], [3RF4c]			✓			
		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> [3RF4a], [3RF4c]			✓			
		11	<i>Multisyllabic Words</i> <i>Passages: From Fearful to Fearless, The</i>			✓			

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				1	2	3	4	5	6
			<i>Dirt Detectives</i> <i>Multisyllabic Game</i> [3RF4], [3RF4d]						
	(4) A writing process is used to plan, draft, and write a variety of literary genres.								
4A	Use Text Types and Purpose to: i. Write opinion pieces on topics or texts, supporting a point of view with reasons. [ELAGSE3W1] ii. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. [ELAGSE3W1a] iii. Provide reasons that support the opinion.	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! Rain</i> <i>Forest Howlers 1 and 2</i> <i>Amazonia Alert! Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [3W1] through [3W1d]				✓		

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				1	2	3	4	5	6
	iv. [ELAGSE3W1b] Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. v. [ELAGSE3W1c] Provide a concluding statement or section. [ELAGSE3W1d]								
4A (Cont.)	Use Text Types and Purpose to: vi. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [ELAGSE3W2] vii. Introduce a topic and group related information	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! Rain</i> <i>Forest Howlers 1 and 2</i>				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>together; include illustrations when useful to aiding comprehension. [ELAGSE3W2a]</p> <p>viii. Develop the topic with facts, definitions, and details. [ELAGSE3W2b]</p> <p>ix. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. [ELAGSE3W2c]</p> <p>x. Provide a concluding statement or section. [ELAGSE3W2d]</p>		<p><i>Amazonia Alert! Survivors!</i></p> <p><i>The Desert's Gift</i></p> <p><i>Bees at Risk</i></p> <p><i>Power for the Planet 1, 2 and 3</i></p> <p><i>Forest Fires</i></p> <p><i>[3W2] through [3W2d]</i></p>						
4A (Cont.)	<p>Use Text Types and Purpose to:</p> <p>xi. Write narratives to develop real</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,</i></p>				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [ELAGSE3W3]</p> <p>xii. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [ELAGSE3W3a]</p> <p>xiii. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>		<p><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! Rain</i> <i>Forest Howlers 1 and 2</i> <i>Amazonia Alert! Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>Mitch's Big Fish</i> <i>The Best Trip</i> <i>[3W3] through [3W3d]</i></p>						

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				1	2	3	4	5	6
	xiv. [ELAGSE3W3a] Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. xv. [ELAGSE3W3b] Use temporal words and phrases to signal event order. xvi. [ELAGSE3W3c] Provide a sense of closure. [ELAGSE3W3d]								
4B	Use Production and Distribution of Writing to: i. With guidance and support from adults, produce writing in which the development	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i>				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>and organization are appropriate to task and purpose. (<i>Grade-specific expectations for writing types are defined in Standards 1-3 above.</i>) [ELAGSE3W4]</p> <p>ii. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language Standards 1–3 up to and including Grade 3.</i>)</p>		<p><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! Rain</i> <i>Forest Howlers 1 and 2</i> <i>Amazonia Alert! Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>[3W4], [3W5], [3W6]</i></p>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iii. [ELAGSE3W5] With guidance and support from adults, use technology to produce and publish writing (<i>using keyboarding skills</i>) as well as to interact and collaborate with others. [ELAGSE3W6]								
4C	Use Research to Build and Present Knowledge to: i. Conduct short research projects that build knowledge about a topic. [ELAGSE3W7] ii. Recall information from experience or gather information from print	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</i> 2 <i>The Forest Fires</i> [3W7], [3W8]				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	and digital sources; take brief notes on sources and sort evidence into provided categories. [ELAGSE3W8]								
4D	Use Range of Writing to: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences. [ELAGSE3W10]	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert! Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> [3W10]				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(5) Group discussions lead to improved understanding of the text.									
5A	Use Comprehension and Collaboration to: i. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [ELAGSE3SL1] ii. Come to discussions prepared, having read or studied required material; explicitly draw on 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>[3SL1] through [3SL3]</i>					✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>preparation and other information known about the topic to explore ideas under discussion. [ELAGSE3SL1a]</p> <p>iii. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). [ELAGSE3SL1b]</p> <p>iv. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [ELAGSE3SL1c]</p>								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	v. Explain their own ideas and understanding in light of the discussion. [ELAGSE3SL1d] vi. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [ELAGSE3SL2] vii. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [ELAGSE3SL3]								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
5B	Use Presentation of Knowledge and Ideas to: <ul style="list-style-type: none"> i. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [ELAGSE3SL4] ii. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or 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> <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 Bees at Risk</i> <i>Power for the Planet 1, 2 and 3 Forest Fires</i> [3SL4], [3SL5], [3SL6]					✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iii. [ELAGSE3SL5] Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Standards 1 and 3 for specific expectations.) [ELAGSE3SL6]								
(6) Read and write with sufficient accuracy to support language comprehension.									
6A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing or	1	HFW: and, has, see, the HFW Book: Pam and the Cap [3L1e]						✓
		SBTR	Our Solar System Mission Incredible Earth: Day, Night, and Seasons Fields of Change: Spring/ Summer, Autumn/ Winter						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	speaking. [ELAGSE3L1] ii. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [ELAGSE3L1a] iii. Form and use regular and irregular plural nouns. [ELAGSE3L1b] iv. Use abstract nouns (e.g., childhood). [ELAGSE3L1c] v. Form and use regular and irregular verbs. [ELAGSE3L1d] vi. Form and use the simple (e.g., I walked; I walk; I will walk) verb		<i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i> <i>Rain Forest Howlers 1 and 2</i> <i>Amazonia Alert! Survivors!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <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> [3L1] through [3L1j]						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	vii. tenses. [ELAGSE3L1e] Ensure subject-verb and pronoun-antecedent agreement.								
	viii. [ELAGSE3L1f] Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.								
	ix. [ELAGSE3L1g] Use coordinating and subordinating conjunctions.								
	x. [ELAGSE3L1h] Produce simple, compound, and complex sentences.								
	xi. [ELAGSE3L1i] Write legibly in cursive.								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	[ELAGSE3L1j]								
6A (Cont.)	xii. Use Conventions of Standard English to: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [ELAGSE3L2]	2	<i>Read-Aloud Book: Pam and the Cap</i> <i>HFW: go, his, is, this</i> <i>HFW Book: Tim at Camp</i> [3L1e]						✓
	xiii. Capitalize appropriate words in titles. [ELAGSE3L2a]	3	<i>HFW Words: they, you, are, here</i> <i>HFW Book: On the Dot</i> [3L2e] <i>Comprehension: Making Predictions with The Garden Trail and Tim the Dog</i> [3L2f], [3L2g]						✓
	xiv. Use commas in addresses. [ELAGSE3L2b]	4	<i>HFW Words: with, my, where, to</i> <i>HFW Book: My Hands and Feet</i> [3L2e]						✓
	xv. Use commas and quotation marks in dialogue. [ELAGSE3L2c]	5	<i>HFW: what, said, her, for</i> <i>HFW Book: The Bun for Us</i> <i>Rapid Word Naming Game</i> [Virus Game-HFW]) [3L2e]						✓
	xvi. Form and use possessives. [ELAGSE3L2d]	6	<i>HFW: was, that, from, she</i> <i>HFW Book: Where Is Jane?</i> <i>Rapid Word Naming Game</i> [Virus Game-HFW]						✓
	xvii. Use conventional spelling for high-								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
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	spellings. [ELAGSE3L2g]	CBTR 5	<i>Passage Reading: Prosody</i> [3L2], [3L2e]						✓
		CBTR 7	<i>Passage Reading: Prosody</i> [3L2], [3L2e]						✓
		CBTR 8	<i>Passage Reading: Prosody My Illustrations Passage Reading: Prosody</i> [3L2], [3L2e]						✓
		CBTR 9	<i>Read High Frequency Words</i> [3L2e]						✓
		CBTR 10	<i>HFW's</i> <i>Read HFW's in Sentences</i> [3L2e]						✓
		CBTR 11	<i>HFW's</i> <i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i> [3L2e], [3L2f]						✓
		SBTR	<i>Pr</i> <i>efi</i> [3L2e]						✓
		SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer,</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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! 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,</i> <i>Autumn/ Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet</i> <i>[3L2] through [3L2g]</i>						
6B	Use Knowledge of Language skills to: i. Use knowledge of language and its conventions when writing,	SBTR	<i>Our Solar System, Mission Incredible,</i> <i>Earth: Day, Night, and Seasons,</i> <i>Fields of Change: Spring/ Summer,</i> <i>Autumn/ Winter, The Moon,</i> <i>A View From Above Earth: Rocks and Soil,</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	speaking, reading, or listening. [ELAGSE3L3] ii. Choose words and phrases for effect. [ELAGSE3L3a] iii. Recognize and observe differences between the conventions of spoken and written Standard English. [ELAGSE3L3b]		<i>Fossil Hunters: The Black Hills, Dig, The Changing Surface, Atmosphere Weather Watchers, Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2, Amazonia Alert! Survivors! The Desert's Gift, Bees at Risk, Power for the Planet 1, 2 and 3, Forest Fires</i> [3L3], [3L3a], [3L3b]						
6C	Use Vocabulary Acquisition and Use to: i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and	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> [3L4]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. content, choosing flexibly from a range of strategies. [ELAGSE3L4] Use sentence-level context as a clue to the meaning of a word or phrase. [ELAGSE3L4a]	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> [3L4], [3L4a]						✓
	iii. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [ELAGSE3L4b]	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> <i>Decodable Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens, The Green Team, My Dog Has Fleas</i> [3L4]						✓
	iv. Use a known root word as a clue to the meaning of an unknown word	4	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</i>						✓

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	with the same root (e.g., <i>company</i> , <i>companion</i>). [ELAGSE3L4c] v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [ELAGSE3L4d]		<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> [3L4], [3L4c]						
		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> [3L4], [3L4c]						✓
		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>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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> [3L4]						
		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> [3L4a]						✓
		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</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Pack</i> [3L4a], [3L4d]						
		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> [3L4] through [3L4d]						✓
		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,</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>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 [3L4] through [3L4d]</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 [3L4] through [3L4d]</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 [3L4]</i>						✓
		CBTR 10	<i>Spelling with Endings y and ie Spelling- Changing the y to i [3L4], [3L4b]</i>						✓
		CBTR 11	<i>Prefixes: pre, re, un, mis, dis</i> <i>Suffixes: ful, ly, less, er, or</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[3L4], [3L4b]						
		SBTR	Prefixes Suffixes [3L4], [3L4b] <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> [3L4], [3L4a], [3L4b]						✓
6C (Cont.)	Use Vocabulary Acquisition and Use to: vi. With guidance	1	<i>Literacy Acquisition Theater</i> <i>Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the</i>						✓

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				1	2	3	4	5	6
	and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [ELAGSE3L5]		<i>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> [3L5], [3L5b], [3L6]						
vii.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). [ELAGSE3L5a]	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> [3L5], [3L5a], [3L5b], [3L6]						✓
viii.	Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). [ELAGSE3L5b]	3	<i>Literacy Acquisition Theater</i> <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>						✓
ix.	Distinguish shades of meaning among related words								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
x.	that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). [ELAGSE3L5c] Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). [ELAGSE3L6]		<i>Man, The Toads Are Lost, In the Rain</i> [3L5], [3L5a], [3L5b], [3L6]						
		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> [3L5] through [3L6]						✓
		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>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			[3L5] through [3L6]						
		6	Literacy Acquisition Theater 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> Word Masters Book: <i>The Kid in the Mask</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> [3L5], [3L5a]						✓
		7	Literacy Acquisition Theater Read-Aloud Books: <i>Fun at the Pond</i> , <i>Where Will They Ride?</i> HFW Book: <i>Hide and Seek</i> BPA: <i>Mr. Grump and the Beautiful Yard</i> Word Masters Book: <i>The Case of the Haunted Barn</i> Comprehension Book: <i>Just the Right Size</i> Decodable Books: <i>Boats</i> , <i>Take That Off Stage</i> , <i>Homes</i> , <i>Ben and Steve at the Seaside</i> , <i>At the Farm</i> , <i>The Twin Mice</i> , <i>The Oatmeal Man</i> , <i>The Big Game</i> [3L5], [3L5a], [3L5b]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
		8	HFW Book: <i>I Like to Help</i> Word Masters Book: <i>The Not So-Great Skunk Adventure</i> Comprehension Book: <i>The Queen's Suitcase - Chapter 1</i> Decodable Books: <i>A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</i> [3L5], [3L5a], [3L5c], [3L6]						✓
		9	HFW Book: <i>The Best Trip</i> Word Masters Book: <i>Treasure at Pirate's Bay</i> Comprehension Book: <i>The Flying Pizza</i> Decodable Books: <i>Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales</i> Passages: <i>Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share</i> [3L5] through [3L6]						✓
		10	Read Aloud Book: <i>Who Is Following Us?</i> HFW Book: <i>How Can That Be?</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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</i> <i>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 Vet</i> [3L5] through [3L6]						
		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> [3L5], [3L5a], [3L5c], [3L6]						✓
		CBTR	<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>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Read Words with Vowel Sounds /ee/, /ea/ Comprehension: Character Analysis [3L5], [3L5a]</i>						
		CBTR 10	<i>Spelling with Endings y and ie Spelling- Changing the y to I [3L5]</i>						✓
		CBTR 11	<i>Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or [3L5c]</i>						✓
		SBTR	<i>Prefixes Suffixes [3L5c]</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(1) Refer to details and examples in a text when drawing inferences.									
1A	Use Key Ideas and Details to: i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [ELAGSE4RL1] ii. Determine a theme of a story, drama, or poem from details in the text. [ELAGSE4RL2] iii. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words,		All Books [4RL1], [4RL3]	✓					
		12	Books: Our Solar System, Rocks and Soil Passage: Natural Resources [4RL1], [4RL2] Book: Fields of Change - Questions Passage: A Trip to the Grand Canyon - Questions Book: Weather Watchers - Questions Book: Brookside's Best Science Fair Ever – Questions [4RL3]	✓					
		13	Books: Amazonia Alert!, Survivors, Nature's Healers Cumulative Assessment: Unit 1 & Unit 2-Comprehension [4RL1] Books: Survivors, Nature's Healers, Amazonia Alert! Cumulative Assessment: Unit 1 & Unit 2-Comprehension [4RL2]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	or actions). [ELAGSE4RL3]		<i>Books: Alex to the Rescue, The Desert's Gift</i> <i>Cumulative Assessment: Unit 3-Comprehension</i> [4RL3]						
		CBTR	<i>Main Idea</i> [4RL2]	✓					
		SBTR	<i>Literature: Lesson 8 - Literary Analysis</i> <i>Literature: Lesson 9 - Elements of Fiction</i> <i>Literature: Lesson 10 - Elements of Fiction</i> [4RL3]	✓					
		SBTR	<i>All Activities</i> [4RL1]	✓					
1B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in	12	<i>Book: A View From Above - A Collection of Moon Poems</i> [4RL5]	✓					
		SBTR	<i>Literature: Lesson 1 - Poetry</i> <i>Literature: Lesson 2 - Poetry</i> [4RL5] <i>Literature: Lesson 3 - Biography</i> <i>Literature: Lesson 4 - Biography</i> [4RL6]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>mythology (e.g., <i>Herculean</i>). [ELAGSE4RL4]</p> <p>ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <i>verse, rhythm, meter</i>) and drama (e.g., <i>casts of characters, settings, descriptions, dialogue, stage directions</i>) when writing or speaking about a text. [ELAGSE4RL5]</p> <p>iii. Compare and contrast the point of view from which different stories are narrated, including the</p>	Writing Rules!	<i>Personal Narrative</i> [4RL6]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	difference between first- and third-person narrations. [ELAGSE4RL6]								
1C	Use Integration of Knowledge and Ideas to: i. Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences. [ELAGSE4RL7] ii. Compare and contrast the treatment of similar themes and topics (e.g., <i>opposition of good and evil</i>) and patterns of events (e.g., <i>the quest</i>) in stories, myths, and	12	<i>Books: Our Solar System, The Moon, The Changing Surface</i> [4RL7] <i>Book: Weather Watchers</i> [4RL9]	✓					
		13	<i>Books: Survivors, Bees at Risk, Nature's Healers, Amazonia Alert!</i> [4RL7] <i>Books: Alex to the Rescue, The Desert's Gift</i> <i>Cumulative Assessment: Unit 2 & Unit 3 – Comprehension</i> [4RL9]	✓					
		CBTR	<i>Representing Text</i> [4RL7] <i>Compare & Contrast</i> [4RL9]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	traditional literature from different cultures. [ELAGSE4RL9]								
(2) Textual details and examples are important for reading comprehension.									
2A	Use Key Ideas and Details to: i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [ELAGSE4RI1] ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [ELAGSE4RI2] iii. Explain events,	12	<i>Passage: Exploring Space</i> [4RI1] <i>Books: Our Solar System, Rocks and Soil</i> <i>Passage: Natural Resources</i> [4RI2]		✓				
		13	<i>Books: Survivors, Amazonia Alert!</i> <i>Cumulative Assessment: Unit 1 & Unit 2 – Comprehension</i> [4RI2]		✓				
		CBTR	<i>Main Idea</i> [4RI2] <i>Summarizing Sequence</i> [4RI3]		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [ELAGSE4RI3]								
2B	Use Craft and Structure to: i. Determine the meaning of general academic language and domain- specific words or phrases in a text relevant to a Grade 4 topic or subject area. [ELAGSE4RI4]	12	<i>Books: Our Solar System, Atmosphere</i> <i>Passage: Exploring Space</i> [4RI4] <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> [4RI5]		✓				
	ii. Describe the overall structure (e.g., <i>chronology, comparison, cause/effect,</i>	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> [4RI4]		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iii. <i>problem/solution)</i> of events, ideas, concepts, or information in a text or part of a text. [ELAGSE4RI5] Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [ELAGSE4RI6]		<i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires: Lessons from the Front Lines Cumulative Assessment: Unit 1, Unit 2 & Unit 3 [4RI5]</i>						
		CBTR	<i>Vocabulary: Structural Analysis [4RI4]</i>		✓				
		CBTR	<i>The Rain Forest Howlers: Welcome to the Rain Forest; Night Spirits of the Rain Forest [4RI6]</i>		✓				
		SBTR	<i>Writing Extension: Lesson 34 – The Rain Forest Howlers, Chapter 1, Writing an Adventure Story [4RI6]</i>		✓				
2C	Use Integration of Knowledge and Ideas to: i. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams,	12	<i>Books: Our Solar System, The Moon, The Changing Surface [4RI7], [4RI8], [4RI9]</i> <i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers [4RI7]</i> <i>Representing Text</i>		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<i>time lines, animations, or interactive elements on Web pages)</i> and explain how the information contributes to an understanding of the text in which it appears. [ELAGSE4RI7]		[4RI9]						
	ii. Explain how an author uses reasons and evidence to support particular points in a text. [ELAGSE4RI8]	15	General Comprehension 1, General Comprehension 2, General Comprehension 3, General Comprehension 4 [4RI7], [4RI8], [4RI9]		✓				
	iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [ELAGSE4RI9]								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
2D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [ELAGSE4RI10]	12	<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> [4RI10]		✓				
		13	<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> [4RI10]		✓				
(3) Decoding words in print enhances vocabulary.									
3A	Use Phonics and Word Recognition to: i. Know and apply grade-level phonics and word analysis skills in	CBTR	<i>Representing Text</i> [4RF3] <i>Text Structure</i> [4RF3], [4RF3a]			✓			

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				1	2	3	4	5	6
	ii. decoding words. [ELAGSE4RF3] Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [ELAGSE4RF3a]		<i>Vocabulary- Context</i> [4RF3a]						
3B	Use Fluency to: i. Read with sufficient accuracy and fluency to support comprehension. [ELAGSE4RF4] ii. Read on-level text with purpose and understanding. [ELAGSE4RF4a]	CBTR	<i>Summarizing</i> [4RF4] <i>Compare and Contrast</i> [4RF4], [4RF4a] <i>Sequence</i> [4RF4], [4RF4a] <i>Author's Purpose</i> [4RF4a]			✓			

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				1	2	3	4	5	6
	iii. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [ELAGSE4RF4b]		<i>Supporting Responses</i> [4RF4], [4RF4a] <i>Vocabulary- Context</i> [4RF4a], [4RF4b]						
	iv. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. [ELAGSE4RF4c]	ISIP AR	<i>G4 Reader's Theater: Lessons 2-4 and Lesson 5</i> <i>1A Reading Comprehension: Lessons 1 and Lesson 5</i> [4RF4b]			✓			
(4) Textual details and examples are important for reading comprehension.									
4A	Use Text Types and Purpose to: i. Write opinion pieces on topics or texts, supporting a point of view with reasons. [ELAGSE4W1]	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>				✓		

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				1	2	3	4	5	6
	ii. 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. [ELAGSE4W1a] iii. Provide reasons that are supported by facts and details. [ELAGSE4W1b] iv. Link opinion and reasons using words and phrases (<i>e.g., for instance, in order to, in addition</i>). [ELAGSE4W1c] v. Provide a concluding statement or section related to the opinion presented. [ELAGSE4W1d]		<i>Forest Fires</i> [4W1] through [4W1d]						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
4A (Cont.)	Use Text Types and Purpose to: i. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [ELAGSE4W2] ii. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [ELAGSE4W2a] iii. Develop the topic with facts, definitions, concrete details, quotations, or other information	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 Forest Fires</i> [4W2] through [4W2e]				✓		
		SBTR 13	<i>Coral Reefs Chapter 1</i> [4W2], [4W2a] <i>Coral Reefs Chapter 2</i> [4W2] <i>Coral Reefs Chapter 3</i> [4W2], [4W2d] <i>Ecosystem Chapter 1</i> [4W2], [4W2a] <i>Ecosystem Chapter 2</i> [4W2] <i>Ecosystem Chapter 3</i> [4W2c], [4W2d]				✓		

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	<p>and examples related to the topic. [ELAGSE4W2b]</p> <p>iv. Link ideas within categories of information using words and phrases. (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). [ELAGSE4W2c]</p> <p>v. Use precise language and domain-specific vocabulary to inform about or explain the topic. [ELAGSE4W2d]</p> <p>vi. Provide a concluding statement or section related to the information or explanation presented. [ELAGSE4W2e]</p>	11	<p><i>Book: The World Around You - Just the Right Size</i> [4W2], [4W2a], [4W2c], [4W2e]</p>				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
4A (Cont.)	Use Text Types and Purpose to:	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> [4W3] through [4W3e]				✓		
	i. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [ELAGSE4W3]								
	ii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [ELAGSE4W3a]	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> [4W3] through [4W3e]				✓		
	iii. Use dialogue and description to develop experiences and events or show the responses of characters to								

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				1	2	3	4	5	6
	situations. [ELAGSE4W3b] iv. Use a variety of transitional words and phrases to manage the sequence of events. [ELAGSE4W3c] v. Use concrete words and phrases and sensory details to convey experiences and events precisely. [ELAGSE4W3d] vi. Provide a conclusion that follows from the narrated experiences or events. [ELAGSE4W3e]								
4B	Use Production and Distribution of Writing to: i. Produce clear and coherent writing	SBTR	<i>Fields of Change: Autumn/ Winter The Moon</i> <i>Earth: Rocks and Soil The Changing Surface</i> <i>Rain Forest Howlers Chapter 1 The</i>				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
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	in which the development and organization are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in Standards 1–3 above.) [ELAGSE4W4]		<i>Desert's Gift</i> <i>Bees at Risk</i> <i>Power for the Planet Forest Fires</i> [4W4], [4W5], [4W6]						
	ii. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including Grade 4.)	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> [4W4], [4W5], [4W6]				✓		

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				1	2	3	4	5	6
	iii. [ELAGSE4W5] With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. [ELAGSE4W6]								
4C	Use Research to Build and Present Knowledge to: i. Conduct short research projects	SBTR	<i>Power for the Planet Chapter 1: Lesson 44 - Identifying a Research Topic Lesson 47- Identifying a Research Topic [4W7]</i>				✓		

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				1	2	3	4	5	6
	that build knowledge through investigation of different aspects of a topic. [ELAGSE4W7]		<i>Power for the Planet Chapter 2: Lesson 45 - Researching and Taking Notes Lesson 48 - Researching and Taking Notes [4W8]</i>						
	ii. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [ELAGSE4W8]	13	<i>Discovery Island: Self-Selected Reading - Unit 1, Unit 2 and Unit 3 Discovery Island: Writing Responses - Unit 1, Unit 2 and Unit 3 [4W9], [4W9a], [4W9b]</i>				✓		
	iii. Draw evidence from literary or informational texts to support analysis, reflection, and research. [ELAGSE4W9]								
	iv. Apply Grade 4 Reading								

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				1	2	3	4	5	6
	Standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). [ELAGSE4W9a] v. Apply Grade 4 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). [ELAGSE4W9b]								
4D	Use Range of Writing to: Write routinely over extended time frames (time	SBTR	<i>Power for the Planet Chapter 1: Lesson 44 - Identifying a Research Topic Lesson 47- Identifying a Research Topic [4W10]</i>				✓		

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				1	2	3	4	5	6
	for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [ELAGSE4W10]	Writing Rules!	Narrative Essay Expository Essay [4W10]				✓		
(5) Listening and speaking enrich structured classroom conversations.									
5A	Use Comprehension and Collaboration to: i. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on	SBTR	Fields of Change: Autumn/ Winter The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert's Gift Bees at Risk Power for the Planet Forest Fires [4SL1] through [4SL3]					✓	

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				1	2	3	4	5	6
	<p>others' ideas and expressing their own clearly. [ELAGSE4SL1]</p> <p>ii. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [ELAGSE4SL1a]</p> <p>iii. Follow agreed-upon rules for discussions and carry out assigned roles. [ELAGSE4SL1b]</p> <p>iv. Pose and respond to specific questions to clarify or follow up on information, and</p>								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>make comments that contribute to the discussion and link to the remarks of others. [ELAGSE4SL1c]</p> <p>v. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [ELAGSE4SL1d]</p> <p>vi. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [ELAGSE4SL2]</p> <p>vii. Identify the reasons and evidence a speaker provides</p>								

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				1	2	3	4	5	6
	to support particular points. [ELAGSE4SL3]								
5B	Use Presentation of Knowledge and Ideas to: i. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [ELAGSE4SL4]	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 [4SL4]</i> <i>Power for the Planet Forest Fires [4SL5]</i>					✓	
	ii. Add audio recordings and visual displays to presentations when appropriate	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</i> <i>Power for the Planet Forest Fires [4SL6]</i>					✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iii. to enhance the development of main ideas or themes. [ELAGSE4SL5] Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i>); use formal English when appropriate to task and situation. (See <i>Grade 4 Language Standard 1 for specific expectations.</i>) [ELAGSE4SL6]	Writing Rules!	<i>Teacher-Directed Lesson: Unit 1 - Personal Narrative Characteristics [4SL6]</i>					✓	
(6) Effective writing demonstrates command of the conventions of standard English capitalization,									

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	punctuation, and spelling.								
6A	Use Conventions of Standard English to: <ul style="list-style-type: none"> i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [ELAGSE4L1] ii. Use relative pronouns (<i>who</i>, <i>whose</i>, <i>whom</i>, <i>which</i>, <i>that</i>) and relative adverbs (<i>where</i>, <i>when</i>, <i>why</i>). [ELAGSE4L1a] iii. Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb aspects. [ELAGSE4L1b] iv. Use helping/linking 	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 Chapters 1, 2, and 3</i> <i>Forest Fires</i> [4L1] through [4L1h] <i>Fields of Change: Spring/ Summer</i> <i>Survivors!</i> <i>The Desert's Gift</i> [4L1e] <i>Our Solar System</i> <i>Fields of Change: Spring/ Summer</i> <i>The Changing Surface</i> <i>Forest Fires</i> [4L1f] <i>Our Solar System Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer,</i> <i>Autumn/ Winter, The Moon</i> <i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i>						✓

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	v. verbs to convey various conditions. [ELAGSE4L1c] Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). [ELAGSE4L1d]		<i>The Changing Surface 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 Bees at Risk</i> <i>Power for the Planet Chapters 1, 2 and 3</i> <i>Forest Fires</i> [4L1g]						
	vi. Form and use prepositional phrases. [ELAGSE4L1e]		<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>						
	vii. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons. [ELAGSE4L1f]		<i>A View From Above Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface 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>						
	viii. Correctly use frequently confused words (e.g., <i>to, too, two; there,</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> [4L1h]						

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	their). [ELAGSE4L1g] ix. Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence. [ELAGSE4L1h]								
			<i>All Activities</i> <i>[4L1f], [4L1g], [4L1h]</i>						✓
6A (Cont.)	Use Conventions of Standard English to: x. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [ELAGSE4L2] xi. Use correct capitalization. [ELAGSE4L2a] xii. Use commas and quotation marks to mark direct speech and quotations from a	SBTR	<i>Our Solar System 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 Bees at Risk</i> <i>Power for the Planet 1, 2 and 3</i> <i>Forest Fires</i> <i>[4L2] through [LAFS.4.L.1.2d]</i>						✓

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	xiii. text. [ELAGSE4L2b] Use a comma before a coordinating conjunction in a compound sentence. [ELAGSE4L2c]	12	<i>The Moon: Glossary</i> [4L2d]						✓
	xiv. Spell grade-appropriate words correctly, consulting references as needed. [ELAGSE4L2d]	13	<i>Amazonia Alert!: Glossary</i> [4L2d]						✓
		SBTR	<i>The Hero</i> <i>The Three Little Bugs</i> <i>George Washington Carver</i> [4L2d]						✓
6B	Use Knowledge of Language skills to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [ELAGSE4L3] ii. Choose words and phrases to convey ideas precisely.	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>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	iii. [ELAGSE4L3a] Choose punctuation for effect. [ELAGSE4L3b]		<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> [4L3] through [4L3c]						
	iv. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i>). [ELAGSE4L3c]	SBTR	<i>Writing Extension: Lesson 36 – Amazonia Alert!</i> [4L3], [4L3a], [4L3c]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
6C	Use Vocabulary Acquisition and Use skills to:	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> <i>Passage: Water Recycled – Questions [4L4], [4L4a], [4L4b]</i>						✓
	i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. [ELAGSE4L4]	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 [4L4] through [4L4c]</i>						✓
	ii. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [ELAGSE4L4a]								
	iii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a	CBTR	<i>Vocabulary: Context Word Meaning</i> <i>Using Dictionary</i> <i>Earth: Day, Night, and Seasons</i>						✓

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	word (e.g., telegraph, photograph, autograph). [ELAGSE4L4b] v. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [ELAGSE4L4c]		<i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>Earth: Rocks and Soil</i> <i>Power for the Planet</i> [4L4] through [4L4c]						
6C (Cont.)	Use Vocabulary Acquisition and Use skills to: vi. Demonstrate understanding of figurative language, word relationships, and nuances in word	13	<i>Book: Alex to the Rescue, Forest Fires: Lessons from the Front Lines</i> [4L5] through [4L5c]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
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	vii. meanings. [ELAGSE4L5] Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. [ELAGSE4L5a]	15	<i>Bridge Lesson – Similies</i> <i>Bridge Lesson – Metaphors</i> [4L5a]						✓
	viii. Recognize and explain the meaning of common idioms, adages, and proverbs. [ELAGSE4L5b]	SBTR	<i>Vocabulary: Lesson 35 - Analogies</i> <i>Vocabluary: Lesson 36 - Analogies</i> <i>Vocabulary: Lesson 37 - Analogies</i> [4L5b] <i>Vocabulary: Lesson 38 - Idioms</i> <i>Vocabulary: Lesson 39 - Idioms</i> <i>Vocabulary: Lesson 40 - Idioms</i> [4L5b]						✓
	ix. Demonstrate understanding of words by relating them to their opposites (<i>antonyms</i>) and to words with similar but not identical meanings (<i>synonyms</i>). [ELAGSE4L5c]	SBTR	<i>Literature: Lesson 2 - Poetry</i> <i>Literature: Lesson 8 - Elements of Fiction</i> [4L5b] <i>3B Vocabulary Tier 2 – Synonyms and Antonyms: Nessie: Fact or Fiction?</i>						✓
	x. Acquire and use								

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	accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). [ELAGSE4L6]		5C Vocabulary Tier 1 – Salamanders Synonyms and Antonyms 8A Vocabulary Tier 3 – Synonyms and Antonyms: <i>I Had a Dream</i> [4L5c]						
			All Activities [4L6]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
(1) A broad range of reading enhances a solid comprehension of literary texts.									
1A	Use Key Ideas and Details to: i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [ELAGSE5RL1]	SBTR	Literature: Lesson 6 - Theme Literature: Lesson 7 - Theme Literature: Lesson 8 - Elements of Fiction [5RL1] Literature: Lesson 1 – Poetry Literature: Lesson 6 - Poetry [5RL2]	✓					
	ii. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. [ELAGSE5RL2]	12	Book: A View From Above [5RL2] Books: The Moon, The Changing Surface [5RL3]	✓					
	iii. Compare and contrast two or more characters,	13	Books: Bees at Risk, Amazonia Alert! [5RL3]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
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	settings, or events in a story or drama, drawing on specific details in the text (e.g., <i>how characters interact</i>). [ELAGSE5RL3]								
1B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [ELAGSE5RL4] ii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	SBTR	<i>George Washington Carver, A View From Above, Survivors, Night Spirits of the Rain Forest</i> [5RL4]	✓					
		SBTR	<i>Literature: Lesson 8 - Elements of Fiction</i> <i>Literature: Lesson 9 - Elements of Fiction</i> <i>Literature: Lesson 10 - Elements of Fiction</i> [5RL5]	✓					
		SBTR	<i>Informational Texts: Lesson 5 - Persuasive Media</i> <i>Informational Texts: Lesson 6 - Persuasive Media</i> <i>Informational Texts: Lesson 7 - Persuasive Media</i> [5RL6]	✓					

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
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	iii. [ELAGSE5RL5] Describe how a narrator's or speaker's point of view influences how events are described. [ELAGSE5RL6]								
1C	Use Integration of Knowledge and Ideas to: i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., <i>graphic novel, multimedia presentation of fiction, folktale, myth, poem</i>). [ELAGSE5RL7]	SBTR	<i>Informational Texts: Lesson 5 - Persuasive Media</i> <i>Informational Texts: Lesson 6 - Persuasive Media</i> <i>Informational Texts: Lesson 7 - Persuasive Media</i> [5RL7]	✓					
	ii. Compare and contrast stories in the same genre (e.g., <i>mysteries and adventure stories</i>) on their approaches to	SBTR	<i>Literature: Lesson 6 - Theme</i> <i>Literature: Lesson 7 - Theme</i> <i>Literature: Lesson 9 - Elements of Fiction</i> [5RL9]	✓					

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	similar themes and topics. [ELAGSE5RL9]								
1D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently. [ELAGSE5RL10]	13	Books: <i>Survivors, The Desert's Gift, Bees at Risk, Nature's Healers, Forest Fires, Amazonia Alert!</i> [5RL10]	✓					
(2) Integrating information from text helps improve overall understanding.									
2A	Use Key Ideas and Details to: i. Quote accurately from a text when explaining what the text says	SBTR	<i>Literature: Lesson 6 - Theme</i> <i>Literature: Lesson 7 - Theme</i> [5RI1] <i>Literature: Lesson 1 - Elements of Poetry</i> <i>Literature: Lesson 9 - Elements of Poetry</i>		✓				

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	explicitly and when drawing inferences from the text. [ELAGSE5RI1] ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [ELAGSE5RI2] iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [ELAGSE5RI3]		[5RI2] <i>Literature: Lesson 6 – Theme</i> <i>Literature: Lesson 9 - Elements of Fiction</i> [5RI3]						
		10	<i>Books: George Washington Carver, How Mountains Form</i> [5RI2]		✓				
		12	<i>Book: A View From Above</i> [5RI2] <i>Passages: Exploring Space, Dirt Detectives</i> [5RI2] <i>Books: Our Solar System, Earth, Rocks and Soil, The Changing Surface, Earth, The Atmosphere, The Moon</i> [5RI3]		✓				
		13	<i>Book: Survivors</i> [5RI2] <i>Books: Bees at Risk, Amazonia Alert!</i> [5RI3]		✓				
2B	Use Craft and Structure to: i. Determine the		<i>All Activities</i> [5RI4], [5RI5], [5RI6]		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. [ELAGSE5RI4]	12	<i>Books: The Moon, The Changing Surface [5RI6]</i>		✓				
	ii. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. [ELAGSE5RI5]	13	<i>Writing Activites: 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 fo the Rain Forest, The Mystery fo the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vequero's Life, Ghost Party [5RI5]</i>		✓				
	iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		<i>Books: Amazonia Alert!, Bees at Risk [5RI6]</i>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
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	[ELAGSE5RI6]								
2C	Use Integrationn of Knowledge and Ideas to: i. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. [ELAGSE5RI7] ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). [ELAGSE5RI8] iii. Integrate information from several texts on the same topic in	SBTR	<i>Forest Fires: Lesson 46 - Writing a Research Report Lesson 49 - Writing a Research Report [5RI7]</i>		✓				
		SBTR	<i>Literature: Lesson 6 - Theme Literature: Lesson 7 - Theme [5RI8]</i>		✓				
		SBTR	<i>Power for the Planet Chapter 3 Lesson 42 - Writing a Research Report Lesson 46 - Writing a Research Report [5RI9]</i>		✓				

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	order to write or speak about the subject knowledgeably. [ELAGSE5RI9]								
2D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. [ELAGSE5RI10]	13	<i>Books: Survivors, Bees at Risk, Nature's Healers, Forest Fires, Amazonia Alert!</i> [5RI10]		✓				
(3) Decoding words helps strengthen vocabulary and fluency.									
3A	Use Phonics and Word	SBTR	<i>13 Decoding Multisyllabic Words</i>			✓			

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	Recognition to: i. Know and apply grade-level phonics and word analysis skills in decoding words. [ELAGSE5RF3] ii. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [ELAGSE5RF3a]		<i>Phonological Awareness</i> [5RF3a]						
		13	<i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires</i> [5RF3], [5RF3a]			✓			
3B	Use Fluency to: i. Read with sufficient accuracy and fluency to support comprehension. [ELAGSE5RF4] ii. Read on-level text	12	<i>Book: A View From Above: A Collection of Moon Poems</i> [5RF4]			✓			
		13	<i>Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires</i> [5RF4], [5RF4a]			✓			

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	iii. with purpose and understanding. [ELAGSE5RF4a] Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [ELAGSE5RF4b] iv. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [ELAGSE5RF4c]	SBTR	1 - Literature Poetry 2 - Literature Poetry [5RF4b], [5RF4c]			✓			
(4) Learning various types of writing strengthens communication skills.									
4A	Use Text Types and Purpose to: i. Write opinion pieces on topics or	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer,</i>				✓		

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	<p>texts, supporting a point of view with reasons. [ELAGSE5W1]</p> <p>ii. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. [ELAGSE5W1a]</p> <p>iii. Provide logically ordered reasons that are supported by facts and details. [ELAGSE5W1b]</p> <p>iv. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). [ELAGSE5W1c]</p> <p>v. Provide a concluding</p>		<p><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> [5W1] through [5W1d]</p> <p><i>Lesson 47: Informational Texts – Amazonia Alert!</i> [5W1] through [5W1c]</p> <p><i>Lesson 48: Informational Texts – The World's Healers</i> [5W1] through [5W1c]</p>						
		ISIP AR	<p><i>3C Reading Comprehension: Big Chug, Be Gone! Lesson 4</i> [5W1] through [5W1c]</p>				✓		

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	statement or section related to the opinion presented. [ELAGSE5W1d]		7B Reading Comprehension: Unplug Yourself! Lesson 4 [5W1] through [5W1c]						
		13	Writing Activities: Writing prompts from Self-Selected Passages: ; Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits for the Rain Forest, The Mystery for the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [5W1] through [5W1d]				✓		
		14	Writing Activities: Writing prompts from Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A 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 [5W1] through [5W1d]				✓		

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		Writing Rules!	<i>Expository Essay – Characteristics</i> <i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i> [5W1] through [5W1d]				✓		
4A (Cont.)	Use Text Types and Purpose to: vi. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [ELAGSE5W2] vii. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding	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> [W.5.2] through [W.5.2e]				✓		

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	viii. comprehension. [ELAGSE5W2a] Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	14	<i>Writing Activities: Writing prompts from Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A 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 [5W2] through [5W2e]</i>				✓		
	ix. [ELAGSE5W2b] Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Writing Rules!	<i>Personal Narrative Teacher-Directed Lessons</i>				✓		
	x. [ELAGSE5W2c] Use precise language and domain-specific vocabulary to inform about or explain the topic.		<i>Expository Essay Teacher-Directed Lessons [5W2a] through [5W2e]</i>						
	xi. [ELAGSE5W2d] Provide a concluding								

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				1	2	3	4	5	6
	statement or section related to the information or explanation presented. [ELAGSE5W2e]								
4A (Cont.)	Use Text Types and Purpose to: xii. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [ELAGSE5W3] xiii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	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> [5W3] through [5W3e]				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	xiv. [ELAGSE5W3a] Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	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> [5W3] through [5W3e]				✓		
	xv. [ELAGSE5W3b] Use a variety of transitional words, phrases, and clauses to manage the sequence of events.								
	xvi. [ELAGSE5W3c] Use concrete words and phrases and sensory details to convey experiences and events precisely.								
	xvii. [ELAGSE5W3d] Provide a conclusion that follows from the narrated								

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				1	2	3	4	5	6
	experiences or events. [ELAGSE5W3e]								
4B	Use Production and Distribution of Writing to: i. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) [ELAGSE5W4]	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> [5W4], [5W5], [5W6]				✓		
	ii. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for	Writing Rules!	<i>Personal Narrative</i> <i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i>				✓		

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p><i>conventions should demonstrate command of Language Standards 1–3 up to and including Grade 5.)</i> [ELAGSE5W5]</p> <p>iii. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [ELAGSE5W6]</p>		<p><i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Teacher-Directed Lessons</i> [5W4], [5W5], [5W6]</p>						

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
4C	Use Research to Build and Present Knowledge to: i. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [ELAGSE5W7] ii. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. [ELAGSE5W8] iii. Draw evidence from literary or informational texts to support analysis,	12	<i>Books: The Moon, The Changing Surface</i> [5W7]				✓		
		13	<i>Books: Amazonia Alert!, Bees at Risk</i> [5W9]				✓		
		SBTR 13	<i>Power for the Planet Chapters 1, 2 and 3: Lesson 40 - Identifying a Research Topic Lesson 41 - Researching and Taking Notes Lesson 42 - Writing a Research Report</i> [5W9] through [5W9b]				✓		
		SBTR 13	<i>Coral Reefs 1, 2, 3: Lesson 44 - Identifying a Research Topic Lesson 45 - Researching and Taking Notes Lesson 46 - Writing a Research Report</i> [5W9] through [5W9b]				✓		
		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> [5W9] through [5W9b]				✓		

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	reflection, and research. [ELAGSE5W9] iv. Apply Grade 5 Reading Standards to literature (e.g., <i>"Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"</i>). [ELAGSE5W9a] v. Apply Grade 5 Reading Standards to informational texts (e.g., <i>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]</i>).								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	[ELAGSE5W9b]								
4D	Use Range of Writing to: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences. [ELAGSE5W10]	SBTR	<i>Our Solar System Mission</i> <i>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>Power for the Planet Chapters 1, 2 and 3</i> <i>Forest Fires</i> <i>Coral Reefs Chapters 1, 2 and 3</i> <i>Ecosystem Chapters 1, 2 and 3</i> [5W10]				✓		
(5) Effective communication develops from guided discussion.									

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
5A	Use Comprehension and Collaboration to: i. Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) with diverse partners <i>on Grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. [ELAGSE5SL1] ii. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [ELAGSE5SL1a] iii. Follow agreed-	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> [5SL1] through [5SL3]					✓	
		15	<i>Bridge Lessons 10-12: General Comprehension 2-4</i> [5SL1] through [5SL3]					✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	<p>upon rules for discussions and carry out assigned roles. [ELAGSE5SL1b]</p> <p>iv. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [ELAGSE5SL1c]</p> <p>v. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [ELAGSE5SL1d]</p> <p>vi. Summarize a written text read aloud or information presented in diverse media and formats, including</p>								

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	visually, quantitatively, and orally. [ELAGSE5SL2] vii. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [ELAGSE5SL3]								
5B	Use Presentation of Knowledge and Ideas to: i. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [ELAGSE5SL4]	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>					✓	

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	ii. Include multimedia components (e.g., <i>graphics, sound</i>) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [ELAGSE5SL5] iii. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See <i>Grade 5 Language Standards 1 and 3 for specific expectations.</i>) [ELAGSE5SL6]		<i>Bees at Risk</i> <i>Power for the Planet Chapters 1, 2 and 3</i> <i>Forest Fires</i> [5SL4], [5SL5], [5SL6]						
(6) Conventions enhance reading, speaking and writing.									
6A	Use Conventions of	SBTR	<i>Our Solar System</i>						✓

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				1	2	3	4	5	6
	Standard English to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [ELAGSE5L1] ii. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [ELAGSE5L1a] iii. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses. [ELAGSE5L1b] iv. Use verb tense and aspect to convey various		<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> [5L1] through [5L1e]						
		SBTR	<i>The Moon</i> <i>A View From Above</i> <i>Atmosphere</i> <i>Bees at Risk</i> <i>Power for the Planet Chapter 3</i> <i>Forest Fires</i> [5L1], [5L1c]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	times, sequences, states, and conditions. [ELAGSE5L1c] v. Recognize and correct inappropriate shifts in verb tense and aspect. [ELAGSE5L1d] vi. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>). [ELAGSE5L1e]								✓
6A (Cont.)	Use Conventions of Standard English to: vii. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [ELAGSE5L2] viii. Use punctuation to separate items in a	SBTR	<i>Our Solar System</i> <i>Mission Incredible</i> <i>Earth: Day, Night, and Seasons</i> <i>Fields of Change: Spring/ Summer, Autumn/ Winter</i> <i>The Moon</i> <i>A View From Above</i> <i>Earth: Rocks and Soil</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>The Changing Surface</i> <i>Atmosphere</i> <i>Weather Watchers</i> <i>Brookside's Best Science Fair Ever!</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	series. [ELAGSE5L2a] ix. Use a comma to separate an introductory element from the rest of the sentence. [ELAGSE5L2b] x. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). [ELAGSE5L2c] xi. Use underlining, quotation marks, or italics to indicate titles of works. [ELAGSE5L2d] xii. Spell grade-appropriate words		<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> [5L2] through [5L2e]						

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	correctly, consulting references as needed. [ELAGSE5L2e]								
6B	Use Knowledge of Language skills to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [ELAGSE5L3] ii. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. [ELAGSE5L3a] iii. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems. [ELAGSE5L3b]	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 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> [5L3], [5L3b]						✓
		9	<i>In Context Reading with Long A [ay] In</i> <i>Context Reading with Long E [ey] In</i>						✓

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				1	2	3	4	5	6
			<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> <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, Passage: Hurricanes</i> <i>Passage: The Dirt Detectives</i> <i>[5L3], [5L3a], [5L3b]</i>						
		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>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<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> [5L3], [5L3a], [5L3b]						
		11	<i>In Context Reading with [oo], [ew, eu, ui]</i> <i>In Context Reading with [igh, ight, ind]</i> <i>In Context Reading with Prefixes</i> <i>In Context Reading with Suffixes</i> <i>In Context Reading with Contractions</i> <i>Passage: From Fearful to Fearless</i> [5L3], [5L3a]						✓
		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</i> <i>Passages: Water</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Recycled, Natural Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part</i> <i>Vocabulary Activities: Mission Incredible, Fields of Change, A View From Above, Weather Watchers, Science Fair</i> [5L3], [5L3a], [5L3b]						
		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> [5L3], [5L3a], [5L3b]						✓
		CBTR	<i>Vocabulary-Using Context</i> [5L3]						✓
6C	Use Vocabulary Acquisition and Use to: i. Determine or	9	<i>In Context Reading with Long A [ay] In Context Reading with Long E [ey] In Context Reading with Long I [ie] In</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. [ELAGSE5L4] ii. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [ELAGSE5L4a] iii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [ELAGSE5L4b] iv. Consult reference materials (e.g.,		Context Reading with Long O [oe] In Context Reading with Long O [ow] In Context Reading with Long O [o] In Context Reading with [ch] In Context Reading with [tch] In Context Reading with [ed], [ing], [s] In Context Reading with [ol], [ow] In Context Reading with [oi], [oy] Word Masters Book: Treasure at Pirate's Bay Comprehension Book: The Flying Pizza HFW Book: The Best Trip Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch's Big Fish Tales Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms, Royce Likes to Share, Hurricanes: The Dirt Detectives [5L4] through [5L4c]						
		10	Read Aloud Book: Who is Following Us? HFW Book: How Can That Be? In Context Reading with [ph] In Context Reading with [wh] In Context Reading with [au], [aw], [al]						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
	dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [ELAGSE5L4c]		<i>In Context Reading with [ow] Word Masters Book: Return to the Lost Island Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water Is A Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet [5L4] through [5L4c]</i>						
		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 [5L4], [5L4a]</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</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	6
			<i>Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part</i> <i>Vocabulary Activities: Mission Incredible, Fields of Change, A View From Above, Weather Watchers, Science Fair [5L4], [5L4a]</i> <i>Books: Our Solar System, A View From Above, Atmosphere, Weather Watchers, Brookside's Best Science Fair Ever</i> <i>Passage: Exploring Space [5L4], [5L4b], [5L4c]</i>						
		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 [5L4] through [5L4c]</i> <i>Book: Survivors, Alex to the Rescue,</i>						✓

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Standards	Skills	Cycle	Activities	Reading Standard Strands					
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			<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> [5L4], [5L4b], [5L4c]						
		CBTR	<i>Vocabulary-Using Context</i> [5L4a] <i>Vocabulary: Structural Analysis</i> [5L4b]						✓
		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> [5L4], [5L4c]						✓
6C (Cont.)	Use Vocabulary Acquisition and Use to: i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		<i>All Activities</i> [5L6]						✓

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	[ELAGSE5L5] ii. Interpret figurative language, including similes and metaphors, in context. [ELAGSE5L5a] iii. Recognize and explain the meaning of common idioms, adages, and proverbs. [ELAGSE5L5b] iv. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [ELAGSE5L5c] v. Acquire and use accurately grade-appropriate general academic and domain-	15	<i>Bridge Lesson – Synonyms</i> <i>Bridge Lesson – Antonyms</i> [5L5c]						✓
		SBTR	<i>George Washington Carver, A View From Above, Survivors, Night Spirits of the Rain Forest</i> [5L5], [5L5a], [5L6]						✓
		SBTR	<i>Vocabulary: Lesson 37 - Idioms</i> <i>Vocabulary: Lesson 38 - Idioms</i> <i>Vocabulary: Lesson 40 - Idioms</i> [5L5b] <i>Vocabulary: Lesson 35 - Analogies</i> <i>Vocabulary: Lesson 36 - Analogies</i> <i>Vocabulary: Lesson 37 - Analogies</i> [5L5c]						✓
		Writing Rules!	<i>Paragraph Building: Six Traits Sentence Fluency Trait</i> [5L6]						✓

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	specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>). [ELAGSE5L6]	ISIP AR	<p><i>3B Vocabulary Tier 2: Lesson 4 - Using Synonyms and Antonyms (Nessie: Fact or Fiction?)</i></p> <p><i>5C Vocabulary Tier1: Lesson 4 - Synonyms and Antonyms (Salamanders)</i></p> <p><i>8A Vocabulary Tier 3: Lesson 4 - Synonyms and Antonyms (I Had a Dream)</i> [5L5c]</p>						✓