



Istation

Istation Reading Curriculum Correlated to
Missouri Learning Standards for English Language Arts

Kindergarten – Grade 8



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Code Legend

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



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



| Code | Description |
|------|-------------------|
| VOC | Vocabulary |
| WE | Writing Extension |
| WR | Writing Rules |

Kindergarten

Reading

R.1: Develop and apply skills to the reading process.

Comprehension

R.1.A: With assistance, develop and demonstrate reading skills in response to read-alouds by:

| K.R.1.A.a | | | |
|-------------------------------------------------------------------------------------------|-----------------------------------|-------------|----------------------------------------------------------|
| Predicting what might happen next in a text based on the cover, title, and illustrations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Listening Comprehension Subtest | ISIP ER | Listening Comprehension – Teacher Directed Interventions |
| C2B | Summer Camp (BPA) | C3 | Comprehension |
| C3B | Lamps (BPA) | C4 | Comprehension |
| C4B | Where Is Coco? (BPA) | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |
| | | RC L1 | Making Predictions (Grades K-1) |

| K.R.1.A.b | | | |
|------------------------------------------------------------|------------------------------------------------------------|-------------|--------------------------|
| Asking and responding to questions about texts read aloud. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension and Listening Comprehension Subtests | C3 | Comprehension |

| K.R.1.A.b | | | |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------|----------------------------------------|
| Asking and responding to questions about texts read aloud. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C1B | Mac and Cam, Pam and Cam, The Maps, Pam and the Cap, Sam Has Mail | C4 | Comprehension |
| C2B | The Act, Tim at Camp, Tim and Sam, Sam Tips the Lamp, Pip and His Lips, See Sam Sit, Where Is Coco? | C5 | Comprehension |
| C3B | Trips with My Family, The Toads Are Lost, Cal and the Clam, In the Rain, Lamps, Snails in a Pail | C6 | Comprehension |
| C3B | Stan the Man, Dots and Spots, The Toast in the Road | C7 | Comprehension |
| C4B | In the Sand, The Green Team, My Dog Has Fleas, Jean and Dean, Meg and the Hens | RC L3 | Asking Questions Strategy (Grades K-1) |
| C4B | Sam Has Mail, The Yellow Pin | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| C5B | Fun at Home, The Blue Blimp, Bug in the Mud, Homes for Sale, Pals, I Rode Home, Late for the Game | RC L65 | Identifying Details (Grades K-1) |
| C5B | Raindrops, Where Will They Ride? | RC L69 | Asking Questions (Grades K-1) |
| C6B | A Cute Mule, Time to Ride My Mule, The Dunes, Just in Time, In the Sand, The Last Scrap | | |
| C6B | Time to Ride, Where Is Jane? | | |
| C7B | Just the Right Size, The Oatmeal Man, The Big Game, Hide and Seek, Where Will They Ride?; Wake Up! | | |

K.R.1.A.c

Retelling main ideas or important facts from a read aloud or familiar story.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------------------------|--------|----------------------------------|
| ISIP ER | Reading Comprehension and Listening Comprehension Subtests | C3 | Comprehension |
| IP ER | ABC Stories | C4 | Comprehension |
| IP ER | Rhymin' Ralph Rhyme-O-Rama, A-Z Songs | C5 | Comprehension |
| C2B | Tim and Sam, Sam Tips the Lamp, Tim at Camp | C6 | Comprehension |
| C3B | Trips with My Family, The Toads Are Lost | C7 | Comprehension |
| C4B | In the Sand, My Hands and Feet, The Green Team, My Dog Has Fleas | RC L65 | Identifying Details (Grades K-1) |
| C5B | Fun at Home, The Blue Blimp, The Bun for Us, Where Will They Ride? | WE 1 | Sam Tips the Lamp |
| C6B | The Dunes, Just in Time | WE 2 | See Sam Sit |
| C7B | Just the Right Size, The Oatmeal Man, The Big Game | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |

K.R.1.A.d

Connecting the information and events of a text to experiences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------------------------------------------------------|
| | | C3 | Comprehension Lesson 1, Lamps: Comprehension Mini Lesson, Character Discussion |

K.R.1.A.d

Connecting the information and events of a text to experiences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|----------------------------------------------------------------------------|
| | | C3 | Comprehension Lesson 3, Trips with My Family: Teach Comprehension Strategy |
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | WE 5 | Fred Has Ten Hens, Prompt 3 |

K.R.1.A.e

Recognizing beginning, middle, and end.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|---------------------------------------------------------|
| C2B | Tim at Camp | ISIP ER | Teacher Resources Lessons: ISIP – Reading Comprehension |
| C3B | Trips with My Family | C3 | Comprehension |
| C4B | In the Sand | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |
| | | RC L29 | Sequencing – Kindergarten |
| | | RC L34 | Setting (Grades K-1) |

K.R.1.A.e

Recognizing beginning, middle, and end.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-------------------------------------------|
| | | RC L70 | Characteristics of Characters, Grades K-1 |

Vocabulary

R.1.B: With assistance, develop an understanding of vocabulary by:

K.R.1.B.a

Identifying and sorting pictures of objects into conceptual categories.

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

K.R.1.B.b

Demonstrating understanding of opposites (antonyms).

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|---------|---------------------------------------------|
| ISIP ER | Vocabulary Subtest | ISIP ER | Teacher Resource Lessons: ISIP – Vocabulary |

K.R.1.B.d

Using a picture dictionary to find words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| | | WE 5 | Fred Has Ten Hens |

K.R.1.B.e

Using words and phrases acquired through conversations, reading and being read to, and responding to texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------|
| ISIP ER | Vocabulary Subtest | ISIP ER | Teacher Resource Lessons: ISIP – Vocabulary, Tier 3 |
| C1B | Mac and Cam, Sam Has Mail, Clem the Clown and Tim the Dog | C3 | Comprehension |
| C2B | Pam and the Cap, the Act, Dusty the Dog and Coco the Cat, Sam Tips the Lamp, Tim and Sam | C4 | Comprehension |
| C2B | Pam and Cam, See Sam Sit, Pip and His Lips, Where Is Coco? | C5 | Comprehension |
| C3B | Lamps, Trips with My Family, Cal and the Clam, The Garden Trail, Dots and Spots, Snails in a Pail | C6 | Comprehension |
| C3B | Stan the Man, Toast in the Road, The Toads Are Lost, In the Rain | C7 | Comprehension |
| C4B | Sam Has Mail, Fun with Friends, The Yellow Pin, The Cleaning Attack, Fred Has Ten Hens, Meg and the Hens | VOC | Suggested Uses for Vocabulary Category Cards |
| C4B | Jean and Dean, Big Feet, The Green Team, My Dog Has Fleas | LD | Identify and Use Direction Words |
| | | EP | Alphabet Book |
| | | EP | Recognizing Signs |

K.R.1.B.e

Using words and phrases acquired through conversations, reading and being read to, and responding to texts.

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

Making Connections

R.1.C: With assistance, determine the connection between:

K.R.1.C.a

Text to self (text ideas and own experiences).

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

K.R.1.C.a

Text to self (text ideas and own experiences).

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | C5 | Comprehension |
| | | WE 2 | See Sam Sit |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

K.R.1.C.b

Text to text (text ideas including similarities and differences in fiction and nonfiction).

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------------------------------------------------------|
| C7B | Just the Right Size | C3 | Comprehension Lesson 1, Lamps: Comprehension Mini Lesson, Character Discussion |
| | | C3 | Comprehension Lesson 3, Trips with My Family: Teach Comprehension Strategy |
| | | C5 | Comprehension |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 7 | Fun at Home |

Independent Text

R.1.D: Read independently for sustained periods of time by:

| K.R.1.D.a | | | |
|----------------------------------------------------|------------------------------|--------|-------------------------------------|
| Engaging with text as developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Oral Reading Fluency Subtest | C1-C7 | Reading for Meaning Lessons |
| | | C3 | Comprehension |
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |
| | | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |

| K.R.1.D.a | | | |
|----------------------------------------------------|-----------------------------------|-------------|--------------------------|
| Engaging with text as developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 10 | Where Is Jane? |

Reading: Literacy

R.2: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

Fiction

R.2.A: With assistance, read, infer, and draw conclusions to:

| K.R.2.A.a | | | |
|-----------------------------------------------------------------------------|-----------------------------------|-------------|--------------------------------------------------------|
| Identify elements of a story, including setting, character, and key events. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | ISIP ER | Teacher Resource Lessons: ISIP – Reading Comprehension |
| C2B | Tim at Camp | RC L34 | Setting (Grades K-1) |
| C3B | Trips with My Family | RC L70 | Characteristics of Characters (Grades K-1) |
| C4B | In the Sand | RC | Story Elements: Where Is Coco? |
| C7B | Just the Right Size | RC | Story Elements: Wake Up! |
| | | EOD | The Little Red Hen |
| | | C3 | Comprehension |

K.R.2.A.a

Identify elements of a story, including setting, character, and key events.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------|
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |
| | | WE 4 | The Toads Are Lost |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |

K.R.2.A.b

Retell a main event from a story read aloud and familiar stories.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------|------|-------------------|
| ISIP ER | Reading Comprehension and Listening Comprehension Subtests | C3 | Comprehension |
| C2B | Tim and Sam, Sam Tips the Lamp | C4 | Comprehension |
| C3B | Trips with My Family, The Toads Are Lost | C5 | Comprehension |
| C4B | In the Sand, My Hands and Feet, The Green Team, My Dog Has Fleas | C6 | Comprehension |

K.R.2.A.b

Retell a main event from a story read aloud and familiar stories.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|--------|----------------------------------|
| C5B | Fun at Home, The Blue Blimp, Where Will They Ride? | C7 | Comprehension |
| C6B | The Dunes, Just in Time | RC L9 | Main Idea (Grade K) |
| C7B | Just the Right Size, The Oatmeal Man, The Big Game | RC L65 | Identifying Details (Grades K-1) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |

K.R.2.A.c

Recognize sensory details and recurring phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------------|
| | | RC L65 | Identifying Details (Grades K-1) |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

K.R.2.A.d

Recognize different types of texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------------------------|------|-------------------|
| C1B | Pam and Cam, The Maps | C3 | Comprehension |
| C2B | Tim and Sam, Sam Tips the Lamp, Summer Camp (BPA) | C4 | Comprehension |
| C3B | Dots and Spots, The Toads Are Lost, In the Rain, Lamps (BPA) | C5 | Comprehension |
| C4B | Fred Has Ten Hens, The Green Team, My Dog Has Fleas, Where Is Coco? (BPA) | C6 | Comprehension |
| C5B | Bug in the Mud, Fun at Home, The Blue Blimp | C7 | Comprehension |
| C6B | The Dunes, Just in Time | | |
| C7B | The Oatmeal Man, The Big Game | | |

K.R.2.A.e

Name author and illustrator of a story and describe how each is telling the story.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| C2B | Summer Camp (BPA) | | |
| C3B | Lamps (BPA) | | |
| C4B | Where Is Coco? (BPA) | | |

K.R.2.A.f

Compare and contrast adventures of characters in familiar stories.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------------------|
| C7B | Just the Right Size | C7 | Comprehension |
| | | RC L70 | Characteristics of Characters (Grades K-1) |
| | | EOD | The Little Red Hen |
| | | WE 7 | Fun at Home |

K.R.2.A.g

Ask and answer questions about unknown words in text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------|---------|--------------------------------------------------------|
| C1B | At the Market (BPA) | ISIP ER | Teacher Resource Lessons: ISIP – Reading Comprehension |
| C3B | Vowel Skill Books: Dots and Spots, Snails in a Pail, Stan the Man, The Toast in the Road | WE 5 | Fred Has Ten Hens |
| C4B | Vowel Skill Books: Fred Has Ten Hens, Jean and Dean, Big Feet, Meg and the Hens | WE 6 | My Dog Has Fleas |
| C5B | Vowel Skill Books: Bug in the Mud, Late for the Game, Homes for Sale, I Rode Home | | |
| C5 | Detective Dan | | |

Poetry

R.2.B: With assistance, read, infer, and draw conclusions to:

| K.R.2.B.a | | | |
|-------------------------------------------------------------------------------------------------|-----------------------------------|-------------|-----------------------------------------------|
| Respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ER | Poetry (Grades K-1) |
| | | ER | Poetry and Nursery Rhymes: Identifying Rhythm |

Drama

R.2.C: With assistance, read, infer, and draw conclusions to:

| K.R.2.C.a | | | |
|----------------------------------------------------------------|-----------------------------------|-------------|--------------------------|
| Identify characters in a puppet play or performance by actors. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | EOD | The Little Red Hen |

Reading: Informational

R.3: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Text Features

R.3.A: With assistance, read, infer, and draw conclusions to:

| K.R.3.A.a | | | |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------|-------------------------------------|
| Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | C6 | Informational Text Characteristics |
| C5B | Pets: Snakes | C7 | Persuasive Text Characteristics |
| C6B | Pets: Fish | RC L9 | Main Idea (Grade K) |
| C6 | Genre Explorer: The Life Cycle of a Frog | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| C7B | Homes | RC L65 | Identifying Details (Grades K-1) |
| | | | |

| K.R.3.A.b | | | |
|--------------------------------------------------------------|-----------------------------------|-------------|------------------------------------|
| Use titles and illustrations to make predictions about text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C2B | Where Is Coco? | C6 | Informational Text Characteristics |
| C7B | Just the Right Size | | |

K.R.3.A.c

Identify text features.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------|------|------------------------------------|
| C6 | Genre Explorer: The Life Cycle of a Frog | C6 | Informational Text Characteristics |

K.R.3.A.d

Identify the meaning of environmental print.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| | | EP | Alphabet Book |
| | | EP | Recognizing Signs |
| | | EP | Classifying |

Literary Techniques

R.3.B: With assistance, read, infer, and draw conclusions to:

K.R.3.B.a

Respond to examples of sensory details.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------------|
| | | RC L65 | Identifying Details (Grades K-1) |

Text Structures

R.3.C: With assistance, read, infer, and draw conclusions to:

K.R.3.C.a

Ask and answer questions to clarify meaning.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------|--------|-------------------------------------|
| ISIP ER | Reading Comprehension Subtest | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| C5B | Pets: Snakes | RC L65 | Identifying Details (Grades K-1) |
| C6B | Pets: Fish | RC L69 | Asking Questions (Grades K-1) |
| C7B | Homes | | |

K.R.3.C.b

Identify basic similarities and differences between two texts on the same topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------|------|-------------------|
| ISIP ER | Reading Comprehension Subtest | | |
| C5B | Pets: Snakes | | |
| C6B | Pets: Fish | | |
| C7B | Homes | | |

K.R.3.C.c

Name the main topic and recall key details of the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------------------|--------|-------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C6 | Informational Text Characteristics |
| C5B | Pets: Snakes | C7 | Persuasive Text Characteristics |
| C6B | Pets: Fish | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| C6 | Genre Explorer: The Life Cycle of a Frog, Hullaballoon Game | RC L65 | Identifying Details (Grades K-1) |
| C7B | Homes | | |

K.R.3.C.d

Ask and answer questions about unknown words in a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| C6B | Pets: Fish | | |
| C7B | Homes | | |

Reading: Foundations

RF.1: Understand how English is written and read.

Print Awareness

RF.1.A: Develop print awareness in the reading process by:

| K.RF.1.A.a | | | |
|-----------------------------------------------|-----------------------------------------------|-------------|-----------------------------------------|
| Identifying all upper- and lowercase letters. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Letter Knowledge Subtest | ISIP ER | Letter Knowledge Interventions |
| C1 | Letter Recognition Activities: Mm, Aa, Pp, Cc | LA1-Z1 | Letter Lessons: Letter Name Recognition |
| C2 | Letter Recognition Activities: Tt, Ii, Ss, Ll | C1-C2 | Priority Report: Letter Recognition |
| C3 | Letter Recognition Activities: Rr, Oo, Nn, Dd | C2 | Letter/Sound |
| C4 | Letter Recognition Activities: Ff, Ee, Gg, Hh | C3 | Priority Report: Letter Recognition |
| C6 | Letter Recognition Activities: Zz, Kk, Vv, Yy | C3 | Letter/Sound Recognition ROND |
| C7 | Letter Recognition Activities: Qq, Xx | C4 | Priority Report: Letter Recognition |
| | | C5 | Priority Report: Letter Recognition |
| | | C5 | Letter/Sound: Bb, Uu, Jj, Ww |
| | | C6 | Priority Report: Letter Recognition |
| | | C6 | Letter/Sound |
| | | C7 | Letter Recognition |
| | | C1L14 | Rapid Word Naming |
| | | C2L21 | Rapid Word Naming |

K.RF.1.A.a

Identifying all upper- and lowercase letters.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------|
| | | C3L22 | Rapid Word Naming |
| | | C5L16 | Rapid Word Naming |
| | | C6L15 | Rapid Word Naming |
| | | C7L14 | Rapid Word Naming |
| | | Ph L1 | Letter Discrimination |
| | | Ph L2 | Letter Recognition: Sorting |
| | | Ph L3 | Letter Recognition: Matching |
| | | EP | Alphabet Book |

K.RF.1.A.b

Sequencing the letters of the alphabet.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------|
| | | Ph L3 | Letter Recognition: Matching |

K.RF.1.A.c

Demonstrating that books are read left to right, top to bottom.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------------------------|--------|---------------------------------------------|
| C1B | Dusty the Dog and Coco the Cat, At the Market (BPA) | LA3-Z3 | Letter Lessons: Sound-Symbol Correspondence |

K.RF.1.A.c

Demonstrating that books are read left to right, top to bottom.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| C2B | Summer Camp (BPA) | C3 | Comprehension |
| C3B | Lamps (BPA) | C4 | Comprehension |
| C4B | Where Is Coco? (BPA) | C5 | Comprehension |
| | | EP | Alphabet Book |

K.RF.1.A.d

Demonstrating that written words are made up of different letters.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------------------------------|------|-------------------|
| ISIP ER | Alphabetic Decoding Subtest | C4 | Comprehension |
| C1B | At the Market (BPA), Dusty the Dog and Coco the Cat, Where Is Coco? | | |
| C2B | Summer Camp (BPA) | | |

K.RF.1.A.e

Knowing that a sentence is comprised of a group of words separated by spaces.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------------------|------|-------------------|
| C1B | At the Market (BPA), Dusty the Dog and Coco the Cat, Where Is Coco? | C4 | Comprehension |
| C2B | Summer Camp (BPA) | | |

| K.RF.1.A.f | | | |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------|------|-------------------|
| Demonstrating one-to-one correspondence between spoken words and written words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C1B | At the Market (BPA), Dusty the Dog and Coco the Cat, Where Is Coco? | C3 | Comprehension |
| C2B | Summer Camp (BPA) | C4 | Comprehension |
| C3B | Lamps (BPA) | C5 | Comprehension |
| C4B | Where Is Coco? (BPA) | C6 | Comprehension |
| | | C7 | Comprehension |

RF.2: Understand how English is written and read.

Phonemic Awareness

RF.2.A: Develop phonemic awareness in the reading process by:

| K.RF.2.A.a | | | |
|-------------------------------------|---------------------------------------------|------------|-------------------------------------------|
| Identifying sounds in spoken words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Initial Sound Fluency, Tiers 2 and 3 |
| C2 | Blending Phonemes with Tab | ISIP ER PA | Identifying Final Phonemes, Tiers 2 and 3 |
| C3 | Magical Miss Mousely: First Phoneme | CC | Segmenting Words into Syllables |
| C3 | Magical Miss Mousely: Initial Phoneme Pairs | CC | Syllables Game |

K.RF.2.A.a

Identifying sounds in spoken words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--------------------------------------------------|------|------------------------------------------------------|
| C3 | Magical Miss Mousely: Initial Phoneme Sound Sort | MMM | First Phoneme Sound Sort |
| | | MMM | Identify Word Pairs with the Same Initial Phoneme |
| | | C3L9 | Blending Beginning/Middle/Ending Sounds with Letters |
| | | C4L9 | Blending Beginning/Middle/Ending Sounds with Letters |
| | | C6L7 | Beginning/Middle/Ending Sounds and Letters |

K.RF.2.A.b

Producing rhymes in response to spoken words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------|------------|----------------------------------|
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Distinguish Rhyme, Tiers 2 and 3 |
| C2-C4 | Rhymin' Ralph: Distinguish Two Words That Rhyme (Bubble Machine) | C1L4 | Rhyming |
| C2-C4 | Rhymin' Ralph: Anticipatory Rhyming | C2L3 | Rhyming |
| C2-C4 | Rhymin' Ralph: ID Rhyming | C2L20 | Rhyming Phonograms |
| C2-C4 | Rhymin' Ralph: Rhyme Snag Grab Bag | C3L20 | Rhyming Phonograms: Short Vowels |
| | | C4L18 | Rhyming Phonograms: Short Vowels |
| | | C4L22 | Rhyming Words with Poetry |
| | | C7L4 | Rhyming Words |

K.RF.2.A.b

Producing rhymes in response to spoken words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------------|
| | | RR | Distinguish When Two Words Rhyme |
| | | RR | Rhyme in Context |
| | | RR | Identify Rhyme |
| | | PA L2 | Rhyming with Pictures |
| | | PA L3 | Rhyming Discrimination |
| | | PA L4 | Rhyming Identification |
| | | PA L5 | Generating Rhymes |
| | | Ph L42 | Phonograms: Short Vowels |

K.RF.2.A.c

Distinguishing orally presented rhyming pairs of words from non-rhyming pairs.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------|---------------|----------------------------------|
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Distinguish Rhyme, Tiers 2 and 3 |
| C2-C4 | Rhymin' Ralph: Distinguish Two Words That Rhyme (Bubble Machine) | C1L4 | Rhyming |
| C2-C4 | Rhymin' Ralph: Anticipatory Rhyming | C2L3 | Rhyming |
| C2-C4 | Rhymin' Ralph: ID Rhyming | C2L20 | Rhyming Phonograms |
| C2-C4 | Rhymin' Ralph: Rhyme Snag Grab Bag | C3L20 | Rhyming Phonograms: Short Vowels |

K.RF.2.A.c

Distinguishing orally presented rhyming pairs of words from non-rhyming pairs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------------|
| | | C4L18 | Rhyming Phonograms: Short Vowels |
| | | C4L22 | Rhyming Words with Poetry |
| | | C7L4 | Rhyming Words |
| | | RR | Distinguish When Two Words Rhyme |
| | | RR | Rhyme in Context |
| | | RR | Identify Rhyme |
| | | PA L2 | Rhyming with Pictures |
| | | PA L3 | Rhyming Discrimination |
| | | PA L4 | Rhyming Identification |
| | | PA L5 | Generating Rhymes |
| | | Ph L42 | Phonograms: Short Vowels |

K.RF.2.A.d

Recognizing spoken alliteration or groups of words that begin with the same onset or initial sound.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------|---------------|---------------------------------------------------|
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Initial Sound Fluency, Tiers 2 and 3 |
| C1-C7 | Literacy Acquisition Theater | MMM | First Phoneme Sound Sort |
| C3-C4 | Magical Miss Mousely: First Phoneme Recognition | MMM | Identify Word Pairs with the Same Initial Phoneme |

K.RF.2.A.d

Recognizing spoken alliteration or groups of words that begin with the same onset or initial sound.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------|------------------------------------------------|-------|-------------------|
| C3-C4 | Magical Miss Mousely: First Phoneme Pairs | PA L6 | Alliteration |
| C3-C4 | Magical Miss Mousely: First Phoneme Sound Sort | | |

K.RF.2.A.e

Blending spoken onsets and rimes to form simple words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|--------|----------------------------------|
| ISIP ER | Phonemic Awareness Subtest | C3L20 | Rhyming Phonograms: Short Vowels |
| C2-C4 | Onset-Rime Game with Tab | PA | Blending Onset and Rime |
| | | PA L14 | Onset and Rime |

K.RF.2.A.f

Blending spoken phonemes to form one-syllable words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|---------------|-----------------------------------------|
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Blending Spoken Phonemes, Tiers 2 and 3 |
| C2 | Blending Phonemes with Tab | C0-C3 | Segmenting and Blending |
| | | C0L8 | Blending Spoken Sounds into Words |
| | | C0L9 | Blending Spoken Sounds into Words |
| | | PA L29 | Blending with Picture Cards |

K.RF.2.A.f

Blending spoken phonemes to form one-syllable words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|------------------------------------|
| | | PA L30 | Blending Sounds |
| | | PA L31 | Blending Sounds with Picture Cards |
| | | PA L33 | Phoneme Blending |

K.RF.2.A.g

Isolating the initial, medial, and final sounds in spoken words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------------|---------------|------------------------------------------------------|
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Identifying Final Phonemes, Tiers 2 and 3 |
| C2 | Segmenting Phonemes with Tab | ISIP ER PA | Initial Sound Fluency, Tiers 2 and 3 |
| C3 | Segmenting Phonemes with Tab | ISIP ER PA | Identifying Final Phonemes, Tiers 2 and 3 |
| C3 | Magical Miss Mousely: Initial Phoneme Recognition | C0L6 | Segmenting Spoken Words |
| C3 | Magical Miss Mousely: Initial Phoneme Pairs | C0L7 | Segmenting Spoken Words |
| C3 | Magical Miss Mousely: First Phoneme Sound Sort | C1L2 | Segment Sounds in Spoken Words |
| C3 | Magical Miss Mousely: First Phoneme Four Square | C3L9 | Blending Beginning/Middle/Ending Sounds with Letters |
| | | C4L9 | Blending Beginning/Middle/Ending Sounds with Letters |
| | | C6L7 | Beginning/Middle/Ending Sounds and Letters |
| | | C7L1 | Segmenting and Blending Sounds in Words |

K.RF.2.A.g

Isolating the initial, medial, and final sounds in spoken words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|---------------------------------------------------|
| | | PA L18 | Beginning Sounds |
| | | PA L19 | Beginning Sounds: I Spy Game |
| | | PA L20 | Identify Initial Sounds |
| | | PA L21 | Ending Sounds |
| | | PA L22 | Ending Sounds |
| | | PA L23 | Ending Sounds |
| | | PA L24 | Medial Sounds |
| | | PA L26 | Medial Sounds |
| | | PA L27 | Segmenting Words |
| | | PA L28 | Segmenting Words |
| | | MMM | First Phoneme Sound Sort |
| | | MMM | Identify Word Pairs with the Same Initial Phoneme |

K.RF.2.A.h

Segmenting spoken words into two or three phonemes.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------|------|-------------------------|
| C2 | Segmenting Phonemes with Tab | C0L6 | Segmenting Spoken Words |
| C3 | Segmenting Phonemes with Tab | C0L7 | Segmenting Spoken Words |

| K.RF.2.A.h | | | |
|-----------------------------------------------------|-----------------------------------|-------------|-----------------------------------------|
| Segmenting spoken words into two or three phonemes. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C1L2 | Segment Sounds in Spoken Words |
| | | C7L1 | Segmenting and Blending Sounds in Words |
| | | PA L27 | Segmenting Words |
| | | PA L28 | Segmenting Words with Picture Cards |

RF.3: Understand how English is written and read.

Phonics

RF.3.A: Develop phonics in the reading process by:

| K.RF.3.A.a | | | |
|----------------------------------------------------------------------------|---------------------------------------------------|-------------|-----------------------------------|
| Producing and writing letter(s) for most short vowel and consonant sounds. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Alphabetic Decoding and Letter Knowledge Subtests | LA3-Z3 | Sound-Symbol Correspondence |
| L/S R C1 | Mm, Aa, Pp, Cc | C1-C7 | Spelling Lessons |
| L/S R C2 | Tt, Ii, Ss, Ll | C2L19 | Read CVC Words with Short i |
| L/S R C3 | Rr, Oo, Nn, Dd | C3L24 | Spelling with s-blend and Short o |
| L/S R C4 | Ff, Ee, Gg, Hh | C3L25 | See Sam Sit |
| L/S R C5 | Bb, Uu, Jj, Ww | C4L24 | Dots and Spots |
| L/S R C6 | Zz, Kk, Vv, Yy | C5L19 | Spelling with Short u and Blends |

K.RF.3.A.a

Producing and writing letter(s) for most short vowel and consonant sounds.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|--------------------------------------|-------|--------------------|
| L/S R C7 | Qq, Xx | WE 1 | Sam Tips the Lamp |
| C1 | Letter Activities: Long and Short Aa | WE 2 | See Sam Sit |
| C2 | Letter Activities: Long and Short Ii | WE 3 | Dots and Spots |
| C3 | Letter Activities: Long and Short Oo | WE 4 | The Toads Are Lost |
| C4 | Letter Activities: Long and Short Ee | WE 5 | Fred Has Ten Hens |
| C5 | Letter Activities: Long and Short Uu | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

K.RF.3.A.b

Reading high-frequency words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|-------|-------------------------------------------------|
| ISIP ER | Spelling Subtest | C1 | Priority Report Lesson for High Frequency Words |
| C1-C10 | High Frequency Word Blocks | C1 | High Frequency Words: and, the, see, has |
| C1B | Pam and the Cap | C1L15 | Read Sentences with HFWs |
| C2B | Tim at Camp | C2 | High Frequency Words: this, is, his, go |

K.RF.3.A.b

Reading high-frequency words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------------------------------------|---------|-------------------------------------------------------|
| C3B | On the Dot | C2L22 | Reading Sentences with HFWs |
| C4B | My Hands and Feet | C3 | Priority Report Lesson for High Frequency Words |
| C5B | The Bun for Us | C3 | High Frequency Words: here, are, you, they |
| C6B | Where Is Jane? | C4 | Priority Report Lesson for High Frequency Words |
| C7B | Homes, Boats, Hide and Seek, Mark and Kate, Take That Off Stage | C4 | High Frequency Words: my, where, with, to |
| | | C5 | High Frequency Words: what, said, for, her |
| | | C5L16 | Rapid Letter and Word Naming |
| | | C5L17 | Read Sentences with HFWs |
| | | C6 | High Frequency Words: was, that, from, she |
| | | C7 | High Frequency Words: do, come, there, have, of, some |
| | | C7L15 | Read High Frequency Words |
| | | HFW L4B | High Frequency Words Lesson: my, where, with, to |

K.RF.3.A.c

Blending letter sounds to decode simple words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------|-------|----------------------------|
| ISIP ER | Alphabetic Decoding Subtest | C1L13 | Blend Sounds to Read Words |

| K.RF.3.A.c | | | |
|------------------------------------------------|--------------------------------------------------------------------------------|-------------|----------------------------------------------|
| Blending letter sounds to decode simple words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C2-C4 | Onset-Rime Game with Tab | C2L9 | Read CVC Words with Short i |
| C1B | Mac and Cam, Pam and Cam, The Maps | C3L14 | Read Words with Vowel Sounds oa |
| C2B | Pam and the Cap, Pip and His Lips, Sam Tips the Lamp, See Sam Sit, Tim and Sam | C5L12 | Blend Sounds of Letters to Read Words |
| C3B | Dots and Spots, In the Rain, Snails in a Pail, Stan the Man | Ph L10 | Read and Spell Words with Short Vowel Sounds |
| C4B | Big Feet, Fred Has Ten Hens, Meg and the Hens, The Green Team | Ph L11 | Blend Sounds to Read and Spell Words |
| C5B | Bug in the Mud, Fun at Home, The Blue Blimp, The Bun for Us | Ph L18 | Blending with Short a |
| | | Ph L19 | Blending with Short i and a |
| | | Ph L21 | Decoding with Short o |
| | | Ph L22 | Decoding with Short u |
| | | Ph L25 | Read Words with Long Vowel |
| | | Ph L26 | Decoding with Long Vowel /oa/ |
| | | Ph L27 | Decoding with Long Vowel |
| | | Ph L51 | Long Vowels in the Final Position |

K.RF.3.A.d

Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------|-------|----------------------------------|
| ISIP ER | Alphabetic Decoding Subtest | C1-C7 | Spelling Lessons |
| C2-C4 | Onset and Rime (Word Families) | C2L20 | Rhyming Phonograms |
| C4 | Tab: Beginning Sound Substitution | C3L20 | Rhyming Phonograms: Short Vowels |
| C4 | Tab: Middle Sound Substitution | C3L21 | Rhyming Phonograms: Long Vowels |
| C4 | Tab: Ending Sound Substitution | C4L18 | Rhyming Phonograms: Short Vowels |
| C7 | Bossy R | C4L19 | Rhyming Phonograms: Long Vowels |
| | | C5L15 | Rhyming Phonograms |
| | | C3 | Comprehension |
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |

K.RF.3.A.d

Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words.

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

RF.4: Understand how English is written and read.

Fluency

K.RF.4.A

Read, with support, appropriate texts with purpose and understanding.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------------|------|--------------------------------|
| ISIP ER | Oral Reading Fluency Subtest | C3 | Comprehension |
| C1B | Pam and Cam, The Maps | C4 | Comprehension |
| C2B | Sam Tips the Lamp, Tim and Sam | C5 | Comprehension |
| C3B | Dots and Spots, The Toads Are Lost, In the Rain | C6 | Comprehension |
| C4B | Fred Has Ten Hens, The Green Team, My Dog Has Fleas | C7 | Comprehension |
| C5B | Bug in the Mud, Fun at Home, The Blue Blimp | C1B | Pam and Cam, The Maps |
| C6B | The Dunes, Just in Time | C2B | Sam Tips the Lamp, Tim and Sam |

| K.RF.4.A | | | |
|-----------------------------------------------------------------------|-----------------------------------|-------------|-----------------------------------------------------|
| Read, with support, appropriate texts with purpose and understanding. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C7B | The Oatmeal Man, The Big Game | C3B | Dots and Spots, The Toads Are Lost, In the Rain |
| | | C4B | Fred Has Ten Hens, The Green Team, My Dog Has Fleas |
| | | C5B | Bug in the Mud, Fun at Home, The Blue Blimp |
| | | C6B | The Dunes, Just in Time |
| | | C7B | The Oatmeal Man, The Big Game |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Progress Monitoring Passages (Grades 1-3) |

Writing

W.1: Apply a writing process to develop a text for audience and purpose.

Prewriting

W.1.A: Follow a writing process, with assistance, to generate a writing plan through:

| K.W.1.A.a | | | |
|-----------------------------------------------------------------|-----------------------------------|-------------|------------------------------|
| Using pictures, oral language or written letters, and/or words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ER | Research Plan (Kindergarten) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |

K.W.1.A.a

Using pictures, oral language or written letters, and/or words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------|
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

Draft

W.1.B: Appropriate to genre type, develop a draft from prewriting by:

K.W.1.B.a

Sequencing the actions or details through letters, words, and pictures.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------|
| | | ER | Research Plan (Kindergarten) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |

K.W.1.B.a

Sequencing the actions or details through letters, words, and pictures.

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

Revise/Edit

W.1.C: Reread, revise, and edit drafts with assistance from adults/peers to:

K.W.1.C.a

Respond to questions and suggestions, adding details to strengthen writing.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------|
| | | ER | Research Plan (Kindergarten) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |

K.W.1.C.a

Respond to questions and suggestions, adding details to strengthen writing.

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

K.W.1.C.b

Edit by leaving spaces between words in a sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------|
| | | ER | Research Plan (Kindergarten) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |

K.W.1.C.b

Edit by leaving spaces between words in a sentence.

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

Produce/Publish and Share

W.1.D: With assistance from adults/peers:

K.W.1.D.a

Explore a variety of conventional/digital tools to produce and publish writing.

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

K.W.1.D.a

Explore a variety of conventional/digital tools to produce and publish writing.

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

W.2: Compose well-developed writing texts for audience and purpose.

Opinion/Argumentative

W.2.A: With assistance, draw/write opinion texts that:

K.W.2.A.a

Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied.

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

K.W.2.A.a

Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied.

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

K.W.2.A.b

Give logical reasons for suggesting that others follow a particular course of action or line of thinking.

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

K.W.2.A.c

Use words that are related to the topic.

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

Informative/Explanatory

W.2.B: With assistance, draw or write informative/explanatory texts that:

K.W.2.B.a

Use a combination of drawing and/or writing to name and inform about a topic or a text being studied.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |

K.W.2.B.a

Use a combination of drawing and/or writing to name and inform about a topic or a text being studied.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------|
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

K.W.2.B.b

Use words that are related to the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------|
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |

K.W.2.B.b

Use words that are related to the topic.

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

Narrative/Literary

W.2.C: With assistance, draw and/or write fiction or non-fiction narratives and poems that:

K.W.2.C.a

Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined.

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

K.W.2.C.a

Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined.

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

K.W.2.C.b

Tell the reader about a character or personal event.

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

K.W.2.C.c

Place events in the order they occurred.

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

K.W.2.C.d

Use words that are related to the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------|
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |

K.W.2.C.d

Use words that are related to the topic.

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

K.W.2.C.e

Provide a reaction to what happened in the events.

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

K.W.2.C.e

Provide a reaction to what happened in the events.

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

W.3: Gather, analyze, evaluate, and use information from a variety of sources.

Research Process

W.3.A: With assistance, apply research process to:

K.W.3.A.a

Generate a list of open-ended questions about topics of class interest.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------|
| | | ER | Research Plan (Kindergarten) |
| | | WE 4 | The Toads Are Lost |
| | | WE 6 | My Dog Has Fleas |

K.W.3.A.b

Decide what sources or people in the classroom, school, library, or home can answer their questions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------|
| | | ER | Research Plan (Kindergarten) |
| | | WE 4 | The Toads Are Lost |

K.W.3.A.b

Decide what sources or people in the classroom, school, library, or home can answer their questions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| | | WE 6 | My Dog Has Fleas |

K.W.3.A.c

Gather evidence from sources.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------|
| | | ER | Research Plan (Kindergarten) |
| | | WE 4 | The Toads Are Lost |
| | | WE 6 | My Dog Has Fleas |

K.W.3.A.d

Use pictures in conjunction with writing when documenting research.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------|
| | | ER | Research Plan (Kindergarten) |
| | | WE 4 | The Toads Are Lost |
| | | WE 6 | My Dog Has Fleas |

Language

L.1: Communicate using conventions of English language.

Grammar

L.1.A: In speech and written form, apply standard English grammar to:

K.L.1.A.a

Identify naming words (nouns) and action words (verbs).

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

K.L.1.A.b

Use plural words when speaking.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------------|--------------------------------------------|
| | | ISIP ER LC | Developing Listening Skills, Tiers 2 and 3 |

K.L.1.A.c

Express time and space.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------------|-----------------------------|
| | | ISIP ER LC | Prepositions, Tiers 2 and 3 |

K.L.1.A.d

Demonstrate the use of complete sentences in shared language activities.

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

K.L.1.A.e

Use question words in sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------|
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |

| K.L.1.A.e | | | |
|----------------------------------|-----------------------------------|-------------|--------------------------|
| Use question words in sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

Punctuation, Capitalization, Spelling

L.1.B: In written text:

| K.L.1.B.a | | | |
|----------------------------------------|-----------------------------------|-------------|-----------------------------------------|
| Print in upper- and lowercase letters. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C1 | Letter Formation: Mm, Aa, Pp, Cc | LA1-Z1 | Letter Lessons: Letter Name Recognition |
| C2 | Letter Formation: Tt, Ii, Ss, Ll | | |
| C4 | Letter Formation: Ff, Ee, Gg, Hh | | |
| C5 | Letter Formation: Bb, Uu, Jj, Ww | | |
| C6 | Letter Formation: Zz, Kk, Vv, Yy | | |
| C7 | Letter Formation: Qq, Xx | | |

| K.L.1.B.b | | | |
|--------------------------------------------------------|---------------------------------------------------------|-------------|--------------------------|
| Recognize that a sentence ends with punctuation marks. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C1B | At the Market (BPA) | WE 1 | Sam Tips the Lamp |
| C2B | Summer Camp (BPA), Dusty the Dog and Coco the Cat (BPA) | WE 2 | See Sam Sit |
| C3B | Lamps | WE 3 | Dots and Spots |
| C4B | Where Is Coco? | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

| K.L.1.B.d | | | |
|--------------------------------------|---------------------------------------------------------|-------------|--------------------------|
| Capitalize first word in a sentence. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C1B | At the Market (BPA) | WE 1 | Sam Tips the Lamp |
| C2B | Summer Camp (BPA), Dusty the Dog and Coco the Cat (BPA) | WE 2 | See Sam Sit |

K.L.1.B.d

Capitalize first word in a sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------|
| C3B | Lamps | WE 3 | Dots and Spots |
| C4B | Where Is Coco? | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

K.L.1.B.e

Capitalize the pronoun I.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------|------|--------------------|
| C1B | At the Market (BPA) | WE 1 | Sam Tips the Lamp |
| C2B | Summer Camp (BPA), Dusty the Dog and Coco the Cat (BPA) | WE 2 | See Sam Sit |
| C3B | Lamps | WE 3 | Dots and Spots |
| C4B | Where Is Coco? | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |

K.L.1.B.e

Capitalize the pronoun I.

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

K.L.1.B.f

Write and name the printed letters that match the sound.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------|--------|---------------------------------------------|
| L/S R C1 | Mm, Aa, Pp, Cc | LA3-Z3 | Letter Lessons: Sound-Symbol Correspondence |
| L/S R C2 | Tt, Ii, Ss, Ll | C1-C7 | Spelling Lessons |
| L/S R C3 | Rr, Oo, Nn, Dd | WE 1 | Sam Tips the Lamp |
| L/S R C4 | Ff, Ee, Gg, Hh | WE 2 | See Sam Sit |
| L/S R C5 | Bb, Uu, Jj, Ww | WE 3 | Dots and Spots |
| L/S R C6 | Zz, Kk, Vv, Yy | WE 4 | The Toads Are Lost |
| L/S R C7 | Qq, Xx | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |

K.L.1.B.f

Write and name the printed letters that match the sound.

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

K.L.1.B.g

Use inventive spelling with beginning, final, and medial sounds.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|--------|----------------------------------------------|
| ISIP ER | Spelling Subtest | C1-C6 | Spelling Lessons |
| C3 | Word Masters | Ph L10 | Read and Spell Words with Short Vowel Sounds |
| C4 | Word Masters | Ph L11 | Blend Sounds |
| | | GM | Word Masters Spelling Game Players Guide |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |

K.L.1.B.g

Use inventive spelling with beginning, final, and medial sounds.

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

K.L.1.B.h

Write and name letters for consonant and vowel sounds.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------|--------|---------------------------------------------|
| L/S R C1 | Mm, Aa, Pp, Cc | LA3-Z3 | Letter Lessons: Sound-Symbol Correspondence |
| L/S R C2 | Tt, Ii, Ss, Ll | C1-C7 | Spelling Lessons |
| L/S R C3 | Rr, Oo, Nn, Dd | WE 1 | Sam Tips the Lamp |
| L/S R C4 | Ff, Ee, Gg, Hh | WE 2 | See Sam Sit |
| L/S R C5 | Bb, Uu, Jj, Ww | WE 3 | Dots and Spots |
| L/S R C6 | Zz, Kk, Vv, Yy | WE 4 | The Toads Are Lost |
| L/S R C7 | Qq, Xx | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

Speaking/Listening

SL.1: Listen for a purpose.

Purpose

SL.1.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

| K.SL.1.A.a | | | |
|--------------------------------------|----------------------------|-------|--------------------|
| Following classroom listening rules. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C3 | Comprehension |
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

K.SL.1.A.b

Continuing a conversation through multiple exchanges.

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

K.SL.1.A.c

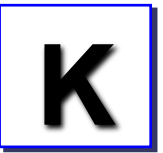
Following one-step instructions, according to classroom expectations.

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

K.SL.1.A.c

Following one-step instructions, according to classroom expectations.

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



SL.2: Listen for entertainment.

Entertainment

SL.2.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

| K.SL.2.A.a | | | |
|----------------------------------------------------------------------|----------------------------|---------------|--------------------------------------------|
| Demonstrating active listening, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ER LC | Developing Listening Skills, Tiers 2 and 3 |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |



L.3: Speak effectively in collaborative discussions.

Collaborative Discussions

SL.3.A: Speak clearly using conventions of language when presenting individually or with a group by:

| K.SL.3.A.a | | | |
|-------------------------------------------------------------|----------------------------|-------|--------------------|
| Taking turns speaking, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | EP | Alphabet Book |
| | | EP | Recognizing Signs |
| | | EP | Classifying |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

K.SL.3.A.b

Continuing a conversation through multiple exchanges.

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

| K.SL.3.A.c | | | |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|---------------------------------------|
| Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Listening Comprehension Subtest | C3 | Comprehension |
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | RC L3 | Asking Questions Strategy, Grades K-1 |
| | | RC L69 | Asking Questions |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

SL.4: Speak effectively when presenting.

Presenting

SL.4.A: Speak clearly and audibly, using conventions of language when presenting individually or with a group by:

| K.SL.4.A.a | | | |
|-----------------------------------------------------------------------------|-----------------------------------|-------------|--------------------------|
| Describing personal experiences using a prop, picture, or other visual aid. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

| K.SL.4.A.b | | | |
|---------------------------------|-----------------------------------|-------------|--------------------------|
| Speaking in complete sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C3 | Comprehension |

K.SL.4.A.b

Speaking in complete sentences.

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

Grade 1

Reading

R.1: Develop and apply skills to the reading process.

Comprehension

R.1.A: Develop and demonstrate reading skills in response to reading text and read-alouds by:

| 1.R.1.A.a | | | |
|---------------------------------------------------------|------------------------------------------------------------------------------------------|-------|---------------------------------|
| Predicting what will happen next using prior knowledge. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C7B | Just the Right Size | C3 | Comprehension |
| C8B | The Queen's Suitcase | C4 | Comprehension |
| C9B | The Flying Pizza | C5 | Comprehension |
| C10B | A Star Is Born, The Three Little Bugs, Humphrey the Humpback Whale, Who Is Following Us? | C6 | Comprehension |
| | | C7 | Comprehension |
| | | C8 | Comprehension |
| | | C9 | Comprehension |
| | | C10 | Comprehension 10 |
| | | RC L1 | Making Predictions (Grades K-1) |
| | | RC | Story Elements: Where Is Coco? |
| | | RC | Story Elements: Wake Up! |

1.R.1.A.b

Asking and responding to relevant questions.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------------------------|--------|----------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C3 | Comprehension |
| C4B | Big Feet, My Hands and Feet, Where Is Coco? | C4 | Comprehension |
| C5B | The Bun for Us | C5 | Comprehension |
| C6B | A Special Delivery for Dusty, Jen and Her New Friends | C6 | Comprehension |
| C7B | Just the Right Size, The Big Game, At the Farm | C7 | Comprehension |
| C8B | The Queen's Suitcase, The Shrimp and the Shark | C8 | Comprehension |
| C9B | The Flying Pizza, Elbert's Birthday, Naptime | C9 | Comprehension |
| C10B | A Star Is Born, The Three Little Bugs, Humphrey the Humpback Whale, Who Is Following Us? | C10 | Comprehension 10 |
| | | RC L3 | Asking Questions Strategy (Grades K-1) |
| | | RC L10 | Main Idea (Grade 1) |
| | | RC L40 | Problem-Solution (Grade 1) |
| | | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| | | RC L65 | Identifying Details (Grades K-1) |
| | | RC L69 | Asking Questions (Grades K-1) |
| | | WE 4 | The Toads Are Lost: Prompt 3 |

1.R.1.A.c

Seeking clarification and locating facts and details about stories and other texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------------|--------|----------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C3 | Comprehension |
| C4B | Big Feet, My Hands and Feet, Where Is Coco? | C4 | Comprehension |
| C5B | The Bun for Us | C5 | Comprehension |
| C6B | A Special Delivery for Dusty, Jen and Her New Friends | C6 | Comprehension |
| C7B | At the Farm, The Big Game | C7 | Comprehension |
| C8B | The Shrimp and the Shark, The Queen's Suitcase | C8 | Comprehension |
| C9B | Elbert's Birthday, Naptime | C9 | Comprehension |
| | | C10 | Comprehension 10 |
| | | RC L3 | Asking Questions Strategy (Grades K-1) |
| | | RC L10 | Main Idea (Grade 1) |
| | | RC L40 | Problem-Solution (Grade 1) |
| | | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| | | RC L65 | Identifying Details (Grades K-1) |
| | | RC L69 | Asking Questions (Grades K-1) |

| 1.R.1.A.d | | | |
|---------------------------------------------------------|---------------------------------------------------------------------|--------|-------------------------------------|
| Retelling main ideas in sequence including key details. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C5B | Fun at Home, The Blue Blimp, Where Will They Ride? | C3 | Comprehension |
| C6B | The Dunes, Just in Time | C4 | Comprehension |
| C7B | Just the Right Size, The Oatmeal Man, The Big Game, Homes, Boats | C5 | Comprehension |
| C8B | The Fox Pack, The Queen's Suitcase | C6 | Comprehension |
| C9B&P | The Flying Pizza, Mitch's Big Fish Tales, Earthworms Help, The Colt | C7 | Comprehension |
| | | C8 | Comprehension |
| | | C9 | Comprehension |
| | | C10 | Comprehension 10 |
| | | RC L10 | Main Idea (Grade 1) |
| | | RC L30 | Sequencing (Grade 1) |
| | | RC L40 | Problem-Solution (Grade 1) |
| | | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| | | RC L65 | Identifying Details (Grades K-1) |

| 1.R.1.A.e | | | |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------|--------|--------------------------------------------|
| Recognizing beginning, middle, and end. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C4B | Big Feet, Fred Has Ten Hens, Jean and Dean | C3 | Comprehension |
| C5B | The Bun for Us, Fun at Home | C6 | Comprehension |
| C6B | A Special Delivery for Dusty, Jen and Her New Friends, The Dunes | C7 | Comprehension |
| C7B | At the Farm, The Big Game, Mr. Grump and the Beautiful Yard, Take That Off Stage, Where Will They Ride? | RC L30 | Sequencing (Grade 1) |
| C8B | The Shrimp and the Shark, The Queen's Suitcase, A Big Squeeze, I Like to Help, Wait to Paint | RC L34 | Setting (Grades K-1) |
| C9B | Elbert's Birthday, Naptime | RC L40 | Problem-Solution (Grade 1) |
| | | RC L70 | Characteristics of Characters (Grades K-1) |

| 1.R.1.A.f | | | |
|------------------------------------------------------------------------------------------------------|------------------------------------------------|---------|-----------------------------------------------------------------------------------|
| Monitoring comprehension and making corrections and adjustments when that understanding breaks down. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Text Fluency and Oral Reading Fluency Subtests | ISIP ER | Timed Reading with Meaning |
| C7B | Just the Right Size | C2-C10 | Reading for Meaning Lessons |
| C8B | The Queen's Suitcase | C3 | Comprehension Lesson 1, Lamps: Introduce the Book, Read the Book, Cut-Up Sentence |
| C9B | The Flying Pizza | C3 | Comprehension Lesson 2, On the Dot: Comprehension Mini Lesson |

| 1.R.1.A.f | | | |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------|
| Monitoring comprehension and making corrections and adjustments when that understanding breaks down. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C10B | A Star Is Born, The Three Little Bugs, Humphrey the Humpback Whale, Who Is Following Us, How Mountains Form | C4 | Comprehension Lesson 1, The Green Team: Introduce the Book, Comprehension Mini Lesson, Read the Book |

Vocabulary

R.1.B: Develop an understanding of vocabulary by:

| 1.R.1.B.a | | | |
|-----------------------------------------------------------|----------------------------|---------|---------------------------|
| Using common affixes to figure out the meaning of a word. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C9 | Inflected Endings | VOC L15 | Prefixes (un- and re-) |
| C10 | Inflected Endings | VOC L18 | Suffixes (-er, -ful, -ly) |
| | | VOC L21 | Affixes |

| 1.R.1.B.b | | | |
|---------------------------------------------------------------|------------------------------------------------------------|------|-------------------|
| Identifying common root words and their inflectional endings. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C9B | Camping, Mitch's Big Fish Tales, Going on a Ride, Nap Time | C9 | Inflected Endings |
| C9 | Inflected Endings | C10 | Inflected Endings |
| C10B | The Hero, The Strange Noise | | |

1.R.1.B.b

Identifying common root words and their inflectional endings.

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

1.R.1.B.c

Identifying words that name actions and words that name persons, places, or things.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|------|-------------------|
| ISIP ER | Vocabulary Subtest | | |

1.R.1.B.d

Recognizing that compound words are made up of shorter words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------|---------------|---------------------------------------------------|
| ISIP ER | Reading Comprehension Subtest | ISIP ER PA | Blending Spoken Words into Compound Words, Tier 2 |
| C8 | Compound Words | C7L13 | Compound Words |
| | | C8L12 | Compound Words |
| | | C9L9 | Compound Words |
| | | Ph L48 | Compound Words Blending |
| | | Ph L49 | Compound Words Segmenting |
| | | Ph L50 | Finding Compound Words in Connected Text |

1.R.1.B.e

Determining what words mean from how they are used in context of a sentence either heard or read.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------|---------|-----------------------------|
| C10B | The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale | ISIP ER | Timed Reading with Meaning |
| | | C2-C10 | Reading for Meaning Lessons |

1.R.1.B.f

Sorting words into conceptual categories.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|--------|------------------------|
| ISIP ER | Vocabulary Subtest | VOC | Conceptual Sort |
| | | VOC | Closed Conceptual Sort |
| | | VOC L3 | Sorting |

1.R.1.B.g

Distinguishing shades of meaning among verbs and adjectives.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------|---------|-------------------|
| ISIP ER | Vocabulary and Reading Comprehension Subtests | VOC L10 | Shades of Meaning |

1.R.1.B.h

Locating words in a dictionary.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|---------------------------------|
| | | VOC L33 | Word Meaning Using a Dictionary |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

1.R.1.B.i

Using words and phrases acquired through conversations, reading and being read to, and responding to texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------------|
| | | C6 | Informational Text Characteristics |
| | | C7 | Persuasive Text Characteristics |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |

1.R.1.B.i

Using words and phrases acquired through conversations, reading and being read to, and responding to texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

Making Connections

R.1.C: Determine the connection between:

| 1.R.1.C.a | | | |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------|----------------------------|
| Text to text (text ideas, including similarities and differences in fiction and nonfiction). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C7B | Ben and Steve at the Seaside, Just the Right Size | C3 | Comprehension |
| C8B | Shel and Beth | C5 | Comprehension |
| C10B | The Three Little Bug, Humphrey the Humpback Whale, How Mountains Form | WE 5 | Fred Has Ten Hens |
| | | WE 20 | George Washington Carver |
| | | RC L46 | Compare-Contrast (Grade 1) |

Independent Text

R.1.D: Read independently for multiple purposes over sustained periods of time by:

| 1.R.1.D.a | | | |
|---------------------------------------------------------------------|------------------------------------------------|--------------|--------------------------------------------------|
| Engaging with and reading text that is developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Text Fluency and Oral Reading Fluency Subtests | ISIP ORF DAP | Passages 31-60 |
| C1-C10 | Books | ISIP ORF PRP | The Green Team. Jean and Dean, Fred Has Ten Hens |

| 1.R.1.D.a | | | |
|---------------------------------------------------------------------|----------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Engaging with and reading text that is developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP PMP | The Red Ribbon, Ava and Sam, The Town Park, Taking Off, The Bat House, Polly's Day Out, The Bug in the Box, Mama's Tree |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Priority Practice (Grades 1-8) |
| | | ISIP ORF | Rate Chart (Grades 1-8) |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson's Song, Taking Off, The Town Park, Carnival! |
| | | ISIP ER | Text Fluency Intervention Lessons |
| | | C2-C10 | Reading with Meaning Lessons |
| | | C4B | Fred Has Ten Hens, Jean and Dean, Meg and the Hens, My Dog Has Fleas, My Hands and Feet, The Green Team |
| | | C5B | Fun at Home, Homes for Sale, The Blue Blimp |
| | | C6B | Just in Time, The Dunes, Time to Ride, My Mule |
| | | C7B | At the Farm, Ben and Steve at the Seaside, Hide and Seek, The Oatmeal Man, The Twin Mice |

| 1.R.1.D.a | | | |
|---------------------------------------------------------------------|----------------------------|--------|--------------------------------------------------------------------------------------------------------|
| Engaging with and reading text that is developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C8B | I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint |
| | | C9B | Big Top Tent , Camping, Elbert's Birthday, Going on a Ride, Kittens, Joel and Kay's Best Day, The Colt |
| | | C9B | Mitch's Big Fish Tales, Nap Time, Royce Likes to Share, The Best Trip, The Scarecrow, The Wise Crow |
| | | C9B | Mother Cat and Her Kittens, Earthworms Help, Ranch Hands |
| | | C10B | A Star Is Born, Going to the Vet, Shopping with Mom, The Hero, The Strange Noise, How Can That Be? |
| | | C10B | How Mountains Form, Insects, People Send Mail, Pet Parade, Spiders, Who Is Following Us? |
| | | C10B | The Water Cycle, Water Is a Good Thing, Whales |
| | | C10L20 | Fluency |
| | | C11L14 | Fluency |

| 1.R.1.D.b | | | |
|--------------------------------|----------------------------|------|-------------------|
| Producing evidence of reading. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |

| 1.R.1.D.b | | | |
|--------------------------------|----------------------------|-------|--------------------------|
| Producing evidence of reading. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

Reading: Literacy

R.2: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

Fiction

R.2.A: Read, infer, analyze, and draw conclusions to:

| 1.R.2.A.a | | | |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------------------------|
| Describe characters, setting, problem, solution, and events in logical sequences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Listening Comprehension and Reading Comprehension Subtests | C3 | Comprehension |
| C4B | Big Feet, My Hands and Feet, Jean and Dean | C5 | Comprehension Lesson 1: Fun at Home |
| C5B | The Bun for Us, Fun at Home | C7 | Comprehension Lesson 2: Story Elements |
| C6B | A Special Delivery for Dusty, Jen and Her New Friends, The Dunes | C8 | Comprehension Lesson 1, Bert and Gert: Character Trait Discussion |
| C7B | At the Farm, The Big Game, Mr. Grump and the Beautiful Yard, Take That Off Stage, Where Will They Ride? | RC L34 | Setting (Grades K-1) |
| C8B | The Queen's Suitcase, A Big Squeeze, I Like to Help, The Shrimp and the Shark, Wait to Paint | RC L40 | Problem-Solution (Grade 1) |
| C9B | Elbert's Birthday, Naptime | RC L70 | Characteristics of Characters (Grades K-1) |
| | | EOD | The Little Red Hen |
| | | RC | Story Elements: Where Is Coco? |
| | | RC | Story Elements: Wake Up! |

1.R.2.A.b

Describe the main idea of a story.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------|--------|----------------------------------|
| ISIP ER | Reading Comprehension and Listening Comprehension Subtests | RC L10 | Main Idea (Grade 1) |
| C5B | Fun at Home, The Blue Blimp, Where Will They Ride? | RC L30 | Sequencing (Grade 1) |
| C6B | The Dunes, Just in Time | RC L40 | Problem-Solution (Grade 1) |
| C7B | Just the Right Size, The Oatmeal Man, The Big Game | RC L65 | Identifying Details (Grades K-1) |
| C8B | The Queen's Suitcase, The Fox Pack | | |
| C9B | The Flying Pizza, Mitch's Big Fish Tales | | |

1.R.2.A.c

Describe sensory details.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

1.R.2.A.d

Explain recurring phrases and why they are used.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------------------------------------------------------|--------|--------------------------------------------|
| C4B | Big Feet, Fred Has Ten Hens, Jean and Dean | C4 | Comprehension |
| C5B | Fun at Home, The Bun for Us | C5 | Comprehension |
| C6B | The Dunes, A Special Delivery for Dusty, Jen and Her New Friends | C8 | Comprehension |
| C7B | At the Farm, The Big Game, Mr. Grump and the Beautiful Yard, Take That Off Stage, Where Will They Ride? | RC L34 | Setting (Grades K-1) |
| C8B | The Queen's Suitcase, A Big Squeeze, I Like to Help, The Shrimp and the Shark, Wait to Paint | RC L40 | Problem-Solution (Grade 1) |
| C9B | Elbert's Birthday, Naptime | RC L70 | Characteristics of Characters (Grades K-1) |

1.R.2.A.e

Explain the actions of the main character and the reasons for those actions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-------------------------------------------------------------------|--------|--------------------------------------------|
| C10B | A Star Is Born, Humphrey the Humpback Whale, Who Is Following Us? | C7 | Comprehension |
| | | C8 | Comprehension |
| | | RC L70 | Characteristics of Characters (Grades K-1) |
| | | WE 4 | The Toads Are Lost |
| | | WE 8 | Late for the Game |

1.R.2.A.f

Identify who is telling the story.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------|
| | | C9-C10 | Comprehension |
| | | RC | Point of View |
| | | EOD | The Little Red Hen |

1.R.2.A.g

Compare and contrast adventures and experiences of characters in stories.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--------------------------------------------------------------------------------------------------|--------|----------------------------------------------|
| C4B | Big Feet, Fred Has Ten Hens, Jean and Dean | C7 | Comprehension Lesson 1: Compare and Contrast |
| C5B | The Bun for Us, Fun at Home | RC L46 | Compare-Contrast (Grade 1) |
| C7B | At the Farm, Mr. Grump and the Beautiful Yard, Ben and Steve at the Seaside, Just the Right Size | RC L70 | Characteristics of Characters (Grades K-1) |
| C8B | A Big Sneeze, I Like to Help, The Wise Crow, Shel and Beth | | |
| C10B | The Hero, Who Is Following Us? | | |

Poetry

R.2.B: Read, infer, and draw conclusions to:

| 1.R.2.B.a | | | |
|---------------------------------------------------------------------------------------------------------|------------------------------|-------|-----------------------------------------------|
| Use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C1-C7 | Literacy Acquisition Theater | ER | Poetry (Grades K-1) |
| | | ER | Poetry and Nursery Rhymes: Identifying Rhythm |
| | | ER | Poetry: Poetic Elements |
| | | PA L6 | Alliteration |

Drama

R.2.C: Read, infer, and draw conclusions to:

| 1.R.2.C.a | | | |
|----------------------------------------------------------------------|----------------------------|------|--------------------|
| Identify characters and dialogue in plays or performances by actors. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | EOD | The Little Red Hen |
| | | RC | Point of View |

| 1.R.2.C.b | | | |
|----------------------------------------------|----------------------------|-------|------------------------|
| Recognize sensory details in literary texts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 15 | Mitch's Big Fish Tales |

Reading: Informational

R.3: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Text Features

R.3.A: Read, infer, and draw conclusions to:

| 1.R.3.A.a | | | |
|---------------------------------------------|-------------------------------------------------------------|--------|-------------------------------------|
| Use text features to restate the main idea. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C5B | Pets: Snakes (BPA) | C6 | Informational Text Characteristics |
| C6B | Pets: Fish | RC L10 | Main Idea (Grade 1) |
| C6 | Genre Explorer: The Life Cycle of a Frog, Hullaballoon Game | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| C7B | Homes, Boats | RC L65 | Identifying Details (Grades K-1) |
| C9 | Passages: Earthworms Help, The Colt | | |
| C10B | How Mountains Form | | |

1.R.3.A.b

Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-------------------------------------------------------------|------|------------------------------------|
| C5B | Pets: Snakes (BPA) | C6 | Informational Text Characteristics |
| C6 | Genre Explorer: The Life Cycle of a Frog, Hullaballoon Game | | |

1.R.3.A.c

Use text features to locate specific information in text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-------------------------------------------------------------|------|--------------------------------------------|
| C5B | Pets: Snakes (BPA) | C6 | Informational Text Characteristics |
| C6B | Pets: Fish | C7 | Persuasive Text Characteristics |
| C6 | Genre Explorer: The Life Cycle of a Frog, Hullaballoon Game | C10 | Comprehension 10 Lesson 1: Spiders/Insects |
| C10B | How Mountains Form, Spiders, Whales | | |

Literary Techniques

R.3.B: Read, infer, and draw conclusions to:

1.R.3.B.a

Distinguish between fiction and nonfiction.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-------------------------------------------------|------|------------------------------------|
| C7B | Just the Right Size | C3 | Comprehension |
| C10B | How Mountains Form, Humphrey the Humpback Whale | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C6 | Informational Text Characteristics |
| | | C7 | Comprehension |
| | | C7 | Persuasive Text Characteristics |
| | | C8 | Comprehension |
| | | C9 | Comprehension |
| | | C10 | Comprehension |

1.R.3.B.b

Identify examples of sensory details.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |

1.R.3.B.b

Identify examples of sensory details.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 7 | Fun at Home |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 15 | Mitch's Big Fish Tales |

Text Structures

R.3.C: Read, infer, and draw conclusions to:

1.R.3.C.a

Ask and answer questions to clarify meaning.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------|--------|---------------------------------------------------------|
| C6 | Genre Explorer: The Life Cycle of a Frog | C9 | Comprehension, Lesson 1: The Mother Cat and Her Kittens |
| C7B | Boats, Homes | C10 | Comprehension 10, Lesson 1: Spiders/Insects |
| C9B | The Mother Cat and Her Kittens | RC L10 | Main Idea (Grade 1) |
| | | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| | | RC L65 | Identifying Details (Grades K-1) |

1.R.3.C.b

Identify main ideas and provide supporting details.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------------------|--------|---------------------------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C6 | Informational Text Characteristics |
| C6 | Genre Explorer: The Life Cycle of a Frog, Hullaballoon Game | C9 | Comprehension, Lesson 1: The Mother Cat and Her Kittens |
| C7B | Homes, Boats | C10 | Comprehension 10, Lesson 1: Spiders/Insects |
| C9 | Passages: Earthworms Help, The Colt | RC L10 | Main Idea (Grade 1) |
| | | RC L64 | Main Idea – Nonfiction (Grades K-1) |
| | | RC L65 | Identifying Details (Grades K-1) |

1.R.3.C.c

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------------------|-------|---------------------------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C9 | Comprehension, Lesson 1: The Mother Cat and Her Kittens |
| C6 | Genre Explorer: The Life Cycle of a Frog, Hullaballoon Game | C10 | Comprehension 10, Lesson 1: Spiders/Insects |
| C7B | Homes | WE 11 | Homes |
| C9B | The Mother Cat and Her Kittens | WE 12 | Boats |
| C9 | Passages: Earthworms Help, The Colt | WE 20 | George Washington Carver |

1.R.3.C.d

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

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

1.R.3.C.e

Identify similarities and differences between texts on the same topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------------------|
| | | C10 | Comprehension 10, Lesson 1: Spiders/Insects |
| | | WE 20 | George Washington Carver |

Reading: Foundations

RF.1: Understand how English is written and read.

Print Awareness

RF.1.A: Develop print awareness in the reading process by:

1.RF.1.A.a

Recognizing that sentences are comprised of words separated by spaces.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------------------|------|-------------------------------|
| C1B | At the Market (BPA), Dusty the Dog and Coco the Cat, Where Is Coco? | CC | Segmenting Words in Sentences |

1.RF.1.A.a

Recognizing that sentences are comprised of words separated by spaces.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------|
| C2B | Summer Camp (BPA) | C1L1 | Identify Words in a Sentence |

1.RF.1.A.b

Recognizing the distinguishing features of a sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------|------|--------------------------------|
| C1B | At the Market (BPA) | CC | Segmenting Words in Sentences |
| C2B | Summer Camp (BPA); Dusty the Dog and Coco the Cat (BPA) | C1L1 | Identify Words in a Sentence |
| C3B | Lamps (BPA) | C4 | Comprehension: Cut-Up Sentence |
| C4B | Where Is Coco? | C5 | Comprehension: Cut-Up Sentence |
| C7B | Mr. Grump and the Beautiful Yard | C6 | Comprehension: Cut-Up Sentence |

RF.2: Understand how English is written and read.

Phonemic Awareness

RF.2.A: Develop phonemic awareness in the reading process by:

1.RF.2.A.a

Producing and identifying sounds and syllables in spoken words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|------------|-----------------------------------------|
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Blending Spoken Phonemes, Tiers 2 and 3 |
| C4 | Consonant Blends | ISIP ER | Phonemic Blending Fluency |
| C5 | Blending | CC | Syllables Game |

1.RF.2.A.b

Distinguishing between long and short vowel sounds.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------------------------------|
| | | PA | Distinguishing Vowel Sounds in Multisyllable Words |
| | | C1-2 | Short Vowel a |
| | | C3 | Short Vowel o |
| | | C3L11 | Vowels Sound A |
| | | C4 | Short Vowel e |
| | | C4L10 | Vowel Sound /E/ |
| | | C4L12 | Vowel Sound with Letters ea, ee, More Practice |

1.RF.2.A.b

Distinguishing between long and short vowel sounds.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---------------------------|
| | | C5 | Short Vowel u |
| | | C7 | Spelling Lesson: Silent E |

1.RF.2.A.c

Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------|---------------|-------------------------------------------|
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Initial Sound Fluency, Tiers 2 and 3 |
| C1 | Tab: Beginning Sounds | ISIP ER PA | Identifying Final Phonemes, Tiers 2 and 3 |
| C2-C3 | Tab: Ending Sounds | C3 | Phonemic Awareness |
| C3 | Magical Miss Mousely: First Phoneme Recognition | C3L15 | Phoneme Substitution: Beginning Sound |
| C3 | Magical Miss Mousely: Pairs of First Phonemes | C3L16 | Phoneme Substitution: Middle Sound |
| C3 | Magical Miss Mousely: First Phoneme Sound Sort | C3L20 | Rhyming Phonograms: Short Vowels |
| C4 | Magical Miss Mousely: First Phoneme Four Square | C4 | Phonemic Awareness |
| C4 | Tab: Beginning Sound Substitution | C4L14 | Phoneme Substitution: Middle Sound |
| C4 | Tab: Middle Sound Substitution | C4L15 | Phoneme Substitution: Middle Sound |
| C4 | Tab: Ending Sound Substitution | C6L8 | Substitute Short Vowel and Ending Sounds |
| | | C9L2 | Substitute the Beginning Sound |

| 1.RF.2.A.c | | | |
|------------------------------------------------------------------------------------------------|----------------------------|--------|-------------------------------------------------|
| Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C9L3 | Substitute the Ending Vowel Sound |
| | | C9L4 | Substitute the Ending Consonant Sound in a Word |
| | | C9L5 | Substitute the Middle Sound |
| | | C10L1 | Phoneme Deletion (Initial) |
| | | C10L2 | Phoneme Deletion (Final) |
| | | MMM | Identify Word Pairs with Same Initial Phoneme |
| | | MMM | First Phoneme Sound Sort |
| | | PA | Manipulating Phonemes |
| | | PA | Manipulating Medial Phonemes |
| | | PA L34 | Substitute Initial Sound |
| | | PA L35 | Initial Phoneme Substitution |
| | | PA L36 | Substitute Final Sound |
| | | PA L37 | Substitute Vowel |
| | | PA L38 | Final Phoneme Substitution |
| | | PA L39 | Substitute Medial Sound |
| | | PA L41 | Medial Phoneme Substitution |
| | | PA L42 | Initial Phoneme Addition |
| | | PA L43 | Final Phoneme Addition |

1.RF.2.A.c

Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------|
| | | PA L44 | Initial Phoneme Deletion |
| | | PA L45 | Final Phoneme Deletion |

1.RF.2.A.d

Blending spoken phonemes to form one- or two-syllable words including consonant blends.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|---------------|------------------------------------------------------|
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Blending Spoken Phonemes, Tiers 2 and 3 |
| C4 | Consonant Blends | ISIP ER | Phonemic Blending Fluency |
| C5 | Blending | C0-3 | Segmenting and Blending |
| | | C0L8 | Blending Spoken Sounds into Words |
| | | C0L9 | Blending Spoken Sounds into Words |
| | | C1L12 | Blend Sounds to Say Words |
| | | C2L17 | Blending Sounds with Letters |
| | | C3L9 | Blending Beginning/Middle/Ending Sounds with Letters |
| | | C3L10 | Blend Sounds and Letters to Read Words |
| | | C4 | Phonemic Awareness |
| | | C4L9 | Blending Beginning/Middle/Ending Sounds with Letters |
| | | C5L11 | Blend Sounds to Say Words |

1.RF.2.A.d

Blending spoken phonemes to form one- or two-syllable words including consonant blends.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------------|
| | | C6L11 | Blending Sounds to Say Words |
| | | C7L1 | Segmenting and Blending Sounds in Words |
| | | C8 | Digraph |
| | | C8L1 | Segmenting and Blending sounds /sh/ |
| | | C8L2 | Segmenting and Blending sounds /th/ |
| | | C9 | Digraph |
| | | C9L1 | Segmenting and Blending sounds /ch/ |
| | | PA | Blending Onset and Rime |
| | | PA L29 | Blending with Picture Cards |
| | | PA L30 | Blending Sounds |
| | | PA L31 | Blending Sounds with Picture Cards |
| | | PA L33 | Phoneme Blending |

1.RF.2.A.e

Segmenting spoken words of three to five phonemes into individual phonemes.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|------|------------------------------|
| ISIP ER | Phonemic Awareness Subtest | PA | Manipulating Phonemes |
| C2-C3 | Tab: Segmenting Phonemes | PA | Manipulating Medial Phonemes |

| 1.RF.2.A.e | | | |
|-----------------------------------------------------------------------------|----------------------------|--------|------------------------------------------------------|
| Segmenting spoken words of three to five phonemes into individual phonemes. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C0-3 | Segmenting and Blending |
| | | C0L5 | Counting Each Sound |
| | | C0L7 | Segmenting Spoken Words |
| | | C1L2 | Segment Sounds in Spoken Words |
| | | C3L9 | Blending Beginning/Middle/Ending Sounds with Letters |
| | | C7L1 | Segmenting and Blending Sounds in Words |
| | | C8L1 | Segmenting and Blending /sh/ |
| | | C8L2 | Segmenting and Blending Sounds /th/ |
| | | C9L1 | Segmenting and Blending Sounds /ch/ |
| | | PA L15 | Counting Each Sound (2 Sounds) |
| | | PA L16 | Counting Each Sound (3 Sounds) |
| | | PA L27 | Segmenting Words |
| | | PA L28 | Segmenting Words with Picture Cards |

RF.3: Understand how English is written and read.

Phonics

RF.3.A: Develop phonics in the reading process by:

| 1.RF.3.A.a | | | |
|------------------------------------------------------------|-----------------------------|---------------|---------------------------|
| Decoding words in context by using letter-sound knowledge. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Alphabetic Decoding Subtest | ISIP ER AD | Final Blends ST |
| C1-C10 | Books | ISIP ER AD | Final Blends MP |
| C6 | Long Vowels | ISIP ER AD | Final Blends NT |
| | | ISIP ER AD | Final Blends SK |
| | | ISIP ER AD | CVCC Blends Lesson - SK |
| | | ISIP ER AD | CVCC Blends Practice - SK |
| | | ISIP ER AD | CVCC Blends Lesson - NT |
| | | ISIP ER AD | CVCC Blends Practice - NT |
| | | ISIP ER AD | CVCC Blends Lesson - ST |
| | | ISIP ER AD | CVCC Blends Practice - ST |

| 1.RF.3.A.a | | | |
|------------------------------------------------------------|----------------------------|------------|------------------------------------------------------|
| Decoding words in context by using letter-sound knowledge. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ER AD | CVCC Blends Practice - MP |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Teach) |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Practice) |
| | | ISIP ER AD | Tier 2: CVCC Blends Lesson - MP |
| | | ISIP ER AD | Blends with Mixed Vowels Practice |
| | | ISIP ER AD | All Blends and Vowels |
| | | C1L13 | Blend Sounds to Read Words |
| | | C2L9 | Read CVC Words with Short i |
| | | C2L16 | Blend Beginning/Middle/Ending Sounds |
| | | C2L17 | Blending Sounds with Letters |
| | | C2L18 | Read Sounds Using Letters to Read Words |
| | | C3L9 | Blending Beginning/Middle/Ending Sounds with Letters |
| | | C3L10 | Blend Sounds and Letters to Read Words |
| | | C3L14 | Read Words with Vowel Sounds oa |
| | | C5L12 | Blend Sounds of Letters to Read Words |

1.RF.3.A.a

Decoding words in context by using letter-sound knowledge.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------------------------|
| | | C5L15 | Rhyming Phonograms |
| | | C7 | Decoding Soft C |
| | | C7L6 | Soft C as S |
| | | C7L7 | Soft G as J |
| | | Ph L10 | Read and Spell Words with Short Vowel Sounds |
| | | Ph L11 | Blend Sounds |
| | | Ph L18 | Blending with Short a |
| | | Ph L19 | Blending with Short i and a |
| | | Ph L21 | Decoding with Short o |
| | | Ph L22 | Decoding with Short u |
| | | Ph L23 | Decoding with Soft c |
| | | Ph L24 | Decoding with Soft g |
| | | Ph L25 | Read Words with Long Vowel |
| | | Ph L26 | Decoding with Long Vowel /oa/ |
| | | Ph L27 | Decoding with Long Vowel |
| | | Ph L42 | Phonograms: Short Vowels |
| | | Ph L43 | Phonograms: Long Vowels |
| | | Ph L44 | Phonograms |

1.RF.3.A.a

Decoding words in context by using letter-sound knowledge.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------|
| | | Ph L45 | Phonograms |
| | | Ph L46 | Phonograms |
| | | Ph L51 | Long Vowels in the Final Position |

1.RF.3.A.b

Identifying letters for the spelling of short and long vowels.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------|---------|---------------------------------------------------|
| ISIP ER | Alphabetic Decoding Subtest | ISIP ER | Teacher Resource Lessons: ISIP – Spelling, Tier 3 |
| C3-C6 | Vowel Concert (Long Vowels) | C1-C7 | Spelling Lessons |
| C3-C6 | Vowel Explore (Long Vowels) | C2L19 | Read CVC Words with Short i |
| C1 | Letter Activities: Long and Short Aa | C3L24 | Spelling with s-blend and Short o |
| C2 | Letter Activities: Long and Short li | C3L25 | Spelling Long a, ai and Long o, oa |
| C3 | Letter Activities: Long and Short Oo | C4L24 | Spelling Long e with ee and ea |
| C4 | Letter Activities: Long and Short Ee | C5-6 | Vowel Sound, Long A, Silent e |
| C5 | Letter Activities: Long and Short Uu | C5L9 | Vowel Sound, Silent e, Pattern a_e |
| | | C5L10 | Vowel Sound, Silent e, Pattern o_e |
| | | C5L19 | Spelling with Short U and Blends |
| | | C6L14 | Rhyming Phonograms: Long Vowels, Silent e |

| 1.RF.3.A.c | | | |
|-----------------------------|----------------------------------------------------------------|------------|---------------------------------|
| Producing consonant blends. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Alphabetic Decoding, Phonemic Awareness, and Spelling Subtests | ISIP ER AD | Final Blends ST |
| C4 | Consonant Blends | ISIP ER AD | Final Blends SK |
| C5 | Blending | ISIP ER AD | Final Blends MP |
| | | ISIP ER AD | Final Blends NT |
| | | ISIP ER AD | CVCC Blends Lesson – NT |
| | | ISIP ER AD | CVCC Blends Practice – NT |
| | | ISIP ER AD | CVCC Blends Lesson – ST |
| | | ISIP ER AD | CVCC Blends Practice – ST |
| | | ISIP ER AD | CVCC Blends Lesson – SK |
| | | ISIP ER AD | CVCC Blends Practice – SK |
| | | ISIP ER AD | Tier 2: CVCC Blends Lesson – MP |
| | | ISIP ER AD | CVCC Blends Practice – MP |

| 1.RF.3.A.c | | | |
|-----------------------------|----------------------------|---------------|---------------------------------------------|
| Producing consonant blends. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Teach) |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Practice) |
| | | ISIP ER AD | Blends with Mixed Vowels Practice |
| | | ISIP ER AD | All Blends and Vowels |
| | | C2L14 | Ending Blend |
| | | C2L15 | Ending Blend |
| | | C3L17 | Beginning Blends sl-, sn-, sp-, st- |
| | | C3L18 | Beginning Blends sl, sn, sp, st |
| | | C3L19 | Words with Ending Blends -nd and -nt |
| | | C3L24 | Spelling with S-Blend and Short c |
| | | C4 | Consonant Blends |
| | | C4L16 | Beginning Blends cl-, fl-, gl-, pl- |
| | | C4L17 | Beginning Blends cr, dr, fr, gr, pr, tr |
| | | C5 | Consonant Blends |
| | | C5L13 | Beginning Blends sm, bl, br |
| | | C5L14 | Beginning Blends sm, bl, br, str, spl, spr |

1.RF.3.A.c

Producing consonant blends.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------------------|
| | | C6 | Consonant Blends |
| | | C6L13 | Beginning & Ending Blends sc, sk, scr |
| | | Ph L28 | Beginning Blends sl, sn, sp, st |
| | | Ph L30 | Beginning Blends sm, bl, and br |
| | | Ph L31 | Beginning Blends sm, bl, br, str, spl, spr |
| | | Ph L32 | Beginning Blends with squ, sw, tw |
| | | Ph L33 | Beginning Blends |
| | | Ph L34 | Beginning Blends |
| | | Ph L35 | Ending Blends with -nd and -nt |

1.RF.3.A.d

Producing consonant digraphs.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------------------------------------------|------------|-------------------|
| ISIP ER | Alphabetic Decoding, Phonemic Awareness, and Spelling Subtests | ISIP ER AD | Final Blends ST |
| C8 | Digraphs (SH and TH) | ISIP ER AD | Final Blends SK |
| C9 | Digraphs (CH) | ISIP ER AD | Final Blends MP |

| 1.RF.3.A.d | | | |
|-------------------------------|----------------------------|------------|---------------------------------------------|
| Producing consonant digraphs. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C10 | Digraphs (WH and PH) | ISIP ER AD | Final Blends NT |
| | | ISIP ER AD | CVCC Blends Lesson - NT |
| | | ISIP ER AD | CVCC Blends Practice - NT |
| | | ISIP ER AD | CVCC Blends Lesson - ST |
| | | ISIP ER AD | CVCC Blends Practice - ST |
| | | ISIP ER AD | CVCC Blends Lesson - SK |
| | | ISIP ER AD | CVCC Blends Practice - SK |
| | | ISIP ER AD | Tier 2: CVCC Blends Lesson - MP |
| | | ISIP ER AD | CVCC Blends Practice - MP |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Teach) |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Practice) |
| | | ISIP ER AD | Blends with Mixed Vowels Practice |

| 1.RF.3.A.d | | | |
|-------------------------------|----------------------------|------------|-----------------------------------------|
| Producing consonant digraphs. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ER AD | All Blends and Vowels |
| | | C8 | Digraph /sh/ |
| | | C8L9 | Blending the Digraph sh |
| | | C8L10 | Blending the Digraph th |
| | | C9 | Digraph /ch/ |
| | | C9 | Digraph /th/ |
| | | C9L7 | Blending the Digraph ch |
| | | C10 | Digraph /ph/ and /wh/ |
| | | C10L13 | Review Digraph sh, ch, -tch, th, wh, ph |
| | | Ph | Digraphs and Trigraphs |
| | | Ph L58 | Digraph /ph/ |
| | | Ph L59 | Digraph /wh/ |
| | | Ph L60 | Digraph /ch/ and /tch/ |
| | | Ph L61 | Digraph /sh/ |
| | | Ph L62 | Digraph /th/ |

| 1.RF.3.A.e | | | |
|-----------------------------------------------------------------------------------------------------|-----------------------------|--------|------------------------------------------------------|
| Combining sounds from letters and common spelling patterns to create and decode recognizable words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Alphabetic Decoding Subtest | C1L13 | Blend Sounds to Read Words |
| C1-C10 | Books | C2L9 | Read CVC Words with Short i |
| C6 | Long Vowels | C2L16 | Blend Beginning/Middle/Ending Sounds |
| | | C2L18 | Blending Sounds with Letters |
| | | C2L18 | Read Sounds Using Letters to Read Words |
| | | C2L19 | Read CVC Words with Short i |
| | | C3L9 | Blending Beginning/Middle/Ending Sounds with Letters |
| | | C3L10 | Blend Sounds and Letters to Read Words |
| | | C3L14 | Read Words with Vowel Sounds oa |
| | | C5L12 | Blend Sounds of Letters to Read Words |
| | | C5L15 | Rhyming Phonograms |
| | | C7 | Decoding Soft C |
| | | C7 | Decoding Soft G |
| | | C7L6 | Soft C as S |
| | | C7L7 | Soft G as J |
| | | Ph L10 | Read and Spell Words with Short Vowel Sounds |
| | | Ph L11 | Blend Sounds |
| | | Ph L12 | Phonograms: Long Vowels |

| 1.RF.3.A.e | | | |
|-----------------------------------------------------------------------------------------------------|----------------------------|--------|-----------------------------------|
| Combining sounds from letters and common spelling patterns to create and decode recognizable words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | Ph L18 | Blending with Short a |
| | | Ph L19 | Blending with Short i and a |
| | | Ph L21 | Decoding with Short o |
| | | Ph L22 | Decoding with Short u |
| | | Ph L23 | Decoding with Soft c |
| | | Ph L24 | Decoding with Soft g |
| | | Ph L25 | Read Words with Long Vowel |
| | | Ph L26 | Decoding with Long Vowel /oa/ |
| | | Ph L27 | Decoding with Long Vowel |
| | | Ph L42 | Phonograms: Short Vowels |
| | | Ph L43 | Phonograms: Long Vowels |
| | | Ph L44 | Phonograms |
| | | Ph L45 | Phonograms |
| | | Ph L46 | Phonograms |
| | | Ph L47 | Phonograms all, alk, alt, ald |
| | | Ph L51 | Long Vowels in the Final Position |

1.RF.3.A.f

Using syllabication patterns to decode words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------------|---------------|------------------------------------------------------|
| ISIP ER | Alphabetic Decoding Subtest | ISIP ER | Teacher Resource Lessons: ISIP – Alphabetic Decoding |
| C9 | Multisyllabic Words | ISIP ER PA | Blending Syllables, Tiers 2 and 3 |
| C10 | Multisyllabic Words | C7 | Open Syllable |
| C11 | Multisyllabic Game, Detective Dan (Irregular Words) | C7L8 | Open Syllables (me, go, by) |
| | | C9 | Two Syllables Dividing Between Consonants |
| | | C10 | Two Syllables Between Vowel and Consonant |
| | | C10L7 | Syllables with -le and -y |
| | | C10L9 | Open Syllables |
| | | Ph L13 | Decoding Multisyllabic Words |
| | | Ph L14 | Syllables (-le and -y) |
| | | Ph L15 | Open Syllables |
| | | Ph L51 | Long Vowels in the Final Position: Open Syllables |

1.RF.3.A.g

Reading irregularly spelled words.

| Code | Digital Student Experience | Code | Teacher Resources |
|--------|------------------------------------|------|-------------------------------------------------|
| C1-C10 | High Frequency Word Blocks | C1 | High Frequency Words: and, they, see, has |
| C1 | HFW Practice Book: Pam and the Cap | C1 | Priority Report Lesson for High Frequency Words |

| 1.RF.3.A.g | | | |
|------------------------------------|--------------------------------------|-------|-------------------------------------------------|
| Reading irregularly spelled words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C2 | HFW Practice Book: Tim at Camp | C1L15 | Read Sentences with HFWs |
| C3 | HFW Practice Book: On the Dot | C2 | High Frequency Words: this, is, his, go |
| C4 | HFW Practice Book: My Hands and Feet | C2 | Letter/Sound |
| C5 | HFW Practice Book: The Bun for Us | C2L22 | Reading Sentences with HFWs |
| C6 | HFW Practice Book: Where Is Jane? | C2L24 | Reading for Meaning |
| C7 | HFW Practice Book: Homes | C3 | High Frequency Words: here, are, you, they |
| C8 | HFW Practice Book: I Like to Help | C3 | Priority Report Lesson for High Frequency Words |
| C9 | HFW Practice Book: The Best Trip | C3 | Reading with Meaning 3 |
| C10 | HFW Practice Book: How Can That Be? | C3 | Comprehension |
| | | C3L22 | Rapid Letter and Word Naming |
| | | C3L23 | Reading Sentences with HFWs |
| | | C4 | High Frequency Words: my, where, with, to |
| | | C4 | Priority Report Lesson for High Frequency Words |
| | | C4 | Reading with Meaning 4 |
| | | C4L20 | Rapid Letter and Word Naming |
| | | C4L21 | Read Sentences with HFWs |
| | | C4L22 | Rhyming Words and Poetry |
| | | C4L25 | Reading for Meaning |

1.RF.3.A.g

Reading irregularly spelled words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------------------------|
| | | C5 | High Frequency Words: what, said, for, her |
| | | C5 | Reading with Meaning 5 |
| | | C5L16 | Rapid Letter and Word Naming |
| | | C5L17 | Reading Sentences with HFWs |
| | | C5L21 | Reading for Meaning |
| | | C6 | High Frequency Words: was, that, from, she |
| | | C6 | Reading with Meaning 6 |
| | | C6 | Letter/Sound |
| | | C6 | Comprehension |
| | | C6L15 | Rapid Letter and Word Naming |
| | | C6L16 | Reading Sentences with HFWs |
| | | C6L18 | Reading for Meaning |
| | | C7 | High Frequency Words: do, come, there, have, of, some |
| | | C7 | Decoding Bossy R -ar |
| | | C7 | Decoding Bossy R -or |
| | | C7 | Reading with Meaning 7 |
| | | C7 | Decoding Soft C |
| | | C7 | Letter/Sound: Q, X |

| 1.RF.3.A.g | | | |
|------------------------------------|----------------------------|-------|-------------------------------------------------------------|
| Reading irregularly spelled words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C7L15 | Read High Frequency Words |
| | | C7L20 | Reading for Meaning |
| | | C8 | High Frequency Words: does, your, when, could, give, want |
| | | C8 | Reading with Meaning 8 |
| | | C8 | Comprehension |
| | | C8 | Bossy R -er |
| | | C8L7 | Change One Letter Bossy R |
| | | C8L13 | Rapid Word Naming |
| | | C8L14 | Reading Sentences with HFWs |
| | | C8L18 | Spelling /er/, /ir/, /ur/ Sounds |
| | | C8L19 | Reading for Meaning |
| | | C9 | High Frequency Words: was, the, from, she |
| | | C9 | High Frequency Words: who, goes, put, why, because, thought |
| | | C9 | Read Words with oi and oy |
| | | C9 | Reading with Meaning 9 |
| | | C9L12 | Short Words with oy and oi |
| | | C9L16 | Read Words with ay, ey, oe, ie |

1.RF.3.A.g

Reading irregularly spelled words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------------------------------|
| | | C9L18 | Read Words with oi and oy |
| | | C9L19 | Rapid Letter and Word Naming |
| | | C9L20 | Read High Frequency Words |
| | | C9L22 | Rapid Word Naming |
| | | C9L28 | Reading for Meaning |
| | | C10 | High Frequency Words: good, many, their, too, would, look |
| | | C10 | Read Words with ou and ow |
| | | C10 | Reading with Meaning 10 |
| | | C10 | Reading Words |
| | | C10L5 | Diphthongs ow and ou |
| | | C10L15 | Read Words with Vowel Digraphs aw and au |
| | | C10L18 | High Frequency Words |
| | | C10L19 | Read High Frequency Words in Sentences |

1.RF.3.A.h

Reading root words with inflectional endings.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------|------|-------------------|
| ISIP ER | Alphabetic Decoding Subtest | C9 | Inflected Endings |

| 1.RF.3.A.h | | | |
|-----------------------------------------------|------------------------------------------------------------|-------|---------------------------------------------|
| Reading root words with inflectional endings. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C9B | Camping, Mitch's Big Fish Tales, Going on a Ride, Nap Time | C9L13 | Inflected Endings -s |
| C9 | Inflected Endings | C9L14 | Inflected Endings -ing |
| 10B | The Hero, The Strange Noise | C9L15 | Inflected Endings -ed |
| C10 | Inflected Endings: -s, -ed, -ing | C9L25 | Spelling Words with -ed and -ing |
| | | C10 | Inflected Endings |
| | | C10 | Comprehension Lesson 2: The Hero: Word Work |
| | | C10L3 | Inflected Endings -ing |
| | | C10L4 | Inflected Endings -ed |

| 1.RF.3.A.i | | | |
|------------------------------------------|----------------------------|------------|----------------------------------------------------------|
| Reading contractions and compound words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C8 | Compound Words | ISIP ER PA | Blending Spoken Words into Compound Words, Tiers 2 and 3 |
| C11 | Contraction Action | C8 | Compound Words |
| | | C8L12 | Compound Words |
| | | C9L9 | Compound Words |
| | | Ph L48 | Compound Words Blending |

1.RF.3.A.i

Reading contractions and compound words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|------------------------------------------|
| | | Ph L49 | Compound Words Segmenting |
| | | Ph L50 | Finding Compound Words in Connected Text |

1.RF.3.A.j

Reading high-frequency words.

| Code | Digital Student Experience | Code | Teacher Resources |
|--------|--------------------------------------|-------|-------------------------------------------------|
| C1-C10 | High Frequency Word Blocks | C1 | High Frequency Words: and, they, see, has |
| C1 | HFW Practice Book: Pam and the Cap | C1 | Priority Report Lesson for High Frequency Words |
| C2 | HFW Practice Book: Tim at Camp | C1L15 | Read Sentences with HFWs |
| C3 | HFW Practice Book: On the Dot | C2 | High Frequency Words: this, is, his, go |
| C4 | HFW Practice Book: My Hands and Feet | C2L22 | Reading Sentences with HFWs |
| C5 | HFW Practice Book: The Bun for Us | C3 | High Frequency Words: here, are, you, they |
| C6 | HFW Practice Book: Where Is Jane? | C3 | Priority Report Lesson for High Frequency Words |
| C7 | HFW Practice Book: Homes | C3L23 | Reading Sentences with HFWs |
| C8 | HFW Practice Book: I Like to Help | C4 | High Frequency Words: my, where, with, to |
| C9 | HFW Practice Book: The Best Trip | C4 | Priority Report Lesson for High Frequency Words |
| C10 | HFW Practice Book: How Can That Be? | C4L21 | Read Sentences with HFWs |
| | | C5 | High Frequency Words: what, said, for, her |

| 1.RF.3.A.j | | | |
|-------------------------------|----------------------------|--------|-------------------------------------------------------------|
| Reading high-frequency words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C5L17 | Reading Sentences with HFWs |
| | | C6 | High Frequency Words: was, that, from, she |
| | | C6L16 | Reading Sentences with HFWs |
| | | C7 | High Frequency Words: do, come, there, have, of, some |
| | | C7L15 | Read High Frequency Words |
| | | C8 | High Frequency Words: does, your, when, could, give, want |
| | | C8L14 | Reading Sentences with HFWs |
| | | C9 | High Frequency Words: was, the, from, she |
| | | C9 | High Frequency Words: who, goes, put, why, because, thought |
| | | C9L20 | Read High Frequency Words |
| | | C10 | High Frequency Words: good, many, their, too, would, look |
| | | C10L18 | High Frequency Words |
| | | C10L19 | Read High Frequency Words in Sentences |
| | | C11L13 | High Frequency Words |

RF.4: Understand how English is written and read.

Fluency

| 1.RF.4.A | | | |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Text Fluency and Oral Reading Fluency Subtests | ISIP ORF DAP | Passages 31-60 |
| C1-C10 | Books | ISIP ORF PRP | The Green Team. Jean and Dean, Fred Has Ten Hens |
| | | ISIP PMP | The Red Ribbon, Ava and Sam, The Town Park, Taking Off, The Bat House, Polly's Day Out, The Bug in the Box, Mama's Tree |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Priority Practice (Grades 1-8) |
| | | ISIP ORF | Rate Chart (Grades 1-8) |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson's Song, Taking Off, The Town Park, Carnival! |
| | | ISIP ER | Text Fluency Intervention Lessons |
| | | C2-C10 | Reading with Meaning Lessons |

| 1.RF.4.A | | | |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|---------------------------------------------------------------------------------------------------------|
| Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C4B | Fred Has Ten Hens, Jean and Dean, Meg and the Hens, My Dog Has Fleas, My Hands and Feet, The Green Team |
| | | C5B | Fun at Home, Homes for Sale, The Blue Blimp |
| | | C6B | Just in Time, The Dunes, Time to Ride, My Mule |
| | | C7B | At the Farm, Ben and Steve at the Seaside, Hide and Seek, The Oatmeal Man, The Twin Mice |
| | | C8B | I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint |
| | | C10L20 | Fluency |
| | | C11L14 | Fluency |

| 1.RF.4.A.a | | | |
|----------------------------------------------------------------------------------------------------|------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Text Fluency and Oral Reading Fluency Subtests | ISIP ORF DAP | Passages 31-60 |
| C1-C10 | Books | ISIP ORF PRP | The Green Team. Jean and Dean, Fred Has Ten Hens |
| | | ISIP PMP | The Red Ribbon, Ava and Sam, The Town Park, Taking Off, The Bat House, Polly's Day Out, The Bug in the Box, Mama's Tree |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |

| 1.RF.4.A.a | | | |
|----------------------------------------------------------------------------------------------------|----------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Priority Practice (Grades 1-8) |
| | | ISIP ORF | Rate Chart (Grades 1-8) |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson's Song, Taking Off, The Town Park, Carnival! |
| | | ISIP ER | Text Fluency Intervention Lessons |
| | | C2-C10 | Reading with Meaning Lessons |
| | | ISIP ER | Timed Reading with Meaning |
| | | C3-C9 | Comprehension |
| | | C10 | Comprehension 10 |
| | | C10L20 | Fluency |
| | | C11L14 | Fluency |

Writing

W.1: Apply a writing process to develop a text for audience and purpose.

Prewriting

W.1.A: Follow a writing process to plan a first draft by:

| 1.W.1.A.a | | | |
|----------------------------------------|----------------------------|-------|-------------------------|
| Brainstorming and recording key ideas. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ER | Research Plan (Grade 1) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |

| 1.W.1.A.a | | | |
|----------------------------------------|----------------------------|-------|--------------------------|
| Brainstorming and recording key ideas. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

Draft

W.1.B: Appropriate to genre type, develop a draft from prewriting by:

| 1.W.1.B.a | | | |
|---------------------------------------------------------------------------|-----------------------------------|-------------|--------------------------|
| Sequencing ideas into sentences and staying on topic throughout the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ER | Research Plan (Grade 1) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |

1.W.1.B.a

Sequencing ideas into sentences and staying on topic throughout the text.

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

1.W.1.B.b

Generating evidence of a simple opening and simple closing.

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

| 1.W.1.B.b | | | |
|-------------------------------------------------------------|----------------------------|-------|--------------------------|
| Generating evidence of a simple opening and simple closing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

Revise/Edit

W.1.C: Reread, revise, and edit drafts with assistance from adults/peers to:

| 1.W.1.C.a | | | |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|--------------------------|
| Respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ER | Research Plan (Grade 1) |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

| 1.W.1.C.b | | | |
|----------------------------------------------------|----------------------------|------|-------------------------|
| Edit by leaving spaces between words in sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ER | Research Plan (Grade 1) |

1.W.1.C.b

Edit by leaving spaces between words in sentences.

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

1.W.1.C.c

Edit for language conventions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------|
| | | ER | Research Plan (Grade 1) |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |

| 1.W.1.C.c | | | |
|--------------------------------|----------------------------|-------|--------------------------|
| Edit for language conventions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

Produce/Publish and Share

W.1.D: With assistance from adults/peers:

| 1.W.1.D.a | | | |
|-----------------------------------------------------------------------------|----------------------------|-------|-------------------------|
| Use a variety of conventional/digital tools to produce and publish writing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ER | Research Plan (Grade 1) |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |

| 1.W.1.D.a | | | |
|-----------------------------------------------------------------------------|----------------------------|-------|--------------------------|
| Use a variety of conventional/digital tools to produce and publish writing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

W.2: Compose well-developed writing texts for audience and purpose.

Opinion/Argumentative

W.2.A: Write opinion texts that:

| 1.W.2.A.a | | | |
|------------------------------------------|----------------------------|-------|-------------------|
| Introduce a topic or text being studied. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 7 | Fun at Home |
| | | WE 9 | The Dunes |
| | | WE 12 | Boats |
| | | WE 16 | The Best Trip |

1.W.2.A.a

Introduce a topic or text being studied.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 17 | The Wise Crow |
| | | WE 20 | George Washington Carver |

1.W.2.A.b

State an opinion about the topic or text and provide a reason for the opinion.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 7 | Fun at Home |
| | | WE 9 | The Dunes |
| | | WE 12 | Boats |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 20 | George Washington Carver |

1.W.2.A.c

Use some specific words that are related to the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| | | WE 7 | Fun at Home |
| | | WE 9 | The Dunes |

1.W.2.A.c

Use some specific words that are related to the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 12 | Boats |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 20 | George Washington Carver |

1.W.2.A.d

Follow a sense of order in writing.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 7 | Fun at Home |
| | | WE 9 | The Dunes |
| | | WE 12 | Boats |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 20 | George Washington Carver |

| 1.W.2.A.e | | | |
|--------------------------------|----------------------------|-------|--------------------------|
| Provide some sense of closure. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 7 | Fun at Home |
| | | WE 9 | The Dunes |
| | | WE 12 | Boats |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 20 | George Washington Carver |

Informative/Explanatory

W.2.B: Write informative/explanatory texts that:

| 1.W.2.B.a | | | |
|-----------------------------------------------------------|----------------------------|-------|-----------------------|
| Introduce a topic or text being studied and supply facts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 19 | The Three Little Bugs |

1.W.2.B.a

Introduce a topic or text being studied and supply facts.

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

1.W.2.B.b

Use some specific words that are related to the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------------------------------------------------------|
| | | C10 | Comprehension 10, Lesson 1: Spiders/Insects: Informational Writing, Publish Writing |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

| 1.W.2.B.c | | | |
|-------------------------------------|----------------------------|-------|-------------------------------------------------------------------------------------|
| Follow a sense of order in writing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C10 | Comprehension 10, Lesson 1: Spiders/Insects: Informational Writing, Publish Writing |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

| 1.W.2.B.d | | | |
|-------------------------------|----------------------------|-------|-----------------------|
| Create some sense of closure. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 19 | The Three Little Bugs |

1.W.2.B.d

Create some sense of closure.

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

Narrative/Literary

W.2.C: Write fiction or nonfiction narratives and poems that:

1.W.2.C.a

Narrate a story or experience.

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

1.W.2.C.b

Use details to describe the story or experience.

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

1.W.2.C.c

Place events in the order they occurred.

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

1.W.2.C.c

Place events in the order they occurred.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |

1.W.2.C.d

Use linking words to indicate beginning/middle/end.

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

1.W.2.C.e

Use words that are related to the topic.

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

1.W.2.C.f

Provide a reaction to what happened in the events.

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

| 1.W.2.C.f | | | |
|----------------------------------------------------|----------------------------|-------|-------------------|
| Provide a reaction to what happened in the events. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |

W.3: Gather, analyze, evaluate, and use information from a variety of sources.

Research Process

W.3.A: With assistance, apply research process to:

| 1.W.3.A.a | | | |
|-------------------------------------------------------------------|----------------------------|-------|--------------------------|
| Generate a list of open-ended questions about topics of interest. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ER | Research Plan (Grade 1) |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

1.W.3.A.b

Decide what sources of information might be relevant to answer these questions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | ER | Research Plan (Grade 1) |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

1.W.3.A.c

Gather personal and natural evidence from available sources as well as from interviews with local experts.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | ER | Research Plan (Grade 1) |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

1.W.3.A.d

Organize information found during group or individual research, using graphic organizers or other aids.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | ER | Research Plan (Grade 1) |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

1.W.3.A.e

Make informal presentations of information gathered.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | ER | Research Plan (Grade 1) |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

| 1.W.3.A.f | | | |
|----------------------------------------------------------------------|----------------------------|-------|--------------------------|
| Self-evaluate using previously established teacher/student criteria. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ER | Research Plan (Grade 1) |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

Language

L.1: Communicate using conventions of English language.

Grammar

L.1.A: In speech and written form, apply standard English grammar to:

| 1.L.1.A.a | | | |
|-----------------------------------------------------------------------------------|-------------------------------|------|-------------------|
| Use nouns and action verbs that designate past, present, and future in sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |

1.L.1.A.a

Use nouns and action verbs that designate past, present, and future in sentences.

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

1.L.1.A.b

Use adjectives/adverbs in sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|---------|----------------------------------------------------|
| ISIP ER | Vocabulary Subtest | ISIP ER | Listening Comprehension: Adjectives, Tiers 2 and 3 |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 3 | Dots and Spots |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 11 | Homes |
| | | WE 14 | King Zung and the Lark |
| | | WE 20 | George Washington Carver |

1.L.1.A.c

Use the conjunctions and, but, and so in sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 17 | The Wise Crow |
| | | WE 19 | The Three Little Bugs |

1.L.1.A.d

Use the articles a, an, and the in sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|----------------------------------------------------|
| | | ISIP ER | Listening Comprehension: Adjectives, Tiers 2 and 3 |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |

1.L.1.A.d

Use the articles a, an, and the in sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

1.L.1.A.e

Use common prepositions.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------|---------------|-----------------------------|
| ISIP ER | Vocabulary and Reading Comprehension Subtests | ISIP ER LC | Prepositions, Tiers 2 and 3 |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 7 | Fun at Home |
| | | WE 13 | A Big Sneeze |
| | | WE 15 | Mitch's Big Fish Tales |

1.L.1.A.f

Use common pronouns.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------|------|-------------------|
| ISIP ER | Reading Comprehension Subtest | WE 1 | Sam Tips the Lamp |

| 1.L.1.A.f | | | |
|----------------------|----------------------------|-------|------------------------|
| Use common pronouns. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |

1.L.1.A.f

Use common pronouns.

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

1.L.1.A.g

Produce complete simple and compound sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------|
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |

| 1.L.1.A.g | | | |
|-------------------------------------------------|----------------------------|-------|--------------------------|
| Produce complete simple and compound sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

Punctuation, Capitalization, Spelling

L.1.B: In written text:

| 1.L.1.B.a | | | |
|-------------------------------------------------------------------|----------------------------------|--------|-----------------------------------------|
| Print legibly, using correct spacing between words and sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C1 | Letter Formation: Mm, Aa, Pp, Cc | LA1-Z1 | Letter Lessons: Letter Name Recognition |
| C2 | Letter Formation: Tt, Ii, Ss, Ll | C4 | Comprehension (Dictation) |
| C3 | Letter Formation: Rr, Oo, Nn, Dd | C5 | Comprehension (Dictation) |
| C4 | Letter Formation: Ff, Ee, Gg, Hh | C6 | Comprehension (Sentence Writing) |
| C5 | Letter Formation: Bb, Uu, Jj, Ww | C8 | Comprehension (Sentence Writing) |

1.L.1.B.a

Print legibly, using correct spacing between words and sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------|-------|----------------------------------|
| C6 | Letter Formation: Zz, Kk, Vv, Yy | C9 | Comprehension (Sentence Writing) |
| C7 | Letter Formation: Qq, Xx | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |

1.L.1.B.a

Print legibly, using correct spacing between words and sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

1.L.1.B.b

Use ending punctuation.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|----------------------------------|
| | | C4 | Comprehension (Dictation) |
| | | C5 | Comprehension (Dictation) |
| | | C6 | Comprehension (Sentence Writing) |
| | | C8 | Comprehension (Sentence Writing) |
| | | C9 | Comprehension (Sentence Writing) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |

| 1.L.1.B.b | | | |
|-------------------------|----------------------------|-------|--------------------------|
| Use ending punctuation. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

1.L.1.B.c

Capitalize the first letter of others' first and last names.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|-----------------------------------|-------------|--------------------------|
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |

1.L.1.B.c

Capitalize the first letter of others' first and last names.

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

1.L.1.B.d

Use commas to separate single words in a series.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | WE 10 | Where Is Jane? |
| | | WE 16 | The Best Trip |

1.L.1.B.e

Spell words using regular spelling patterns.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|--------|------------------------------------------|
| ISIP ER | Spelling Subtest | C1-C7 | Spelling Lessons |
| C3-C9 | Word Masters | C3-C9 | Word Masters Game |
| | | GM | Word Masters Spelling Game Players Guide |
| | | C5L20 | Spelling CVCe with a_e and o_e |
| | | C6L17 | Spelling CVCs with i_e and u_e |
| | | C10L18 | High Frequency Words |

| 1.L.1.B.e | | | |
|----------------------------------------------|----------------------------|--------|--------------------------------|
| Spell words using regular spelling patterns. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C10L22 | Spelling with Endings y and le |
| | | C11L13 | High Frequency Words |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |

1.L.1.B.e

Spell words using regular spelling patterns.

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

1.L.1.B.f

Spell words phonetically using phonemic awareness and spelling knowledge.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|-------|--------------------|
| ISIP ER | Spelling Subtest | WE 1 | Sam Tips the Lamp |
| C5-C9 | Word Masters | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

1.L.1.B.f

Spell words phonetically using phonemic awareness and spelling knowledge.

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

1.L.1.B.g

Arrange words in alphabetical order to the first letter.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | EP | Alphabet Book |

Speaking/Listening

SL.1: Listen for a purpose.

Purpose

SL.1.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

| 1.SL.1.A.a | | | |
|--------------------------------------|----------------------------|------|--------------------|
| Following classroom listening rules. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |
| | | C8 | Comprehension |
| | | C9 | Comprehension |
| | | C10 | Comprehension 10 |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |

1.SL.1.A.a

Following classroom listening rules.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

1.SL.1.A.b

Building on others' talk in conversations by responding to the comments of others.

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

1.SL.1.A.b

Building on others' talk in conversations by responding to the comments of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------|
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |
| | | C8 | Comprehension |
| | | C9 | Comprehension |
| | | C10 | Comprehension 10 |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |

1.SL.1.A.b

Building on others' talk in conversations by responding to the comments of others.

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

1.SL.1.A.c

Following two-step instructions, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |
| | | C8 | Comprehension |
| | | C9 | Comprehension |

1.SL.1.A.c

Following two-step instructions, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | C10 | Comprehension 10 |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |

| 1.SL.1.A.c | | | |
|-----------------------------------------------------------------------|----------------------------|-------|--------------------------|
| Following two-step instructions, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

SL.2: Listen for entertainment.

Entertainment

SL.2.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

| 1.SL.2.A.a | | | |
|----------------------------------------------------------------------|----------------------------|------------|--------------------------------------------|
| Demonstrating active listening, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ER LC | Developing Listening Skills, Tiers 2 and 3 |
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |
| | | C8 | Comprehension |
| | | C9 | Comprehension |

| 1.SL.2.A.a | | | |
|----------------------------------------------------------------------|----------------------------|-------|------------------------|
| Demonstrating active listening, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C10 | Comprehension 10 |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |

| 1.SL.2.A.a | | | |
|----------------------------------------------------------------------|----------------------------|-------|--------------------------|
| Demonstrating active listening, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

SL.3: Speak effectively in collaborative discussions.

Collaborative Discussions

SL.3.A: Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

| 1.SL.3.A.a | | | |
|-------------------------------------------------------------|----------------------------|------|--------------------|
| Taking turns speaking, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | EP | Recognizing Signs |
| | | EP | Classifying |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |

1.SL.3.A.a

Taking turns speaking, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

| 1.SL.3.A.b | | | |
|--------------------------------------------------------------------------------|----------------------------|------|--------------------|
| Building on others' talk in conversations by responding to comments of others. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | EP | Alphabet Book |
| | | EP | Recognizing Signs |
| | | EP | Classifying |
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |
| | | C8 | Comprehension |
| | | C9 | Comprehension |
| | | C10 | Comprehension 10 |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |

1.SL.3.A.b

Building on others' talk in conversations by responding to comments of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

1.SL.3.A.c

Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------|--------|----------------------------------------|
| ISIP ER | Listening Comprehension Subtest | RC L3 | Asking Questions Strategy (Grades K-1) |
| | | RC L69 | Asking Questions (Grades K-1) |

| 1.SL.3.A.c | | | |
|--------------------------------------------------------------------------------------------------------|----------------------------|-------|-----------------------------------|
| Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C3 | Comprehension (Reread and Retell) |
| | | C4 | Comprehension (Reread and Retell) |
| | | C5 | Comprehension (Reread and Retell) |
| | | C6 | Comprehension (Reread and Retell) |
| | | C8 | Comprehension (Reread and Retell) |
| | | C9 | Comprehension (Reread and Retell) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |
| | | WE 12 | Boats |

1.SL.3.A.c

Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.

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

SL.4: Speak effectively when presenting.

Presenting

SL.4.A: Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

1.SL.4.A.b

Reciting poetry with a group or individually.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-----------------------------------------------|
| | | ER | Poetry (Grades K-1) |
| | | ER | Poetry and Nursery Rhymes: Identifying Rhythm |

1.SL.4.A.b

Reciting poetry with a group or individually.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------------|
| | | ER | Poetry: Poetic Elements |
| | | ER | Elements of Poetry 2 |

1.SL.4.A.c

Using complete sentences and adjusting volume, as needed.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------|
| | | ER | Research Plan (Grade 1) |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | WE 6 | My Dog Has Fleas |
| | | WE 7 | Fun at Home |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 11 | Homes |

| 1.SL.4.A.c | | | |
|-----------------------------------------------------------|----------------------------|-------|--------------------------|
| Using complete sentences and adjusting volume, as needed. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

Grade 2**Reading**

R.1: Develop and apply skills to the reading process.

Comprehension

R.1.A: Develop and demonstrate reading skills in response to text by:

2.R.1.A.a

Using text features to make and confirm predictions, explain why not confirmed.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-------------------------------------------------------------------------------------------|--------|---------------------------------|
| C7B | Just the Right Size | C9 | Comprehension |
| C8B | The Queen's Suitcase | C10 | Comprehension 10 |
| C9B | The Flying Pizza | RC L2 | Making Predictions (Grades 2-3) |
| C10B | How Mountains Form, The Three Little Bugs, Humphrey the Humpback Whale | C12L8A | Representing Text |
| C10B | A Star Is Born, Who Is Following Us? | | |
| C12B | Earth: Rocks and Soil; Fields of Change; Earth: Day, Night, and Seasons; Our Solar System | | |
| C12B | Weather Watchers; Mission Incredible; Brookside's Best Science Fair Ever! | | |
| C12 | Living Lessons: Representing Text, Predicting Outcomes | | |

| 2.R.1.A.b | | | |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------|-------------------------------|
| Asking and responding to relevant questions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | C5 | Comprehension |
| C6B | The Dunes, The Kid in the Mask | C7 | Comprehension |
| C7B | Fun at the Pond, Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice | C8 | Comprehension |
| C8B | The Shrimp and the Shark, The Fox Pack | C9 | Comprehension |
| C9B | A Trip to the Dentist, Coach Chapman, Roy and Troy Like Trains, Treasure Hunt at Pirate's Bay, Winter Snowstorm | C12 | Main Idea |
| C10B | Shopping with Mom, The Three Little Bugs, Humphrey the Humpback Whale, The Hero, Who Is Following Us? | C12 | Summarizing |
| C11B | The Queen's Suitcase, The Three Little Bugs, Who is Following Us? | RC L4 | Asking Questions (Grades 2-3) |
| C11B | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper | RC L67 | Summarizing (Grades 2-3) |
| C11B | Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea | | |
| C11B | Genres World: Rumpelstiltskin, The Golden Goose | | |
| C11 | Genres World: The Fox and the Leopard Venn Diagram, The Bear and the Bees Sequencing, Character Analysis | | |
| C12B | Fossil Hunters: The Black Hills Dig; Weather Watchers, Mission Incredible, Brookside's Best Science Fair Ever! | | |

| 2.R.1.A.c | | | |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------|
| Seeking clarification and using information/facts and details about texts and supporting answers with evidence from text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | C6 | Comprehension |
| C6B | The Dunes, The Kid in the Mask, Jen and Her New Friends | C7 | Comprehension |
| C7B | Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice, Ben and Steve at the Seaside | C8 | Comprehension |
| C8B | A Big Sneeze, Bert and Gert, King Zung and the Lark, Shel and Beth, The Fox Pack | C12 | Summarizing |
| C8B | The Not-So-Great Skunk Adventure, The Shrimp and the Shark | C12 | Cause and Effect |
| C9B&P | A Trip to the Dentist, Big Top Tent, Camping, Coach Chapman, Elbert's Birthday, Going on a Ride, Kittens | RC L27 | Compare and Contrast (Grade 2) |
| C9B&P | Joel and Kay's Best Day, Mitch's Big Fish Tales, Naptime, Roy and Troy Like Trains, Royce Likes to Share | RC L31 | Sequencing (Grade 2) |
| C9B&P | The Best Trip, The Flying Pizza, The Scarecrow, The Wise Crow, Winter Snowstorm | RC L35 | Setting (Grade 2) |
| C10B&P | A Star Is Born, Going to the Vet, Shopping with Mom, Humphrey the Humpback Whale, The Hero | RC L38 | Character (Grade 2) |
| C11B&P | Bert and Gert, The Flying Pizza, Winter Snowstorm Genres World: The Bear and the Bees | RC | Fairy Tales: Compare and Contrast |
| C11B&P | Genres World: The Fox and the Leopard, The Ant and the Grasshopper, The Lion and the Mouse | RC | Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian) |
| C11B&P | Genres World: The Wolf and the Crane, The Princess and the Pea, Rumpelstiltskin, The Golden Goose | WE 18 | The Hero |
| C12B | Weather Watchers, Mission Incredible, Fields of Change | WE 19 | The Three Little Bugs |

2.R.1.A.c

Seeking clarification and using information/facts and details about texts and supporting answers with evidence from text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |

2.R.1.A.d

Retelling a story's beginning, middle, and end and determining its central message, lesson, or moral.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------------------------------------------------|--------|-----------------------------------|
| ISIP ER | Reading Comprehension Subtest | C10L17 | Comprehension: Character Analysis |
| C7B | Just the Right Size, The Oatmeal Man, The Big Game | C11 | Comprehension 11 |
| C8B | Wait to Paint, The Fox Pack | RC | Point of View |
| C9B | A Trip to the Dentist, The Flying Pizza, Mitch's Big Fish Tales, Elbert's Birthday | RC | Determining Theme |
| C9B | A Trip to the Dentist, The Wise Crow | RC L6 | Summarizing Strategy (Grades 2-3) |
| C10B | The Three Little Bugs, Humphrey the Humpback Whale, A Star Is Born, Who Is Following Us? | RC L11 | Main Idea (Grade 2) |
| C11B | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper | RC L27 | Compare and Contrast (Grade 2) |
| C11B | Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea | RC L31 | Sequencing (Grade 2) |
| C11B | Genres World: Rumpelstiltskin, The Golden Goose | RC L67 | Summarizing (Grades 2-3) |

2.R.1.A.d

Retelling a story's beginning, middle, and end and determining its central message, lesson, or moral.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------------------------------------------|-------|-------------------------------------|
| C11 | Genres World: The Wolf and Crane Sort, The Fox and the Leopard Venn Diagram | WE 8 | Late for the Game |
| C11 | Genres World: The Bear and the Bees Sequencing, The Lion and the Mouse | WE 14 | King Zung and the Lark |
| C12B | Weather Watchers, Mission Incredible, Fields of Change, Brookside's Best Science Fair Ever! | WE 22 | Mission Incredible |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |

2.R.1.A.e

Monitoring comprehension and making corrections and adjustments when understanding breaks down.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------|--------------|--------------------------------------------|
| ISIP ER | Oral Reading Fluency and Text Fluency Subtests | ISIP ER | Text Fluency Intervention Lessons |
| C8B | The Queen's Suitcase | ISIP ORF DAP | Passages 61-90 |
| C9B | The Flying Pizza | ISIP ORF PRP | Going to the Vet, Insects, The Water Cycle |

| 2.R.1.A.e | | | |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitoring comprehension and making corrections and adjustments when understanding breaks down. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C10B | Three Little Bugs, How Mountains Form, Humphrey and the Humpback Whales, Spider, George Washington Carver, Who Is Following Us? | ISIP ORF PMP | Pappoo, Family Time,, A Friend in Need, Picture Perfect, The Finish Line, Mr. Mo's Spice Shop, The Book Drive, Oscar's Problem, Turtle Run, The Tree House, My Sister Jenny, Winter in the Woods |
| C11B | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| C11B | The Lion and the Mouse; The Wolf and the Crane; The Princess and the Pea; Rumpelstiltskin; The Golden Goose | ISIP ORF | Priority – Accuracy |
| C12B | Fields of Change; Fossil Hunters; Mission Incredible; Weather Watchers; Brookside's Best Science Fair Ever! | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Priority Practice (Grades 1-8) |
| | | ISIP ORF | Rate Chart (Grades 1-8) |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson's Song, Taking Off, The Town Park, Carnival! |
| | | C3 | Comprehension |
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |
| | | C7 | Comprehension |

| 2.R.1.A.e | | | |
|-------------------------------------------------------------------------------------------------|----------------------------|---------|-----------------------------------|
| Monitoring comprehension and making corrections and adjustments when understanding breaks down. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C8 | Comprehension |
| | | C9 | Comprehension |
| | | C12L10 | Vocabulary: Context |
| | | VOC L23 | Context Clues |
| | | RC L4 | Asking Questions (Grades 2-3) |
| | | RC L6 | Summarizing Strategy (Grades 2-3) |
| | | RC L27 | Compare and Contrast (Grade 2) |
| | | RC L31 | Sequencing (Grade 2) |
| | | RC L67 | Summarizing , (Grades 2-3) |

Vocabulary

R.1.B: Develop an understanding of vocabulary by:

| 2.R.1.B.a | | | |
|-----------------------------------------------------------------------------|------------------------------------------------------------|-------|------------------------|
| Using prefixes, root words, and suffixes to determine the meaning of words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C9B | Camping, Mitch's Big Fish Tales, Going on a Ride, Nap Time | C9 | Inflected Endings |
| C9 | Inflected Endings | C10 | Inflected Endings |
| C10B | The Hero, The Strange Noise | C10L3 | Inflected Endings -ing |

2.R.1.B.a

Using prefixes, root words, and suffixes to determine the meaning of words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------|---------|---------------------------------|
| C10 | Inflected Endings: -s, -ed, -ing | C10L4 | Inflected Ending -ed |
| C11 | Prefixes, Suffixes | C11L1 | Prefixes |
| C12 | Living Lessons: Vocabulary | C11L2 | Suffixes: ful, ly, less, er, or |
| C12B | Earth: The Changing Surface | C11L5 | Inflected Endings |
| | | VOC L16 | Prefixes (mis-, dis-, un-, re-) |
| | | VOC L19 | Suffixes (-less, -ful, -y, -ly) |
| | | VOC L21 | Affixes |

2.R.1.B.b

Using knowledge of the meaning of individual words to determine the meaning of compound words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------------|----------------------------------------------------------|
| C7 | Compound Words | ISIP ER PA | Blending Spoken Words into Compound Words, Tiers 2 and 3 |
| C8 | Compound Words | C7L13 | Compound Words |
| | | C8L12 | Compound Words |
| | | C9L9 | Compound Words |
| | | Ph L48 | Compound Words Blending |
| | | Ph L49 | Compound Words Segmenting |
| | | Ph L50 | Finding Compound Words in Connected Text |

2.R.1.B.b

Using knowledge of the meaning of individual words to determine the meaning of compound words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-------------------|
| | | VOC L11 | Compound Words |

2.R.1.B.c

Using context to determine the meaning of a new word or multiple-meaning word in text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------------------------------------------------------------------|---------|---------------------|
| ISIP ER | Vocabulary Subtest | C12L10 | Vocabulary: Context |
| C8B | The Queen's Suitcase | VOC L23 | Context Clues |
| C9B | The Flying Pizza | | |
| C10B | The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale, Spider | | |
| C10B | George Washington Carver, Who Is Following Us? | | |
| C11B | Fossil Hunters: The Black Hills Dig; Weather Watchers; Fields of Change; Brookside's Best Science Fair Ever! | | |
| C12B | The Black Hills Dig, Weather Watchers, Fields of Change, Brookside's Best Science Fair Ever! | | |
| C12 | Living Lessons: Context | | |

2.R.1.B.d

Using antonyms and synonyms.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|---------|----------------------------|
| ISIP ER | Vocabulary Subtest | VOC L7 | Synonyms |
| C11 | Synonyms and Antonyms | VOC L8 | Synonyms |
| | | VOC L10 | Shades of Meaning |
| | | VOC L12 | Antonyms |
| | | VOC L13 | Antonyms |
| | | VOC L30 | Antonym/Synonym Review |
| | | VOC L31 | Antonym and Synonym Review |

2.R.1.B.e

Locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------|---------|----------------------------------------------|
| C12B | With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System | VOC L33 | Word Meaning Using a Dictionary (Grades 1-2) |
| C12B | With Glossary: Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth; Rocks and Soil | VOC L34 | Word Meaning Using a Dictionary/Thesaurus |
| | | RC | Dictionary and Glossary Skills |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

2.R.1.B.g

Recognizing that some words have literal and nonliteral meanings.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-------------------|
| | | VOC L38 | Idioms |
| | | VOC L39 | Idioms |

2.R.1.B.h

Using conversational, general academic, and domain-specific words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |

2.R.1.B.h

Using conversational, general academic, and domain-specific words and phrases.

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

Making Connections

R.1.C: Determine the relevant connections between:

| 2.R.1.C.a | | | |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------|--------------------------------------------------------------------|
| Text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C7B | Ben and Steve at the Seaside, Just the Right Size | RC | Fairy Tales: Compare and Contrast |
| C8B | Shel and Beth | RC | Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian) |
| C10B | The Three Little Bugs, Humphrey the Humpback Whale, How Mountains Form | WE 19 | The Three Little Bugs |
| | | WE 26 | The Moon |

Independent Text

R.1.D: Read independently for multiple purposes over sustained periods of time by:

| 2.R.1.D.a | | | |
|---------------------------------------------------|------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------|
| Reading text that is developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension, Oral Reading Fluency, and Text Fluency Subtests | C9B | Trip to the Dentist, Coach Chapman, Mitch's Big Fish Tales, Roy and Troy Like Trains, Royce Likes to Share |
| C3B | The Garden Trail, The Lost Island | C9B | The Flying Pizza, The Wise Crow, Treasure Hunt at Pirate's Bay, Winter Snowstorm, Earthworms Help |
| C4B | The Great Pig Escape, Fun at Pinecone Stream, Pat's Cat | C9B | Ranch Hands, The Colt, Mother Cat and Her Kittens |
| C5B | Pets: Snakes | C10B | Going to the Vet, Humphrey the Humpback Whale, The Three Little Bugs, George Washington Carver, Whales |

| 2.R.1.D.a | | | |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------|
| Reading text that is developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C6B | The Dunes, The Kid in the Mask | C10B | How Mountains Form, Insects, People Send Mail, Pet Parade, Spiders, The Water Cycle, Water Is a Good Thing |
| C7B | Fun at the Pond, Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice | C11B | From Fearful to Fearless, Hurricanes, The Dirt Detectives |
| C8B | A Big Sneeze, Bert and Gert, King Zung and the Lark, The Fox Pack | C11 | Passages: The Story of Cinderella, The Story of Yeh Shen |
| C9B | A Trip to the Dentist; Coach Chapman; Mitch's Big Fish Tales; Roy and Troy Like Trains; Royce Likes to Share | C12B | A Trip to the Grand Canyon, Brookside's Best Science Fair Ever, Fields of Change, Exploring Space |
| C9B | The Flying Pizza; The Wise Crow; Treasure Hunt at Pirate's Bay; Winter Snowstorm | C12B | Fossil Hunters: The Black Hills Dig, Mission Incredible, Weather Watchers, Do Your Part, Earth: The Moon |
| C10B | Going to the Vet; Humphrey the Humpback Whale; The Three Little Bugs | C12B | Earth: Day, Night, and Seasons, Earth: Atmosphere, Earth: Our Solar System |
| C11B | Genres: Homes of Many Cultures, From Fearful to Fearless | | |
| C11B | Genres World: The Bear and the Bees; The Fox and the Leopard; The Ant and the Grasshopper | | |
| C11B | Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea | | |
| C11B | Genres World: Rumpelstiltskin, The Golden Goose | | |
| C12B | A Trip to the Grand Canyon; Fields of Change; Fossil Hunters; Fossil Hunters: The Black Hills Dig | | |
| C12B | Mission Incredible; Weather Watchers; Brookside's Best Science Fair Ever! | | |

| 2.R.1.D.b | | | |
|--------------------------------|----------------------------|-------|---------------------------------|
| Producing evidence of reading. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |

| 2.R.1.D.b | | | |
|--------------------------------|----------------------------|-------|-------------------------------------|
| Producing evidence of reading. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

Reading: Literacy

R.2: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

Fiction

R.2.A: Read, infer, analyze, and draw conclusions to

| 2.R.2.A.a | | | |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------|------|-------------------|
| Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | C3 | Comprehension |
| C7B | Just the Right Size, The Oatmeal Man, The Big Game | C4 | Comprehension |
| C8B | Wait to Paint, The Fox Pack | C5 | Comprehension |

| 2.R.2.A.a | | | |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------|-----------------------------------|
| Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C9B | A Trip to the Dentist, The Flying Pizza, Mitch's Big Fish Tales, Elbert's Birthday | C7 | Comprehension |
| C9B | A Trip to the Dentist, The Wise Crow | C8 | Comprehension |
| C10B | The Three Little Bugs, Humphrey the Humpback Whale, A Star Is Born, Who Is Following Us? | C9 | Comprehension |
| C11B | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper | C10 | Comprehension 10 |
| C11B | Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea | C11 | Comprehension 11 |
| C11B | Genres World: Rumpelstiltskin, The Golden Goose | C12 | Summarizing |
| C11 | Genres World: The Wolf and Crane Sort, The Fox and the Leopard Venn Diagram | C12 | Cause and Effect |
| C11 | Genres World: The Bear and the Bees Sequencing, The Lion and the Mouse | RC L6 | Summarizing Strategy (Grades 2-3) |
| C12B | Mission Incredible, Weather Watchers, Fields of Change, Brookside's Best Science Fair Ever! | RC L27 | Compare and Contrast (Grade 2) |
| | | RC L31 | Sequencing (Grade 2) |
| | | RC L35 | Setting (Grade 2) |
| | | RC L38 | Character (Grade 2) |
| | | RC | Characteristics of Fairy Tales |
| | | RC | Determining Theme |
| | | WE 8 | Late for the Game |

2.R.2.A.a

Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 14 | King Zung and the Lark |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |

2.R.2.A.b

Describe the main characters in works of fiction, including their traits, motivations, and feelings.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------------------------------------------------|--------|-----------------------------------|
| ISIP ER | Reading Comprehension Subtest | C6 | Comprehension |
| C10B | The Three Little Bugs, Humphrey the Humpback Whale, A Star Is Born, Who Is Following Us? | C7 | Comprehension |
| C11B | Winter Snowstorm | C8 | Comprehension |
| C11B | Genres World: The Ant and the Grasshopper, The Lion and the Mouse, The Bear and the Bees | C9 | Comprehension |
| C11 | Genres World: Character Analysis, The Lion and the Mouse, The Bear and the Bees Sequencing | C10 | Comprehension 10 |
| C12B | Fields of Change | C10L17 | Comprehension: Character Analysis |
| | | C12 | Summarizing |

2.R.2.A.b

Describe the main characters in works of fiction, including their traits, motivations, and feelings.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------|
| | | RC | Determining Theme |
| | | RC | Characteristics of Fairy Tales |
| | | RC L27 | Compare and Contrast (Grade 2) |
| | | RC L38 | Character (Grade 2) |

2.R.2.A.c

Compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------------------------|
| C10B | The Three Little Bugs | WE 19 | The Three Little Bugs |
| | | RC | Fairy Tales: Compare and Contrast |
| | | RC | Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian) |

2.R.2.A.d

Describe cause-and-effect relationships.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------|--------|----------------------------|
| ISIP ER | Reading Comprehension Subtest | C12 | Cause and Effect |
| C10B | The Water Cycle, How Mountains Form | RC L43 | Cause and Effect (Grade 2) |
| C12 | Scientific Process, The Moon Phases Lab | | |

2.R.2.A.d

Describe cause-and-effect relationships.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------------------|------|-------------------|
| C12 | Science Interactive: Scientific Method, Planet Sequencing, Crater Lab | | |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | | |

2.R.2.A.e

Explain how the story changes based on who is telling the story.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------|
| C9B | The Wise Crow | RC L27 | Compare and Contrast (Grade 2) |
| | | RC L38 | Character (Grade 2) |
| | | C10L17 | Comprehension: Character Analysis |
| | | RC | Point of View |

2.R.2.A.f

Compare and contrast the differences in points of view of characters and how stories are narrated.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--------------------------------------------------------------------------------------------------|--------|--------------------------------|
| C9B | The Wise Crow | RC | Point of View |
| C11 | Genres World: The Wolf and Crane Sort, The Fox and the Leopard Venn Diagram, Tortoise Assessment | RC L27 | Compare and Contrast (Grade 2) |

| 2.R.2.A.f | | | |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------|--------------------------------------------------------------------|
| Compare and contrast the differences in points of view of characters and how stories are narrated. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C11 | Genres World: The Bear and the Bees Sequencing, The Lion and the Mouse | RC L38 | Character (Grade 2) |
| | | RC | Fairy Tales: Compare and Contrast |
| | | RC | Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian) |
| | | C10L17 | Comprehension: Character Analysis |
| | | C9 | Comprehension |
| | | C10 | Comprehension 10 |

Poetry

R.2.B: Read, infer, and draw conclusions to:

| 2.R.2.B.a | | | |
|----------------------------------------------------------------------|-------------------------------|-------|-------------------------|
| Describe how rhythm, rhyme, and repetition create imagery in poetry. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C11 | Genres World: Fairy Tale Unit | ER | Poetry: Poetic Elements |
| C12 | Moon Poems: A View From Above | ER | Elements of Poetry 2 |
| | | RC | Author's Craft: Voice |
| | | WE 27 | A View From Above |

2.R.2.B.b

Use onomatopoeia.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---------------------------------|
| | | C11 | Rhyming and Poetry “Sound Song” |

Drama

R.2.C: Read, infer, and draw conclusions to:

2.R.2.C.a

Identify characters, setting, acts, and scenes in plays.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------|
| | | RC | Point of View |
| | | EOD | The Little Red Hen |

Reading: Informational

R.3: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Text Features

R.3.A: Read, infer, and draw conclusions to:

| 2.R.3.A.a | | | |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------|---------------------------------------------|
| Identify the main idea of sections of text and distinguish it from the topic. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | C10 | Comprehension 10, Lesson 1: Spiders/Insects |
| C6B | Pets: Fish, Chapter 3 | RC L11 | Main Idea (Grade 2) |
| C7B | Boats | RC L66 | Main Idea – Nonfiction (Grades 2-3) |
| C11 | Genre Explorer: Homes of Many Cultures, Sandbox Games, Hullaballoon Game | | |
| C12B&P | The Moon; Exploring Space; Natural Resources; Earth: Rocks and Spoil; Earth: Atmosphere | | |
| C12 | Living Lessons: Main Idea, Text Structure | | |

| 2.R.3.A.b | | | |
|-----------------------------------------------------------------------------|-------------------------------|------|---------------------------------------------------------|
| Demonstrate understanding by locating facts to answer and/or ask questions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | C9 | Comprehension, Lesson 1: The Mother Cat and Her Kittens |
| C7B | Boats, Homes | C10 | Comprehension 10, Lesson 1: Spiders/Insects |

| 2.R.3.A.b | | | |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------|-------------------------------------|
| Demonstrate understanding by locating facts to answer and/or ask questions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C9B | Earthworms Help, Cat and Her Kittens, Ranch Hands, The Colt | C11 | Informational Text Characteristics |
| C10B | George Washington Carver, How Mountains Form, Insects, People Send Mail, Pet Parade | RC L11 | Main Idea (Grade 2) |
| C10B | Spiders, The Water Cycle, Water Is a Good Thing, Whales | RC L23 | Making Inferences (Grade 2) |
| C11B | Hurricanes, The Dirt Detectives | RC L66 | Main Idea – Nonfiction (Grades 2-3) |
| C11 | Genre Explorer: Homes of Many Cultures, Sandbox Games, Hullaballoon Game | | |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System | | |
| C12B | Earth: The Changing Surface; The Moon; Earth: Rocks and Soil; Natural Resources; Water Recycled | | |
| C12 | Living Lessons: Main Idea, Cause and Effect, Compare and Contrast | | |

| 2.R.3.A.c | | | |
|---------------------------------------------------|-------------------------------------------------------------------------|--------|---------------------------------------------|
| Use text features to locate specific information. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C5B | Pets: Snakes (BPA) | C10 | Comprehension 10, Lesson 1: Spiders/Insects |
| C10B | How Mountains Form | C11 | Informational Text Characteristics |
| C12B | Earth: Rocks and Soil; Fields of Change; Earth: Day, Night, and Seasons | C12L8A | Representing Text |

2.R.3.A.c

Use text features to locate specific information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-------------------------------------|------|-------------------|
| C12B | Our Solar System; Earth: Atmosphere | | |
| C12 | Living Lessons: Representing Text | | |

2.R.3.A.d

Explain common graphic features to assist in the interpretation of text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------------------------------|--------|-------------------|
| C10B | How Mountains Form | C12L8A | Representing Text |
| C11 | Genre Explorer: Homes of Many Cultures, Hullaballoon Game | | |
| C12B | Earth: Rocks and Soil | | |
| C12 | Living Lessons: Representing Text | | |

2.R.3.A.e

Follow written multi-step directions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------------------|------|-------------------|
| C10B | The Water Cycle, How Mountains Form | | |
| C12 | Scientific Process, The Moon Phases Lab | | |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | | |

2.R.3.A.f

Describe connections between and state the order of the events or ideas.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------------------|--------|-----------------------------------|
| C10B | The Water Cycle, How Mountains Form | C12 | Sequencing |
| C12 | Scientific Process, The Moon Phases Lab | RC L6 | Summarizing Strategy (Grades 2-3) |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | RC L31 | Sequencing (Grade 2) |

Literary Techniques

R.3.B: Read, infer, and draw conclusions to:

2.R.3.B.a

Explain why a text is fiction or nonfiction.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------------------------------|------|------------------------------------|
| C11 | Genre Explorer: Homes of Many Cultures, Hullaballoon Game | C11 | Informational Text Characteristics |

2.R.3.B.b

Ask and answer questions to clarify meaning.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------|------|---------------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C10 | Comprehension 10, Lesson 1: Spiders/Insects |
| C7B | Boats, Homes | C11 | Informational Text Characteristics |

| 2.R.3.B.b | | | |
|----------------------------------------------|-------------------------------------------------------------------------------------------------|--------|-----------------------------------|
| Ask and answer questions to clarify meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C9B | Earthworms Help, Cat and Her Kittens, Ranch Hands, The Colt | C12L10 | Vocabulary: Context |
| C10B | George Washington Carver, How Mountains Form, Insects, People Send Mail, Pet Parade | RC L4 | Asking Questions (Grades 2-3) |
| C10B | Spiders, The Water Cycle, Water Is a Good Thing, Whales | RC L6 | Summarizing Strategy (Grades 2-3) |
| C11B | Hurricanes, The Dirt Detectives | RC L27 | Compare and Contrast (Grade 2) |
| C11 | Genre Explorer: Homes of Many Cultures, Hullaballoon Game | RC L31 | Sequencing (Grade 2) |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System | RC L67 | Summarizing (Grades 2-3) |
| C12B | Earth: The Changing Surface; The Moon; Earth: Rocks and Soil; Natural Resources; Water Recycled | | |
| C12 | Living Lessons: Main Idea, Cause and Effect, Compare and Contrast | | |

| 2.R.3.B.c | | | |
|--------------------------------------|----------------------------|-------|-------------------|
| Explain examples of sensory details. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C12 | A View From Above | WE 7 | Fun at Home |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

2.R.3.B.c

Explain examples of sensory details.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | WE 27 | A View From Above |

Text Structures

R.3.C: Read, infer, and draw conclusions to:

2.R.3.C.a

Explain main ideas and supporting details.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------------------------------------------------|--------|---------------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C10 | Comprehension 10, Lesson 1: Spiders/Insects |
| C6B | Pets: Fish, Chapter 3 | RC L11 | Main Idea, Grade 2 |
| C7B | Boats | RC L66 | Main Idea – Nonfiction (Grades 2-3) |
| C11 | Genre Explorer: Homes of Many Cultures, Sandbox Games, Hullaballoon Game | | |
| C12B&P | The Moon; Exploring Space; Natural Resources; Earth: Rocks and Spoil; Earth: Atmosphere | | |
| C12 | Living Lessons: Main Idea, Text Structure | | |

2.R.3.C.b

Describe the connection between events and retell the sequence of events.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------------------------------------------|--------|----------------------|
| ISIP ER | Reading Comprehension Subtest | C12 | Sequencing |
| C10B | The Water Cycle, How Mountains Form | RC L31 | Sequencing (Grade 2) |
| C12 | Scientific Process, The Moon Phases Lab | | |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | | |

2.R.3.C.c

Describe the connection between and identify problems and solutions.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------------------------------------------|--------|----------------------------|
| ISIP ER | Reading Comprehension Subtest | RC L41 | Problem-Solution (Grade 2) |
| C10B | The Water Cycle, How Mountains Form | | |
| C12 | Scientific Process, The Moon Phases Lab | | |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | | |

2.R.3.C.d

Identify the author's purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--------------------------------------------------|------|------------------------------------|
| C11 | Genre Explorer: Sandbox Games, Hullaballoon Game | C11 | Informational Text Characteristics |

2.R.3.C.d

Identify the author's purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------|--------|----------------------------|
| C12 | Living Lessons: Author's Purpose | C12L13 | Author's Purpose |
| | | RC L18 | Author's Purpose (Grade 2) |

2.R.3.C.e

Compare and contrast the most important points presented by text on the same topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------------------|
| | | C10 | Comprehension 10, Lesson 1: Spiders/Insects |
| | | WE 26 | The Moon |

Reading: Foundations

RF.1: Understand how English is written and read.

Print Awareness

RF.1.A: Develop print awareness in the reading process by:

2.RF.1.A.a

Understanding that sentences are organized into paragraphs to convey meaning.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |

2.RF.1.A.a

Understanding that sentences are organized into paragraphs to convey meaning.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |

| 2.RF.1.A.a | | | |
|-------------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Understanding that sentences are organized into paragraphs to convey meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

RF.3: Understand how English is written and read.

Phonics

RF.3.A: Develop phonics in the reading process by:

| 2.RF.3.A.a | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------|-------------------|
| Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Alphabetic Decoding Subtest | ISIP ER AD | Final Blends ST |
| C5-C9 | Word Masters | ISIP ER AD | Final Blends SK |
| C6 | Consonant Blends | ISIP ER AD | Final Blends NT |
| C7 | Long ORE, ARE with Silent E, Bossy R (or, ar), Rapid Word Naming | ISIP ER AD | Final Blends MP |

2.RF.3.A.a

Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------------------------------------|---------------|---------------------------------------------|
| C8 | IRE, URE with Silent E, Bossy R (ire, ir, ur), Rapid Word Naming, The Digraphs | ISIP ER AD | CVCC Blends Lesson – NT |
| C9 | The Digraphs, The Oddballs (Variant Vowels) | ISIP ER AD | CVCC Blends Practice – NT |
| C10 | Detective Dan (Multisyllabic Words, Sneaky Schwa), The Oddballs | ISIP ER AD | Tier 2: CVCC Blends Lesson – MP |
| C11 | Contraction Action, Multisyllabic Game, Detective Dan (Irregular Words), The Oddballs | ISIP ER AD | CVCC Blends Practice – MP |
| | | ISIP ER AD | CVCC Blends Lesson – SK |
| | | ISIP ER AD | CVCC Blends Practice – SK |
| | | ISIP ER AD | CVCC Blends Lesson – ST |
| | | ISIP ER AD | CVCC Blends Practice – ST |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Teach) |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Practice) |
| | | ISIP ER AD | All Blends and Vowels |
| | | ISIP ER AD | Blends with Mixed Vowels Practice |

2.RF.3.A.a

Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|------------------------------------------|
| | | AD | Final Stable Syllable |
| | | Ph L13 | Decoding Multisyllabic Words |
| | | Ph L14 | Syllables (-le and -y) |
| | | Ph L15 | Open Syllables |
| | | Ph L37 | Decoding |
| | | Ph L39 | Decoding |
| | | Ph L48 | Compound Words Blending |
| | | Ph L49 | Compound Words Segmenting |
| | | Ph L50 | Finding Compound Words in Connected Text |

2.RF.3.A.b

Distinguishing long and short vowels when reading regularly spelled one-syllable words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------|---------------|-------------------|
| ISIP ER | Alphabetic Decoding Subtest | ISIP ER AD | Final Blends ST |
| C3 | Short O, Long A, Long O | ISIP ER AD | Final Blends SK |
| C4 | Short E, Long E | ISIP ER AD | Final Blends NT |

| 2.RF.3.A.b | | | |
|-----------------------------------------------------------------------------------------|--------------------------------------|---------------|---------------------------------------------|
| Distinguishing long and short vowels when reading regularly spelled one-syllable words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C5 | Short U, Silent E, Rapid Word Naming | ISIP ER AD | Final Blends MP |
| C6 | Silent E, Rapid Word Naming | ISIP ER AD | CVCC Blends Lesson – NT |
| | | ISIP ER AD | CVCC Blends Practice – NT |
| | | ISIP ER AD | Tier 2: CVCC Blends Lesson – MP |
| | | ISIP ER AD | CVCC Blends Practice – MP |
| | | ISIP ER AD | CVCC Blends Lesson – SK |
| | | ISIP ER AD | CVCC Blends Practice – SK |
| | | ISIP ER AD | CVCC Blends Lesson – ST |
| | | ISIP ER AD | CVCC Blends Practice – ST |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Teach) |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Practice) |
| | | ISIP ER AD | All Blends and Vowels |

2.RF.3.A.b

Distinguishing long and short vowels when reading regularly spelled one-syllable words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------------|----------------------------------------------|
| | | ISIP ER AD | Blends with Mixed Vowels Practice |
| | | C5 | Vowel Sounds |
| | | C5L9 | Vowel Sound, Silent e, Pattern a_e |
| | | C5L10 | Vowel Sound, Silent e, Pattern o_e |
| | | C7 | Open Syllable |
| | | C10L9 | Open Syllables |
| | | Ph L10 | Read and Spell Words with Short Vowel Sounds |
| | | Ph L11 | Blend Sounds to Read and Spell Words |
| | | Ph L14 | Syllables |
| | | Ph L15 | Open Syllables |
| | | Ph L18 | Blending with Short a |
| | | Ph L19 | Blending with Short i and a |
| | | Ph L21 | Decoding with Short o |
| | | Ph L22 | Decoding with Short u |
| | | Ph L25 | Read Words with Long Vowel |
| | | Ph L26 | Decoding with Long Vowel /oa/ |
| | | Ph L27 | Decoding with Long Vowel |
| | | Ph L51 | Long Vowels in the Final Position |

2.RF.3.A.b

Distinguishing long and short vowels when reading regularly spelled one-syllable words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------|
| | | Ph L54 | Words with oy and oi |

2.RF.3.A.c

Decoding regularly spelled two-syllable words with long vowels.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------------------------------------------------------|---------------|---------------------------------|
| ISIP ER | Alphabetic Decoding Subtest | ISIP ER AD | Final Blends ST |
| C8 | The Digraphs | ISIP ER AD | Final Blends SK |
| C9 | The Digraphs, The Oddballs (Variant Vowels) | ISIP ER AD | Final Blends NT |
| C10 | Detective Dan (Multisyllabic Words, Sneaky Schwa), Multisyllabic Words | ISIP ER AD | Final Blends MP |
| C11 | Contraction Action, Multisyllabic Game, Detective Dan (Irregular Words) | ISIP ER AD | CVCC Blends Lesson – NT |
| | | ISIP ER AD | CVCC Blends Practice – NT |
| | | ISIP ER AD | Tier 2: CVCC Blends Lesson – MP |
| | | ISIP ER AD | CVCC Blends Practice – MP |
| | | ISIP ER AD | CVCC Blends Lesson – SK |

| 2.RF.3.A.c | | | |
|-----------------------------------------------------------------|----------------------------|---------------|---------------------------------------------|
| Decoding regularly spelled two-syllable words with long vowels. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ER AD | CVCC Blends Practice – SK |
| | | ISIP ER AD | CVCC Blends Lesson – ST |
| | | ISIP ER AD | CVCC Blends Practice – ST |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Teach) |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Practice) |
| | | ISIP ER AD | All Blends and Vowels |
| | | ISIP ER AD | Blends with Mixed Vowels Practice |
| | | C7L13 | Compound Words |
| | | C7L19 | Spelling Compound Words |
| | | C8L12 | Compound Words |
| | | C8L13 | Rapid Word Naming |
| | | C9 | Reading Words |
| | | C9L7 | Blending the Digraph ch |
| | | C9L9 | Compound Words |
| | | C9L19 | Rapid Word Naming |

2.RF.3.A.c

Decoding regularly spelled two-syllable words with long vowels.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------------------------------|
| | | C9L22 | Rapid Word Naming |
| | | C10 | Two Syllables Between Vowel and Consonant |
| | | C10L7 | Syllables with -le and -y |
| | | C10L9 | Open syllables |
| | | C10L11 | Read Words with Digraph wh |
| | | C10L14 | Phonograms: all, alk, alt, ald |
| | | C10L21 | Spelling Words with Phonograms -all, alk, ald, alm |
| | | C10L22 | Spelling with Endings y and le |
| | | C11L8 | Variant Vowel /oo/ as in foot |
| | | C11L11 | Multisyllabic Words |
| | | S | Multisyllabic Words with Open Syllables |
| | | S | Multisyllabic Words with Closed Syllables |
| | | S | Multisyllabic Words with VCe Syllables |
| | | S | Multisyllabic Words with Vowel Team Diphthongs |
| | | S | Multisyllabic Words with Vowel Team Diphthongs 2 |
| | | S | Multisyllabic Words with Vowel Teams |
| | | Ph L13 | Decoding Multisyllabic Words |
| | | Ph L14 | Syllables (-le and -y) |

2.RF.3.A.c

Decoding regularly spelled two-syllable words with long vowels.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|------------------------------------------|
| | | Ph L15 | Open Syllables |
| | | Ph L48 | Compound Words Blending |
| | | Ph L49 | Compound Words Segmenting |
| | | Ph L50 | Finding Compound Words in Connected Text |

2.RF.3.A.d

Decoding words with vowel diphthongs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|---------------------------------------------|
| C9 | The Oddballs | ISIP ER | Alphabetic Decoding Interventions |
| | | C3 | Vowel Sound |
| | | C3-4 | Vowel Sounds |
| | | C10L5 | Diphthongs ow and ou |
| | | Ph L56 | Diphthongs ow and ou |
| | | Ph L57 | Vowel Digraphs /au/ and /aw/ |
| | | S | Multisyllabic Words with Vowel Diphthongs 2 |

2.RF.3.A.e

Decoding words with vowel digraphs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------------------------------|
| C3 | Long A /ai/, Long O /oa/ | C3-4 | Vowel Sound |
| C4 | Long E /ea/, /ee/ | C3L11 | Vowels Sound A |
| | | C3L12 | Vowel Sound with Letters ai |
| | | C3L13 | Vowel Sounds with Letters oa |
| | | C3L14 | Read Words with Vowel Sounds oa |
| | | C10 | Reading Words |
| | | C10L15 | Read Words with Vowel Digraphs aw and au |
| | | C10L16 | Spell and Read Words with Vowel Digraphs aw and au |
| | | Ph L25 | Read Words with Long Vowel |
| | | Ph L26 | Decoding with Long Vowel /oa/ |
| | | Ph L27 | Decoding with Long Vowel |
| | | Ph L54 | Words with oy and oi |
| | | Ph L57 | Vowel Digraphs |

2.RF.3.A.f

Reading words with common prefixes and suffixes.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| C11 | Prefixes, Suffixes | C11L1 | Prefixes: pre, re, un, mis, dis |

2.RF.3.A.f

Reading words with common prefixes and suffixes.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------|---------|---------------------------------|
| C12 | Living Lessons: Vocabulary | C11L1 | Prefixes |
| C12B | Earth: The Changing Surface | C11L2 | Suffixes: ful, ly, less, er, or |
| | | C12L3 | Vocabulary: Structural Analysis |
| | | VOC L16 | Prefixes (mis-, dis-, un-, re-) |
| | | VOC L19 | Suffixes (-less, -ful, -y, -ly) |

2.RF.3.A.g

Using contractions.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|--------|------------------------|
| ISIP ER | Spelling Subtest | C11L10 | Contractions |
| C11 | Contraction Action | VOC L6 | Contractions |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 18 | The Hero |

2.RF.3.A.h

Using common syllable patterns to decode words including r-controlled vowels.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------|------|----------------------|
| ISIP ER | Alphabetic Decoding and Spelling Subtests | C7 | Decoding Bossy R -ar |

2.RF.3.A.h

Using common syllable patterns to decode words including r-controlled vowels.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------------|
| C7 | Bossy R (or, ar) | C7 | Decoding Bossy R -or |
| C8 | Bossy R (ire, ir, ur) | C7L9 | Bossy R -ar as in Star |
| | | C7L11 | Bossy R -or as in Corn, -ore as in More |
| | | C8 | Decoding Bossy R -er |
| | | C8L7 | Change One Letter Bossy R |
| | | Ph L37 | Decoding |
| | | Ph L39 | Decoding |

2.RF.3.A.i

Reading irregularly spelled high-frequency words.

| Code | Digital Student Experience | Code | Teacher Resources |
|--------|-------------------------------------|--------|-----------------------------------------------------------|
| C6-C10 | High Frequency Word Blocks | C7-C11 | Reading with Meaning Lessons |
| C6 | HFW Practice Book: Where Is Jane? | C6 | High Frequency Words: was, that, from, she |
| C7 | HFW Practice Book: Homes | C7 | High Frequency Words: do, come, there, have, of, some |
| C8 | HFW Practice Book: I Like to Help | C7L15 | Read High Frequency Words |
| C9 | HFW Practice Book: The Best Trip | C8 | High Frequency Words: does, your, when, could, give, want |
| C10 | HFW Practice Book: How Can That Be? | C8L13 | Rapid Word Naming |
| | | C8L14 | Reading Sentences with HFWs |

| 2.RF.3.A.i | | | |
|---------------------------------------------------|----------------------------|--------|-------------------------------------------------------------|
| Reading irregularly spelled high-frequency words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C9 | High Frequency Words: who, goes, put, why, because, thought |
| | | C9L19 | Rapid Letter and Word Naming |
| | | C9L20 | Read High Frequency Words |
| | | C9L22 | Rapid Word Naming |
| | | C9L28 | Reading for Meaning |
| | | C10 | High Frequency Words: good, many, their, too, would, look |
| | | C10L19 | Read High Frequency Words in Sentences |
| | | C10L24 | Reading for Meaning |
| | | C11L13 | High Frequency Words |

| 2.RF.3.A.j | | | |
|-----------------------------------------------------------------|----------------------------|------|-------------------|
| Demonstrating decoding skills when reading new words in a text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C3-C12 | Books | C3 | Comprehension |
| | | C4 | Comprehension |
| | | C5 | Comprehension |
| | | C6 | Comprehension |

| 2.RF.3.A.j | | | |
|-----------------------------------------------------------------|----------------------------|------|-------------------|
| Demonstrating decoding skills when reading new words in a text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C7 | Comprehension |
| | | C8 | Comprehension |
| | | C9 | Comprehension |
| | | C10 | Comprehension 10 |

RF.4: Understand how English is written and read.

Fluency

RF.4.A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.

| 2.RF.4.A.a | | | |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Text Fluency and Oral Reading Fluency Subtests | ISIP ER | Text Fluency Intervention Lessons |
| C8B | The Queen's Suitcase | ISIP ORF DAP | Passages 61-90 |
| C9B | The Flying Pizza | ISIP ORF PRP | Going to the Vet, Insects, The Water Cycle |
| C10B | The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale, Spider, George Washington Carver, Who Is Following Us? | ISIP ORF PMP | Pappoo, Family Time,, A Friend in Need, Picture Perfect, The Finish Line, Mr. Mo's Spice Shop, The Book Drive, Oscar's Problem, Turtle Run, The Tree House, My Sister Jenny, Winter in the Woods |

| 2.RF.4.A.a | | | |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C11B | Fossil Hunters: The Black Hills Dig; Weather Watchers; Fields of Change; Brookside's Best Science Fair Ever! | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| C12B | The Black Hills Dig, Weather Watchers, Fields of Change, Brookside's Best Science Fair Ever! | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Priority Practice (Grades 1-8) |
| | | ISIP ORF | Rate Chart (Grades 1-8) |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson's Song, Taking Off, The Town Park, Carnival! |
| | | C12L10 | Vocabulary: Context |
| | | VOC L23 | Context Clues |

Writing

W.1: Apply a writing process to develop a text for audience and purpose.

Prewriting

W.1.A: Follow a writing process to plan a first draft by:

| 2.W.1.A.a | | | |
|------------------------------------------------------------------|----------------------------|-------|--------------------------------|
| Brainstorming and recording key ideas using a graphic organizer. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |

| 2.W.1.A.a | | | |
|------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Brainstorming and recording key ideas using a graphic organizer. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

Draft

W.1.B: Appropriate to genre type, develop a draft from prewriting by:

| 2.W.1.B.a | | | |
|-----------------------------------------------------|----------------------------|-------|----------------------------|
| Sequencing ideas into clear and coherent sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |

| 2.W.1.B.a | | | |
|-----------------------------------------------------|----------------------------|-------|-------------------------------------|
| Sequencing ideas into clear and coherent sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |

2.W.1.B.a

Sequencing ideas into clear and coherent sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.W.1.B.b

Generating paragraphs with one main idea.

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

| 2.W.1.B.b | | | |
|-------------------------------------------|----------------------------|-------|-------------------------------------|
| Generating paragraphs with one main idea. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

| 2.W.1.B.c | | | |
|----------------------------------------------------|----------------------------|-------|---------------------------------|
| Creating evidence of a beginning, middle, and end. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |

2.W.1.B.c

Creating evidence of a beginning, middle, and end.

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

2.W.1.B.d

Addressing an appropriate audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |

| 2.W.1.B.d | | | |
|-------------------------------------|----------------------------|-------|-------------------------------------|
| Addressing an appropriate audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

Revise/Edit

W.1.C: Reread, revise, and edit drafts with assistance from adults/peers to:

| 2.W.1.C.a | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|---------------------------------|
| Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, event order, audience, and voice. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |

2.W.1.C.a

Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, event order, audience, and voice.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.W.1.C.b

Edit for language conventions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |

| 2.W.1.C.b | | | |
|--------------------------------|----------------------------|-------|-------------------------------------|
| Edit for language conventions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

Produce/Publish and Share

W.1.D: With assistance from adults/peers:

| 2.W.1.D.a | | | |
|-----------------------------------------------------------------------------|----------------------------|-------|--------------------------|
| Use a variety of conventional/digital tools to produce and publish writing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

W.2: Compose well-developed writing texts for audience and purpose.

Opinion/Argumentative

W.2.A: Write opinion texts that:

| 2.W.2.A.a | | | |
|--------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Introduce a topic or text being studied, using complete sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 9 | The Dunes |
| | | WE 12 | Boats |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.W.2.A.b

State an opinion about the topic or text and provide reasons for the opinion.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 9 | The Dunes |
| | | WE 12 | Boats |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.W.2.A.c

Use specific words that are related to the topic and audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 9 | The Dunes |
| | | WE 12 | Boats |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.W.2.A.d

Use linking/transition words and phrases to signal event order.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 9 | The Dunes |
| | | WE 12 | Boats |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.W.2.A.e

Provide evidence of a beginning, middle, and concluding statement or section.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 9 | The Dunes |
| | | WE 12 | Boats |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |

Informative/Explanatory

W.2.B: Write informative/explanatory texts that:

| 2.W.2.B.a | | | |
|--------------------------------------------------------------------|-----------------------------------|-------------|-------------------------------------------------------------------------------------|
| Introduce a topic or text being studied, using complete sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C10 | Comprehension 10, Lesson 1: Spiders/Insects: Informational Writing, Publish Writing |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 20 | George Washington Carver |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 30 | Earth: The Changing Surface |

| 2.W.2.B.b | | | |
|-----------------------------------------------------------------------|-----------------------------------|-------------|-------------------------------------------------------------------------------------|
| Use facts and definitions to develop points in generating paragraphs. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C10 | Comprehension 10, Lesson 1: Spiders/Insects: Informational Writing, Publish Writing |

2.W.2.B.b

Use facts and definitions to develop points in generating paragraphs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 20 | George Washington Carver |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 30 | Earth: The Changing Surface |

2.W.2.B.c

Use specific words that are related to the topic and audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------------------------------------------------------|
| | | C10 | Comprehension 10, Lesson 1: Spiders/Insects: Informational Writing, Publish Writing |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 20 | George Washington Carver |

2.W.2.B.c

Use specific words that are related to the topic and audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 30 | Earth: The Changing Surface |

2.W.2.B.d

Use linking words and phrases to signal event order.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 20 | George Washington Carver |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 30 | Earth: The Changing Surface |

| 2.W.2.B.e | | | |
|---------------------------------------------|----------------------------|-------|---------------------------------|
| Create a concluding statement or paragraph. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 20 | George Washington Carver |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 30 | Earth: The Changing Surface |

Narrative/Literary

W.2.C: Write fiction or nonfiction narratives and poems that:

| 2.W.2.C.a | | | |
|-------------------------------------------------------------------------------|----------------------------|-------|----------------------------|
| Establish a situation/topic based on the student's experience or imagination. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

2.W.2.C.a

Establish a situation/topic based on the student's experience or imagination.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 21 | Our Solar System |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |

2.W.2.C.b

Introduce a main character and setting.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |

2.W.2.C.b

Introduce a main character and setting.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 21 | Our Solar System |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |

2.W.2.C.c

Develop sensory details.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 21 | Our Solar System |

2.W.2.C.c

Develop sensory details.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |

2.W.2.C.d

Follow a logical sequence of events using complete sentences to create a beginning/middle/end.

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

2.W.2.C.e

Use linking/transition words to signal event order.

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

2.W.2.C.f

Use specific words that are related to the topic and audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 9 | The Dunes |
| | | WE 10 | Where Is Jane? |

| 2.W.2.C.f | | | |
|----------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Use specific words that are related to the topic and audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 21 | Our Solar System |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |

W.3: Gather, analyze, evaluate, and use information from a variety of sources.

Research Process

W.3.A: Apply research process to:

| 2.W.3.A.a | | | |
|-------------------------------------------------------------------|----------------------------|-------|------------------------|
| Generate a list of open-ended questions about topics of interest. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |

2.W.3.A.a

Generate a list of open-ended questions about topics of interest.

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

2.W.3.A.b

Create an individual question about a topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |

2.W.3.A.c

Use own question to find information on a topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

2.W.3.A.d

Gather evidence from available sources, literary and informational.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

2.W.3.A.e

Record basic information from literary and informational texts in simple visual format.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

| 2.W.3.A.f | | | |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|--------------------------|
| Present and evaluate information in written and oral reports or displays, using previously established, teacher/student criteria. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 12 | Boats |
| | | WE 14 | King Zung and the Lark |
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |

Language

L.1: Communicate using conventions of English language.

Grammar

L.1.A: In speech and written form, apply standard English grammar to:

| 2.L.1.A.a | | | |
|------------------------------------|----------------------------|-------|----------------------------|
| Use nouns and pronouns in writing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |

2.L.1.A.a

Use nouns and pronouns in writing.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |

2.L.1.A.a

Use nouns and pronouns in writing.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.L.1.A.b

Use collective nouns.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 16 | The Best Trip |
| | | WE 24 | Fields of Change: Spring/Summer |

2.L.1.A.c

Use common irregular nouns.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|-------|------------------------|
| ISIP ER | Vocabulary Subtest | WE 11 | Homes |
| C12B | Fields of Change | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |

2.L.1.A.c

Use common irregular nouns.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.L.1.A.d

Use reflexive pronouns.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------|-------|-------------------------------------|
| ISIP ER | Reading Comprehension Subtest | WE 29 | Fossil Hunters: The Black Hills Dig |

2.L.1.A.e

Use regular verbs.

| Code | Digital Student Experience | Code | Teacher Resources |
|--------|------------------------------|-------|--------------------------------|
| C9-C11 | Verb Dog (Inflected Endings) | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |

2.L.1.A.e

Use regular verbs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.L.1.A.g

Use adjectives and adverbs in sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------|-------|----------------------------|
| ISIP ER | Reading Comprehension Subtest | WE | Fairy-Tale Characteristics |
| | | WE 8 | Late for the Game |
| | | WE 9 | The Dunes |
| | | WE 13 | A Big Sneeze |

2.L.1.A.g

Use adjectives and adverbs in sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 14 | King Zung and the Lark |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 24 | Fields of Change: Spring/Summer |

2.L.1.A.h

Produce simple declarative, imperative, exclamatory, and interrogative sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 17 | The Wise Crow |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 26 | The Moon |

Punctuation, Capitalization, Spelling

L.1.B: In written text:

| 2.L.1.B.a | | | |
|---------------------------------|----------------------------|-------|---------------------------------|
| Write legibly (print, cursive). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |

2.L.1.B.a

Write legibly (print, cursive).

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.L.1.B.b

Use dialogue that contains quotation marks.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |

2.L.1.B.c

Use apostrophes correctly for contractions.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|--------|------------------------|
| ISIP ER | Spelling Subtest | C11L10 | Contractions |
| C11 | Contraction Action | VOC L6 | Contractions |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 18 | The Hero |

2.L.1.B.d

Capitalize weeks, days, months, holidays.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 18 | The Hero |
| | | WE 20 | George Washington Carver |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 30 | Earth: The Changing Surface |

2.L.1.B.e

Capitalize abbreviated titles of people.

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

2.L.1.B.f

Spell words using irregular spelling patterns.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------|----------------------------|--------|------------------------------------------|
| C3-C9 | Word Masters | C1-C7 | Spelling Lessons |
| | | C3-C7 | Word Masters Game |
| | | GM | Word Masters Spelling Game Players Guide |
| | | C5L20 | Spelling CVCe with a_e and o_e |
| | | C6L17 | Spelling CVCs with i_e and u_e |
| | | C7L11 | Bossy R -or as in Corn, -ore as in More |
| | | C10L18 | High Frequency Words |
| | | C10L22 | Spelling with Endings y and le |
| | | C11L13 | High Frequency Words |

2.L.1.B.g

Spell and use the plural of nouns by, adding –es to nouns ending in -s, -ss, -sh, -ch, or -x.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 21 | Our Solar System |
| | | WE 24 | Fields of Change: Spring/Summer |

2.L.1.B.h

Use nouns that change their spelling in plural form.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| C12B | Fields of Change | | |

2.L.1.B.i

Arrange words in alphabetical order to the second letter.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 16 | The Best Trip |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | EP | Alphabet Book |

Speaking/Listening

SL.1: Listen for a purpose.

Purpose

SL.1.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

2.SL.1.A.a

Following classroom listening rules.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|----------------------------|
| | | WE | Fairy-Tale Characteristics |

2.SL.1.A.a

Following classroom listening rules.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |

2.SL.1.A.a

Following classroom listening rules.

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

2.SL.1.A.b

Following three-step instructions, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |

2.SL.1.A.b

Following three-step instructions, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

SL.2: Listen for entertainment.

Entertainment

SL.2.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

| 2.SL.2.A.a | | | |
|----------------------------------------------------------------------|----------------------------|-------|---------------------------------|
| Demonstrating active listening, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |

| 2.SL.2.A.a | | | |
|----------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Demonstrating active listening, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

SL.3: Speak effectively in collaborative discussions.

Collaborative Discussions

SL.3.A: Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

| 2.SL.3.A.a | | | |
|-----------------------------------------------------------------------------------|----------------------------|-------|----------------------------|
| Turns in discussion with a shoulder partner, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |

2.SL.3.A.a

Turns in discussion with a shoulder partner, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |

2.SL.3.A.a

Turns in discussion with a shoulder partner, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.SL.3.A.b

Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.

| Code | Digital Student Experience | Code | Teacher Resources |
|--------|----------------------------|-------|----------------------------|
| C3-C12 | Books | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |

2.SL.3.A.b

Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

SL.4: Speak effectively when presenting.

Presenting

SL.4.A: Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

| 2.SL.4.A.a | | | |
|------------------------------------------------------------------------------------------------------|----------------------------|-------|--------------------------------|
| Explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |

2.SL.4.A.a

Explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.SL.4.A.b

Recalling and telling a story with details, including a beginning, middle, and end.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------|
| | | C3-C9 | Comprehension |
| | | C10 | Comprehension 10 |
| | | WE | Fairy-Tale Characteristics |
| | | WE 11 | Homes |

2.SL.4.A.b

Recalling and telling a story with details, including a beginning, middle, and end.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 12 | Boats |
| | | WE 13 | A Big Sneeze |
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | WE 16 | The Best Trip |
| | | WE 17 | The Wise Crow |
| | | WE 18 | The Hero |
| | | WE 19 | The Three Little Bugs |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |

2.SL.4.A.b

Recalling and telling a story with details, including a beginning, middle, and end.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

2.SL.4.A.c

Using academic language and conventions.

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

2.SL.4.A.c

Using academic language and conventions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

Grade 3

Reading

R.1: Develop and apply skills to the reading process.

Comprehension

R.1.A: Develop and demonstrate reading skills in response to text by:

3.R.1.A.a

Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|---------------------------------|
| | | RC L36 | Setting (Grade 3) |
| | | WE 25 | Fields of Change: Autumn/Winter |

3.R.1.A.b

Drawing conclusions and support with textual evidence.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------------------------------------------------------------------------|--------|-------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C12 | Inferencing and Drawing Conclusions |
| C9B | A Trip to the Dentist, Coach Chapman, Roy and Troy Like Trains, Treasure Hunt at Pirate's Bay, Winter Snowstorm | C12 | Main Idea |
| C10B&P | Shopping with Mom, The Three Little Bugs, Humphrey the Humpback Whale, The Hero, The Three Little Bugs | C12L7 | Drawing Conclusions |
| C10B&P | George Washington Carver, How Mountains Form, Insects, People Send Mail, Pet Parade | RC L4 | Asking Questions (Grades 2-3) |
| C10B&P | Spiders, The Water Cycle, Water Is a Good Thing, Whales | RC L12 | Main Idea (Grade 3) |

3.R.1.A.b

Drawing conclusions and support with textual evidence.

| Code | Digital Student Experience | Code | Teacher Resources |
|--------|-------------------------------------------------------------------------------------------------------------|--------|-------------------------------|
| C11B | The Queen's Suitcase, The Three Little Bugs, Who is Following Us? | RC L22 | Drawing Conclusions (Grade 3) |
| C11B | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper | | |
| C11B | Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea | | |
| C11B | Genres World: Rumpelstiltskin, The Golden Goose | | |
| C11 | Genres World: The Fox and the Leopard Venn Diagram, The Bear and the Bees Sequencing, Character Analysis | | |
| C12B&P | Fossil Hunters: The Black Hills Dig; Weather Watchers; Mission Incredible; Do Your Part; The Moon | | |
| C12B&P | Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System; Earth: Rocks and Soil; Exploring Space | | |
| C12B&P | Earth: The Changing Surface; Natural Resources; Water Recycled; Brookside's Best Science Fair Ever! | | |
| C12 | Living Lessons: Summarization 1, Main Idea, Inference | | |

3.R.1.A.c

Summarizing a story's beginning, middle, and end determining its central message, lesson, or moral.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------|--------|-----------------------------------|
| ISIP ER | Reading Comprehension Subtest | C10L17 | Comprehension: Character Analysis |

3.R.1.A.c

Summarizing a story's beginning, middle, and end determining its central message, lesson, or moral.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------------|--------|---------------------|
| C10B | A Star Is Born, The Three Little Bugs, Humphrey the Humpback Whale, Who Is Following Us? | C12 | Summarizing |
| C11B | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper | C12 | Sequencing |
| C11B | Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea | C12 | Text Structure |
| C11B | Genres World: Rumpelstiltskin, The Golden Goose | C12L8A | Representing Text |
| C11 | Genres World: The Wolf and Crane Sort, The Fox and the Leopard Venn Diagram | RC L39 | Character (Grade 3) |
| C11 | Genres World: The Bear and the Bees Sequencing, The Lion and the Mouse | | |
| C12B | Fields of Change, A View From Above, A Trip to the Grand Canyon, Brookside's Best Science Fair Ever! | | |
| C13B | The Desert's Gift, The Rain Forest Howlers | | |

3.R.1.A.d

Monitoring comprehension and making corrections and adjustments when understanding breaks down.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------|--------------|-----------------------------------------------------------|
| ISIP ER | Text Fluency and Oral Reading Fluency Subtests | ISIP ORF DAP | Passages 91-120 |
| C12 | Living Lessons: Context | ISIP ORF PRP | From Fearful to Fearless, The Dirt Detectives, Hurricanes |

| 3.R.1.A.d | | | |
|-------------------------------------------------------------------------------------------------|----------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitoring comprehension and making corrections and adjustments when understanding breaks down. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ORF PMP | Chipmunk City, Samson's Song, A Skateboard Dream, Cousins, The Bus Ride, Carson Beach, A Race to Remember, Uncle Ray's Hat, By the River, A Festival of Colors, Paper Animals, Carnival! |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Priority Practice (Grades 1-8) |
| | | ISIP ORF | Rate Chart (Grades 1-8) |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson's Song, Taking Off, The Town Park, Carnival! |
| | | ISIP ER | Text Fluency Intervention Lessons |
| | | C12L10 | Vocabulary: Context |

Vocabulary

R.1.B: Develop an understanding of vocabulary by:

| 3.R.1.B.a | | | |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------|----------------------------------------------------|
| Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C11 | Prefixes, Suffixes | C11L1 | Prefixes (pre-, re-, un-, mis-, dis-) |
| C12 | Living Lessons: Vocabulary | C11L1 | Prefixes |
| C13B | Power for the Planet, The Rain Forest Howlers | C11L2 | Suffixes (-ful, -ly, -less, -er, -or) |
| | | VOC L17 | Prefixes (non-, over-, pre-, mis-) |
| | | VOC L20 | Suffixes (-able, -hood, -ible, -ish, -ment, -ness) |
| | | VOC L21 | Affixes |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hill Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

3.R.1.B.b

Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--------------------------------------------------------------------------------------------------------------|---------|-------------------------------------|
| C9B | The Flying Pizza | C12L10 | Vocabulary: Context |
| C10B | The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale | VOC L29 | Multiple-Meaning Words (Homographs) |
| C10B | Spiders, George Washington Carver, Who Is Following Us? | | |
| C12 | Living Lessons: Context | | |
| C12B | Fossil Hunters: The Black Hills Dig; Weather Watchers; Fields of Change; Brookside's Best Science Fair Ever! | | |
| C13 | Living Lessons: Context | | |

3.R.1.B.c

Using homographs and homophones.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-------------------------------------|
| C11 | Homophones | VOC L25 | Homophones |
| C13 | The Desert's Gift | VOC L26 | Homophones |
| | | VOC L29 | Multiple-Meaning Words (Homographs) |
| | | VOC | Homographs |

3.R.1.B.d

Distinguishing the literal and nonliteral meanings of words and phrases in context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------------------------|---------|-------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C12 | Inferencing and Drawing Conclusions |
| C11 | Genres World: Fairy Tale Unit | C12 | Cause and Effect |
| C12 | Living Lessons: Context Clues, Vocabulary | C12 | Summarizing |
| C12B | Fossil Hunters: Black Hills Dig; Earth: Day, Night, and Seasons | C12L10 | Vocabulary: Context |
| C12B | Fields of Change, Brookside's Best Science Fair Ever! | VOC L38 | Idioms |
| C13B | Race Across the Arctic | VOC L39 | Idioms |
| | | RC | Fairy Tales: Vocabulary – Idioms |
| | | RC | Elements of Poetry 2 |

3.R.1.B.e

Determining the meaning of the new word formed when a known affix is added to a known base word.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------------------------------|---------|----------------------------------------------------|
| C11 | Prefixes, Suffixes | C11L1 | Prefixes (pre-, re-, un-, mis-, dis-) |
| C12 | Living Lessons: Vocabulary | C11L1 | Prefixes |
| C13B | Power for the Planet; The Rain Forest Howlers; Survivors! | C11L2 | Suffixes (-ful, -ly, -less, -er, -or) |
| | | C12L3 | Vocabulary: Structural Analysis |
| | | VOC L17 | Prefixes (non-, over-, pre-, mis-) |
| | | VOC L20 | Suffixes (-able, -hood, -ible, -ish, -ment, -ness) |

3.R.1.B.e

Determining the meaning of the new word formed when a known affix is added to a known base word.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-------------------------------------|
| | | VOC L21 | Affixes |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 36 | Amazonia Alert! |

3.R.1.B.f

Using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------|---------|-------------------------------------------|
| C12B | With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System | VOC L33 | Word Meaning Using a Dictionary |
| C12B | With Glossary: Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth; Rocks and Soil | VOC L34 | Word Meaning Using a Dictionary/Thesaurus |
| C13B | With Glossary: Forest Fires: Lessons from the Front Lines; Power for the Planet; Survivors! | RC | Dictionary and Glossary Skills |

3.R.1.B.f

Using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------|-------|------------------------------------|
| C13B | With Glossary: Deepwater Horizon: Solving the Spill; Exploring the Deep; Amazonia Alert! | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 32 | Weather Watchers |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

3.R.1.B.g

Discussing analogies.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-----------------------|
| | | VOC L35 | Analogies |
| | | VOC L36 | Analogies |
| | | VOC L37 | Antonyms and Synonyms |

3.R.1.B.h

Determining the meaning of the author's use of similes and metaphors to produce imagery.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| C13B | Race Across the Arctic | | |

3.R.1.B.i

Using conversational, general academic, and domain-specific words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |

3.R.1.B.i

Using conversational, general academic, and domain-specific words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Making Connections

R.1.C: Explain relevant connections between:

3.R.1.C.a

Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast).

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-------------------------------|
| C11B | The Three Little Bugs | RC L16 | Text Structure (Grade 3) |
| C12B | Mission Incredible | RC L22 | Drawing Conclusions (Grade 3) |
| | | WE 26 | The Moon |

3.R.1.C.b

Text to world (text ideas regarding experiences in the world).

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-------------------------------|
| | | RC L22 | Drawing Conclusions (Grade 3) |

Independent Text

R.1.D: Read independently for multiple purposes over sustained periods of time by:

3.R.1.D.a

Reading text that is developmentally appropriate.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------|--------|------------------------------------------------------------------------------|
| ISIP ER | Reading Comprehension, Oral Reading Fluency, and Text Fluency Subtests | C13B&P | Desert's Gift, First Round-Up, Ghost Dancers, Ghost Party, Into the Darkness |

| 3.R.1.D.a | | | |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------|
| Reading text that is developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C9B | A Trip to the Dentist, Coach Chapman, Mitch's Big Fish Tales, Roy and Troy Like Trains | C13B&P | Swimming with Whale Sharks, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rainforest |
| C9B | Royce Likes to Share, The Flying Pizza, The Wise Crow, Treasure Hunt at Pirate's Bay, Winter Snowstorm | C13B&P | The Rain Forest Howlers, Monkey Brothers and the Hero Twins, What Time Is It? |
| C10B | Humphrey the Humpback Whale, Going to the Vet, The Three Little Bugs | C13B&P | A Vaquero's Life, Bees at Risk, Blowing Bubbles from the Rainforest, Deepwater Horizon: Solving the Spill |
| C11B | From Fearful to Fearless | C13B&P | Exploring the Deep, Forest Fires: Lessons from the Front Lines, Monkey Trouble, Power for the Planet, Survivors! |
| C11B | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper | C13B&P | Teen navigators, The Bats of Austin, The Mystery of the Phoenix Lights, Power for the Planet |
| C11B | Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea, Rumpelstiltskin, The Golden Goose | C13B&P | Colossal Critter Construction, Come Visit Jefferson, Dangerous Snakes, Race Across the Arctic |
| C12B | Trips to the Grand Canyon, Fields of Change, Weather Watchers, Fossil Hunters: The Black Hills Dig | C13B&P | Spirit of the Wild, A Desert Filled with Colonies, Amazonia Alert! |
| C12B | Mission Incredible, Brookside's Best Science Fair Ever! | | |

| 3.R.1.D.b | | | |
|--------------------------------|----------------------------|-------|----------------------------|
| Producing evidence of reading. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |

3.R.1.D.b

Producing evidence of reading.

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

3.R.1.D.b

Producing evidence of reading.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Reading: Literacy

R.2: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

Fiction

R.2.A: Read, infer, analyze, and draw conclusions to:

| 3.R.2.A.a | | | |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------|---------------------|
| Summarize and sequence the events/plot and explain how past events impact future events. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | C12 | Sequencing |
| C10B | A Star Is Born, The Three Little Bugs, Humphrey the Humpback Whale, Who Is Following Us? | C12 | Summarizing |
| C11B | Genres World: The Bear and the Bees | C12 | Text Structure |
| C11 | Genres World: The Bear and the Bees Sequencing | C12L8A | Representing Text |
| C12B | Fields of Change, A View From Above, A Trip to the Grand Canyon, Brookside's Best Science Fair Ever! | RC L39 | Character (Grade 3) |

| 3.R.2.A.b | | | |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------|-----------------------------------|
| Describe the personality traits of characters from their thoughts, words, and actions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | C10L17 | Comprehension: Character Analysis |
| C10B | A Star Is Born, The Three Little Bugs, Humphrey the Humpback Whale, Who Is Following Us? | C12 | Sequencing |
| C11B | Winter Snowstorm | C12 | Cause and Effect |

3.R.2.A.b

Describe the personality traits of characters from their thoughts, words, and actions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------|
| C11B | Genres World: The Ant and the Grasshopper, The Lion and the Mouse, The Bear and the Bees | C12 | Predicting Outcomes |
| C11 | Genres World: Character Analysis, The Lion and the Mouse, The Bear and the Bees Sequencing | C12 | Inferencing and Drawing Conclusions |
| C12 | Living Lessons: Cause and Effect, Predicting Outcomes, Inference, Drawing Conclusions | RC | Fairy Tales: Compare and Contrast |
| C12B | Fields of Change | RC | Fairy Tales: Compare and Contrast |
| C13B | The Rain Forest Howlers, The Desert's Gift | RC | Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian) |
| | | RC L39 | Character (Grade 3) |

3.R.2.A.c

Describe the interaction of characters, including relationships and how they change.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------------------------------------------------|--------|-------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C10L17 | Comprehension: Character Analysis |
| C10B | A Star Is Born, The Three Little Bugs, Humphrey the Humpback Whale, Who Is Following Us? | C12 | Sequencing |
| C11B | Winter Snowstorm | C12 | Cause and Effect |
| C11B | Genres World: The Ant and the Grasshopper, The Lion and the Mouse, The Bear and the Bees | C12 | Predicting Outcomes |
| C11 | Genres World: Character Analysis, The Lion and the Mouse, The Bear and the Bees Sequencing | C12 | Inferencing and Drawing Conclusions |

3.R.2.A.c

Describe the interaction of characters, including relationships and how they change.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------|
| C12 | Living Lessons: Cause and Effect, Predicting Outcomes, Inference, Drawing Conclusions | RC L39 | Character (Grade 3) |
| C12B | Fields of Change | RC | Fairy Tales: Compare and Contrast |
| C13B | The Rain Forest Howlers, The Desert's Gift | RC | Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian) |

3.R.2.A.d

Paraphrase the big idea/themes and supporting details of texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------------|--------|---------------------------------|
| C10B | A Star Is Born, The Three Little Bugs, Humphrey the Humpback Whale, Who Is Following Us? | C12 | Sequencing |
| C12B | Fields of Change, A View From Above, A Trip to the Grand Canyon, Brookside's Best Science Fair Ever! | C12 | Summarizing |
| C13B | The Desert's Gift; The Rain Forest Howlers | C12 | Text Structure |
| | | C12L8A | Representing Text |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |

3.R.2.A.d

Paraphrase the big idea/themes and supporting details of texts.

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

3.R.2.A.d

Paraphrase the big idea/themes and supporting details of texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

3.R.2.A.e

Compare and contrast key elements in various types of fiction.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------|--------|--------------------------------------------------------------------|
| C10B | The Three Little Bugs | RC L26 | Compare and Contrast Two Texts (Grade 3) |
| C11B | Bert and Get, Just the Right Size, A View From Above | RC L28 | Compare and Contrast (Grade 3) |
| | | RC | Fairy Tales: Compare and Contrast |
| | | RC | Passages: The Story of Cinderella, The Story of Yeh Shen (Ye Xian) |

3.R.2.A.f

Explain cause-and-effect relationships.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------|------|-------------------|
| C11B | The Flying Pizza | C12 | Sequencing |
| C12 | Living Lessons: Cause and Effect | C12 | Cause and Effect |

3.R.2.A.f

Explain cause-and-effect relationships.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------|
| | | RC L16 | Text Structure (Grade 3) |
| | | RC L44 | Cause and Effect (Grade 3) |

3.R.2.A.g

Distinguish their own point of view from that of the narrator or those of the characters.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | RC | Point of View |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |

Poetry

R.2.B: Read, infer, and draw conclusions to:

3.R.2.B.a

Use examples of alliteration.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------------|
| | | ER | Poetry: Poetic Elements |
| | | RC | Poetry: Alliteration and Assonance |
| | | C9L6 | Alliteration with /ch/ and /sh/ |

3.R.2.B.a

Use examples of alliteration.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | WE 37 | Survivors! |

3.R.2.B.b

Identify basic forms of poetry.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------------|
| C12 | Moon Poems | RC | Poetry: Hyperbole |
| | | ER | Elements of Poetry 2 |
| | | RC | Visual Patterns and Structures in Poetry |
| | | WE 27 | A View From Above |
| | | WE 37 | Survivors! |

Drama

R.2.C: Read, infer, and draw conclusions to:

3.R.2.C.a

Explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | EOD 2 | Pandora's Box |

3.R.2.C.b

Identify language that creates a graphic visual experience and appeals to the senses.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | EOD 2 | Pandora's Box |

Reading: Informational

R.3: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Text Features

R.3.A: Read, infer, and draw conclusions to:

3.R.3.A.a

Explain the author's purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------------------------|--------|------------------------------------|
| C11 | Genre Explorer: Sandbox Games, Hullaballoon Game | C11 | Argumentative Text Characteristics |
| C12B | Do Your Part; Earth: Atmosphere; A View From Above; Earth: Rocks and Soil | C12L13 | Author's Purpose |
| C13B | Forest Fires: Lessons from the Front Lines, Power for the Planet | RC L19 | Author's Purpose (Grade 3) |

3.R.3.A.b

Identify the details or facts that support the main idea.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------------------------------------------|--------|-------------------------------------|
| ISIP ER | Reading Comprehension Subtest | C11 | Informational Text Characteristics |
| C10B | How Mountains Form | C12 | Main Idea |
| C11 | Genre Explorer: Homes of Many Cultures, Sandbox Games, Hullaballoon Game | RC L12 | Main Idea (Grade 3) |
| C12 | Living Lessons: Main Idea | RC L16 | Text Structure (Grade 3) |
| C12B&P | Earth: Atmosphere; Exploring Space; Do Your Part; Natural Resources; Water Recycled | RC L66 | Main Idea – Nonfiction (Grades 2-3) |
| C13 | Living Lessons: Main Idea | | |
| C13B | Amazonia Alert! | | |

3.R.3.A.c

Use text and graphic features to locate information and to make and verify predictions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------------------|--------|----------------------------------------------------------------------------------------------|
| C10B | How Mountains Form | C11 | Informational Text Characteristics |
| C12B | Earth: Rocks and Soil; Fields of Change; Our Solar System; The Moon | C12B | Earth: Atmosphere; Fields of Change; Our Solar System; The Moon; Earth: The Changing Surface |
| C12 | Living Lessons: Representing Text | RC L16 | Text Structure (Grade 3) |

3.R.3.A.e

Describe the relationship between events, ideas, concepts, or steps.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------------------------------------------|--------|-------------------------------------|
| ISIP ER | Reading Comprehension Subtest | RC L66 | Main Idea – Nonfiction (Grades 2-3) |
| C10B | The Water Cycle, How Mountains Form | | |
| C12 | Scientific Process, The Moon Phases Lab | | |
| C12 | Science Interactive: Scientific Method, Planet Sequencing, Crater Lab | | |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | | |
| C13 | Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain | | |
| C13 | Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy | | |
| C13 | Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation | | |

Literary Techniques

R.3.B: Read, infer, and draw conclusions to:

3.R.3.B.b

Distinguish fact from opinion.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--------------------------------------------------|------|------------------------------------|
| C11 | Genre Explorer: Sandbox Games, Hullaballoon Game | C11 | Argumentative Text Characteristics |

| 3.R.3.B.d | | | |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------|-------------------------------------|
| Explain examples of sound devices, literal and nonliteral meanings, and figurative language. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C12 | Living Lessons: Context, Vocabulary | C12 | Inferencing and Drawing Conclusions |
| C12B | Fossil Hunters: The Black Hills Dig, Brookside's Best Science Fair Ever! | C12L10 | Context |
| C13B | Race Across the Arctic | | |

Text Structures

R.3.C: Read, infer, and draw conclusions to:

| 3.R.3.C.a | | | |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------|------------------------------------|
| Describe relationships among events, ideas, concepts, and cause and effect in texts | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Reading Comprehension Subtest | C11 | Argumentative Text Characteristics |
| C10B | The Water Cycle, How Mountains Form | C12 | Cause and Effect |
| C12 | Scientific Process, The Moon Phases Lab | RC L16 | Text Structure (Grade 3) |
| C12 | Science Interactive: Scientific Method, Planet Sequencing, Crater Lab | RC L22 | Drawing Conclusions (Grade 3) |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | RC L44 | Cause and Effect (Grade 3) |
| C13 | Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain | WE 23 | Earth: Day, Night, and Seasons |
| C13 | Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy | | |

3.R.3.C.a

Describe relationships among events, ideas, concepts, and cause and effect in texts

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------------------------------------------|------|-------------------|
| C13 | Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation | | |

3.R.3.C.c

Use information gained from illustrations and words to demonstrate understanding of the text.

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

3.R.3.C.e

Compare and contrast the most important points and key details presented in texts on the same topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-------------------------------------|
| | | C12L11 | Compare and Contrast (Cycles 12-14) |

Reading: Foundations

RF.3: Understand how English is written and read.

Phonics

RF.3.A: Develop phonics in the reading process by:

| 3.RF.3.A.a | | | |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------|------------------------------------------|
| Decoding multisyllabic words in context and independent of context by applying common spelling patterns. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Alphabetic Decoding Subtest | C11L1 | Prefixes (pre-, re-, un-, mis-, dis-) |
| C11 | Multisyllabic Game | C11L11 | Multisyllabic Words |
| C11 | Prefixes, Suffixes | C12L3 | Vocabulary: Structural Analysis |
| C12 | Living Lessons: Vocabulary | Ph L13 | Decoding Multisyllabic Words |
| C13B | Deepwater Horizon: Solving the Spill; Power for the Planet; The Rain Forest Howlers; Survivors! | Ph L14 | Syllables (-le and -y) |
| | | Ph L15 | Open Syllables |
| | | Ph L48 | Compound Words Blending |
| | | Ph L49 | Compound Words Segmenting |
| | | Ph L50 | Finding Compound Words in Connected Text |
| | | Ph L51 | Long Vowels in the Final Position |

3.RF.3.A.b

Decoding words that double final consonants when adding an ending.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|------------|----------------------------------------------|
| C10 | Inflected Endings | ISIP ER AD | Tier 1: Final Stable Syllables – Double CCle |
| C10 | Passages: Water Is a Good Thing, The Strange Noise | C10 | Inflected Endings |

3.RF.3.A.c

Using the meaning of common prefixes and suffixes.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|---------------------------------------|
| C11 | Prefixes, Suffixes | C10L23 | Spelling – Change the y to i |
| C12 | Living Lessons: Vocabulary | C11L1 | Prefixes (pre-, re-, un-, mis-, dis-) |
| C13B | The Rain Forest Howlers | C11L1 | Prefixes |
| | | C11L2 | Suffixes (-ful, -ly, -less, -er, -or) |
| | | VOC L15 | Prefixes (un- and re-) |
| | | VOC L16 | Prefixes (mis-, dis-, un-, re-) |
| | | VOC L20 | Suffixes (-able, -hood, -ible, -ish) |
| | | VOC L21 | Affixes |

3.RF.3.A.d

Using the meaning of homophones.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-------------------|
| C11 | Homophones | C11L12 | Homophones |
| | | VOC L25 | Homophones |
| | | VOC L26 | Homophones |

3.RF.3.A.e

Decoding known and unknown words by spelling patterns.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------|---------------|---------------------------------|
| ISIP ER | Alphabetic Decoding Subtest | ISIP ER AD | Final Blends NT |
| | | ISIP ER AD | Final Blends MP |
| | | ISIP ER AD | CVCC Blends Lesson – NT |
| | | ISIP ER AD | CVCC Blends Practice – NT |
| | | ISIP ER AD | Tier 2: CVCC Blends Lesson – MP |
| | | ISIP ER AD | CVCC Blends Practice – MP |
| | | ISIP ER AD | CVCC Blends Lesson – SK |

| 3.RF.3.A.e | | | |
|--------------------------------------------------------|----------------------------|---------------|---------------------------------------------------------|
| Decoding known and unknown words by spelling patterns. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ER AD | CVCC Blends Practice – SK |
| | | ISIP ER AD | CVCC Blends Lesson – ST |
| | | ISIP ER AD | CVCC Blends Practice – ST |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Teach) |
| | | ISIP ER AD | CVCC Blends Using the Floss Rule (Practice) |
| | | ISIP ER AD | All Blends and Vowels |
| | | ISIP ER AD | Blends with Mixed Vowels Practice |
| | | ISIP ER AD | Tier 1: Final Stable Syllables – [ple & [tle |
| | | ISIP ER AD | Tier 1: Final Stable Syllables – n[kle, n[cle |
| | | ISIP ER AD | Tier 1: Final Stable Syllables and Derivative Review |
| | | ISIP ER AD | Tier 1: Final Stable Syllables – [gle, [fle, [sle, [zle |
| | | ISIP ER AD | Tier 1: Final Stable Syllables – [ble & [dle |

| 3.RF.3.A.e | | | |
|--------------------------------------------------------|----------------------------|---------------|----------------------------------------------|
| Decoding known and unknown words by spelling patterns. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ER AD | Tier 1: Final Stable Syllables – n[gle |
| | | ISIP ER AD | Tier 1: Final Stable Syllables – Double CCle |
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

3.RF.3.A.e

Decoding known and unknown words by spelling patterns.

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

| 3.RF.3.A.f | | | |
|---------------------------------------------------|-------------------------------------|-------------|-------------------------------------------------------------|
| Reading irregularly spelled high-frequency words. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C9-C10 | High Frequency Word Blocks | C6 | High Frequency Words: was, that, from, she |
| C9 | HFW Practice Book: The Best Trip | C7 | High Frequency Words: do, come, there, have, of, some |
| C10 | HFW Practice Book: How Can That Be? | C8 | High Frequency Words: does, your, when, could, give, want |
| C9-C11 | The Oddballs | C9 | High Frequency Words: who, goes, put, why, because, thought |
| C11 | Detective Dan | C10 | High Frequency Words: good, many, their, too, would, look |
| | | C11L12 | Homophones |

RF.4: Understand how English is written and read.

Fluency

RF.4.A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.

| 3.RF.4.A.a | | | |
|----------------------------------------------------------------------------------------------------|------------------------------------------------|--------------|--------------------------|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Text Fluency and Oral Reading Fluency Subtests | ISIP ORF DAP | Passages 91-120 |

3.RF.4.A.a

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C11B | Genres World: The Bear and the Bees, The Fox and the Leopard, The Ant and the Grasshopper | ISIP ORF PRP | From Fearful to Fearless, The Dirt Detectives, Hurricanes |
| C11B | Genres World: The Lion and the Mouse, The Wolf and the Crane, The Princess and the Pea | ISIP ORF PMP | Chipmunk City, Samson's Song, A Skateboard Dream, Cousins, The Bus Ride, Carson Beach, A Race to Remember, Uncle Ray's Hat, By the River, A Festival of Colors, Paper Animals, Carnival! |
| C11B | Genres World: Rumpelstiltskin, The Golden Goose | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| C12B | The Black Hills Dig, Weather Watchers, Fields of Change, Brookside's Best Science Fair Ever! | ISIP ORF | Priority – Accuracy |
| C12 | Living Lessons: Context | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Priority Practice (Grades 1-8) |
| | | ISIP ORF | Rate Chart (Grades 1-8) |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Progress Monitoring Passages: Ava and Sam, Chipmunk City, Family Time, Pappoo, Red Ribbon, A Skateboard Dream, Picture Perfect, Samson's Song, Taking Off, The Town Park, Carnival! |
| | | ISIP ER | Text Fluency Intervention Lessons |
| | | C12L10 | Vocabulary: Context |

Writing

W.1: Apply a writing process to develop a text for audience and purpose.

Prewriting

W.1.A: Follow a writing process to plan a first draft by:

3.W.1.A.a

Using a simple prewriting strategy when given the purpose and the intended audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

3.W.1.A.a

Using a simple prewriting strategy when given the purpose and the intended audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Draft

W.1.B: Appropriate to genre type, develop a draft from prewriting by:

| 3.W.1.B.a | | | |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|-------------------------------------|
| Generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 21 | Our Solar System |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

| 3.W.1.B.b | | | |
|--------------------------------------------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 21 | Our Solar System |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

| 3.W.1.B.c | | | |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|-------------------------------------|
| Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 21 | Our Solar System |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

| 3.W.1.B.d | | | |
|-------------------------------------|----------------------------|-------|-------------------------------------|
| Addressing an appropriate audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 21 | Our Solar System |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Revise/Edit

W.1.C: Reread, revise, and edit drafts with assistance from adults/peers to:

| 3.W.1.C.a | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, and voice | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

3.W.1.C.a

Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, and voice

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

| 3.W.1.C.b | | | |
|--------------------------------|----------------------------|-------|-------------------------------------|
| Edit for language conventions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | View from Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |

3.W.1.C.b

Edit for language conventions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power for the Planet 1 |
| | | WE 42 | Power for the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Produce/Publish and Share

W.1.D: With assistance from adults/peers:

| 3.W.1.D.a | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|--------------------------|
| Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

W.2: Compose well-developed writing texts for audience and purpose.

Opinion/Argumentative

W.2.A: Write opinion texts that:

| 3.W.2.A.a | | | |
|---------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Introduce a topic or text being studied, using connected sentences. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

3.W.2.A.b

State an opinion or establish a position and provide reasons for the opinion/position.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------------|
| | | C11 | Argumentative Text Characteristics (Writing Extension) |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

3.W.2.A.c

Use specific and accurate words that are related to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

3.W.2.A.d

Contain information using student's original language except when using direct quotation from a source.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

| 3.W.2.A.f | | | |
|------------------------------------------------|----------------------------|-------|-------------------------------------|
| Use transitions to connect opinion and reason. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

| 3.W.2.A.g | | | |
|----------------------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Provide clear evidence of a beginning, middle, and, concluding statement or paragraph. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

Informative/Explanatory

W.2.B: Write informative/explanatory texts that:

| 3.W.2.B.a | | | |
|------------------------------------------|----------------------------|-------|--------------------------------|
| Introduce a topic or text being studied. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 23 | Earth: Day, Night, and Seasons |

3.W.2.B.a

Introduce a topic or text being studied.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

3.W.2.B.b

Develop the topic with simple facts, definitions, details, and explanations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |

3.W.2.B.b

Develop the topic with simple facts, definitions, details, and explanations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

3.W.2.B.c

Use specific, relevant words that are related to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

3.W.2.B.d

Use the student's original language except when quoting from a source.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

3.W.2.B.e

Use transition words to connect ideas within categories of information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |

3.W.2.B.e

Use transition words to connect ideas within categories of information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

3.W.2.B.f

Create a concluding statement or paragraph.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

Narrative/Literary

W.2.C: Write fiction or nonfiction narratives and poems that:

| 3.W.2.C.a | | | |
|-------------------------------------------------------------------------------------|-----------------------------------|-------------|-------------------------------------|
| Establish a setting and situation/topic and introduce a narrator and/or characters. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

| 3.W.2.C.b | | | |
|--------------------------------------------------------------|-----------------------------------|-------------|-------------------------------------|
| Use narrative techniques, such as dialogue and descriptions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

3.W.2.C.c

Establish and organize an event sequence to establish a beginning/middle/end.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

3.W.2.C.d

Use transition words and phrases to signal event order.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

3.W.2.C.e

Use specific and relevant words that are related to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

W.3: Gather, analyze, evaluate, and use information from a variety of sources.

Research Process

W.3.A: Apply research process to:

3.W.3.A.a

Generate a list of subject-appropriate topics.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 40 | Power to the Planet 1 |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |

3.W.3.A.b

Create an individual question about a topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 40 | Power to the Planet 1 |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |

3.W.3.A.c

Decide what sources of information might be relevant to answer these questions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

3.W.3.A.d

Locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

3.W.3.A.e

Determine the accuracy and relevance of the information related to a selected question.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

3.W.3.A.f

Take simple notes in own words and sort evidence into provided categories or organizer.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

3.W.3.A.i

Present and evaluate the information in a report or annotated display, using previously established teacher/student criteria.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Language

L.1: Communicate using conventions of English language.

Grammar

L.1.A: In speech and written form, apply standard English grammar to:

3.L.1.A.a

Use regular and irregular verbs and simple verb tenses.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-------------------------------------|--------|------------------------------|
| C11 | Inflected Endings – Nouns and Verbs | C10L23 | Spelling – Change the y to i |
| | | WE 31 | Atmosphere |

3.L.1.A.c

Use complete subject and complete predicate in a sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |

3.L.1.A.c

Use complete subject and complete predicate in a sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power for the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |

3.L.1.A.c

Use complete subject and complete predicate in a sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

3.L.1.A.d

Use comparative, superlative, and demonstrative adjectives and adverbs.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------|-------|---------------------------------|
| ISIP ER | Reading Comprehension Subtest | WE 20 | George Washington Carver |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |

3.L.1.A.e

Use subject/verb agreement in sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |

3.L.1.A.e

Use subject/verb agreement in sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power for the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |

3.L.1.A.e

Use subject/verb agreement in sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

3.L.1.A.f

Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |

3.L.1.A.f

Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|-----------------------------------|-------------|-------------------------------------|
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power for the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

3.L.1.A.f

Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 49 | Ecosystem: Part 3 of 3 |

3.L.1.A.g

Use 1st-, 2nd-, and 3rd-person pronouns and their antecedents.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |

3.L.1.A.g

Use 1st-, 2nd-, and 3rd-person pronouns and their antecedents.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power for the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Punctuation, Capitalization, Spelling

L.1.B: In written text:

| 3.L.1.B.a | | | |
|---------------------------------|----------------------------|-------|-------------------------------------|
| Write legibly (print, cursive). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |

3.L.1.B.a

Write legibly (print, cursive).

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

3.L.1.B.b

Use an apostrophe to form possessives.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 26 | The Moon |

3.L.1.B.c

Demonstrate and use commas and quotation marks in dialogue.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 43 | Forest Fires |

3.L.1.B.d

Capitalize dialogue correctly.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 43 | Forest Fires |

3.L.1.B.e

Use commas for greeting and closing of a friendly letter.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-----------------------|
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 38 | The Desert's Gift |

3.L.1.B.f

Capitalize names of places.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 30 | Earth: The Changing Surface |

3.L.1.B.g

Capitalize titles of books, stories, and songs.

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

3.L.1.B.h

Use spelling patterns and generalizations to spell compound words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |

3.L.1.B.h

Use spelling patterns and generalizations to spell compound words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power for the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

3.L.1.B.i

Spell words that double the consonant.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|---------------|----------------------------------------------|
| C10 | Inflected Endings | ISIP ER AD | Tier 1: Final Stable Syllables – Double CCle |
| C10B | Passages: Water Is a Good Thing, The Strange Noise | C10 | Inflected Endings |
| | | WE | Fairy-Tale Characteristics |
| | | WE 21 | Our Solar System |

| 3.L.1.B.i | | | |
|----------------------------------------|----------------------------|-------|-------------------------------------|
| Spell words that double the consonant. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |

3.L.1.B.i

Spell words that double the consonant.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|-----------------------------------|-------------|--------------------------|
| | | WE 42 | Power for the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

3.L.1.B.k

Consult reference materials to check and correct spellings.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|---------------------------------------------------------------------------------------------|-------------|----------------------------|
| C12B | With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System | WE | Fairy-Tale Characteristics |
| C12B | Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth; Rocks and Soil | WE 11 | Homes |
| C13B | With Glossary: Deepwater Horizon: Solving the Spill; Exploring the Deep; Amazonia Alert! | WE 12 | Boats |
| C13B | With Glossary: Forest Fires: Lessons from the Front Lines; Power for the Planet; Survivors! | WE 13 | A Big Sneeze |

3.L.1.B.k

Consult reference materials to check and correct spellings.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-------------------------------------------|
| | | WE 14 | King Zung and the Lark |
| | | WE 15 | Mitch's Big Fish Tales |
| | | VOC L33 | Word Meaning Using a Dictionary |
| | | VOC L34 | Word Meaning Using a Dictionary/Thesaurus |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 32 | Weather Watchers |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Speaking/Listening

SL.1: Listen for a purpose.

Purpose

SL.1.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

| 3.SL.1.A.a | | | |
|--------------------------------------|----------------------------|-------|-------------------------------------|
| Following classroom listening rules. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | SP L | Group Work...How Does It Work? |
| | | WE | Fairy-Tale Characteristics |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |

3.SL.1.A.a

Following classroom listening rules.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|-----------------------------------|-------------|-------------------------------------|
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

3.SL.1.A.b

Asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE | Fairy-Tale Characteristics |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |

3.SL.1.A.b

Asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.

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

3.SL.1.A.c

Following three-step instructions, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|----------------------------|
| | | WE | Fairy-Tale Characteristics |

3.SL.1.A.c

Following three-step instructions, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |

3.SL.1.A.c

Following three-step instructions, according to classroom expectations.

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

SL.2: Listen for entertainment.

Entertainment

SL.2.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

| 3.SL.2.A.a | | | |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | SP L | Group Work...How Does It Work? |
| | | WE | Fairy-Tale Characteristics |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |

3.SL.2.A.a

Demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

SL.3: Speak effectively in collaborative discussions.

Collaborative Discussions

SL.3.A: Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

| 3.SL.3.A.a | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | SP L | Group Work....How Does It Work? |
| | | WE | Fairy-Tale Characteristics |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |

3.SL.3.A.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|-----------------------------------|-------------|-------------------------------------|
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

| 3.SL.3.A.b | | | |
|-------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|-------------------------------------|
| Responding appropriately to discussion in a variety of settings, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | SP L | Group Work...How Does It Work? |
| | | WE | Fairy-Tale Characteristics |
| | | WE 20 | George Washington Carver |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

3.SL.3.A.b

Responding appropriately to discussion in a variety of settings, according to classroom expectations.

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

3.SL.3.A.c

Expressing opinions of read-alouds and independent reading topics.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------|
| | | SP L | Group Work...How Does It Work? |
| | | WE 20 | George Washington Carver |

SL.4: Speak effectively when presenting.

Presenting

SL.4.A: Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

3.SL.4.A.a

Using presentation skills and/or appropriate technology.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------|
| | | SP L | Group Work...How Does It Work? |

3.SL.4.A.b

Presenting information with clear ideas and details while speaking clearly at an understandable pace.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------|
| | | SP L | Group Work...How Does It Work? |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Earth: Atmosphere |

3.SL.4.A.c

Giving an informal presentation, using a variety of media.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------|
| | | SP L | Group Work...How Does It Work? |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Earth: Atmosphere |

Grade 4**Reading**

R.1: Develop and apply skills to the reading process.

Comprehension

R.1.A: Develop and demonstrate reading skills in response to text by:

4.R.1.A.a

Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------------------------------------------------|---------------|------------------------------|
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1B: Exploring Space |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System | ISIP AR RC | 1C: Fire and Ice |
| C12B | Earth: Rocks and Soil; Earth: The Changing Surface; The Moon; Exploring Space | ISIP AR RC | 2A: Do Your Part |
| C12B | Natural Resources; Water Recycled | ISIP AR RC | 2B: Spreading the Love |
| C13B | Deepwater Horizon: Solving the Spill; Exploring the Deep; Forest Fires: Lessons from the Front Lines; Survivors! | ISIP AR RC | 3C: Big Chug, Be Gone! |
| | | ISIP AR RC | 4A: Now That's Recycling |
| | | ISIP AR RC | 4B: Give This Fish a Hand |
| | | ISIP AR RC | 5A: Too Much of a Good Thing |

4.R.1.A.a

Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------------|-----------------------------------------------------------------------------|
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | ISIP AR RC | 7C: Night Light |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | C14 | Bridge Lesson – Supporting Responses |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L48 | Informational Texts: The World Healers |
| | | RC L49 | Informational Texts: Phoenix Lights |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

4.R.1.A.b

Drawing conclusions by providing textual evidence of what the text says explicitly.

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

4.R.1.A.b

Drawing conclusions by providing textual evidence of what the text says explicitly.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------------|-----------------------------------------------------------------------------|
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | C14 | Bridge Lesson – Supporting Responses |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L48 | Informational Texts: The World Healers |
| | | RC L49 | Informational Texts: Phoenix Lights |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

4.R.1.A.c

Monitoring comprehension and making corrections and adjustments when understanding breaks down.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------------------------------------------------|---------|---------------------------------|
| ISIP AR | Reading Comprehension, Text Fluency, and Oral Reading Fluency Subtests | ISIP AR | Reading Comprehension Lessons |
| C13B | Deepwater Horizon: Solving the Spill; Exploring the Deep; The Desert's Gift; Survivors! | ISIP AR | Vocabulary Lessons |
| C13B | The Rain Forest Howlers; Bees at Risk; Power for the Planet; Amazonia Alert! | ISIP AR | G4 Fluency 1: Behind the Scenes |

| 4.R.1.A.c | | | |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------|------------------------------------------|
| Monitoring comprehension and making corrections and adjustments when understanding breaks down. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C13 | Living Lessons: Context Clues | ISIP AR | G4 Fluency 2: MP3 Play |
| C14B&P | Race for the Moon; Visit Yellowstone; Fueling Humanity; A Renewable Future | ISIP AR | G4 Fluency 3: Golden Touch |
| C14B&P | All Aboard! The First Transcontinental Railroad | ISIP AR | G4 Fluency 4: Afternoon Snack |
| C14 | Living Lessons: Context Clues | ISIP AR | G4 Fluency 5: Hare-y Situation |
| | | ISIP AR | G4 Fluency 6: Train of Thought |
| | | ISIP AR | G4 Fluency 7: A Very Long Day |
| | | ISIP AR | G4 Fluency 8: A World from the Unwelcome |
| | | ISIP AR | G4 Fluency 9: Bitter, Sweet |
| | | ISIP AR | G4 Fluency 10: Embrace the Strange |
| | | C15 | Bridge Lesson – Context Clues |

Vocabulary

R.1.B: Develop an understanding of vocabulary by:

| 4.R.1.B.a | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------|----------------------------------------------------------------------|
| Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Vocabulary Subtest | ISIP AR VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-) |
| C14 | Vocab Lab | ISIP AR VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain) |
| | | ISIP AR VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-) |
| | | ISIP AR VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto) |
| | | ISIP AR VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest” |
| | | ISIP AR VOC | 6B: Tier 2 – Greek Root (graph) “Picture This” |
| | | ISIP AR VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-) |
| | | ISIP AR VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?” |
| | | ISIP AR VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light” |
| | | ISIP AR VOC | 7C: Tier 2 – Handmade Books, Latin Roots (scrib/script) |

4.R.1.B.a

Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|----------------|---------------------------------------------------------------------------------|
| | | ISIP AR VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
| | | ISIP AR VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct) |
| | | ISIP AR VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself” |
| | | ISIP AR VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val) |
| | | ISIP AR VOC | 10A: Tier 3 Latin Roots (aud, bene) “- Hope from the Past” |
| | | ISIP AR VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart” |
| | | ISIP AR | 1C Spelling Tier 1: Simple Prefixes and Base Words (un-, re-, dis-, pre-, sub-) |
| | | ISIP AR | 2C Spelling Tier 1: Simple Suffixes (-y, -ly, -ful, -less, -er, -erst, -ness) |
| | | ISIP AR | 3A Spelling Tier 3 – Hard and Soft C and G Sounds |
| | | ISIP AR | 6A Spelling Tier 2: -ed and -ing Endings |
| | | ISIP AR | 8B Spelling Tier 2: Prefixes (im-, mis-, non-) |
| | | ISIP AR | 8C Spelling Tier 1: Suffixes (-ary, -ery, -ory) |
| | | VOC | Affixes -ion, -tion, -sion |
| | | C12 | Vocabulary: Greek and Latin Roots |

4.R.1.B.a

Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | C12L3 | Vocabulary: Structural Analysis |
| | | C15 | Bridge Lesson – Prefixes |

4.R.1.B.b

Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------------------|---------|-------------------------------|
| ISIP AR | Reading Comprehension, Vocabulary, Text Fluency, and Oral Reading Fluency Subtests | ISIP AR | Vocabulary Lessons |
| C13 | Living Lessons: Context Clues | C12L10 | Vocabulary: Context |
| C14B&P | Race for the Moon; Visit Yellowstone; Fueling Humanity; A Renewable Future | C15 | Bridge Lesson – Context Clues |
| C14B&P | All Aboard! The First Transcontinental Railroad | | |
| C14 | Living Lessons: Context Clues | | |

4.R.1.B.c

Completing analogies.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------------|-------------------|
| | | ISIP AR RC | 8A: A Good Fit |

4.R.1.B.c

Completing analogies.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|---------------------------|
| | | VOC L35 | Analogies |
| | | VOC L36 | Analogies |
| | | C15 | Bridge Lesson – Analogies |

4.R.1.B.d

Identifying the meaning of common idioms and figurative language.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|---------|-----------------------------------------------|
| ISIP AR | Vocabulary Subtest | C15 | Bridge Lesson – Similes |
| C14B | Visit Yellowstone | C15 | Bridge Lesson – Metaphors |
| C15 | Metaphors, Similes | RC L55 | Literature Poetry Analysis: A View From Above |
| | | VOC L38 | Idioms |
| | | VOC L39 | Idioms |
| | | VOC L40 | Idioms |

4.R.1.B.e

Using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------------------------------------------------------|------|------------------------------------------------------------|
| C12B | With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |

4.R.1.B.e

Using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------|---------|-------------------------------------------|
| C12B | With Glossary: Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth: Rocks and Soil | RC | Dictionary and Glossary Skills |
| C13B | With Glossary: Deepwater Horizon: Solving the Spill; Exploring the Deep; Amazonia Alert! | VOC L34 | Word Meaning Using a Dictionary/Thesaurus |
| C13B | With Glossary: Forest Fires: Lessons from the Front Lines; Power for the Planet; Survivors! | WE 23 | Earth: Day, Night, and Seasons |
| C14B | With Glossary: Race for the Moon; Visit Yellowstone | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 32 | Weather Watchers |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.R.1.B.f

Using conversational, general academic, and domain-specific words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------|---------|--------------------|
| ISIP AR | Reading Comprehension and Vocabulary Subtests | ISIP AR | Vocabulary Lessons |

4.R.1.B.f

Using conversational, general academic, and domain-specific words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------|
| C13B | Forest Fires: Lessons from the Front Lines; Deepwater Horizon: Solving the Spill; Exploring the Deep; Survivors! | WE 21 | Our Solar System |
| C14B | Race for the Moon, Visit Yellowstone | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |

4.R.1.B.f

Using conversational, general academic, and domain-specific words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Making Connections

R.1.C: Explain relevant connections between:

| 4.R.1.C.a | | | |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------|-------------------------------|
| Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C12B | Earth: Day, Night, and Seasons; Fields of Change | ISIP AR RC | 4C: Labor of Love |
| | | ISIP AR RC | 5B: Lunchtime with Lisa |
| | | ISIP AR RC | 6B: The Big Day |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |

Independent Text

R.1.D: Read independently for multiple purposes over sustained periods of time by:

| 4.R.1.D.a | | | |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------|-------------------------------------|
| Reading text that is developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension, Text fluency, and Oral Reading Fluency Subtests | ISIP AR | Reading Comprehension Interventions |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System; The Moon | ISIP AR | Vocabulary Lessons |
| C12B | Exploring Space; Natural Resources; Water Recycled; Fields of Change; Mission Incredible; Weather Watchers | ISIP AR | G4 Fluency 1: Behind the Scenes |

| 4.R.1.D.a | | | |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------|
| Reading text that is developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C13B&P | A Desert Filled with Colonies; A Vaquero's Life; Bees at Risk; Blowing Bubbles in the Rainforest; Amazonia Alert! | ISIP AR | G4 Fluency 2: MP3 Play |
| C13B&P | Colossal Critter Construction; Come Visit Jefferson; Dangerous Snakes; Deepwater Horizon: Solving the Spill | ISIP AR | G4 Fluency 3: Golden Touch |
| C13B&P | Exploring the Deep; Forest Fires: Lessons from the Front Lines; Monkey Trouble; Power for the Planet; Survivors! | ISIP AR | G4 Fluency 4: Afternoon Snack |
| C13B&P | Teen Navigators; The Bats of Austin; The Mystery of the Phoenix Lights; The Desert's Gift; First Round-Up | ISIP AR | G4 Fluency 5: Hare-y Situation |
| C13B&P | Ghost Party; Into the Darkness; Monkey Brothers and the Hero Twins; Night Spirits of the Rainforest | ISIP AR | G4 Fluency 6: Train of Thought |
| C13B&P | Race Across the Arctic; Spirits of the Wild; Swimming with the Whale Sharks; The Lost Treasure of the Ruby Dagger; | ISIP AR | G4 Fluency 7: A Very Long Day |
| C14B&P | A Boon for the Planet; A Renewable Future; Asteroid Hunters; Journey Through the Triangle; Low Down Living | ISIP AR | G4 Fluency 8: A World from the Unwelcome |
| C14B&P | Man on a Wire; Race for the Moon; Too-Cool Transportation: Aisha's Travel Blog; Visit Yellowstone | ISIP AR | G4 Fluency 9: Bitter, Sweet |
| C14B&P | Escaping Gravity's Gasp; Myths of the Great Bear; It's a Bird...It's a Plane...It's Jetman!; How Can Brown Make a Car Go Green? | ISIP AR | G4 Fluency 10: Embrace the Strange |

4.R.1.D.b

Producing evidence of reading.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |

4.R.1.D.b

Producing evidence of reading.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Reading: Literacy

R.2: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

Fiction

R.2.A: Read, infer, analyze, and draw conclusions to:

| 4.R.2.A.a | | | |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------|-------------------------|
| Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1A: Time for Music |
| C12 | Living Lessons: Summarization | ISIP AR RC | 2C: Angels in the Lab |
| C13 | Living Lessons: Main Idea, Cause and Effect | ISIP AR RC | 3A: Choosing Love |
| C13B | The Rain Forest Howlers, The Desert's Gift, Race Across the Arctic | ISIP AR RC | 3B: What's in a Name? |
| | | ISIP AR RC | 4C: Labor of Love |
| | | ISIP AR RC | 5B: Lunchtime with Lisa |
| | | ISIP AR RC | 6A: Drum Lesson |
| | | ISIP AR RC | 6B: The Big Day |
| | | ISIP AR RC | 8A: A Good Fit |

| 4.R.2.A.a | | | |
|---------------------------------------------------------------------------------------------------------------|----------------------------|------------|-------------------------------------------------------------------------------------|
| Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 8B: Time to Fly |
| | | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10A: Wants vs. Needs |
| | | ISIP AR RC | 10C: A Great Dad |
| | | RC L59 | Analyzing Themes in Myths: The Desert's Gift |
| | | RC L61 | Literature, Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2 |

| 4.R.2.A.b | | | |
|----------------------------------------------------------------------------------------|-------------------------------------------------|------------|-----------------------|
| Describe the personality traits of characters from their thoughts, words, and actions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1A: Time for Music |
| C13B | The Rain Forest Howlers, Race Across the Arctic | ISIP AR RC | 2C: Angels in the Lab |
| | | ISIP AR RC | 3A: Choosing Love |

| 4.R.2.A.b | | | |
|----------------------------------------------------------------------------------------|----------------------------|------------|-------------------------------------------------------------------------------------|
| Describe the personality traits of characters from their thoughts, words, and actions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 3B: What's in a Name? |
| | | ISIP AR RC | 4C: Labor of Love |
| | | ISIP AR RC | 5B: Lunchtime with Lisa |
| | | ISIP AR RC | 6A: Drum Lesson |
| | | ISIP AR RC | 6B: The Big Day |
| | | ISIP AR RC | 8A: A Good Fit |
| | | ISIP AR RC | 8B: Time to Fly |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10A: Wants vs. Needs |
| | | ISIP AR RC | 10C: A Great Dad |
| | | C15 | Bridge Lesson – General Comprehension 3 |
| | | RC L60 | Analyzing Themes in Myths: Monkey Brothers and the Hero Twins |
| | | RC L61 | Literature, Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2 |

4.R.2.A.b

Describe the personality traits of characters from their thoughts, words, and actions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------------------------------------------------------|
| | | RC L62 | Literature, Analyzing Elements of Fiction: Phaeton and the Chariot of Fire |
| | | RC L63 | Literature, Analyzing Elements of Fiction: The Desert's Gift |

4.R.2.A.c

Describe the interaction of characters, including relationships and how they change.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------|---------------|-------------------------|
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1A: Time for Music |
| C13B | The Rain Forest Howlers, Race Across the Arctic | ISIP AR RC | 2C: Angels in the Lab |
| | | ISIP AR RC | 3A: Choosing Love |
| | | ISIP AR RC | 3B: What's in a Name? |
| | | ISIP AR RC | 4C: Labor of Love |
| | | ISIP AR RC | 5B: Lunchtime with Lisa |
| | | ISIP AR RC | 6A: Drum Lesson |
| | | ISIP AR RC | 6B: The Big Day |

| 4.R.2.A.c | | | |
|--------------------------------------------------------------------------------------|----------------------------|------------|-------------------------------------------------------------------------------------|
| Describe the interaction of characters, including relationships and how they change. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 8A: A Good Fit |
| | | ISIP AR RC | 8B: Time to Fly |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10A: Wants vs. Needs |
| | | ISIP AR RC | 10C: A Great Dad |
| | | C15 | Bridge Lesson – General Comprehension 3 |
| | | RC L60 | Analyzing Themes in Myths: Monkey Brothers and the Hero Twins |
| | | RC L61 | Literature, Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2 |
| | | RC L62 | Literature, Analyzing Elements of Fiction: Phaeton and the Chariot of Fire |
| | | RC L63 | Literature, Analyzing Elements of Fiction: The Desert's Gift |

4.R.2.A.d

Compare and contrast the adventures or exploits of characters and their roles.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------------|
| | | C11 | Comprehension 11 |
| | | C12L11 | Compare and Contrast |
| | | C15 | Bridge Lesson – General Comprehension 2 |

4.R.2.A.e

Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person.

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

Poetry

R.2.B: Read, infer, and draw conclusions to:

| 4.R.2.B.a | | | |
|----------------------------------------|----------------------------|--------|---------------------------------------------------------------|
| Explain structural elements of poetry. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | EOD 2 | Pandora's Box |
| | | RC | Poetry: Alliteration and Assonance |
| | | RC | Poetry: Hyperbole |
| | | RC | Poetry: Visual Patterns and Structure |
| | | RC L54 | Literature, Poetry Analysis: Night Spirits of the Rain Forest |
| | | RC L55 | Literature, Poetry Analysis: A View from Above |

Drama

R.2.C: Read, infer, and draw conclusions to:

| 4.R.2.C.a | | | |
|--------------------------------------------------------------------------------|----------------------------|-------|-------------------|
| Analyze how characters change from the beginning to the end of a play or film. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | EOD 2 | Pandora's Box |

4.R.2.C.b

Explain structural elements of dramatic literature.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | EOD 2 | Pandora's Box |

Reading: Informational

R.3: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Text Features

R.3.A: Read, infer, and draw conclusions to:

4.R.3.A.a

Use multiple text features to locate information and gain an overview of the contents of text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------|--------|------------------------------------|
| ISIP AR | Reading Comprehension Subtest | C11 | Informational Text Characteristics |
| C12B | Fields of Change, The Moon | RC L16 | Text Structure |
| C12 | Text Structure | | |

| 4.R.3.A.b | | | |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------|
| Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1B: Exploring Space |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | ISIP AR RC | 1C: Fire and Ice |
| C12 | Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab | ISIP AR RC | 2A: Do Your Part |
| C13 | Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain | ISIP AR RC | 2B: Spreading the Love |
| C13 | Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy | ISIP AR RC | 3C: Big Chug, Be Gone! |
| C13 | Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation | ISIP AR RC | 4A: Now That's Recycling |
| C14 | Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels | ISIP AR RC | 4B: Give This Fish a Hand |
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | ISIP AR RC | 7C: Night Light |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |

4.R.3.A.b

Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------------|-------------------------------------------------------------------------------------|
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L50 | Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer |
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |

4.R.3.A.c

Interpret and explain factual information presented graphically.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------------------------------------|------------|------------------------|
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1B: Exploring Space |
| C13 | Text Structure | ISIP AR RC | 1C: Fire and Ice |
| C13B | Bees at Risk; Forest Fires: Lessons from the Front Lines | ISIP AR RC | 2A: Do Your Part |
| | | ISIP AR RC | 2B: Spreading the Love |
| | | ISIP AR RC | 3C: Big Chug, Be Gone! |

| 4.R.3.A.c | | | |
|------------------------------------------------------------------|----------------------------|------------|------------------------------------------|
| Interpret and explain factual information presented graphically. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 4A: Now That's Recycling |
| | | ISIP AR RC | 4B: Give This Fish a Hand |
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | ISIP AR RC | 7C: Night Light |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | C15 | Bridge Lesson – General Comprehension 2 |

Literary Techniques

R.3.B: Read, infer, and draw conclusions to:

4.R.3.B.a

Explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------------|
| | | C12L11 | Compare and Contrast |
| | | C14 | Bridge Lesson – Compare and Contrast |

4.R.3.B.b

Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------------------------------------------|---------------|--------------------------|
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1B: Exploring Space |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | ISIP AR RC | 1C: Fire and Ice |
| C12B | Earth: Atmosphere; Our Solar System; Exploring Space; Natural Resources; Water Recycled | ISIP AR RC | 2A: Do Your Part |
| C13B | Deepwater Horizon: Solving the Spill; Exploring the Deep; Forest Fires: Lessons from the Front Lines | ISIP AR RC | 2B: Spreading the Love |
| C13B | Power for the Planet; Bees at Risk; Survivors! | ISIP AR RC | 3C: Big Chug, Be Gone! |
| C13 | Living Lessons: Author's Purpose | ISIP AR RC | 4A: Now That's Recycling |

4.R.3.B.b

Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--------------------------------------|------------|-------------------------------------------------------------------------------------|
| C14B | Race for the Moon, Visit Yellowstone | ISIP AR RC | 4B: Give This Fish a Hand |
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | ISIP AR RC | 7C: Night Light |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | C14 | Bridge Lesson – Supporting Responses |
| | | C15 | Bridge Lesson – General Comprehension 2 |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L50 | Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer |
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |

4.R.3.B.b

Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------------------------------------------------|
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |
| | | RC L53 | Persuasive Text: Climate Change |

4.R.3.B.c

Explain how an author uses language to present information to influence what the reader thinks or does.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------|
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 2A: Do Your Part |
| C13 | Living Lessons: Author's Purpose | ISIP AR RC | 2B: Spreading the Love |
| C13B | Forest Fires: Lessons from the Front Lines; Power for the Planet; Bees at Risk | ISIP AR RC | 10C: A Great Dad |
| C14B | Race for the Moon, Visit Yellowstone | C15 | Bridge Lesson – General Comprehension 2 |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L48 | Informational Texts: The World Healers |
| | | RC L49 | Informational Texts: The Mystery of the Phoenix Lights |
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

4.R.3.B.c

Explain how an author uses language to present information to influence what the reader thinks or does.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|---------------------------------|
| | | RC L53 | Persuasive Text: Climate Change |

Text Structures

R.3.C: Read, infer, and draw conclusions to:

4.R.3.C.a

Distinguish fact from opinion in a text and explain how to verify what is a fact.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------------|----------------------------------------|
| | | ISIP AR RC | 3C: Big Chug, Be Gone! |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L48 | Informational Texts: The World Healers |

4.R.3.C.b

Explain explicit and implicit relationships among ideas in texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------------------------------------------------------------------|---------------|---------------------|
| C12 | Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab | ISIP AR RC | 1B: Exploring Space |

| 4.R.3.C.b | | | |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------|-------------------------------------|
| Explain explicit and implicit relationships among ideas in texts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | ISIP AR RC | 1C: Fire and Ice |
| C13 | Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain | ISIP AR RC | 2A: Do Your Part |
| C13 | Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy | ISIP AR RC | 2B: Spreading the Love |
| C13 | Science Interactive: Photosynthesis; Plant Reproduction; Plant Adaptation | ISIP AR RC | 3C: Big Chug, Be Gone! |
| C14 | Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels | ISIP AR RC | 4A: Now That's Recycling |
| | | ISIP AR RC | 4B: Give This Fish a Hand |
| | | ISIP AR RC | 5A: Too Much of a Good Thing |
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | ISIP AR RC | 7C: Night Light |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |

| 4.R.3.C.b | | | |
|-------------------------------------------------------------------|----------------------------|------------|-------------------------------------------------------------------------------------|
| Explain explicit and implicit relationships among ideas in texts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L50 | Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer |
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |

| 4.R.3.C.c | | | |
|---------------------------|----------------------------------|------------|----------------------------------------|
| Explain author's purpose. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C13 | Living Lessons: Author's Purpose | ISIP AR RC | 2A: Do Your Part |
| | | ISIP AR RC | 2B: Spreading the Love |
| | | C12L13 | Author's Purpose |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L48 | Informational Texts: The World Healers |
| | | RC L49 | Informational Texts: Phoenix Lights |

4.R.3.C.d

Compare and contrast a firsthand and secondhand account of the same event or topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-----------------------------------------------------|
| | | WR | Expository Essay Characteristics 1.2: Point of View |

R.4: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.

Digital and Media Literacy

R.4.A: Read to develop an understanding of media and its components by:

4.R.4.A.a

Explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------------------------------------------------|
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

4.R.4.A.b

Explaining how various design techniques used in media influence the message.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|------------------------------------------------------------------|
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |

4.R.4.A.b

Explaining how various design techniques used in media influence the message.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------------------------------------------------------|
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

4.R.4.A.c

Comparing various written conventions used for digital media.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------------------------------------------------------|
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

4.R.4.A.d

Explaining text structures and graphics features of a web page and how they help readers to comprehend text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------------------------------------------------------|
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

Reading: Foundations

RF.3: Understand how English is written and read.

Phonics

RF.3.A: Develop phonics in the reading process by:

| 4.RF.3.A.a | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------|------------------------------------------------|
| Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to unfamiliar multi-syllabic words in context. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Text Fluency and Vocabulary Subtests | ISIP AR | Vocabulary – Teacher Directed Interventions |
| C13-14 | Discovery Island: Self-Selected Reading Passages | ISIP AR | Word Analysis – Teacher Directed Interventions |
| C13B | Deepwater Horizon: Solving the Spill; Power for the Planet | ISIP AR | G4 Fluency 1: Behind the Scenes |
| C14 | Vocab Lab | ISIP AR | G4 Fluency 2: MP3 Play |
| C15 | Living Lessons: Vocabulary | ISIP AR | G4 Fluency 3: Golden Touch |
| | | ISIP AR | G4 Fluency 4: Afternoon Snack |
| | | ISIP AR | G4 Fluency 5: Hare-y Situation |
| | | ISIP AR | G4 Fluency 6: Train of Thought |
| | | ISIP AR | G4 Fluency 7: A Very Long Day |
| | | ISIP AR | G4 Fluency 8: A World from the Unwelcome |
| | | ISIP AR | G4 Fluency 9: Bitter, Sweet |
| | | ISIP AR | G4 Fluency 10: Embrace the Strange |
| | | C11L11 | Multisyllabic Words |

4.RF.3.A.a

Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to unfamiliar multisyllabic words in context.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|---------------------------------|
| | | C12L3 | Vocabulary: Structural Analysis |
| | | C12L8A | Representing Text |

4.RF.3.A.b

Reading root words, prefixes, and suffixes and important words from specific content curricula.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------|---------|---------------------------------|
| C9-C14 | Books | ISIP AR | Vocabulary Lessons |
| C13-C14 | Discovery Island: Self-Selected Reading Passages | C11L11 | Multisyllabic Words |
| C14 | Vocab Lab | C12L3 | Vocabulary: Structural Analysis |
| C15 | Living Lessons: Vocabulary | C12L8A | Representing Text |

RF.4: Understand how English is written and read.

Fluency

RF.4.A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.

| 4.RF.4.A.a | | | |
|----------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------|---------------------------------------------------|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Text Fluency and Oral Reading Fluency Subtests | ISIP AR | Text Fluency Interventions |
| C9-C14 | Books | ISIP AR | G4 Fluency 1: Behind the Scenes |
| | | ISIP AR | G4 Fluency 2: MP3 Play |
| | | ISIP AR | G4 Fluency 3: Golden Touch |
| | | ISIP AR | G4 Fluency 4: Afternoon Snack |
| | | ISIP AR | G4 Fluency 5: Hare-y Situation |
| | | ISIP AR | G4 Fluency 6: Train of Thought |
| | | ISIP AR | G4 Fluency 7: A Very Long Day |
| | | ISIP AR | G4 Fluency 8: A World from the Unwelcome |
| | | ISIP AR | G4 Fluency 9: Bitter, Sweet |
| | | ISIP AR | G4 Fluency 10: Embrace the Strange |
| | | ISIP ORF DAP | Passages 121-150 |
| | | ISIP ORF PRP | Embrace the Strange; A Food Feud; Talking Lessons |

4.RF.4.A.a

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|----------|---------------------------------------|
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Priority Practice (Grades 1-8) |
| | | ISIP ORF | Rate Chart (Grades 1-8) |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Progress Monitoring Passages |
| | | C15 | Bridge Lesson – Context Clues |

Writing

W.1: Apply a writing process to develop a text for audience and purpose.

Prewriting

W.1.A: Follow a writing process to plan a first draft by:

4.W.1.A.a

Selecting a genre appropriate for conveying the purpose to an intended audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------|------|------------------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |

| 4.W.1.A.a | | | |
|----------------------------------------------------------------------------------|---------------------------------|-------|-----------------------------------------------------------------|
| Selecting a genre appropriate for conveying the purpose to an intended audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |

4.W.1.A.a

Selecting a genre appropriate for conveying the purpose to an intended audience.

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

4.W.1.A.a

Selecting a genre appropriate for conveying the purpose to an intended audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.W.1.A.b

Formulating questions related to the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 36 | Amazonia Alert! |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |

| 4.W.1.A.c | | | |
|----------------------------------------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Accessing prior knowledge or building background knowledge related to the topic. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |

| 4.W.1.A.c | | | |
|----------------------------------------------------------------------------------|----------------------------|-------|--------------------------|
| Accessing prior knowledge or building background knowledge related to the topic. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.W.1.A.d

Using a prewriting strategy.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|-------|-------------------------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| WR | Essay Writing: Introduction to the Writing Process | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

4.W.1.A.d

Using a prewriting strategy.

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

Draft

W.1.B: Appropriate to genre type, develop a draft from prewriting by:

| 4.W.1.B.a | | | |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|-----------------------------------------------------------------|
| Generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |

4.W.1.B.a

Generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |

4.W.1.B.a

Generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.W.1.B.b

Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------|------|-----------------------------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |

| 4.W.1.B.b | | | |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

| 4.W.1.B.b | | | |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|------------------------------------|
| Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.W.1.B.c

Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------|-------|-----------------------------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |

4.W.1.B.c

Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |

4.W.1.B.c

Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.W.1.B.d

Addressing an appropriate audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------|------|-----------------------------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |

| 4.W.1.B.d | | | |
|-------------------------------------|----------------------------|-------|--------------------------------------------------|
| Addressing an appropriate audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

4.W.1.B.d

Addressing an appropriate audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Revise/Edit

W.1.C: Reread, revise, and edit drafts with assistance to:

| 4.W.1.C.a | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------|-------------------------------------------------------------|
| Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, and voice. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Personal Narrative: Editing | WR | Personal Narrative Interventions |
| WR | Expository Essay: Editing | WR | Expository Essay Interventions |
| WR | Paragraph Building: Ideas Trait, Organization Trait, Conventions Trait | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| | | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |

4.W.1.C.a

Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, and voice.

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

4.W.1.C.a

Develop and strengthen writing by revising: main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, and voice.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.W.1.C.b

Edit for language conventions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|-------|------------------------------------------------------------|
| WR | Personal Narrative: Editing | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| WR | Expository Essay: Editing | WE | Inquiry and Research Writing Extension (Grade 4) |
| WR | Paragraph Building: Conventions Trait | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |

| 4.W.1.C.b | | | |
|--------------------------------|----------------------------|-------|-------------------------------------|
| Edit for language conventions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

4.W.1.C.b

Edit for language conventions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 49 | Ecosystem: Part 3 of 3 |

Produce/Publish and Share

W.1.D: With assistance from adults/peers:

4.W.1.D.a

Use technology, including the Internet, to produce and publish writing.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------|-------|-------------------------------------------------------------|
| WR | Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building: Ideas Trait, Organization Trait, Conventions Trait | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |

| 4.W.1.D.a | | | |
|-------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Use technology, including the Internet, to produce and publish writing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |

4.W.1.D.a

Use technology, including the Internet, to produce and publish writing.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

W.2: Compose well-developed writing texts for audience and purpose.

Opinion/Argumentative

W.2.A: Write opinion texts that:

4.W.2.A.a

Introduce a topic or text being studied, using an introductory paragraph.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|------|------------------------------------------------------|
| WR | Paragraph Building: Voice Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |

4.W.2.A.a

Introduce a topic or text being studied, using an introductory paragraph.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------------------------------|
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside’s Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

4.W.2.A.b

State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|-------|------------------------------------------------------------|
| WR | Paragraph Building: Voice Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside’s Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

4.W.2.A.c

Use specific and accurate words that are related to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------------------------------------|
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |

4.W.2.A.c

Use specific and accurate words that are related to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

4.W.2.A.d

Contain information using student's original language except when using direct quotation from a source.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|-------|------------------------------------------------------------|
| WR | Paragraph Building: Voice Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

4.W.2.A.e

Reference the name of the author(s) or name of the source used for details or facts included in the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |

4.W.2.A.e

Reference the name of the author(s) or name of the source used for details or facts included in the text.

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

4.W.2.A.f

Use transitions to connect opinion and reason.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

4.W.2.A.g

Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|-------|------------------------------------------------------------|
| WR | Paragraph Building: Voice Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

Informative/Explanatory

W.2.B: Write informative/explanatory texts that:

| 4.W.2.B.a | | | |
|------------------------------------------------------------------------|-----------------------------------|-------------|------------------------------------|
| Introduce a topic using a topic sentence in an introductory paragraph. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay | WR | Expository Essay Interventions |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

| 4.W.2.B.b | | | |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|--------------------------------|
| Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay | WR | Expository Essay Interventions |
| | | WE 23 | Earth: Day, Night, and Seasons |

4.W.2.B.b

Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

4.W.2.B.c

Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| WR | Expository Essay | WR | Expository Essay Interventions |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |

4.W.2.B.c

Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

4.W.2.B.d

Contain information using student's original language except when using direct quotations from a source.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| WR | Expository Essay | WR | Expository Essay Interventions |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

4.W.2.B.e

Use transitions to connect categories of information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| WR | Expository Essay | WR | Expository Essay Interventions |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 38 | The Desert's Gift |
| | | WE 43 | Forest Fires |

4.W.2.B.g

Create a concluding paragraph related to the information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| WR | Expository Essay | WR | Expository Essay Interventions |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |

4.W.2.B.g

Create a concluding paragraph related to the information.

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

Narrative/Literary

W.2.C: Write fiction or nonfiction narratives and poems that:

4.W.2.C.a

Establish a setting and situation/topic and introduce a narrator and/or characters.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| WR | Personal Narrative | WR | Personal Narrative Interventions |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

| 4.W.2.C.b | | | |
|---------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Use narrative techniques, such as dialogue, motivation, and descriptions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Personal Narrative | WR | Personal Narrative Interventions |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

| 4.W.2.C.c | | | |
|----------------------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Organize an event sequence that unfolds naturally to establish a beginning/middle/end. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Personal Narrative | WR | Personal Narrative Interventions |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

4.W.2.C.d

Use a variety of transitions to manage the sequence of events.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| WR | Personal Narrative | WR | Personal Narrative Interventions |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

4.W.2.C.e

Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| WR | Personal Narrative | WR | Personal Narrative Interventions |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

W.3: Gather, analyze, evaluate, and use information from a variety of sources.

Research Process

W.3.A: Apply research process to:

| 4.W.3.A.a | | | |
|------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Generate a list of subject-appropriate topics. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 40 | Power to the Planet 1 |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |

| 4.W.3.A.b | | | |
|-------------------------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Create a research question to address relevant to a chosen topic. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 40 | Power to the Planet 1 |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |

4.W.3.A.c

Identify a variety of relevant sources, literary and informational.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

4.W.3.A.d

Use organizational features of print and digital sources efficiently to locate information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

4.W.3.A.e

Convert graphic/visual data into written notes.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 41 | Power to the Planet 2 |

4.W.3.A.e

Convert graphic/visual data into written notes.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

4.W.3.A.f

Determine the accuracy of the information gathered.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

4.W.3.A.g

Differentiate between paraphrasing and plagiarism when using ideas of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

| 4.W.3.A.h | | | |
|-------------------------------------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Record bibliographic information from sources according to a standard format. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Language

L.1: Communicate using conventions of English language.

Grammar

L.1.A: In speech and written form, apply standard English grammar to:

| 4.L.1.A.b | | | |
|---------------------------------------------------------------------|----------------------------|-------|---------------------------------|
| Use and order adjectives within sentences to conventional patterns. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 21 | Our Solar System |
| | | WE 24 | Fields of Change: Spring/Summer |

4.L.1.A.d

Use adverbs in writing

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 43 | Forest Fires |

4.L.1.A.e

Use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|----------------------------------------------------------------------------|
| | | WR | Personal Narrative: Characteristics Lesson 1.1, First Person Point of View |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |

4.L.1.A.e

Use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns.

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

4.L.1.A.e

Use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.L.1.A.f

Use prepositions correctly in a sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 21 | Our Solar System |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 30 | Earth: The Changing Surface |

4.L.1.A.g

Recognize the difference between and use coordinating conjunctions and subordinating conjunctions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| C14 | Coordinating Conjunctions | C14 | Bridge Lesson – Conjunctions |
| | | WE 22 | Mission Incredible |
| | | WE 26 | The Moon |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |

4.L.1.A.h

Produce and expand the complete simple and compound four types of sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|-------|-----------------------------------------------------------------|
| WR | Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building: Drafting, Editing | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 36 | Amazonia Alert! |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

| 4.L.1.A.i | | | |
|-------------------------------------------------------------|---------------------------------------|-------|-----------------------------------------------------------------|
| Correct sentence fragments and run-on sentences in writing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building: Drafting, Editing | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 33 | Brookside’s Best Science Fair Ever! |
| | | WE 36 | Amazonia Alert! |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |

4.L.1.A.i

Correct sentence fragments and run-on sentences in writing.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 49 | Ecosystem: Part 3 of 3 |

Punctuation, Capitalization, Spelling

L.1.B: In written text:

4.L.1.B.a

Write legibly.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |

| 4.L.1.B.a | | | |
|----------------|----------------------------|-------|-------------------------------------|
| Write legibly. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

4.L.1.B.a

Write legibly.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.L.1.B.b

Punctuate a dialogue between two or more characters.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|-------|-------------------------------------|
| WR | Paragraph Building: Conventions Trait | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 32 | Weather Watchers |

4.L.1.B.c

Insert a comma before a coordinating conjunction in a compound sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|-------|------------------------------|
| WR | Paragraph Building: Conventions Trait | C14 | Bridge Lesson – Conjunctions |
| C14 | Coordinating Conjunctions | WE 39 | Bees at Risk |
| | | WE 42 | Power for the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |

| 4.L.1.B.e | | | |
|-----------------------------|---------------------------------------|-------|------------------------------------------------------------|
| Use correct capitalization. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Paragraph Building: Conventions Trait | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |

4.L.1.B.e

Use correct capitalization.

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

4.L.1.B.f

Spell words with suffixes by dropping or leaving the final e.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|----------------|-------------------------------------------------|
| | | ISIP AR VOC | 2B: Tier 2 – Suffixes (-less, -ful) "Play Ball" |

4.L.1.B.f

Spell words with suffixes by dropping or leaving the final e.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------------|------------------------------------------------------------------------|
| | | ISIP AR VOC | 3A: Tier 3 – Suffixes (-ous, -ive) “Thomas Jefferson – Mad Scientist?” |
| | | ISIP AR VOC | 4A: The Science of Carbon Dating: Suffixes (-able, -ible), Tier 3 |
| | | ISIP AR VOC | 5B: Tier 2 – Suffixes (-ate, -ify) “A Hairy Situation” |

4.L.1.B.h

Alphabetize reference sources.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.L.1.B.i

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|---------|------------------------------------------------|
| ISIP AR | Text Fluency Subtest | ISIP AR | Word Analysis – Teacher Directed Interventions |

4.L.1.B.i

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|-------|------------------------------------------------------------|
| WR | Personal Narrative | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| WR | Expository Essay | WE 23 | Earth: Day, Night, and Seasons |
| WR | Paragraph Building: Conventions Trait | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 32 | Weather Watchers |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Speaking/Listening

SL.1: Listen for a purpose.

Purpose

SL.1.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

4.SL.1.A.a

Following, generating, and justifying classroom listening rules.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-------------------------------------|
| | | ISIP AR | Reading Comprehension Interventions |
| | | SP L | Group Work...How Does It Work? |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

4.SL.1.A.b

Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-----------------------------------------|
| | | C15 | Bridge Lesson – General Comprehension 1 |
| | | C15 | Bridge Lesson – General Comprehension 2 |
| | | C15 | Bridge Lesson – General Comprehension 3 |
| | | C15 | Bridge Lesson – General Comprehension 4 |
| | | SP L | Group Work...How Does It Work? |

SL.2: Listen for entertainment.

Entertainment

SL.2.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

| 4.SL.2.A.a | | | |
|---------------------------------------------------------------------------------------|----------------------------|---------|-------------------------------------|
| Generating and following active listening rules, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR | Reading Comprehension Interventions |
| | | SP L | Group Work...How Does It Work? |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

SL.3: Speak effectively in collaborative discussions.

Collaborative Discussions

SL.3.A: Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

| 4.SL.3.A.a | | | |
|---------------------------------------------------------------------------------------------------|----------------------------|------|-------------------------------------|
| Contributing to discussion after listening to others' ideas, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C12 | Inferencing and Drawing Conclusions |
| | | C12 | Sequencing |
| | | C12 | Main Idea |
| | | C12 | Predicting Outcomes |

4.SL.3.A.a

Contributing to discussion after listening to others' ideas, according to classroom expectations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | C12 | Summarizing |
| | | SP L | Group Work...How Does It Work? |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 33 | Brookside's Best Science Fair Ever! |

4.SL.3.A.b

Expressing opinions of read-alouds and independent reading and relating opinion to others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 36 | Amazonia Alert! |
| | | WE 42 | Power for the Planet 3 |

SL.4: Speak effectively when presenting.

Presenting

SL.4.A: Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

| 4.SL.4.A.a | | | |
|---------------------------------------------------------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Paraphrasing portions of a text read aloud or information presented in diverse media and formats. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | SP L | Group Work...How Does It Work? |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

| 4.SL.4.A.b | | | |
|---------------------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Using efficient presentation skills with available resources. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | SP L | Group Work...How Does It Work? |
| | | WE | Inquiry and Research Writing Extension (Grade 4) |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

4.SL.4.A.c

Incorporating descriptive and sequential details in a student-designed or teacher-assigned topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | SP L | Group Work...How Does It Work? |
| | | WE 31 | Atmosphere |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

4.SL.4.A.d

Giving a formal presentation to classmates, using a variety of media.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | SP L | Group Work...How Does It Work? |
| | | WE 31 | Atmosphere |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |

4.SL.4.A.e

Speaking with expression and fluency.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------|
| | | SP L | Group Work...How Does It Work? |

4.SL.4.A.f

Adjusting formal/informal language according to context and topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------|
| | | SP L | Group Work...How Does It Work? |

Grade 5

Reading

R.1: Develop and apply skills to the reading process.

Comprehension

R.1.A: Develop and demonstrate reading skills in response to text by:

| 5.R.1.A.a | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------|------------------------------|
| Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1B: Exploring Space |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System; Earth: Rocks and Soil | ISIP AR RC | 1C: Fire and Ice |
| C12B | Earth: The Changing Surface; The Moon; Exploring Space; Natural Resources; Water Recycled | ISIP AR RC | 2A: Do Your Part |
| C13B | Deepwater Horizon: Solving the Spill; Exploring the Deep; Forest Fires: Lessons from the Front Lines; Survivors! | ISIP AR RC | 2B: Spreading the Love |
| | | ISIP AR RC | 3C: Big Chug, Be Gone! |
| | | ISIP AR RC | 4A: Now That's Recycling |
| | | ISIP AR RC | 4B: Give This Fish a Hand |
| | | ISIP AR RC | 5A: Too Much of a Good Thing |

5.R.1.A.a

Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------------|-----------------------------------------------------------------------------|
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | ISIP AR RC | 7C: Night Light |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | C14 | Bridge Lesson – Supporting Responses |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L48 | Informational Texts: The World Healers |
| | | RC L49 | Informational Texts: Phoenix Lights |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

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

5.R.1.A.b

Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------------|-----------------------------------------------------------------------------|
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | C14 | Bridge Lesson – Supporting Responses |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L48 | Informational Texts: The World Healers |
| | | RC L49 | Informational Texts: Phoenix Lights |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

5.R.1.A.c

Monitoring comprehension and making corrections and adjustments when understanding breaks down.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------------------------------------------------------------------------|---------|-------------------------------|
| ISIP AR | Reading Comprehension, Text Fluency, and Oral Reading Fluency Subtests | ISIP AR | Reading Comprehension Lessons |
| C13B | Deepwater Horizon: Solving the Spill; Exploring the Deep; The Desert's Gift; Power for the Planet; Survivors! | ISIP AR | Vocabulary Lessons |
| C13B | The Rain Forest Howlers; Bees at Risk; Amazonia Alert! | ISIP AR | G5 Fluency 1: History Lesson |

| 5.R.1.A.c | | | |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------|------------------------------------------------------|
| Monitoring comprehension and making corrections and adjustments when understanding breaks down. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C13 | Living Lessons: Context Clues | ISIP AR | G5 Fluency 2: Water Soup |
| C14B&P | Race for the Moon; Visit Yellowstone; Fueling Humanity; A Renewable Future | ISIP AR | G5 Fluency 3: Echoes of Love |
| C14B&P | All Aboard! The First Transcontinental Railroad | ISIP AR | G5 Fluency 5: Home Sweet Home |
| C14 | Living Lessons: Context Clues | ISIP AR | G5 Fluency 6: One Hamburger with a Side of Pollution |
| | | ISIP AR | G5 Fluency 7: History Lessons |
| | | ISIP AR | G5 Fluency 8: The Wonder of It All |
| | | ISIP AR | G5 Fluency 9: A Perfect Shot |
| | | ISIP AR | G5 Fluency 10: A Food Feud |
| | | C15 | Bridge Lesson – Context Clues |

Vocabulary

R.1.B: Develop an understanding of vocabulary by:

| 5.R.1.B.a | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------|----------------------------------------------------|
| Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Vocabulary Subtest | ISIP AR VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-) |

5.R.1.B.a

Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.

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

5.R.1.B.a

Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|----------------|---------------------------------------------------------------------------------|
| | | ISIP AR VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val) |
| | | ISIP AR VOC | 10A: Tier 3 Latin Roots (aud, bene) “- Hope from the Past” |
| | | ISIP AR VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart” |
| | | ISIP AR | 1C Spelling Tier 1: Simple Prefixes and Base Words (un-, re-, dis-, pre-, sub-) |
| | | ISIP AR | 2C Spelling Tier 1: Simple Suffixes (-y, -ly, -ful, -less, -er, -erst, -ness) |
| | | ISIP AR | 3A Spelling Tier 3: Hard and Soft C and G Sounds |
| | | ISIP AR | 6A Spelling Tier 2: -ed and -ing Endings |
| | | ISIP AR | 8B Spelling Tier 2: Prefixes (im-, mis-, non-) |
| | | ISIP AR | 8C Spelling Tier 1: Suffixes (-ary, -ery, -ory) |
| | | VOC | Affixes -ion, -tion, -sion |
| | | C12 | Vocabulary: Greek and Latin Roots |
| | | C12L3 | Vocabulary: Structural Analysis |
| | | C15 | Bridge Lesson – Prefixes |

5.R.1.B.b

Using context to determine meaning of unfamiliar or multiple-meaning words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------------------|---------|-------------------------------|
| ISIP AR | Reading Comprehension, Vocabulary, Text Fluency, and Oral Reading Fluency Subtests | ISIP AR | Vocabulary Lessons |
| C13 | Living Lessons: Context Clues | C12L10 | Vocabulary: Context |
| C14B&P | Race for the Moon; Visit Yellowstone; Fueling Humanity; A Renewable Future | C15 | Bridge Lesson – Context Clues |
| C14B&P | All Aboard! The First Transcontinental Railroad | | |
| C14 | Living Lessons: Context Clues | | |

5.R.1.B.c

Constructing analogies.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------------|---------------------------|
| | | ISIP AR RC | 8A: A Good Fit |
| | | VOC L35 | Analogies |
| | | VOC L36 | Analogies |
| | | C15 | Bridge Lesson – Analogies |

5.R.1.B.d

Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|---------|-----------------------------------------------|
| ISIP AR | Vocabulary Subtest | C15 | Bridge Lesson – Similes |
| C13B | Race Across the Arctic | C15 | Bridge Lesson – Metaphors |
| C14B | Visit Yellowstone | RC L55 | Literature Poetry Analysis: A View From Above |
| C15 | Metaphors, Similes | RC | Poetry: Hyperbole |
| | | EOD 2 | Pandora’s Box |
| | | VOC L38 | Idioms |
| | | VOC L39 | Idioms |
| | | VOC L40 | Idioms |
| | | VOC | Adages |

5.R.1.B.e

Identifying and using words and phrases that signal contrast, addition, and relationships.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------|
| ISIP AR | Vocabulary Subtest | ISIP AR VOC | 2A: Tier 3 – Synonyms “Monkey Brothers and the Hero Twins” |
| C13B | The Desert’s Gift; Forest Fires: Lessons from the Front Lines; Exploring the Deep; Amazonia Alert! | ISIP AR VOC | 3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?” |
| C15 | Antonyms, Synonyms | ISIP AR VOC | 5C: Tier 1 – Salamanders: Synonyms and Antonyms |

5.R.1.B.e

Identifying and using words and phrases that signal contrast, addition, and relationships.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------------|----------------------------------------------------|
| | | ISIP AR VOC | 8A: Tier 3 – Synonyms and Antonyms “I HAD a Dream” |
| | | C15 | Bridge Lesson – Synonyms |
| | | WE 37 | Survivors! |

5.R.1.B.f

Using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------|
| C12B | With Glossary: Weather Watchers; Earth: Day, Night, and Seasons; Our Solar System | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| C12B | With Glossary: Earth: The Changing Surface; The Moon; Earth: Atmosphere; Earth: Rocks and Soil | RC | Dictionary and Glossary Skills |
| C13B | With Glossary: Deepwater Horizon: Solving the Spill; Exploring the Deep; Amazonia Alert! | VOC L34 | Word Meaning Using a Dictionary/Thesaurus |
| C13B | With Glossary: Forest Fires: Lessons from the Front Lines; Power for the Planet; Survivors! | WE 23 | Earth: Day, Night, and Seasons |
| C14B | With Glossary: Race for the Moon; Visit Yellowstone | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 32 | Weather Watchers |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |

5.R.1.B.f

Using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

5.R.1.B.g

Using conversational, general academic, and domain-specific words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------|---------|---------------------------------|
| ISIP AR | Reading Comprehension and Vocabulary Subtests | ISIP AR | Vocabulary Lessons |
| C13B | Exploring the Deep | WE 21 | Our Solar System |
| C14B | Race for the Moon | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |

5.R.1.B.g

Using conversational, general academic, and domain-specific words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |

5.R.1.B.g

Using conversational, general academic, and domain-specific words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Independent Text

R.1.D: Read independently for multiple purposes over sustained periods of time by:

5.R.1.D.a

Reading text that is developmentally appropriate.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------|
| ISIP AR | Reading Comprehension, Text fluency, and Oral Reading Fluency Subtests | ISIP AR | Reading Comprehension Interventions |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System; The Moon | ISIP AR | Vocabulary Lessons |
| C12B | Exploring Space; Natural Resources; Water Recycled; Fields of Change; Mission Incredible; Weather Watchers | ISIP AR | G5 Fluency 1: History Lesson |
| C13B&P | A Desert Filled with Colonies; A Vaquero's Life; Bees at Risk; Blowing Bubbles in the Rainforest; Amazonia Alert! | ISIP AR | G5 Fluency 2: Water Soup |
| C13B&P | Colossal Critter Construction; Come Visit Jefferson; Dangerous Snakes; Deepwater Horizon: Solving the Spill | ISIP AR | G5 Fluency 3: Echoes of Love |
| C13B&P | Exploring the Deep; Forest Fires: Lessons from the Front Lines; Monkey Trouble; Power for the Planet; Survivors! | ISIP AR | G5 Fluency 5: Home Sweet Home |

| 5.R.1.D.a | | | |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------|
| Reading text that is developmentally appropriate. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C13B&P | Teen Navigators; The Bats of Austin; The Mystery of the Phoenix Lights; The Desert's Gift; First Round-Up | ISIP AR | G5 Fluency 6: One Hamburger with a Side of Pollution |
| C13B&P | Ghost Party; Into the Darkness; Monkey Brothers and the Hero Twins; Night Spirits of the Rainforest | ISIP AR | G5 Fluency 7: History Lessons |
| C13B&P | Race Across the Arctic; Spirits of the Wild; Swimming with the Whale Sharks; The Lost Treasure of the Ruby Dagger | ISIP AR | G5 Fluency 8: The Wonder of It All |
| C14B&P | A Boon for the Planet; A Renewable Future; Asteroid Hunters; Journey Through the Triangle; Low Down Living | ISIP AR | G5 Fluency 9: A Perfect Shot |
| C14B&P | Man on a Wire; Race for the Moon; Too-Cool Transportation: Aisha's Travel Blog; Visit Yellowstone | ISIP AR | G5 Fluency 10: A Food Feud |
| C14B&P | Escaping Gravity's Gasp; Myths of the Great Bear; It's a Bird...It's a Plane...It's Jetman!; How Can Brown Make a Car Go Green? | | |

| 5.R.1.D.b | | | |
|--------------------------------|----------------------------|-------|---------------------------------|
| Producing evidence of reading. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |

5.R.1.D.b

Producing evidence of reading.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |

| 5.R.1.D.b | | | |
|--------------------------------|----------------------------|-------|--------------------------|
| Producing evidence of reading. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Reading: Literacy

R.2: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

Fiction

R.2.A: Read, infer, analyze, and draw conclusions to

| 5.R.2.A.a | | | |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------|-----------------------|
| Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1A: Time for Music |
| C13B | The Rain Forest Howlers. Race Across the Arctic | ISIP AR RC | 2C: Angels in the Lab |

| 5.R.2.A.a | | | |
|------------------------------------------------------------------------------------------------------------------------|----------------------------|------------|-----------------------------------------|
| Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 3A: Choosing Love |
| | | ISIP AR RC | 3B: What's in a Name? |
| | | ISIP AR RC | 4C: Labor of Love |
| | | ISIP AR RC | 5B: Lunchtime with Lisa |
| | | ISIP AR RC | 6A: Drum Lesson |
| | | ISIP AR RC | 6B: The Big Day |
| | | ISIP AR RC | 8A: A Good Fit |
| | | ISIP AR RC | 8B: Time to Fly |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10A: Wants vs. Needs |
| | | ISIP AR RC | 10C: A Great Dad |
| | | C12L11 | Compare and Contrast (Cycles 12-14) |
| | | C15 | Bridge Lesson – General Comprehension 3 |

5.R.2.A.a

Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-------------------------------------------------------------------------------------|
| | | RC L60 | Analyzing Themes in Myths: Monkey Brothers and the Hero Twins |
| | | RC L61 | Literature, Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2 |
| | | RC L62 | Literature, Analyzing Elements of Fiction: Phaeton and the Chariot of Fire |
| | | RC L63 | Literature, Analyzing Elements of Fiction: The Desert's Gift |

5.R.2.A.b

Explain the theme or moral lesson, conflict, and resolution in a story or novel.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------------------------|---------------|-------------------------|
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1A: Time for Music |
| C12 | Living Lessons: Summarization | ISIP AR RC | 2C: Angels in the Lab |
| C13 | Living Lessons: Main Idea, Cause and Effect | ISIP AR RC | 3A: Choosing Love |
| C13B | The Rain Forest Howlers, The Desert's Gift, Race Across the Arctic | ISIP AR RC | 3B: What's in a Name? |
| | | ISIP AR RC | 4C: Labor of Love |
| | | ISIP AR RC | 5B: Lunchtime with Lisa |

5.R.2.A.b

Explain the theme or moral lesson, conflict, and resolution in a story or novel.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------------|-------------------------------------------------------------------------------------|
| | | ISIP AR RC | 6A: Drum Lesson |
| | | ISIP AR RC | 6B: The Big Day |
| | | ISIP AR RC | 8A: A Good Fit |
| | | ISIP AR RC | 8B: Time to Fly |
| | | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10A: Wants vs. Needs |
| | | RC | Determining Theme |
| | | RC L59 | Analyzing Themes in Myths: The Desert's Gift |
| | | RC L60 | Analyzing Themes in Myths: Monkey Brothers and the Hero Twins |
| | | RC L61 | Literature, Analyzing Elements of Fiction: The Rain Forest Howlers Chapters 1 and 2 |

5.R.2.A.c

Describe how a narrator's or speaker's point of view influences events.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------------------------------------------------------|
| | | RC | Point of View |
| | | RC L55 | Literature Poetry Analysis: A View From Above |
| | | WR | Personal Narrative: Characteristics Lesson 1.1, First Person Point of View |

5.R.2.A.f

Introduce origin myths and culturally significant characters/events in mythology.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|---------------------------------------------------------------|
| | | C14 | Exploration Station – Myths of the Great Bear |
| | | RC L59 | Analyzing Themes in Myths: The Desert's Gift |
| | | RC L60 | Analyzing Themes in Myths: Monkey Brothers and the Hero Twins |

5.R.2.A.g

Introduce different forms of third-person points of view in stories.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|----------------------------------------------------------------------------|
| | | RC | Point of View |
| | | RC L55 | Literature Poetry Analysis: A View From Above |
| | | WR | Personal Narrative: Characteristics Lesson 1.1, First Person Point of View |

Poetry

R.2.B: Read, infer, and draw conclusions to:

5.R.2.B.a

Explain how poets use sound and visual elements in poetry.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-------------------------------------------------------------|
| | | EOD 2 | Pandora's Box |
| | | RC | Poetry: Alliteration and Assonance |
| | | RC | Poetry: Hyperbole |
| | | RC | Poetry: Visual Patterns and Structure |
| | | RC L54 | Literature Poetry Analysis: Night Spirits of the Rainforest |
| | | RC L55 | Literature Poetry Analysis: A View From Above |

5.R.2.B.b

Identify forms of poems.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-------------------------------------------------------------|
| | | EOD 2 | Pandora's Box |
| | | RC | Poetry: Hyperbole |
| | | RC | Poetry: Visual Patterns and Structure |
| | | RC L54 | Literature Poetry Analysis: Night Spirits of the Rainforest |
| | | RC L55 | Literature Poetry Analysis: A View From Above |

Drama

R.2.C: Read, infer, and draw conclusions to:

5.R.2.C.a

Analyze the similarities between an original text and its dramatic adaptation.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | EOD 2 | Pandora's Box |

5.R.2.C.b

Identify structural elements of dramatic literature.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | EOD 2 | Pandora's Box |

5.R.2.C.c

Evaluate the critical impact of sensory details, imagery, and figurative language.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------|
| | | EOD 2 | Pandora's Box |

Reading: Informational

R.3: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Text Features

R.3.A: Read, infer, and draw conclusions to:

| 5.R.3.A.a | | | |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------|------------------------------------|
| Use multiple text features and graphics to locate information and gain an overview of the contents of text information. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | C11 | Informational Text Characteristics |
| C12 | Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab | C12L8A | Representing Text |
| C13 | Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain | | |
| C13 | Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy; Photosynthesis | | |
| C13 | Science Interactive: Plant Reproduction; Plant Adaptation | | |
| C14 | Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels | | |

| 5.R.3.A.b | | | |
|---------------------------------------------------------------------------------------------------|-------------------------------|------------|---------------------|
| Interpret details from procedural text to complete a task, solve a problem, or perform an action. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1B: Exploring Space |

| 5.R.3.A.b | | | |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------|
| Interpret details from procedural text to complete a task, solve a problem, or perform an action. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | ISIP AR RC | 1C: Fire and Ice |
| C12 | Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab | ISIP AR RC | 2A: Do Your Part |
| C13 | Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain | ISIP AR RC | 2B: Spreading the Love |
| C13 | Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy; Photosynthesis | ISIP AR RC | 3C: Big Chug, Be Gone! |
| C13 | Science Interactive: Plant Reproduction; Plant Adaptation | ISIP AR RC | 4A: Now That's Recycling |
| C14 | Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels | ISIP AR RC | 4B: Give This Fish a Hand |
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | ISIP AR RC | 7C: Night Light |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |
| | | ISIP AR RC | 9C: Band Aid |

5.R.3.A.b

Interpret details from procedural text to complete a task, solve a problem, or perform an action.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------------|-------------------------------------------------------------------------------------|
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L50 | Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer |
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |

5.R.3.A.c

Interpret factual or quantitative information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------------------------------------------------------------------|--------|-------------------|
| C12 | Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab | C12L8A | Representing Text |
| C13 | Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain | | |
| C13 | Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy; Photosynthesis | | |
| C13 | Science Interactive: Plant Reproduction; Plant Adaptation | | |
| C14 | Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels | | |

Literary Techniques

R.3.B: Read, infer, and draw conclusions to:

| 5.R.3.B.a | | | |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------|------------------------------------------------------------------|
| Evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C13 | Living Lessons: Author's Purpose | ISIP AR RC | 2A: Do Your Part |
| C13B | Forest Fires: Lessons from the Front Lines; Power for the Planet; Bees at Risk | ISIP AR RC | 2B: Spreading the Love |
| C14B | Race for the Moon, Visit Yellowstone | ISIP AR RC | 10C: A Great Dad |
| | | C15 | Bridge Lesson – General Comprehension 2 |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L48 | Informational Texts: The World Healers |
| | | RC L49 | Informational Texts: The Mystery of the Phoenix Lights |
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |

| 5.R.3.B.d | | | |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------|-------------------|
| Identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C13 | Living Lessons: Author's Purpose | ISIP AR RC | 2A: Do Your Part |

5.R.3.B.d

Identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--------------------------------------------------------------------------------|---------------|--------------------------------------------------------|
| C13B | Forest Fires: Lessons from the Front Lines; Power for the Planet; Bees at Risk | ISIP AR RC | 2B: Spreading the Love |
| C14B | Race for the Moon, Visit Yellowstone | ISIP AR RC | 10C: A Great Dad |
| | | C15 | Bridge Lesson – General Comprehension 2 |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L48 | Informational Texts: The World Healers |
| | | RC L49 | Informational Texts: The Mystery of the Phoenix Lights |

5.R.3.B.e

Recognize exaggerated, contradictory, or misleading statements.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------------------------------------------------|
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |
| | | RC L53 | Persuasive Text: Climate Change |

5.R.3.B.f

Explain the type of evidence used to support a claim in a persuasive text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------------------------------------------------|
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |
| | | RC L53 | Persuasive Text: Climate Change |

Text Structures

R.3.C: Read, infer, and draw conclusions to:

5.R.3.C.a

Identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------------------------------------|
| | | RC L56 | Literature, Analyzing a Biography: George Washington Carver |
| | | RC L57 | Literature, Biography: Jane Goodall, Champion of Chimpanzees |

5.R.3.C.b

Explain the difference between a stated and implied purpose for an expository text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------------------------------------------------------|------------|---------------------|
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: Atmosphere; Our Solar System; Exploring Space | ISIP AR RC | 1B: Exploring Space |

5.R.3.C.b

Explain the difference between a stated and implied purpose for an expository text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------|
| C12B | Earth: The Changing Surface; The Moon; Earth: Rocks and Soil; Natural Resources; Water Recycled | ISIP AR RC | 1C: Fire and Ice |
| C13B | Deepwater Horizon: Solving the Spill; Exploring the Deep; Forest Fires: Lessons from the Front Lines; Survivors! | ISIP AR RC | 2A: Do Your Part |
| | | ISIP AR RC | 2B: Spreading the Love |
| | | ISIP AR RC | 3C: Big Chug, Be Gone! |
| | | ISIP AR RC | 4A: Now That's Recycling |
| | | ISIP AR RC | 4B: Give This Fish a Hand |
| | | ISIP AR RC | 5A: Too Much of a Good Thing |
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | ISIP AR RC | 7C: Night Light |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |

5.R.3.C.b

Explain the difference between a stated and implied purpose for an expository text.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------------|------------------------------------------|
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | C14 | Bridge Lesson – Supporting Responses |

5.R.3.C.c

Analyze how the pattern of organization of a text influences the relationships.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------------------------------------------------------------------|---------------|---------------------------|
| C12 | Science Interactive: Scientific Method; Planet Sequencing; Crater Lab; Scientific Process; The Moon Phases Lab | ISIP AR RC | 1B: Exploring Space |
| C12B | Do Your Part; Earth: Day, Night, and Seasons; Earth: The Changing Surface; The Moon; Earth: Rocks and Soil | ISIP AR RC | 1C: Fire and Ice |
| C13 | Science Interactive: Living Things; Vertebrates vs. Invertebrates; Insects vs. Arachnids; Food Chain | ISIP AR RC | 2A: Do Your Part |
| C13 | Science Interactive: Life Cycles; Water Cycle; Planet Cycle; Plant Anatomy; Photosynthesis | ISIP AR RC | 2B: Spreading the Love |
| C13 | Science Interactive: Plant Reproduction; Plant Adaptation | ISIP AR RC | 3C: Big Chug, Be Gone! |
| C14 | Science Interactive: Properties of Matter; States and Changes of Matter; Fossil Fuels | ISIP AR RC | 4A: Now That's Recycling |
| | | ISIP AR RC | 4B: Give This Fish a Hand |

| 5.R.3.C.c | | | |
|---------------------------------------------------------------------------------|----------------------------|------------|-------------------------------------------------------------------------------------|
| Analyze how the pattern of organization of a text influences the relationships. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | ISIP AR RC | 7C: Night Light |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | RC L47 | Informational Texts: Amazonia Alert! |
| | | RC L50 | Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer |
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |

5.R.3.C.d

Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------------------------------|
| | | WR | Expository Essay, Characteristics 1.2, Point of View |

R.4: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.

Digital and Media Literacy

R.4.A: Read to develop an understanding of media and its components by:

5.R.4.A.a

Explaining how messages conveyed in various forms of media are presented differently.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|-----------------------------------------------------------------------------|
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

5.R.4.A.b

Comparing and contrasting the difference in techniques used in media.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|------------------------------------------------------------------|
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |

5.R.4.A.b

Comparing and contrasting the difference in techniques used in media.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------------------------------------------------------|
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

5.R.4.A.c

Identifying the point of view of media presentations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------------------------------------------------------|
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

5.R.4.A.d

Analyzing various digital media venues for levels of formality and informality.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|--------------------------------------------------------------------------------|
| | | RC L51 | Informational Texts/Analyzing Persuasive Media: Sharks in Danger |
| | | RC L52 | Informational Texts/Analyzing Persuasive Media: Public Service Announcement |

Reading: Foundations

RF.3: Understand how English is written and read.

Phonics

RF.3.A: Develop phonics in the reading process by:

5.RF.3.A.a

Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------|---------|------------------------------------------------------|
| ISIP AR | Text Fluency and Vocabulary Subtests | ISIP AR | Vocabulary – Teacher Directed Interventions |
| C13-14 | Discovery Island: Self-Selected Reading Passages | ISIP AR | Word Analysis – Teacher Directed Interventions |
| C13B | Deepwater Horizon: Solving the Spill; Power for the Planet | ISIP AR | G5 Fluency 1: History Lesson |
| C14 | Vocab Lab | ISIP AR | G5 Fluency 2: Water Soup |
| C15 | Living Lessons: Vocabulary | ISIP AR | G5 Fluency 3: Echoes of Love |
| | | ISIP AR | G5 Fluency 5: Home Sweet Home |
| | | ISIP AR | G5 Fluency 6: One Hamburger with a Side of Pollution |
| | | ISIP AR | G5 Fluency 7: History Lessons |
| | | ISIP AR | G5 Fluency 8: The Wonder of It All |
| | | ISIP AR | G5 Fluency 9: A Perfect Shot |
| | | ISIP AR | G5 Fluency 10: A Food Feud |
| | | C11L11 | Multisyllabic Words |
| | | C12L3 | Vocabulary: Structural Analysis |

5.RF.3.A.a

Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.

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

5.RF.3.A.b

Reading root words, prefixes, suffixes, and important words from all specific content curricula.

| Code | Digital Student Experience | Code | Teacher Resources |
|--------|--------------------------------------------------|-------------|----------------------------------------------------------------------|
| C9-C14 | Books | ISIP AR VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-) |
| C13-14 | Discovery Island: Self-Selected Reading Passages | ISIP AR VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain) |
| C14 | Vocab Lab | ISIP AR VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-) |
| C15 | Living Lessons: Vocabulary | ISIP AR VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto) |
| | | ISIP AR VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest” |
| | | ISIP AR VOC | 6B: Tier 2 – Greek Root (graph) “Picture This” |
| | | ISIP AR VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-) |
| | | ISIP AR VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?” |

| 5.RF.3.A.b | | | |
|--------------------------------------------------------------------------------------------------|----------------------------|-------------|-------------------------------------------------------------|
| Reading root words, prefixes, suffixes, and important words from all specific content curricula. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light” |
| | | ISIP AR VOC | 7C: Tier 1 – Handmade Books, Latin Roots (scrib/script) |
| | | ISIP AR VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
| | | ISIP AR VOC | 8C: Tier 1 – Civil War Latin Roots (rupt, struct) |
| | | ISIP AR VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself” |
| | | ISIP AR VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val) |
| | | ISIP AR VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past” |
| | | ISIP AR | G5 Fluency 1: History Lesson |
| | | ISIP AR | G5 Fluency 2: Water Soup |
| | | ISIP AR | G5 Fluency 3: Echoes of Love |
| | | ISIP AR | G5 Fluency 6: One Hamburger with a Side of Pollution |
| | | ISIP AR | G5 Fluency 7: History Lessons |
| | | ISIP AR | G5 Fluency 8: The Wonder of It All |
| | | ISIP AR | G5 Fluency 9: A Perfect Shot |
| | | ISIP AR | G5 Fluency 10: A Food Feud |

5.RF.3.A.b

Reading root words, prefixes, suffixes, and important words from all specific content curricula.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|---------------------------------|
| | | C11L11 | Multisyllabic Words |
| | | C12L3 | Vocabulary: Structural Analysis |
| | | C12L8A | Representing Text |

RF.4: Understand how English is written and read.

Fluency

RF.4.A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.

5.RF.4.A.a

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------|---------|------------------------------------------------------|
| ISIP AR | Text Fluency and Oral Reading Fluency Subtests | ISIP AR | Text Fluency Interventions |
| C11-C14 | Books | ISIP AR | G5 Fluency 1: History Lesson |
| | | ISIP AR | G5 Fluency 2: Water Soup |
| | | ISIP AR | G5 Fluency 3: Echoes of Love |
| | | ISIP AR | G5 Fluency 6: One Hamburger with a Side of Pollution |
| | | ISIP AR | G5 Fluency 7: History Lessons |
| | | ISIP AR | G5 Fluency 8: The Wonder of It All |

5.RF.4.A.a

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-----------------|------------------------------------------------------------------------------------------------|
| | | ISIP AR | G5 Fluency 9: A Perfect Shot |
| | | ISIP AR | G5 Fluency 10: A Food Feud |
| | | ISIP ORF DAP | Passages 151-181 |
| | | ISIP ORF PRP | Garrett Morgan: Inventor of the People; Healing Broken Hearts; Invasion of the Burmese Pythons |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Priority Practice (Grades 1-8) |
| | | ISIP ORF | Rate Chart (Grades 1-8) |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Progress Monitoring Passages |
| | | ISIP AR | Text Fluency Interventions |
| | | C12L10 | Vocabulary: Context |
| | | C15 | Bridge Lesson – Context Clues |

Writing

W.1: Apply a writing process to develop a text for audience and purpose.

Prewriting

W.1.A: Follow a writing process to plan a first draft by:

| 5.W.1.A.a | | | |
|----------------------------------------------------------------------------------|-----------------------------------|-------|-----------------------------------------------------------------|
| Selecting a genre appropriate for conveying the purpose to an intended audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 21 | Our Solar System |

| 5.W.1.A.a | | | |
|----------------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Selecting a genre appropriate for conveying the purpose to an intended audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |

5.W.1.A.a

Selecting a genre appropriate for conveying the purpose to an intended audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

5.W.1.A.b

Formulating questions related to the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 36 | Amazonia Alert! |
| | | WE 39 | Bees at Risk |

5.W.1.A.b

Formulating questions related to the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 40 | Power to the Planet 1 |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |

5.W.1.A.c

Accessing prior knowledge or building background knowledge related to the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |

5.W.1.A.c

Accessing prior knowledge or building background knowledge related to the topic.

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

5.W.1.A.c

Accessing prior knowledge or building background knowledge related to the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 49 | Ecosystem: Part 3 of 3 |

5.W.1.A.d

Using a prewriting strategy.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|-------|-------------------------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| WR | Essay Writing: Introduction to the Writing Process | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |

5.W.1.A.d

Using a prewriting strategy.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |

5.W.1.A.d

Using a prewriting strategy.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Draft

W.1.B: Appropriate to genre type, develop a draft from prewriting by:

5.W.1.B.a

Choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------|------|--------------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Personal Narrative – Planning, Unit 2 |
| WR | Essay Writing: Expository Essay | WR | Personal Narrative – Drafting, Unit 3 |
| WR | Paragraph Building | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |

5.W.1.B.a

Choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |

5.W.1.B.a

Choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

5.W.1.B.b

Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------------------------|------|-------------------------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building: Ideas Trait, Organization Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |

5.W.1.B.b

Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-----------------------------------------------------------------|
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |

| 5.W.1.B.b | | | |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |

5.W.1.B.b

Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

5.W.1.B.c

Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs, applicable to the organizational structure.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------------------------|------|-----------------------------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building: Ideas Trait, Organization Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |

5.W.1.B.c

Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs, applicable to the organizational structure.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|-----------------------------------|-------------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |

5.W.1.B.c

Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs, applicable to the organizational structure.

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

5.W.1.B.d

Restating the overall main idea in the concluding statement.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------|------|----------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Personal Narrative – Characteristics, Unit 1 |

| 5.W.1.B.d | | | |
|--------------------------------------------------------------|---------------------------------|-------|--------------------------------------------------|
| Restating the overall main idea in the concluding statement. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Essay Writing: Expository Essay | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

5.W.1.B.d

Restating the overall main idea in the concluding statement.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------|
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

| 5.W.1.B.e | | | |
|----------------------------------------------------------------|-----------------------------------------------------|-------|-----------------------------------------------------------------|
| Addressing an appropriate audience, organization, and purpose. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building: Ideas Trait, Organization Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WR | Personal Narrative – Characteristics, Unit 1 |
| | | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |

| 5.W.1.B.e | | | |
|----------------------------------------------------------------|----------------------------|-------|-------------------------------------|
| Addressing an appropriate audience, organization, and purpose. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |

| 5.W.1.B.e | | | |
|----------------------------------------------------------------|----------------------------|-------|--------------------------|
| Addressing an appropriate audience, organization, and purpose. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Revise/Edit

W.1.C: Reread, revise, and edit drafts with assistance to:

| 5.W.1.C.a | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------|--------------------------------------------------|
| Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, and voice. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Essay Writing: Personal Narrative | WR | Personal Narrative – Characteristics, Unit 1 |
| WR | Essay Writing: Expository Essay | WR | Personal Narrative – Planning, Unit 2 |
| WR | Paragraph Building | WR | Personal Narrative – Drafting, Unit 3 |
| WR | Essay Writing: Introduction to the Writing Process | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |

5.W.1.C.a

Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, and voice.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |

5.W.1.C.a

Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, and voice.

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

5.W.1.C.b

Edit for language conventions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-----------------------------------|------|----------------------------------------------|
| WR | Essay Writing: Personal Narrative | WR | Personal Narrative – Characteristics, Unit 1 |

| 5.W.1.C.b | | | |
|--------------------------------|----------------------------------------------------|-------|--------------------------------------------------|
| Edit for language conventions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Essay Writing: Expository Essay | WR | Personal Narrative – Planning, Unit 2 |
| WR | Paragraph Building | WR | Personal Narrative – Drafting, Unit 3 |
| WR | Essay Writing: Introduction to the Writing Process | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |

| 5.W.1.C.b | | | |
|--------------------------------|----------------------------|-------|------------------------------------|
| Edit for language conventions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 38 | The Desert's Gift |
| | | WE 39 | Bees at Risk |
| | | WE 40 | Power to the Planet 1 |
| | | WE 41 | Power to the Planet 2 |
| | | WE 42 | Power to the Planet 3 |
| | | WE 43 | Forest Fires |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Produce/Publish and Share

W.1.D: With assistance from adults/peers:

| 5.W.1.D.a | | | |
|-------------------------------------------------------------------------|-----------------------------------|-------------|-------------------------------------------------------------|
| Use technology, including the Internet, to produce and publish writing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Essay Writing: Personal Narrative | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Essay Writing: Expository Essay | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 39 | Bees at Risk |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

W.2: Compose well-developed writing texts for audience and purpose.

Opinion/Argumentative

W.2.A: Write opinion texts that:

| 5.W.2.A.a | | | |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------|------------------------------------------------------|
| Introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Paragraph Building: Voice Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |

5.W.2.A.a

Introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------------------------------------------|
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

5.W.2.A.b

State an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|-------|------------------------------------------------------------|
| WR | Paragraph Building: Voice Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

5.W.2.A.c

Use specific and accurate words that are related to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|------|------------------------------------------------------------|
| WR | Paragraph Building: Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |

5.W.2.A.c

Use specific and accurate words that are related to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

5.W.2.A.d

Contain information using student's original language except when using direct quotation from a source.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------------------|-------|------------------------------------------------------------|
| WR | Paragraph Building: Voice Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

5.W.2.A.f

Use transitions to connect opinion and reason.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-------------------------------------|
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |

5.W.2.A.f

Use transitions to connect opinion and reason.

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

5.W.2.A.g

Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------------------------------------|-------|-------------------------------------------------------------|
| WR | Paragraph Building: Voice Trait, Organization Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| | | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| | | WE 31 | Atmosphere |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 39 | Bees at Risk |

Informative/Explanatory

W.2.B: Write informative/explanatory texts that:

5.W.2.B.a

Introduce a topic using a topic sentence in an introductory paragraph.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------|------|----------------------------------------------------------------|
| WR | Expository Essay: Planning | WR | Expository Essay, Planning Lesson 2.2, Form a Controlling Idea |
| WR | Paragraph Building: Ideas Trait | WR | Expository Essay, Planning Lesson 2.3: Form an Introduction |
| | | WR | Expository Essay, Planning Lesson 2.4: Subtopics |

5.W.2.B.b

Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------------------------|
| WR | Expository Essay: Drafting | WR | Expository Essay, Planning Lesson 2.4: Subtopics |

5.W.2.B.c

Format that suits the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------------------------|
| WR | Expository Essay: Drafting | WR | Expository Essay, Planning Lesson 2.4: Subtopics |

5.W.2.B.d

Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|------|------------------------------------------------------------|
| WR | Paragraph Building: Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |

5.W.2.B.f

Use transition words to connect ideas within and across categories of information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------|------|--------------------------------------------------|
| WR | Paragraph Building: Organization Trait | WR | Expository Essay, Planning Lesson 2.4: Subtopics |

5.W.2.B.g

Use text structures when useful.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |

5.W.2.B.h

Create a concluding paragraph related to the information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------|------|-------------------------------------------------------------|
| WR | Paragraph Building: Organization Trait | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| | | WR | Expository Essay, Planning Lesson 2.4: Subtopics |

5.W.2.B.h

Create a concluding paragraph related to the information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------------------------------------|
| | | WR | Expository Essay, Planning Lesson 2.5: Concluding Sentence |

Narrative/Literary

W.2.C: Write fiction or nonfiction narratives and poems that:

5.W.2.C.a

Establish a setting and situation/topic and introduce a narrator and/or characters.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------|------|--------------------------------------------------------------------|
| WR | Personal Narrative: Planning, Drafting | WR | Personal Narrative – Planning Lesson 2.1, Focus Your Overall Topic |
| | | WR | Personal Narrative – Planning Lesson 2.2, Form an Introduction |

5.W.2.C.b

Use narrative techniques, such as dialogue, motivation, and descriptions.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------------------|------|------------------------------------------------------------|
| WR | Personal Narrative: Planning, Drafting | WR | Personal Narrative – Characteristics Lesson 1.5: Dialogue |
| | | WR | Personal Narrative – Drafting Lesson 3.2, Body Paragraphs |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |

| 5.W.2.C.c | | | |
|----------------------------------------------------------------------------------------|--------------------------------------------|------|-----------------------------------------------------------------|
| Organize an event sequence that unfolds naturally to establish a beginning/middle/end. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Paragraph Building: Sentence Fluency Trait | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |

| 5.W.2.C.d | | | |
|----------------------------------------------------------------|--------------------------------------------|------|-----------------------------------------------------------------|
| Use a variety of transitions to manage the sequence of events. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Paragraph Building: Sentence Fluency Trait | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |

| 5.W.2.C.e | | | |
|-------------------------------------------------------------------------------------------------|---------------------------------------|------|------------------------------------------------------------|
| Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Paragraph Building: Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| | | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |

W.3: Gather, analyze, evaluate, and use information from a variety of sources.

Research Process

W.3.A: Apply research process to:

| 5.W.3.A.a | | | |
|------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Generate a list of subject-appropriate topics. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 40 | Power to the Planet 1 |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |

| 5.W.3.A.b | | | |
|-------------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Formulate and refine an open-ended research question. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 40 | Power to the Planet 1 |
| | | WE 44 | Coral Reefs: Part 1 of 3 |
| | | WE 47 | Ecosystem: Part 1 of 3 |

5.W.3.A.c

Follow guidelines for collecting and recording information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

5.W.3.A.d

Select relevant resources, literary and informational.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

5.W.3.A.e

Assess relevance, accuracy, and reliability of information in print and digital sources.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 41 | Power to the Planet 2 |

5.W.3.A.e

Assess relevance, accuracy, and reliability of information in print and digital sources.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------|
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

5.W.3.A.f

Convert graphic/visual data into written notes.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

5.W.3.A.g

Differentiate between paraphrasing and plagiarism when using ideas of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------------------------------------|
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 41 | Power to the Planet 2 |
| | | WE 45 | Coral Reefs: Part 2 of 3 |
| | | WE 48 | Ecosystem: Part 2 of 3 |

| 5.W.3.A.h | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

| 5.W.3.A.i | | | |
|-------------------------------------------------------------------------------|----------------------------|-------|--------------------------------------------------|
| Record bibliographic information from sources according to a standard format. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Inquiry and Research Writing Extension (Grade 5) |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |
| | | WE 49 | Ecosystem: Part 3 of 3 |

Language

L.1: Communicate using conventions of English language.

Grammar

L.1.A: In speech and written form, apply standard English grammar to:

| 5.L.1.A.a | | | |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------|-------------------------------------|
| Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C14 | Coordinating Conjunctions | ISIP AR | G5 Fluency 7: History Lessons |
| WR | Paragraph Building: Conventions Trait | ISIP AR | G5 Fluency 9: A Perfect Shot |
| | | C14 | Bridge Lesson – Conjunctions |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 26 | The Moon |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 43 | Forest Fires |

5.L.1.A.d

Use and correct verb tenses.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------------------|-------|------------------------------------------------------------|
| WR | Paragraph Building: Conventions Trait | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| WR | Personal Narrative: Revising and Editing | WR | Personal Narrative – Planning, Unit 2 |
| | | WR | Personal Narrative – Drafting, Unit 3 |
| | | WE 31 | Atmosphere |

5.L.1.A.e

Produce a variety of complex sentences in writing.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|-------|-----------------------------------------------------------------|
| WR | Personal Narrative | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| WR | Expository Essay | WE 39 | Bees at Risk |
| WR | Paragraph Building: Conventions Trait | WE 42 | Power for the Planet 3 |

Punctuation, Capitalization, Spelling

L.1.B: In written text:

| 5.L.1.B.a | | | |
|------------------|-----------------------------------|-------------|--------------------------------------------------|
| Write legibly. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WE | Inquiry and Research Writing Extension – Grade 5 |
| | | WE 21 | Our Solar System |
| | | WE 22 | Mission Incredible |
| | | WE 23 | Earth: Day, Night, and Seasons |
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 26 | The Moon |
| | | WE 27 | A View From Above |
| | | WE 28 | Earth: Rocks and Soil |
| | | WE 29 | Fossil Hunters: The Black Hills Dig |
| | | WE 30 | Earth: The Changing Surface |
| | | WE 31 | Atmosphere |
| | | WE 32 | Weather Watchers |
| | | WE 33 | Brookside's Best Science Fair Ever! |
| | | WE 34 | The Rain Forest Howlers, Chapter 1 |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |

5.L.1.B.a

Write legibly.

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

5.L.1.B.b

Use a comma before a coordinating conjunction when writing compound sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|-------|------------------------------|
| WR | Paragraph Building: Conventions Trait | C14 | Bridge Lesson – Conjunctions |
| C14 | Coordinating Conjunctions | WE 26 | The Moon |

5.L.1.B.c

Use a comma to separate an introductory clause in a complex sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|-------|------------------------------------------------------------|
| WR | Paragraph Building: Conventions Trait | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | WE 39 | Bees at Risk |

5.L.1.B.f

Use underlining when writing titles of books, magazines, and newspapers.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--------------------|
| | | WE 22 | Mission Incredible |
| | | WE 36 | Amazonia Alert! |

5.L.1.B.h

Use apostrophes in singular nouns to show possession.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|---------------------------------|
| | | WE 24 | Fields of Change: Spring/Summer |
| | | WE 26 | The Moon |

5.L.1.B.j

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------|---------|------------------------------------------------------------|
| ISIP AR | Text Fluency Subtest | ISIP AR | Word Analysis – Teacher Directed Interventions |
| WR | Personal Narrative | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| WR | Expository Essay | WE 23 | Earth: Day, Night, and Seasons |
| WR | Paragraph Building: Conventions Trait | WE 24 | Fields of Change: Spring/Summer |
| | | WE 25 | Fields of Change: Autumn/Winter |
| | | WE 32 | Weather Watchers |
| | | WE 35 | The Rain Forest Howlers, Chapter 2 |
| | | WE 36 | Amazonia Alert! |
| | | WE 37 | Survivors! |
| | | WE 42 | Power to the Planet 3 |
| | | WE 46 | Coral Reefs: Part 3 of 3 |

5.L.1.B.j

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|------------------------|
| | | WE 49 | Ecosystem: Part 3 of 3 |

Speaking/Listening

SL.1: Listen for a purpose.

Purpose

SL.1.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

5.SL.1.A.a

Following agreed upon rules for listening and fulfilling discussion rules independently.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-------------------------------------|
| | | ISIP AR | Reading Comprehension Interventions |
| | | SP L | Group Work...How Does It Work? |

5.SL.1.A.b

Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-----------------------------------------|
| | | C15 | Bridge Lesson – General Comprehension 1 |

5.SL.1.A.b

Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-----------------------------------------|
| | | C15 | Bridge Lesson – General Comprehension 2 |
| | | C15 | Bridge Lesson – General Comprehension 3 |
| | | C15 | Bridge Lesson – General Comprehension 4 |
| | | SP L | Group Work...How Does It Work? |

5.SL.1.A.d

Listening for speaker's message and summarizing main points based on evidence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|--------|---------------------------------|
| | | RC L53 | Persuasive Text: Climate Change |
| | | SP L | Group Work...How Does It Work? |

SL.2: Listen for entertainment.

Entertainment

SL.2.A: Develop and apply effective listening skills and strategies in formal and informal settings by:

| 5.SL.2.A.a | | | |
|-------------------------------------------------------|----------------------------|------|-------------------------------------|
| Evaluating and modifying own active listening skills. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | SP L | Group Work...How Does It Work? |
| | | C12 | Inferencing and Drawing Conclusions |
| | | C12 | Sequencing |
| | | C12 | Main Idea |
| | | C12 | Predicting Outcomes |
| | | C12 | Summarizing |

SL.3: Speak effectively in collaborative discussions.

Collaborative Discussions

SL.3.A: Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

| 5.SL.3.A.a | | | |
|-----------------------------------------------------------------------------------------------------|----------------------------|--------|---------------------------------|
| Summarizing points made by others before presenting own ideas, according to classroom expectations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | SP L | Group Work...How Does It Work? |
| | | RC L53 | Persuasive Text: Climate Change |

| 5.SL.3.A.b | | | |
|-------------------------------------------------------|----------------------------|--------|---------------------------------|
| Providing and evaluating evidence to support opinion. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | RC L53 | Persuasive Text: Climate Change |

SL.4: Speak effectively when presenting.

Presenting

SL.4.A: Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

| 5.SL.4.A.a | | | |
|----------------------------------------------------------------------------------------|----------------------------|------|--------------------------------|
| Using efficient presentation skills with available resources using a variety of media. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | SP L | Group Work...How Does It Work? |

| 5.SL.4.A.b | | | |
|---------------------------------------------------------|----------------------------|------|--------------------------------|
| Planning an appropriate presentation based on audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | SP L | Group Work...How Does It Work? |

5.SL.4.A.c

Employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------|
| | | SP L | Group Work...How Does It Work? |

Grade 6**Reading: Literary Text**

RL.1: Comprehend and interpret texts (approaching texts as a reader).

Evidence/Inference

| 6.RL.1.A | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------|------------------------------|
| Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 2C: Angels in the Lab |
| TT U1.1B | Didja Ninja: Inferences | ISIP AR RC | 3A: Choosing Love |
| TT U1.1B | Who Stole the Mona Lisa?, Parts 1 and 2 | ISIP AR RC | 3B: What's in a Name? |
| TT U2.1A | Didja Ninja and the Pirates: Plot Elements | ISIP AR RC | 4C: Labor of Love |
| TT 2 L1 | World of Wonders: The Real Sherlock Holmes: Dr. Joseph Bell | ISIP AR RC | 8B: Time to Fly |
| TT 2 L1 | Virtual World: Sherlock Holmes and Moriarty | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT U1- U2 | Priority – Making Inferences |
| TT 2 L2 | World of Wonders Writing Prompt: Views of the Desert | TT U3- U4 | Priority – Making Inferences |
| TT 2 L3 | World of Wonders Writing Prompt: The Midnight Prowler | TT 2 | Mood |

| 6.RL.1.A | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------|----------------------------------------------------------------------------|
| Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L4 | Virtual World: A Tale of Two Cities | TT 2 L1 | Priority – Characterization |
| TT 2 L4 | Virtual World: Rhetorical Devices: Juxtaposition – Charles Dickens Excerpt | TT 2 L2 | Priority – History and Culture |
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | TT 2 L2 | Priority – Dramatic Techniques |
| HX CH2 ST1 | The Disappearance of a Goddess | TT 2 L2 | Priority – Point of View |
| HX CH2 ST3A | The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged) | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 L5 | Advanced Plot Elements Quiz |
| | | TT 2 | Masks Novella Unit |
| | | HX | Middle School Reading: Making Inferences Priority Report Lesson |
| | | HX | Middle School Reading: Text Evidence Priority Report Lesson |
| | | HX | Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1) |

Word Meanings

| 6.RL.1.B | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------|-------------------------|
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Vocabulary Subtests | ISIP AR RC | 1A: Time for Music |
| WR | Paragraph Building: Word Choice Trait | ISIP AR RC | 2C: Angels in the Lab |
| TT U1.1B | Didja Ninja and the Missing Jewel | ISIP AR RC | 3A: Choosing Love |
| TT U4.1B | The Author's Purpose Featuring Didja Ninja | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L1 | Arcade: Card Match | ISIP AR RC | 4C: Labor of Love |
| TT 2 L2 | Hub, Tier 4: Bulletin Board, SOLO Shades | ISIP AR RC | 5B: Lunchtime with Lisa |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | ISIP AR RC | 6A: Drum Lesson |
| TT 2 L3 | Hub, Tier 2: Table 2 | ISIP AR RC | 6B: The Big Day |
| TT 2 L3 | Virtual World: First Contact: Translator 300 | ISIP AR RC | 8A: A Good Fit |
| TT 2 L3 | World of Wonders Writing Prompt: The Midnight Prowler | ISIP AR RC | 8B: Time to Fly |
| TT 2 L4 | Arcade: Super Sleuth | ISIP AR RC | 8C: Hear Ye, Hear Ye |

| 6.RL.1.B | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------|--------------------------------------------------------------------------------------------------|
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L4 | Virtual World: Allision Archive | ISIP AR RC | 9B: Sounds Like School Spirit |
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | ISIP AR RC | 10A: Wants vs. Needs |
| HX | Arcade: Card Match | ISIP AR RC | 10C: A Great Dad |
| | | ISIP AR VOC | 1A: Tier 3 – Prefixes (dis-, un-, re-, mis-, over-, out-) “The Lost Treasure of the Ruby Dagger” |
| | | ISIP AR VOC | 1B: Tier 2 – Prefixes “Mia’s Mystery Map” |
| | | ISIP AR VOC | 2A: Tier 3 Synonyms “Monkey Brothers and the Hero Twins” |
| | | ISIP AR VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-) |
| | | ISIP AR VOC | 4B: Tier 2 – Homographs “A Hairy Little Problem” |
| | | ISIP AR VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest” |
| | | ISIP AR VOC | 5B: Tier 2 – Suffixes (-ate, -ify) “A Hairy Situation” |
| | | ISIP AR VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-) |
| | | ISIP AR VOC | 8A: Tier 3 – Synonyms “I HAD a Dream” |

| 6.RL.1.B | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------|-------------------------------------------------------------|
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
| | | ISIP AR VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct) |
| | | ISIP AR VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past” |
| | | ISIP AR VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart” |
| | | ISIP AR VOC | 10C: Tier 1 – “Bullying” Homographs |
| | | TT U2 | Fairy Tales, Legends, and Folklore: Vocabulary Visa |
| | | TT U2-U3 | Priority – Vocabulary Visa |
| | | TT U3 | Priority – Symbolism |
| | | TT 2 | Mood |

Text Features

| 6.RL.1.C | | | |
|---------------------------------------------------------------------------------------|----------------------------------------------|-------------|------------------------------------------------------------------------|
| Interpret visual elements of a text and draw conclusions from them (when applicable). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT U2 L2.1A | Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras |
| TT 2 L5 | Hub, Tier 5: Bulletin Board: Ramón | TT U2 | Priority – Plot Elements Lesson Extras |
| TT 2 L7 | Hub, Tier 5: Bulletin Board: Credibility QTT | TT U3 | Priority – Hero's Journey Lesson Extras |
| | | TT U3 | Priority – Symbolism Lesson Extras |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 | Group Collaboration Guide |

Summarize/Theme

| 6.RL.1.D | | | |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------|------------------------------------------------------------|
| Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U1.1A | Sequence and Summary | TT U1 L1.1A | Storytelling Across Cultures Lesson – Sequence and Summary |
| TT U2.1A | Plot Elements | TT U1&U3 | Priority – Sequential Summary |
| TT U3.1B | Sequential Summary Organizer with Perseus and Medusa | TT U4 | Priority – Sequencing |

| 6.RL.1.D | | | |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------|----------------------------------------------------------------------------|
| Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT U2&U3 | Priority – Story Elements Lesson Extras |
| TT 2 L2 | World of Wonders Writing Prompt: Views of the Desert | TT 2 | Masks Novella Unit |
| TT 2 L3 | Hub, Tier 5: Tony (ACER) | TT 2 | Analyzing Across Genres Essay Prompt (Views of the Desert) |
| TT 2 L3 | World of Wonders Writing Prompt: Two Poems | TT 2 L5 | Advanced Plot Elements Quiz |
| HX CH1 ST1 | Mount Fuji and the Moon Princess | HX | Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1) |
| HX CH1 ST2 | Lost and Found | | |
| HX CH1 ST3A | The Tale of Hervor | | |
| HX CH1 ST3B | How the Arrow Got His Name, A Tale of Brotherhood | | |

RL.2: Analyze craft and structure (approaching texts as a writer)

Structure

| 6.RL.2.A | | | |
|---------------------------------------------------------------------------------------------|----------------------------|------|-----------------------------------------|
| Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U2.1A | The Warning | C15 | Bridge Lesson – General Comprehension 1 |

| 6.RL.2.A | | | |
|---------------------------------------------------------------------------------------------|----------------------------------------------------|----------|-----------------------------------------|
| Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U2.1A | Bear! | C15 | Bridge Lesson – General Comprehension 2 |
| TT U3.1B | Masks | C15 | Bridge Lesson – General Comprehension 3 |
| TT U4.1A | Didja Ninja and the Battle Stunt | TT U2 | Priority – Plot Elements |
| TT 2 L1 | Virtual World: Sherlock Holmes Branching Narrative | TT U2-U3 | Priority – Story Elements |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT U3 | Priority – Hero's Journey |
| TT 2 L2 | Reteach: Drama | TT 2 L2 | Priority – Dramatic Techniques |
| HX CH1 ST1 | Mount Fuji and the Moon Princess | TT 2 L5 | Advanced Plot Elements Quiz |
| HX CH1 ST3A | The Tale of Hervor | TT 2 | Masks Novella Unit |

Point of View

| 6.RL.2.B | | | |
|----------------------------------------------------------------------------------------|--------------------------------------------|------------|-----------------------------|
| Explain how an author develops the point of view of the narrator or speaker in a text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 10C: A Great Dad |
| TT U4 | The Author's Purpose Featuring Didja Ninja | TT U4 | Priority – Author's Purpose |
| TT 2 L2 | Hub, Tier 1: SOLO Shades | TT 2 L2 | Priority – Point of View |

| 6.RL.2.B | | | |
|----------------------------------------------------------------------------------------|--------------------------------------------|------|----------------------------------------------------------------------------|
| Explain how an author develops the point of view of the narrator or speaker in a text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L2 | Hub, Tier 2: Table 1 | HX | Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1) |
| TT 2 L2 | Hub, Tier 3: Table 1 | | |
| TT 2 L2 | Hub, Tier 3: Table 2 | | |
| TT 2 L2 | Hub, Tier 4: SOLO Shades | | |
| TT 2 L2 | Hub, Tier 7: Tony | | |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | | |
| TT 2 L2 | Reteach: Point of View | | |
| TT 2 L3 | Virtual World: First Contact: Humanity Sim | | |

Craft and Meaning

| 6.RL.2.C | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------|-----------------------|
| Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Vocabulary Subtests | ISIP AR RC | 1A: Time for Music |
| WR | Paragraph Building: Word Choice Trait | ISIP AR RC | 2C: Angels in the Lab |

| 6.RL.2.C | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------|-------------------------------|
| Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U1.1B | Didja Ninja and the Missing Jewel | ISIP AR RC | 3A: Choosing Love |
| TT U4.1B | The Author's Purpose Featuring Didja Ninja | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L1 | Arcade: Card Match | ISIP AR RC | 4C: Labor of Love |
| TT 2 L2 | Hub, Tier 4: Bulletin Board, SOLO Shades | ISIP AR RC | 5B: Lunchtime with Lisa |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | ISIP AR RC | 6A: Drum Lesson |
| TT 2 L3 | Hub, Tier 2: Table 2 | ISIP AR RC | 6B: The Big Day |
| TT 2 L3 | Virtual World: First Contact: Translator 300 | ISIP AR RC | 8A: A Good Fit |
| TT 2 L3 | World of Wonders Writing Prompt: The Midnight Prowler | ISIP AR RC | 8B: Time to Fly |
| TT 2 L4 | Arcade: Super Sleuth | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| TT 2 L4 | Virtual World: Allision Archive | ISIP AR RC | 9B: Sounds Like School Spirit |
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | ISIP AR RC | 10A: Wants vs. Needs |
| HX | Arcade: Card Match | ISIP AR RC | 10C: A Great Dad |

| 6.RL.2.C | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------|--------------------------------------------------------------------------------------------------|
| Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR VOC | 1A: Tier 3 – Prefixes (dis-, un-, re-, mis-, over-, out-) “The Lost Treasure of the Ruby Dagger” |
| | | ISIP AR VOC | 1B: Tier 2 – Prefixes “Mia’s Mystery Map” |
| | | ISIP AR VOC | 2A: Tier 3 Synonyms “Monkey Brothers and the Hero Twins” |
| | | ISIP AR VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-) |
| | | ISIP AR VOC | 4B: Tier 2 – Homographs “A Hairy Little Problem” |
| | | ISIP AR VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest” |
| | | ISIP AR VOC | 5B: Tier 2 – Suffixes (-ate, -ify) “A Hairy Situation” |
| | | ISIP AR VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-) |
| | | ISIP AR VOC | 8A: Tier 3 – Synonyms “I HAD a Dream” |
| | | ISIP AR VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
| | | ISIP AR VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct) |
| | | ISIP AR VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past” |

| 6.RL.2.C | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------|---------------------------------------------------------|
| Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart” |
| | | ISIP AR VOC | 10C: Tier 1 – “Bullying” Homographs |
| | | TT U2 | Fairy Tales, Legends, and Folklore: Vocabulary Visa |
| | | TT U2-U3 | Priority – Vocabulary Visa |
| | | TT U3 | Priority – Symbolism |
| | | TT 2 | Mood |

Interaction and Meaning

| 6.RL.2.D | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------|-----------------------|
| Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1A: Time for Music |
| TT U2.1A | The Warning | ISIP AR RC | 2C: Angels in the Lab |
| TT U2.1A | Bear! | ISIP AR RC | 3A: Choosing Love |

| 6.RL.2.D | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------|-------------------------------|
| Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U3.1B | Masks | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L1 | Virtual World: Sherlock | ISIP AR RC | 4C: Labor of Love |
| TT 2 L1 | World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell | ISIP AR RC | 5B: Lunchtime with Lisa |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | ISIP AR RC | 6A: Drum Lesson |
| TT 2 L2 | Reteach: Drama | ISIP AR RC | 6B: The Big Day |
| TT 2 L3 | Virtual World: First Contact | ISIP AR RC | 8A: A Good Fit |
| TT 2 L4 | World of Wonders Writing Prompt: Forgotten by Time | ISIP AR RC | 8B: Time to Fly |
| TT 2 L6 | World of Wonders Writing Prompt: Slam Night at the Midnight Lounge | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10A: Wants vs. Needs |
| | | ISIP AR RC | 10C: A Great Dad |
| | | TT U2 | Priority – Plot Elements |

| 6.RL.2.D | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------|----------------------------------------------------------------------------|
| Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | TT U2&U3 | Priority – Story Elements |
| | | TT U3 | Priority – Hero's Journey |
| | | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L5 | Advanced Plot Elements Quiz |
| | | TT 2 | Masks Novella Unit |
| | | HX | Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1) |

RL.3: Synthesize ideas from multiple texts (approaching texts as a researcher)

Text in Forms

| 6.RL.3.A | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------|--------------------------------------------------------------------------------|
| Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT U2 | Fairy Tales, Legends, and Folklore Lesson - Plot Elements Lesson Extras |
| HX CH1 ST1 | Mount Fuji and the Moon Princess | TT U2 | Fairy Tales, Legends, and Folklore Lesson – Problem and Solution Lesson Extras |

| 6.RL.3.A | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------|-----------------------------------------------------|
| Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| HX CH1 ST2 | Lost and Found | TT U3 | Priority – Hero’s Journey Lesson Extras |
| | | TT U4 | Priority – Author’s Purpose Lesson Extras |
| | | TT U4 | Priority – Author’s Stylistic Choices Lesson Extras |
| | | TT 2 L2 | Priority – Dramatic Techniques |

Relationship in Texts

| 6.RL.3.B | | | |
|---------------------------------------------------------------------------------------|----------------------------------|-------------|--------------------------------------------------------------------------------|
| Compare and contrast texts in different genres that address similar themes or topics. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U1- U4 | World of Wonders Writing Prompts | TT U2 | Fairy Tales, Legends, and Folklore Lesson - Plot Elements Lesson Extras |
| TT 2 L1- L7 | World of Wonders Writing Prompts | TT U2 | Fairy Tales, Legends, and Folklore Lesson – Problem and Solution Lesson Extras |
| HX CH1 | Archives, Writing Prompts | TT U2 | Priority – Plot Elements Lesson Extras |
| | | TT U2&U3 | Priority – Story Elements Lesson Extras |
| | | TT U3 | Priority – Hero’s Journey Lesson Extras |
| | | TT U4 | Priority – Author’s Purpose Lesson Extras |

Historical Context

| 6.RL.3.C | | | |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------|--------------------------------|
| Explain how plot and conflict reflect historical and/or cultural contexts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L1 | World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary | TT U2 | Priority – Plot Elements |
| TT 2 L1 | Virtual World: History and Culture Connectors – Relationship Between Setting and Characterization (Sherlock Holmes) | TT U2&U3 | Priority – Story Elements |
| TT 2 L2 | Virtual World: Les Misérables: History and Culture Venn Diagram Comparing Across Genres, Setting, Characterization | TT U3 | Priority – Hero's Journey |
| TT 2 L2 | Reteach: Analyzing Drama | TT 2 L1 | Priority – Characterization |
| TT 2 L1 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1 | TT 2 L2 | Priority – Dramatic Techniques |
| TT 2 L2 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2 | TT 2 L5 | Advanced Plot Elements Quiz |
| HX CH1 ST1 | Mount Fuji and the Moon Princess | TT 2 | Masks Novella Unit |
| HX CH1 ST3A | The Tale of Hervor | | |
| HX CH1 ST3B | How the Arrow Got His Name, A Tale of Brotherhood | | |
| HX CH2 ST1 | The Disappearance of a Goddess | | |
| HX CH2 ST3A | The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged) | | |

| 6.RL.3.C | | | |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------|-------------------|
| Explain how plot and conflict reflect historical and/or cultural contexts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| HX CH1 | Archives, Self-Selected Passages: The Call of the Wild; The Flying Dutchman; Icarus; Mei and the Terra-Cotta Army | | |

Comprehension

| 6.RL.3.D | | | |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------|-------------------------|
| Read and comprehend literature, including stories, dramas, and poems, independently and proficiently | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Text Fluency Subtests | ISIP AR RC | 1A: Time for Music |
| TT U1-U4 | World of Wonders Passages, Self-Selected Reading Passages | ISIP AR RC | 2C: Angels in the Lab |
| TT 2 L1-L7 | Fluency Assessment | ISIP AR RC | 3A: Choosing Love |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L1-L7 | World of Wonders Passages, Self-Selected Reading Passages | ISIP AR RC | 4C: Labor of Love |
| HX CH1 | Archives, Self-Selected Passages: The Call of the Wild; The Flying Dutchman; Icarus; Mei and the Terra-Cotta Army | ISIP AR RC | 5B: Lunchtime with Lisa |
| | | ISIP AR RC | 6A: Drum Lesson |

| 6.RL.3.D | | | |
|------------------------------------------------------------------------------------------------------|----------------------------|---------------|--------------------------------------|
| Read and comprehend literature, including stories, dramas, and poems, independently and proficiently | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 6B: The Big Day |
| | | ISIP AR RC | 8A: A Good Fit |
| | | ISIP AR RC | 8B: Time to Fly |
| | | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10A: Wants vs. Needs |
| | | ISIP AR RC | 10C: A Great Dad |
| | | ISIP AR | G6 Fluency 1: Tornado Training |
| | | ISIP AR | G6 Fluency 2: Light Bulb in the Dark |
| | | ISIP AR | G6 Fluency 3: Just Beyond Reach |
| | | ISIP AR | G6 Fluency 5: Juiced |
| | | ISIP AR | G6 Fluency 7: Meeting Up |
| | | ISIP AR | G6 Fluency 8: Neither Hair nor There |
| | | ISIP AR | G6 Fluency 9: Texas Pioneers |

| 6.RL.3.D | | | |
|------------------------------------------------------------------------------------------------------|----------------------------|------------|------------------------------------------------|
| Read and comprehend literature, including stories, dramas, and poems, independently and proficiently | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | TT U1-U4 | Priority – Text Fluency |
| | | TT 2 L1-L4 | Priority – Text Fluency |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 | Self-Selected Reading Guide |
| | | TT 2 | Masks Novella Unit |
| | | HX | Priority – Middle School Reading: Text Fluency |

Reading: Informational Text

RI.1: Comprehend and interpret texts (approaching texts as a reader).

Evidence/Inference

| 6.RI.1.A | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------|--------------------------|
| Draw conclusions, infer and, analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 4A: Now That's Recycling |
| TT U1.1B | Unexpected Treasure; Who Stole the Mona Lisa? | ISIP AR RC | 5B: Lunchtime with Lisa |

| 6.RI.1.A | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------|
| Draw conclusions, infer and, analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1A | History of Hollywood: Special Effects and Makeup | ISIP AR RC | 7A: Round and Round? |
| TT U4.1B | Film Adaptations and Documentaries | ISIP AR RC | 7B: Unplug Yourself |
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell and The True Horror Story of Typhoid Mary | ISIP AR RC | 9C: Band Aid |
| TT 2 L2 | World of Wonders Writing Prompts: 13 Things You Didn't Know About the Eiffel Tower; A Mad Scientist's Guide to Neuroplasticity; Views of the Desert | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| TT 2 L3 | Virtual World: First Contact: Comms Log; Humanity Sim; Message Building; Final Task | TT U1 | Priority – Summarize and Paraphrase |
| TT 2 L3 | World of Wonders Writing Prompts: The Midnight Prowler; Two Poems; Is the Truth Out There? | TT 2 L3 | Informational Text Features |
| TT 2 L4 | Hub, Tier 5: Bulletin Board | TT 2 L3 | Informational Organizational Patterns |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L4 | World of Wonders Writing Prompts: The Good, The Bad, and the AI; The Woman with Three Names; Wrong Turn | TT 2 L3 | Priority – Evaluating Persuasive Content |
| TT 2 L5 | Virtual World: Logical Fallacies | TT 2 | Group Collaboration Guide |
| HX CH2 ST2 | Solving the Mystery of the Antikythera Mechanism | HX | Priority – Middle School Reading: Paraphrasing Lesson |
| HX CH2 ST2 | An Electrifying Debate | | |

| 6.RI.1.A | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------|-------------------|
| Draw conclusions, infer and, analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| HX CH2 ST3A | England's Two Faces | | |

Word Meanings

| 6.RI.1.B | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------|------------------------------------------|
| Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Vocabulary Subtests | C15 | Bridge Lesson – General Comprehension 4 |
| TT U1.1B | Didja Ninja and the Missing Jewel; Unexpected Treasure | C15 | Bridge Lesson – Context Clues |
| TT U2.1B | Analogy Charger; Word Sort | C15 | Bridge Lesson – Analogies |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | TT U2 | Priority – Vocabulary Visa |
| TT 2 L3 | Hub, Tier 2: Tables 1 and 2 | TT U3 | Priority – Symbolism |
| TT 2 L3 | Virtual World: First Contact | TT 2 L3 | Priority – Evaluating Persuasive Content |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 | Priority – Vocabulary: Context Clues |
| TT 2 L4 | Reteach: Macey Hype Call | | |
| TT 2 L5 | Virtual World: Logical Fallacies | | |
| TT 2 L6 | Hub, Tier 1: Cafe SMILE (Metaphor, Simile) | | |

| 6.RI.1.B | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------|-------------------|
| Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L6 | Hub, Tier 3: Cafe SMILE, Table 1 | | |
| TT 2 L6 | Hub, Tier 6: Tony, Part 2 | | |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | | |

Text Features

| 6.RI.1.C | | | |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------|-------------------------------|
| Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1B | On Set: Movie Maker; World of Wonders Passages | TT 2 L3 | Priority – Analyzing Argument |

Summarize/Claim

| 6.RI.1.D | | | |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------|---------------------------------------------------|
| Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | TT U1 | Priority – Summarize and Paraphrase Lesson Extras |
| TT 2 L3 | Hub, Tier 3: Table 1 – Reasoning/Faulty Reasoning | TT U1&U3 | Priority – Sequential Summary |
| TT 2 L3 | Hub, Tier 3: Table 2 – Central Idea | TT U4 | Priority – Sequencing |

| 6.RI.1.D | | | |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------|------------------------------------------|
| Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L3 | Virtual World: First Contact | TT 2 L3 | Informational Text Features |
| TT 2 L4 | World of Wonders Writing Prompts: Working to Rehabilitate Teen Prisoners; The Good, the Bad, and the AI | TT 2 L3 | Priority – Evaluating Persuasive Content |
| TT 2 L5 | Virtual World: Logical Fallacies | TT 2 L5 | Advanced Plot Elements Quiz |
| HX CH1 ST3A | Female Viking Warriors | TT 2 | Masks Novella Unit |
| HX CH1 ST3B | Genghis Khan Audio Guide | | |

RL.2: Analyze craft and structure (approaching texts as a writer)

Structure

| 6.RI.2.A | | | |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------|
| Analyze how a particular sentence, paragraph, section, or image contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1A | History of Hollywood: Special Effects and Makeup; Making of a Documentary; World of Wonders Passages; Whose Ides Was That? | TT U2 | Priority – Vocabulary Visa |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | TT U3 | Priority – Symbolism |
| TT 2 L3 | Virtual World: Message Building | TT 2 L3 | Informational Text Features |

| 6.RI.2.A | | | |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------|---------|------------------------------------------|
| Analyze how a particular sentence, paragraph, section, or image contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L4 | World of Wonders Writing Prompt: The Good, the Bad, and the AI | TT 2 L3 | Informative Text Organizational Patterns |
| TT 2 L5 | Virtual World: Logical Fallacies | | |
| TT 2 L5 | Reteach: L Glass | | |

Point of View

| 6.RI.2.B | | | |
|-------------------------------------------------------------------------|--------------------------------------------------------|------------|------------------------------------------|
| Explain how an author's point of view or purpose is conveyed in a text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 2A: Do Your Part |
| TT 2 L2 | Hub, Tier 1: SOLO Shades | TT U4 | Priority – Author's Purpose |
| TT 2 L2 | Hub, Tier 2: Table 1 | TT 2 L2 | Priority – Point of View |
| TT 2 L2 | Hub, Tier 3: Table 1 and Table 2 | TT 2 L3 | Informational Text Features |
| TT 2 L2 | Hub, Tier 4: SOLO Shades | TT 2 L3 | Informative Text Organizational Patterns |
| TT2 L2 | Hub, Tier 7: Tony (Point of View and Author's Purpose) | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT 2 L3 | Priority – Evaluating Persuasive Content |
| TT 2 L3 | Hub, Tier 2: Table 1 | | |
| TT 2 L3 | Virtual World: First Contact: Humanity Sim | | |

| 6.RI.2.B | | | |
|-------------------------------------------------------------------------|-----------------------------------|------|-------------------|
| Explain how an author's point of view or purpose is conveyed in a text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L4 | Hub, Tier 1: Table 2 | | |
| TT 2 L4 | Hub, Tier 5: Bulletin Board | | |
| TT 2 L4 | World of Wonders Passages | | |
| TT 2 L4 | Virtual World: Rhetorical Devices | | |
| TT 2 L5 | Virtual World: Logical Fallacies | | |

Craft and Meaning

| 6.RI.2.C | | | |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------|------------------------------------------|
| Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Vocabulary Subtests | C15 | Bridge Lesson – General Comprehension 4 |
| TT U1.1B | Didja Ninja and the Missing Jewel; Unexpected Treasure | C15 | Bridge Lesson – Context Clues |
| TT U2.1B | Analogy Charger; Word Sort | C15 | Bridge Lesson – Analogies |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | TT U2 | Priority – Vocabulary Visa |
| TT 2 L3 | Hub, Tier 2: Tables 1 and 2 | TT U3 | Priority – Symbolism |
| TT 2 L3 | Virtual World: First Contact | TT 2 L3 | Priority – Evaluating Persuasive Content |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 | Priority – Vocabulary: Context Clues |
| TT 2 L4 | Reteach: Macey Hype Call | | |

| 6.RI.2.C | | | |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------|-------------------|
| Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L5 | Virtual World: Logical Fallacies | | |
| TT 2 L6 | Hub, Tier 1: Cafe SMILE (Metaphor, Simile) | | |
| TT 2 L6 | Hub, Tier 3: Cafe SMILE, Table 1 | | |
| TT 2 L6 | Hub, Tier 6: Tony, Part 2 | | |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | | |

Argument/Evidence

| 6.RI.2.D | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------|-------------------------------|
| Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U1-U4 | World of Wonders Writing Prompts | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L3 | World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species? | | |
| TT 2 L4 | World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names | | |
| TT 2 L5 | Virtual World: Logical Fallacies | | |
| TT 2 L5 | Reteach: L Glass | | |

RL.3: Synthesize ideas from multiple texts (approaching texts as a researcher)

Texts/Forms

| 6.RI.3.A | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------|-------------------------------------------|
| Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1B | On Set: Movie Maker; World of Wonders Passages | TT U4 | Priority – Author’s Purpose Lesson Extras |

Relationships/Texts

| 6.RI.3.B | | | |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------|-------------------------------------------|
| Compare and contrast one author’s presentation of events with that of another. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L3 | Virtual World: First Contact: Comms Log, Humanity Sim | TT U4 | Priority – Author’s Purpose Lesson Extras |
| TT 2 L5 | Virtual World: Memory Two Ways | TT U4 | Priority – Author’s Stylistic Choices |
| TT 2 L6 | World of Wonders Writing Prompt: Murasaki Shikibu: The Woman Behind the First Novel | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 L3 | Priority – Evaluating Persuasive Content |

Historical Context

| 6.RI.3.C | | | |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------|--------------------------------|
| Explain how the text reflects historical and/or cultural contexts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L1 | World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary | TT U2 | Priority – Plot Elements |
| TT 2 L1 | Virtual World: History and Culture Connectors – Relationship Between Setting and Characterization (Sherlock Holmes) | TT U2&U3 | Priority – Story Elements |
| TT 2 L2 | Virtual World: Les Misérables: History and Culture Venn Diagram Comparing Across Genres, Setting, Characterization | TT U3 | Priority – Hero's Journey |
| TT 2 L2 | Reteach: Analyzing Drama | TT 2 L1 | Priority – Characterization |
| TT 2 L1 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1 | TT 2 L2 | Priority – Dramatic Techniques |
| TT 2 L2 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2 | TT 2 L5 | Advanced Plot Elements Quiz |
| HX CH1 ST3A | Female Viking Warriors | TT 2 | Masks Novella Unit |
| HX CH1 ST3B | Genghis Khan Audio Guide | | |
| HX CH2 ST2 | Solving the Mystery of the Antikythera Mechanism | | |
| HX CH2 ST2 | An Electrifying Debate | | |
| HX CH2 ST3A | England's Two Faces | | |

| 6.RI.3.C | | | |
|--------------------------------------------------------------------|-----------------------------------------------------------|------|-------------------|
| Explain how the text reflects historical and/or cultural contexts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| HX CH1 | Archives, Self-Selected Passage: Soccer and the World Cup | | |

Comprehension

| 6.RI.3.D | | | |
|------------------------------------------------------------------------|-----------------------------------------------------------|------------|------------------------------------------|
| Read and comprehend informational text independently and proficiently. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Text Fluency Subtests | TT U4 | Priority – Text Structures |
| TT U1-U4 | World of Wonders, Self-Selected Reading Passages | TT U4 | Priority – Text Fluency |
| TT 2 L1-L5 | Fluency Assessment | TT U4 | Priority – Author’s Purpose |
| TT 2 L1-L7 | World of Wonders Passages, Self-Selected Reading Passages | TT 2 L1-L4 | Priority – Text Fluency |
| HX CH1 | Fluency Passage: The Empty City | TT 2 L3 | Informational Text Features |
| HX CH1 | Archives, Self-Selected Passage: Soccer and the World Cup | TT 2 L3 | Informative Text Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 L6 | Priority – Text Fluency |
| | | TT 2 | Self-Selected Reading Guide |

| 6.RI.3.D | | | |
|------------------------------------------------------------------------|----------------------------|---------|--------------------------------------------------------|
| Read and comprehend informational text independently and proficiently. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR | G6 Fluency 4: Bees Prepared |
| | | ISIP AR | G6 Fluency 10: Garrett Morgan: Inventor for the People |

Writing

W.1: Approaching the task as a researcher.

Research

| 6.W.1.A.a | | | |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------|------------------------------------------|
| Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L7 | Hub, Tier 3: Bulletin Board: Search Engine QTT, Relevancy QTT | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |
| | | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informative Text Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |

6.W.1.A.b

Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------------------------|---------|----------------------------------|
| TT 2 L7 | Hub, Tier 3: Bulletin Board: Search Engine QTT, Relevancy QTT | TT 2 | Research Unit: Student Guide |
| TT 2 L7 | Hub, Tier 5: Bulletin Board: Credibility QTT | TT 2 | Research Unit: Teacher Guide |
| TT 2 L7 | Hub, Tier 5: Table 1: Zak and Ramón | TT 2 | Research Unit: Teacher Slideshow |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 L3 | Informational Text Features |

W.2: Approaching the task as a writer.

Development**6.W.2.A**

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------|------|----------------------------------------------|
| WR | Expository Essay | WR | Personal Narrative – Characteristics, Unit 1 |
| WR | Personal Narrative | WR | Personal Narrative – Planning, Unit 2 |
| WR | Paragraph Building | WR | Personal Narrative – Drafting, Unit 3 |
| TT U1-U4 | World of Wonders Writing Prompts | WR | Expository Essay – Characteristics, Unit 1 |

| 6.W.2.A | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------|---------------------------------------------------------------------------------------|
| Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L1-L5 | World of Wonders Writing Prompts | WR | Expository Essay – Planning, Unit 2 |
| HX CH1 | Archives, Writing Prompts | TT 2 | Mood |
| | | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informative Text Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | HX | Archive Passage: Icarus Passage Quiz (Writing Prompt) |
| | | HX | Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt) |
| | | HX | Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative) |
| | | HX | Middle School Reading: Writing Personal Narrative – Drafting (Day 3) |
| | | HX | Middle School Reading: Writing Personal Narrative – Essay Formatting (Day 5) |

| 6.W.2.A.a | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------|
| Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Personal Narrative | WR | Personal Narrative – Planning, Unit 2 |
| WR | Paragraph Building | WR | Personal Narrative, Characteristics Lesson 1.1: First Person Point of View |
| TT U1-U4 | World of Wonders Writing Prompts | WR | Personal Narrative, Characteristics Lesson 1.2: Voice |
| TT 2 L1 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1 | WR | Personal Narrative, Characteristics Lesson 1.3: Setting |
| TT 2 L2 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2 | TT 2 L1 | Priority – Characterization |
| TT 2 L4 | World of Wonders Writing Prompt: Forgotten by Time | TT 2 L2 | Priority – Point of View |
| HX CH1 | Archives, Writing Prompt: Mei and the Terra-Cotta Army, Call of the Wild | TT 2 | Mood |
| | | HX | Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative) |
| | | HX | Middle School Reading: Writing Personal Narrative – Prewriting (Day 2) |
| | | HX | Middle School Reading: Writing Personal Narrative – Drafting (Day 3) |

| 6.W.2.A.b | | | |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------|
| Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay: Planning, Drafting | WR | Expository Essay Planning Lesson 2.1: Choosing an Overall Topic |
| WR | Paragraph Building: Ideas Trait, Organization Trait | WR | Expository Essay, Planning Lesson 2.2: Form a Controlling Idea |
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell, Shipwrecked, The Incredible Panyee FC | WR | Expository Essay, Planning Lesson 2.3: Form an Introduction |
| TT 2 L2 | World of Wonders Writing Prompt: A Mad Scientist's Guide to Neuroplasticity | WR | Expository Essay, Planning Lesson 2.4: Subtopics |
| TT 2 L3 | World of Wonders Writing Prompt: The Midnight Prowler | WR | Expository Essay, Planning Lesson 2.5: Concluding Sentence |
| TT 2 L4 | World of Wonders Writing Prompts: Wrong Turn, Hard Time: Working to Rehabilitate Teen Prisoners | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| TT 2 L4 | Logical Fallacies | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| TT 2 L5 | World of Wonders Writing Prompts: Memory Two Ways, Amelia Earhart and the Mystery of the Nikumaroro Bones | TT 2 L2 | Priority – Dramatic Techniques |
| TT 2 L7 | World of Wonders Writing Prompts: The Power of One Person, Extra Pieces, The Herald of the Forest | TT 2 L3 | Informational Text Features |
| HX CH1 | Archives, Writing Prompts: The Flying Dutchman, Icarus | TT 2 L3 | Informative Text Organizational Patterns |
| | | HX | Archive Passage: Icarus Passage Quiz (Writing Prompt) |
| | | HX | Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt) |

| 6.W.2.A.c | | | |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------|
| Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U1-U4 | World of Wonders Writing Prompts | TT 2 | Argumentative Text Quiz |
| TT 2 L1 | World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L3 | World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Pro/Con: Should We Bring Back Extinct Species? | TT 2 L3 | Priority – Evaluating Persuasive Content |
| TT 2 L4 | World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names | TT 2 L5 | Priority – Advanced Argumentative Texts: Extending the Lesson (Write) |
| TT 2 L5 | World of Wonders Writing Prompt: Bats: Fact or Fiction | | |
| TT 2 L7 | World of Wonders Writing Prompts: Can the Internet Help End Poverty? | | |

W.3: Approaching the task as a reader.

Revise and Edit

| 6.W.3.A | | | |
|------------------------------------------------------------------------------------------|----------------------------|------|---------------------------------------|
| Review, revise, and edit writing with consideration for the task, purpose, and audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay | WR | Personal Narrative – Planning, Unit 2 |
| WR | Personal Narrative | WR | Personal Narrative – Drafting, Unit 3 |
| WR | Paragraph Building | WR | Expository Essay – Planning, Unit 2 |

| 6.W.3.A | | | |
|------------------------------------------------------------------------------------------|----------------------------------|---------|------------------------------------------------------------------------------|
| Review, revise, and edit writing with consideration for the task, purpose, and audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U1-U4 | World of Wonders Writing Prompts | TT 2 L1 | Priority – Characterization |
| TT 2 L1-L2 | World of Wonders Writing Prompts | TT 2 L2 | Priority – Point of View |
| HX CH1 | Archives, Writing Prompts | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informative Text Organizational Patterns |
| | | TT 2 | Mood |
| | | HX | Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4) |

| 6.W.3.A.a | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------|-------------------------------------------------------------|
| Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| WR | Personal Narrative | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Paragraph Building: Organization Trait, Ideas Trait | WR | Personal Narrative – Characteristics, Unit 1 |
| TT U1-U4 | World of Wonders Writing Prompts | WR | Personal Narrative – Planning, Unit 2 |

| 6.W.3.A.a | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------|------------------------------------------------------------------------------|
| Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L1-L2 | World of Wonders Writing Prompts | WR | Personal Narrative – Drafting, Unit 3 |
| HX CH1 | Archives, Writing Prompts | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | HX | Middle School Reading: Writing Personal Narrative – Drafting (Day 3) |
| | | HX | Middle School Reading: Writing Personal Narrative – Essay Formatting (Day 5) |

| 6.W.3.A.b | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------|------------------------------------------------------------|
| Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| WR | Personal Narrative | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| WR | Paragraph Building: Word Choice Trait, Voice Trait | WR | Personal Narrative – Characteristics, Unit 1 |
| TT U1-U4 | World of Wonders Writing Prompts | WR | Personal Narrative – Planning, Unit 2 |
| TT 2 L1-L2 | World of Wonders Writing Prompts | WR | Personal Narrative – Drafting, Unit 3 |
| HX CH1 | Archives, Writing Prompts | WR | Expository Essay – Characteristics, Unit 1 |

| 6.W.3.A.b | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------|-------------------------------------|
| Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | WR | Expository Essay – Planning, Unit 2 |

| 6.W.3.A.c | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------|------------------------------------------------------------|
| Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| WR | Personal Narrative | TT U1 | Priority – Word Analysis: Suffixes |
| WR | Paragraph Building | TT U2 | Priority – Word Analysis and Spelling: Root Words |
| TT U1-U4 | World of Wonders Writing Prompts | TT U3 | Priority – Word Analysis: Syllabification |
| TT 2 L1-L2 | World of Wonders Writing Prompts | TT U3 | Priority – Hero's Journey Lesson Extras |
| HX CH1 | Archives, Writing Prompts | TT U4 | Priority – Author's Purpose Lesson Extras |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

| 6.W.3.A.d | | | |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------|
| Use transitions to clarify relationships, connect ideas and claims, and signal time shifts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay: Drafting, Revising | WR | Expository Essay Characteristics Lesson 1.3: Voice |
| WR | Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC | TT 2 L3 | Informational Text Features |
| TT 2 L2 | World of Wonders Writing Prompts: A Mad Scientist's Guide to Neuroplasticity, Views of the Desert | TT 2 L3 | Informative Text Organizational Patterns |
| TT 2 L3 | World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Pro/Con: Should We Bring Back Extinct Species? | | |
| TT 2 L4 | World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn | | |
| TT 2 L5 | World of Wonders Writing Prompts: Memory Two Ways, Amelia Earhart and the Mystery of the Nikumaroro Bones | | |

| 6.W.3.A.e | | | |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------|------|----------------------------------|
| Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay | TT 2 | Research Unit: Student Guide |
| WR | Personal Narrative | TT 2 | Research Unit: Teacher Guide |
| WR | Paragraph Building | TT 2 | Research Unit: Teacher Slideshow |

| 6.W.3.A.e | | | |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------|------|-------------------|
| Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L1-L7 | World of Wonders Writing Prompts | | |
| HX CH1 | Archives, Writing Prompts | | |

Speaking and Listening

SL.1: Collaborating

Conversations

| 6.SL.1.A | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------|------------------------------------------------------------------------|
| Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | TT U2 L2.1A | Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras |
| | | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – History and Culture |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 | Group Collaboration Guide |

Questioning

| 6.SL.1.B | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------|--------------------------------|
| Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L4 | Reteach: Macey | TT U1&2 | Priority – Making Inferences |
| TT 2 L5 | Hub, Tier 5: Ramón | TT U3 | Priority – Vocabulary Visa |
| TT 2 L5 | Tony (Intro) | TT 2 | Group Collaboration Guide |
| | | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – History and Culture |
| | | TT 2 L3 | Priority – Analyzing Argument |

Viewpoints of Others

| 6.SL.1.C | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------|------------------------------------------------------------------------|
| Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT U1 | Priority – Summarize and Paraphrase |
| TT 2 L5 | Hub, Tier 5: Bulletin Board: Ramón | TT U1&U3 | Priority – Sequential Summary |
| TT 2 L7 | Hub, Tier 5: Bulletin Board: Credibility QTT | TT U2 L2.1A | Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras |

| 6.SL.1.C | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------|-------------------------------------------------------|
| Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| HX CH1 ST1 | Mount Fuji and the Moon Princess | TT U2 | Priority – Plot Elements Lesson Extras |
| HX CH1 ST2 | Lost and Found | TT U3 | Priority – Hero's Journey Lesson Extras |
| HX CH1 ST3A | The Tale of Hervor | TT U3 | Priority – Symbolism Lesson Extras |
| HX CH1 ST3B | Genghis Khan Audio Guide | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – History and Culture |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 | Group Collaboration Guide |
| | | HX | Priority – Middle School Reading: Paraphrasing Lesson |
| | | HX | Priority – Middle School Reading: Summarizing Lesson |

SL.2: Presenting

Verbal Delivery

| 6.SL.2.A | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|------------------------------------------------------------------------|
| Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | TT U2&U3 | Priority – Story Elements |
| | | TT U2 L2.1A | Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras |
| | | TT U2 | Priority – Plot Elements |
| | | TT U3 | Priority – Hero's Journey |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 | Group Collaboration Guide |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

Nonverbal

| 6.SL.2.B | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------|------------------------------------------------------------------------|
| Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | TT U2 L2.1A | Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras |
| | | TT U2&U3 | Priority – Story Elements Lesson Extras |
| | | TT U2 | Priority – Plot Elements Lesson Extras |
| | | TT U3 | Priority – Hero's Journey Lesson Extras |

Multimedia

| 6.SL.2.C | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------|------------------------------------------------------------------------|
| Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L3 | Virtual World: First Contact | TT U2 L2.1A | Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras |
| TT 2 L4 | Hub, Tier 6: Tony 2 | TT U1 | Priority – Summarize and Paraphrase Lesson Extras |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT U2&U3 | Priority – Story Elements Lesson Extras |
| TT 2 L5 | Hub, Tier 5, Bulletin Board: Ramón | TT U2 | Priority – Vocabulary Visa |
| | | TT U3 | Priority – Hero's Journey Lesson Extras |

Grade 7

Reading: Literary Text

RL.1: Comprehend and interpret texts (approaching texts as a reader).

Evidence/Inference

| 7.RL.1.A | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------|------------------------------|
| Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 2C: Angels in the Lab |
| TT 2 L1 | World of Wonders: The Real Sherlock Holmes: Dr. Joseph Bell | ISIP AR RC | 3A: Choosing Love |
| TT 2 L1 | Virtual World: Sherlock Holmes | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | ISIP AR RC | 4C: Labor of Love |
| TT 2 L2 | Reteach: Drama | ISIP AR RC | 8B: Time to Fly |
| TT 2 L2 | World of Wonders Writing Prompt: Views of the Desert | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| TT 2 L3 | World of Wonders Writing Prompts: The Midnight Prowler, Two Poems | TT U1-U3 | Priority – Making Inferences |
| TT 2 L4 | Virtual World: Rhetorical Devices: Juxtaposition – Charles Dickens Excerpt | TT 2 | Mood |
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | TT 2 | Masks Novella Unit |

7.RL.1.A

Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|--------------------------------------------------------|---------|----------------------------------------------------------------------------|
| HX CH2 ST1 | The Disappearance of a Goddess | TT 2 L1 | Priority – Characterization |
| HX CH2 ST3A | The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged) | TT 2 L2 | Priority – History and Culture |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L5 | Advanced Plot Elements Quiz |
| | | HX | Middle School Reading: Making Inferences Priority Report Lesson |
| | | HX | Middle School Reading: Text Evidence Priority Report Lesson |
| | | HX | Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1) |

Word Meanings

7.RL.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------------------------|------------|--------------------|
| ISIP AR | Reading Comprehension, Word Analysis, and Vocabulary Subtests | ISIP AR RC | 1A: Time for Music |

7.RL.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------------------------------------------------|---------------|-------------------------------|
| TT U1.1B | Didja Ninja and the Missing Jewel; Unexpected Treasure | ISIP AR RC | 2C: Angels in the Lab |
| TT U2.1B | Didja Ninja and the Dragon; Giant Killer; Rising Swan; Destination Unknown | ISIP AR RC | 3A: Choosing Love |
| TT U3.1A | Apollo and the Python; Battle of Summer and Winter | ISIP AR RC | 3B: What's in a Name? |
| TT U4.1B | The Author's Purpose Featuring Didja Ninja | ISIP AR RC | 4C: Labor of Love |
| TT 2 L1 | Hub, Tier 5: Tony (Poetry) | ISIP AR RC | 5B: Lunchtime with Lisa |
| TT 2 L3 | Hub, Tier 5: Tony (Poetry) | ISIP AR RC | 6A: Drum Lesson |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | ISIP AR RC | 6B: The Big Day |
| TT 2 L3 | Hub, Tier 2: Table 2 | ISIP AR RC | 8A: A Good Fit |
| TT 2 L3 | Virtual World: First Contact: Translator 300 | ISIP AR RC | 8B: Time to Fly |
| TT 2 L3 | World of Wonders Writing Prompt: The Midnight Prowler | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| TT 2 L4 | Virtual World: Rhetorical Devices | ISIP AR RC | 9B: Sounds Like School Spirit |
| TT 2 L4 | Learning Lounge: Macey Hype Call (Reteach) | ISIP AR RC | 10A: Wants vs. Needs |

7.RL.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------|-------------|--------------------------------------------------------------------------------------------------|
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | ISIP AR RC | 10C: A Great Dad |
| | | ISIP AR VOC | 1A: Tier 3 – Prefixes (dis-, un-, re-, mis-, over-, out-) “The Lost Treasure of the Ruby Dagger” |
| | | ISIP AR VOC | 1B: Tier 2 – Prefixes “Mia’s Mystery Map” |
| | | ISIP AR VOC | 2A: Tier 3 Synonyms “Monkey Brothers and the Hero Twins” |
| | | ISIP AR VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-) |
| | | ISIP AR VOC | 4B: Tier 2 – Homographs “A Hairy Little Problem” |
| | | ISIP AR VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest” |
| | | ISIP AR VOC | 5B: Tier 2 – Suffixes (-ate, -ify) “A Hairy Situation” |
| | | ISIP AR VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-) |
| | | ISIP AR VOC | 8A: Tier 3 – Synonyms “I HAD a Dream” |
| | | ISIP AR VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |
| | | ISIP AR VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct) |

7.RL.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------------|-------------------------------------------------------------------|
| | | ISIP AR VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past” |
| | | ISIP AR VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart” |
| | | ISIP AR VOC | 10C: Tier 1 – “Bullying” Homographs |
| | | TT U2 | Fairy Tales, Legends, and Folklore: Vocabulary Visa Lesson Extras |
| | | TT U2-U3 | Priority – Vocabulary Visa |
| | | TT U3 | Priority – Symbolism |
| | | TT U4 | Priority – Author’s Purpose |
| | | TT 2 | Mood |
| | | TT 2 | Priority – Vocabulary: Context Clues |
| | | TT 2 | Priority – Vocabulary: Analyzing Context Clues |
| | | TT 2 | Priority – Word Analysis: Root Words and Word Families |
| | | TT 2 L6 | Priority – Analyzing Poetry |
| | | HX | Priority – Middle School Reading: Context Clues |

Text Features

| 7.RL.1.C | | | |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------|--------------------------------|
| Interpret visual elements of a text and draw conclusions from them (when applicable). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 2C: Angels in the Lab |
| TT 2 L1 | World of Wonders: The Real Sherlock Holmes: Dr. Joseph Bell | ISIP AR RC | 3A: Choosing Love |
| TT 2 L1 | Virtual World: Sherlock Holmes | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | ISIP AR RC | 8B: Time to Fly |
| TT 2 L2 | Reteach: Drama | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| TT 2 L2 | World of Wonders Writing Prompt: Views of the Desert | TT U1- U3 | Priority – Making Inferences |
| TT 2 L3 | World of Wonders Writing Prompts: The Midnight Prowler, Two Poems | TT 2 | Mood |
| TT 2 L4 | Virtual World: Rhetorical Devices: Juxtaposition – Charles Dickens Excerpt | TT 2 | Masks Novella Unit |
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – History and Culture |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L5 | Advanced Plot Elements Quiz |

Summarize/Theme

| 7.RL.1.D | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------|----------------------------------------------------------------------------|
| Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | TT U1 | Priority – Summarize and Paraphrase Lesson Extras |
| TT 2 L1 | Virtual World: Sherlock Holmes | TT U1 L1.1A | Storytelling Across Cultures Lesson – Sequence and Summary |
| TT 2 L5 | Hub: Crime Scene | TT U1&U3 | Priority – Sequential Summary |
| TT 2 L2 | Virtual World: Les Misérables Adaptation, Pascal LeClair Conversation | TT U1&U3 | Priority – Sequential Summary Lesson Extras |
| TT 2 L2 | World of Wonders Writing Prompt: Views of the Desert | TT U4 | Priority – Sequencing |
| TT 2 L3 | Hub, Tier 5: Tony | TT U4 | Priority – Sequencing Lesson Extras |
| TT 2 L3 | World of Wonders Writing Prompt: Two Poems | TT 2 | Masks Novella Unit |
| HX CH1 ST1 | Mount Fuji and the Moon Princess | TT 2 L5 | Advanced Plot Elements Quiz |
| HX CH1 ST2 | Lost and Found | HX | Priority – Middle School Reading: Summarizing Lesson |
| HX CH1 ST3A | The Tale of Hervor | HX | Priority – Middle School Reading: Paraphrasing Lesson |
| HX CH1 ST3B | How the Arrow Got His Name, A Tale of Brotherhood | HX | Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1) |

RL.2: Analyze craft and structure (approaching texts as a writer)

Structure

| 7.RL.2.A | | | |
|-----------------------------------------------------------------------|---------------------------------------------------------------|----------|-----------------------------------|
| Analyze how a text's form or overall structure contributes to meaning | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U2.1A | The Warning; Ogre; Sinking; Bear! | TT U2 | Priority – Plot Elements |
| TT U3.1A | Apollo and the Python; Battle of Summer and Winter | TT U2&U3 | Priority – Story Elements |
| TT U3.1B | Masks; Didja Ninja in Space; Perseus | TT U3 | Priority – Characterization |
| TT U4.1B | On Set: Movie Maker; Hollywood Kid; World of Wonders Passages | TT U3 | Priority – Protagonist/Antagonist |
| TT 2 L1 | Hub, Tier 5: Tony (Poetry SAGE Teach) | TT U3 | Priority – Hero's Journey |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT 2 L2 | Priority – Dramatic Techniques |
| TT 2 L3 | Hub, Tier 5: Tony (Poetry SAGE Teach) | TT 2 L6 | Priority – Analyzing Poetry |
| TT 2 L6 | Hub, Tier 1: Tables 1 and 2 | | |
| TT 2 L6 | Hub, Tier 4: Bulletin Board (Notes on Poetic Form) | | |
| TT 2 L6 | Hub, Tier 6: Tables 1 and 2 (Analyzing Tony's Sonnet) | | |

Point of View

| 7.RL.2.B | | | |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------|----------------------------------------------------------------------------|
| Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | TT U2&U3 | Priority – Story Elements |
| TT U3.1A | Apollo and Python; Battle of Summer and Winter | TT U3 | Priority – Characterization |
| TT U3.1B | Didja Ninja and the Hero's Journey in Space; Masks | TT U3 | Priority – Protagonist/Antagonist |
| TT 2 L2 | Hub, Tier 1: SOLO Shades (1st and 3rd Person) | TT U3 | Priority – Hero's Journey |
| TT 2 L2 | Hub, Tier 2: Table 1 (3rd Limited) | TT 2 L1 | Priority Characterization |
| TT 2 L2 | Hub, Tier 3: Tables 1 and 2 (Omniscient, Objective/3rd Objective) | TT 2 L2 | Priority – Point of View |
| TT 2 L2 | Hub, Tier 4: SOLO Shades (Subjective vs. Objective) | HX | Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1) |
| TT 2 L2 | Hub, Tier 7: Tony (Point of View and Author's Purpose) | | |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | | |
| TT 2 L2 | Reteach: Content On Demand, Point of View | | |
| TT 2 L3 | Virtual World: First Contact: Humanity Sim | | |
| TT 2 L5 | Hub, Tier 6: Decoder | | |

Craft and Meaning

| 7.RL.2.C | | | |
|-------------------------------------------------------------------|----------------------------------------------------------------------------|---------------|-------------------------------|
| Analyze how specific word choices contribute to meaning and tone. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1A: Time for Music |
| TT U1.1B | Didja Ninja and the Missing Jewel; Unexpected Treasure | ISIP AR RC | 2C: Angels in the Lab |
| TT U2.1B | Didja Ninja and the Dragon; Giant Killer; Rising Swan; Destination Unknown | ISIP AR RC | 3A: Choosing Love |
| TT U3.1A | Apollo and the Python; Battle of Summer and Winter | ISIP AR RC | 3B: What's in a Name? |
| TT U4.1B | The Author's Purpose Featuring Didja Ninja | ISIP AR RC | 4C: Labor of Love |
| TT 2 L1 | Hub, Tier 5: Tony (Poetry) | ISIP AR RC | 5B: Lunchtime with Lisa |
| TT 2 L3 | Hub, Tier 5: Tony (Poetry) | ISIP AR RC | 6A: Drum Lesson |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | ISIP AR RC | 6B: The Big Day |
| TT 2 L3 | Hub, Tier 2: Table 2 | ISIP AR RC | 8A: A Good Fit |
| TT 2 L3 | Virtual World: First Contact: Translator 300 | ISIP AR RC | 8B: Time to Fly |
| TT 2 L3 | World of Wonders Writing Prompt: The Midnight Prowler | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| TT 2 L4 | Virtual World: Rhetorical Devices | ISIP AR RC | 9B: Sounds Like School Spirit |

7.RL.2.C

Analyze how specific word choices contribute to meaning and tone.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------|-------------|--------------------------------------------------------------------------------------------------|
| TT 2 L4 | Learning Lounge: Macey Hype Call (Reteach) | ISIP AR RC | 10A: Wants vs. Needs |
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | ISIP AR RC | 10C: A Great Dad |
| | | ISIP AR VOC | 1A: Tier 3 – Prefixes (dis-, un-, re-, mis-, over-, out-) “The Lost Treasure of the Ruby Dagger” |
| | | ISIP AR VOC | 1B: Tier 2 – Prefixes “Mia’s Mystery Map” |
| | | ISIP AR VOC | 2A: Tier 3 Synonyms “Monkey Brothers and the Hero Twins” |
| | | ISIP AR VOC | 3C: Tier 1 – Irish Folklore, Latin Prefix (sub-) |
| | | ISIP AR VOC | 4B: Tier 2 – Homographs “A Hairy Little Problem” |
| | | ISIP AR VOC | 5A: Tier 3 – Latin Root (tract) “A Matter of Interest” |
| | | ISIP AR VOC | 5B: Tier 2 – Suffixes (-ate, -ify) “A Hairy Situation” |
| | | ISIP AR VOC | 6C: Tier 1 – Basketball, Latin Prefixes (inter-, pre-) |
| | | ISIP AR VOC | 8A: Tier 3 – Synonyms “I HAD a Dream” |
| | | ISIP AR VOC | 8B: Tier 2 – Latin Roots (vert, spect) “The Perfect Outfit” |

| 7.RL.2.C | | | |
|-------------------------------------------------------------------|----------------------------|-------------|-------------------------------------------------------------------|
| Analyze how specific word choices contribute to meaning and tone. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR VOC | 8C: Tier 1 – Civil War, Latin Roots (rupt, struct) |
| | | ISIP AR VOC | 10A: Tier 3 – Latin Roots (aud, bene) “Hope from the Past” |
| | | ISIP AR VOC | 10B: Tier 2 – Greek Roots (chron, phon) “Driving Smart” |
| | | ISIP AR VOC | 10C: Tier 1 – “Bullying” Homographs |
| | | TT U2 | Fairy Tales, Legends, and Folklore: Vocabulary Visa Lesson Extras |
| | | TT U2-U3 | Priority – Vocabulary Visa |
| | | TT U3 | Priority – Symbolism |
| | | TT U4 | Priority – Author’s Purpose |
| | | TT 2 | Mood |
| | | TT 2 | Priority – Vocabulary: Context Clues |
| | | TT 2 | Priority – Vocabulary: Analyzing Context Clues |
| | | TT 2 | Priority – Word Analysis: Root Words and Word Families |
| | | TT 2 L6 | Priority – Analyzing Poetry |
| | | HX | Priority – Middle School Reading: Context Clues |

Interaction and Meaning

| 7.RL.2.D | | | |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------|-----------------------------------|
| Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | TT U2 | Priority – Plot Elements |
| TT U2.1A | The Warning; Ogre; Sinking; Bear! | TT U2&U3 | Priority – Story Elements |
| TT U3.1A | Apollo and the Python; Battle of Summer and Winter | TT U3 | Priority – Characterization |
| TT U3.1B | Masks; Didja Ninja in Space; Perseus | TT U3 | Priority – Protagonist/Antagonist |
| TT U4.1B | On Set: Movie Maker; Hollywood Kid; World of Wonders Passages | TT U3 | Priority – Hero's Journey |
| TT 2 L1 | Hub, Tier 5: Tony (Poetry SAGE Teach) | TT 2 L2 | Priority – Dramatic Techniques |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT 2 L6 | Priority – Analyzing Poetry |
| TT 2 L3 | Hub, Tier 5: Tony (Poetry SAGE Teach) | | |
| TT 2 L6 | Hub, Tier 1: Tables 1 and 2 | | |
| TT 2 L6 | Hub, Tier 4: Bulletin Board (Notes on Poetic Form) | | |
| TT 2 L6 | Hub, Tier 6: Tables 1 and 2 (Analyzing Tony's Sonnet) | | |

RL.3: Synthesize ideas from multiple texts (approaching texts as a researcher)

Text in Forms

| 7.RL.3.A | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------|------------------------------------------------------------------------|
| Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U2.1B | Giant Killer; Rising Swan | TT U2 L2.1A | Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras |
| TT 2 L2 | Virtual World: SAGE Theater | TT U2 | Fairy Tales, Legends, and Folklore: Plot Elements Lesson Extras |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | TT U2 | Priority – Plot Elements Lesson Extras |
| HX CH1 ST2 | Lost and Found | TT U3 | Priority – Hero's Journey Lesson Extras |
| | | TT U4 | Priority – Author's Purpose Lesson Extras |
| | | TT 2 L2 | Priority – Dramatic Techniques |

Relationships in Texts

| 7.RL.3.B | | | |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------|
| Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell | TT U1 L1.1A | Storytelling Across Cultures Lesson: Sequence and Summary Lesson Extras |
| | | TT U2 L2.1A | Fairy Tales, Legends, and Folklore: Problem and Solution Lesson Extras |

| 7.RL.3.B | | | |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------|-----------------------------------------------------------------|
| Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | TT U2 | Fairy Tales, Legends, and Folklore: Plot Elements Lesson Extras |
| | | TT U2 | Priority – Plot Elements Lesson Extras |
| | | TT U2&U3 | Priority – Story Elements Lesson Extras |
| | | TT U3 | Priority – Hero's Journey Lesson Extras |
| | | TT U3 | Priority – Characterization Lesson Extras |
| | | TT U4 | Priority – Author's Purpose Lesson Extras |

Historical Context

| 7.RL.3.C | | | |
|----------------------------------------------------------------------------------|---------------------------------------------------------------|----------|-----------------------------------|
| Explain how characters and settings reflect historical and/or cultural contexts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U2.1A | The Warning; Ogre; Sinking; Bear! | TT U2 | Priority – Plot Elements |
| TT U3.1A | Apollo and the Python; Battle of Summer and Winter | TT U2&U3 | Priority – Story Elements |
| TT U3.1B | Masks; Didja Ninja in Space; Perseus | TT U3 | Priority – Characterization |
| TT U4.1B | On Set: Movie Maker; Hollywood Kid; World of Wonders Passages | TT U3 | Priority – Protagonist/Antagonist |
| TT 2 L1 | Virtual World: Sherlock Holmes | TT U3 | Priority – Hero's Journey |

7.RL.3.C

Explain how characters and settings reflect historical and/or cultural contexts.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------------|-------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT 2 L1 | Priority – Characterization |
| TT 2 L2 | Reteach: Drama | TT 2 L2 | Priority – History and Culture |
| TT 2 L5 | Hub, Tier 6: Decoder (Characterization, Audience) | TT 2 L2 | Priority – Dramatic Techniques |
| TT 2 L6 | World of Wonders Passages | TT 2 L5 | Advanced Plot Elements Quiz |
| HX CH1 ST1 | Mount Fuji and the Moon Princess | TT 2 | Masks Novella Unit |
| HX CH1 ST3A | The Tale of Hervor | | |
| HX CH1 ST3B | How the Arrow Got His Name, A Tale of Brotherhood | | |
| HX CH2 ST1 | The Disappearance of a Goddess | | |
| HX CH2 ST3A | The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged) | | |
| HX CH1 | Archives, Self-Selected Passages: The Call of the Wild; The Flying Dutchman; Icarus; Mei and the Terra-Cotta Army | | |

Comprehension

| 7.RL.3.D | | | |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------|--------------------------|
| Read and comprehend literature, including stories, dramas, and poems, independently and proficiently | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Text Fluency Subtests | ISIP AR RC | 1A: Time for Music |
| TT U1-U4 | World of Wonders Passages, Self-Selected Reading Passages | ISIP AR RC | 2C: Angels in the Lab |
| TT 2 L1-L7 | Fluency Assessment | ISIP AR RC | 3A: Choosing Love |
| TT 2 L1 | Virtual World: Sherlock Holmes | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | ISIP AR RC | 4C: Labor of Love |
| TT 2 L1-L7 | World of Wonders Passages, Self-Selected Reading Passages | ISIP AR RC | 5B: Lunchtime with Lisa |
| HX CH1 | Archives, Self-Selected Passages: The Call of the Wild; The Flying Dutchman; Icarus; Mei and the Terra-Cotta Army | ISIP AR RC | 6A: Drum Lesson |
| | | ISIP AR RC | 6B: The Big Day |
| | | ISIP AR RC | 8A: A Good Fit |
| | | ISIP AR RC | 8B: Time to Fly |
| | | ISIP AR RC | 8C: Hear Ye, Hear Ye |

| 7.RL.3.D | | | |
|------------------------------------------------------------------------------------------------------|----------------------------|------------|-------------------------------------------|
| Read and comprehend literature, including stories, dramas, and poems, independently and proficiently | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10A: Wants vs. Needs |
| | | ISIP AR RC | 10C: A Great Dad |
| | | ISIP AR | G7 Fluency 1: Tone Deaf |
| | | ISIP AR | G7 Fluency 3: Unpopular Promises |
| | | ISIP AR | G7 Fluency 4: Legend of Lowcalibur |
| | | ISIP AR | G7 Fluency 5: Sharla Goes to Work |
| | | ISIP AR | G7 Fluency 7: You Win Some, You Lose Some |
| | | ISIP AR | G7 Fluency 8: Field Trip |
| | | ISIP AR | G7 Fluency 9: Music to Go |
| | | TT U1-U4 | Priority – Text Fluency |
| | | TT 2 L1-L4 | Priority – Text Fluency |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 | Self-Selected Reading Guide |
| | | TT 2 | Masks Novella Unit |

7.RL.3.D

Read and comprehend literature, including stories, dramas, and poems, independently and proficiently

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------------------------|
| | | HX | Priority – Middle School Reading: Text Fluency |

Reading: Informational Text

RI.1: Comprehend and interpret texts (approaching texts as a reader).

Evidence/Inference**7.RI.1.A**

Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------|
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 9C: Band Aid |
| TT U1.1B | Unexpected Treasure; Who Stole the Mona Lisa? | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| TT U4.1A | History of Hollywood: Special Effects and Makeup | TT U1 | Storytelling Across Cultures Lesson – Making Inferences |
| TT U4.1B | Film Adaptations and Documentaries | TT U1 | Priority – Summarize and Paraphrase |
| TT 2 L1 | World of Wonders Writing Prompt: The Real Sherlock Holmes: Dr. Joseph Bell and The True Horror Story of Typhoid Mary | TT U3-U4 | Priority – Making Inferences Lesson Extras |
| TT 2 L2 | World of Wonders Writing Prompt: 13 Things You Didn't Know About the Eiffel Tower; A Mad Scientist's Guide to Neuroplasticity; Views of the Desert; The Incredible Panyee FC | TT 2 L3 | Informational Text Features |

7.RI.1.A

Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------------|--------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------|
| TT 2 L3 | Virtual World: First Contact: Comms Log; Humanity Sim; Message Building; Final Task | TT 2 L3 | Informational Organizational Patterns |
| TT 2 L3 | World of Wonders Writing Prompt: The Midnight Prowler; Two Poems; Is the Truth Out There? | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L4 | Hub, Tier 5: Bulletin Board | TT 2 L3 | Priority – Evaluating Persuasive Content |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 | Group Collaboration Guide |
| TT 2 L4 | World of Wonders Writing Prompt: The Good, The Bad, and the AI; The Woman with Three Names; Wrong Turn | HX | Priority – Middle School Reading: Paraphrasing Lesson |
| TT 2 L5 | Virtual World: Logical Fallacies | | |
| HX CH2 ST2 | Solving the Mystery of the Antikythera Mechanism | | |
| HX CH2 ST2 | An Electrifying Debate | | |
| HX CH2 ST3A | England's Two Faces | | |
| HX CH1 | Archives, Self-Selected Passage: Soccer and the World Cup | | |

Word Meanings

| 7.RI.1.B | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------|---------------------------|
| Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension, Word Analysis, and Vocabulary Subtests | ISIP AR RC | 1B: Exploring Space |
| TT U1.1B | Unexpected Treasure | ISIP AR RC | 1C: Fire and Ice |
| TT U1-U4 | Card Match | ISIP AR RC | 2A: Do Your Part |
| TT U2 | Analogy Charger | ISIP AR RC | 2B: Spreading the Love |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | ISIP AR RC | 3C: Big Chug, Be Gone! |
| TT 2 L3 | Hub, Tier 2: Tables 1 and 2 | ISIP AR RC | 4A: Now That's Recycling |
| TT 2 L3 | Virtual World: Translator 3000 | ISIP AR RC | 4B: Give This Fish a Hand |
| TT 2 L4 | Virtual World: Rhetorical Devices | ISIP AR RC | 6C: Presto! |
| TT 2 L4 | Reteach (Learning Longue): Macey hELPR | ISIP AR RC | 7A: Round and Round? |
| TT 2 L6 | Hub, Tier 1: Cafe SMILE (Metaphor, Simile) | ISIP AR RC | 7B: Unplug Yourself |
| TT 2 L6 | Hub, Tier 3: Cafe SMILE, Table 1 | ISIP AR RC | 7C: Night Light |

7.RI.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------|-------------|------------------------------------------------------------------------|
| TT 2 L6 | Hub, Tier 6: Tony, Part 2 | ISIP AR RC | 9A: When a Bark Is More Than a Bark |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | ISIP AR VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-) |
| | | ISIP AR VOC | 2B: Tier 2 – Suffixes (-less, -ful) “Play Ball” |
| | | ISIP AR VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain) |
| | | ISIP AR VOC | 3A: Tier 3 – Suffixes (-ous, -ive) “Thomas Jefferson – Mad Scientist?” |
| | | ISIP AR VOC | 3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?” |
| | | ISIP AR VOC | 4A: Tier 3 – Suffixes (-able, -ible) “The Science of Carbon Dating” |
| | | ISIP AR VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto) |
| | | ISIP AR VOC | 5C: Tier 1 – Salamanders: Synonyms and Antonyms |
| | | ISIP AR VOC | 6A: Tier 3 – Homographs “Land of the Free” |

7.RI.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------------|---------------------------------------------------------|
| | | ISIP AR VOC | 6B: Tier 2 – Greek Root (graph) “Picture This” |
| | | ISIP AR VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?” |
| | | ISIP AR VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light” |
| | | ISIP AR VOC | 7C: Tier 2 – Handmade Books, Latin Roots (scrib/script) |
| | | ISIP AR VOC | 9A: Tier 3 – Homographs “Food for Thought” |
| | | ISIP AR VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself” |
| | | ISIP AR VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val) |
| | | TT U1-U2 | Priority – Vocabulary Visa |
| | | TT U3 | Priority – Symbolism Lesson Extras |
| | | TT U4 | Priority – Author’s Purpose |
| | | TT 2 L3 | Priority – Evaluating Persuasive Content |

Text Features

| 7.RI.1.C | | | |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------|-------------------------------------------|
| Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1A | History of Hollywood: On Set: Movie Maker; World of Wonders Passages | TT U4 | Priority – Author’s Purpose Lesson Extras |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 L2 | Priority – Point of View |
| TT 2 L5 | World of Wonders Writing Prompt: Memory Two Ways | | |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | | |

Summarize/Claim

| 7.RI.1.D | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------|------------------------------------------|
| Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | TT U1 | Priority – Summarize and Paraphrase |
| TT 2 L4 | World of Wonders Writing Prompt: Hard Time: Working to Rehabilitate Teen Prisoners | TT U4 | Priority – Text Structures |
| HX CH1 ST3A | Female Viking Warriors | TT 2 L3 | Informational Text Features |
| HX CH1 ST3B | Genghis Khan Audio Guide | TT 2 L3 | Informative Text Organizational Patterns |
| HX | Archives, Writing Prompt: Soccer and the World Cup | | |

RI.2: Analyze craft and structure (approaching texts as a writer)

Structure

| 7.RI.2.A | | | |
|--------------------------------------------------------------------------------|--------------------------------------------------|-------------|------------------------------------------|
| Analyze how a text's organization or overall structure contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1A | History of Hollywood: Special Effects and Makeup | TT U4 | Priority – Text Structures |
| TT U4.1A | Film Adaptations and Documentaries | TT 2 L3 | Informational Text Features |
| TT 2 L5 | Reteach: Zak GLASS | TT 2 L3 | Informative Text Organizational Patterns |

Point of View

| 7.RI.2.B | | | |
|------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|------------------------------------------|
| Analyze how an author develops his/her point of view or purpose and distinguishes It from those of others. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 2A: Do Your Part |
| TT 2 L4 | Virtual World: First Contact | ISIP AR RC | 2B: Spreading the Love |
| TT 2 L4 | World of Wonders Passages | TT 2 L2 | Priority – Point of View |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informative Text Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |

Craft and Meaning

| 7.RI.2.C | | | |
|----------------------------------------------------------|-----------------------------------------------|---------------|-------------------------------------|
| Analyze how word choice contributes to meaning and tone. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Vocabulary Subtests | ISIP AR RC | 1B: Exploring Space |
| TT U1.1B | Unexpected Treasure | ISIP AR RC | 1C: Fire and Ice |
| TT U1- U4 | Card Match | ISIP AR RC | 2A: Do Your Part |
| TT U2 | Analogy Charger | ISIP AR RC | 2B: Spreading the Love |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | ISIP AR RC | 3C: Big Chug, Be Gone! |
| TT 2 L3 | Hub, Tier 2: Tables 1 and 2 | ISIP AR RC | 4A: Now That's Recycling |
| TT 2 L3 | Virtual World: Translator 3000 | ISIP AR RC | 4B: Give This Fish a Hand |
| TT 2 L4 | Virtual World: Rhetorical Devices | ISIP AR RC | 6C: Presto! |
| TT 2 L4 | Reteach (Learning Longue): Macey hELPR | ISIP AR RC | 7A: Round and Round? |
| TT 2 L6 | Hub, Tier 1: Cafe SMILE (Metaphor, Simile) | ISIP AR RC | 7B: Unplug Yourself |
| TT 2 L6 | Hub, Tier 3: Cafe SMILE, Table 1 | ISIP AR RC | 7C: Night Light |
| TT 2 L6 | Hub, Tier 6: Tony, Part 2 | ISIP AR RC | 9A: When a Bark Is More Than a Bark |

| 7.RI.2.C | | | |
|----------------------------------------------------------|-----------------------------------------------|-------------|------------------------------------------------------------------------|
| Analyze how word choice contributes to meaning and tone. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | ISIP AR VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-) |
| | | ISIP AR VOC | 2B: Tier 2 – Suffixes (-less, -ful) “Play Ball” |
| | | ISIP AR VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain) |
| | | ISIP AR VOC | 3A: Tier 3 – Suffixes (-ous, -ive) “Thomas Jefferson – Mad Scientist?” |
| | | ISIP AR VOC | 3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?” |
| | | ISIP AR VOC | 4A: Tier 3 – Suffixes (-able, -ible) “The Science of Carbon Dating” |
| | | ISIP AR VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto) |
| | | ISIP AR VOC | 5C: Tier 1 – Salamanders: Synonyms and Antonyms |
| | | ISIP AR VOC | 6A: Tier 3 – Homographs “Land of the Free” |
| | | ISIP AR VOC | 6B: Tier 2 – Greek Root (graph) “Picture This” |

| 7.RI.2.C | | | |
|----------------------------------------------------------|----------------------------|-------------|---------------------------------------------------------|
| Analyze how word choice contributes to meaning and tone. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?” |
| | | ISIP AR VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light” |
| | | ISIP AR VOC | 7C: Tier 2 – Handmade Books, Latin Roots (scrib/script) |
| | | ISIP AR VOC | 9A: Tier 3 – Homographs “Food for Thought” |
| | | ISIP AR VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself” |
| | | ISIP AR VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val) |
| | | TT U1-U2 | Priority – Vocabulary Visa |
| | | TT U3 | Priority – Symbolism Lesson Extras |
| | | TT U4 | Priority – Author’s Purpose |
| | | TT 2 L3 | Priority – Evaluating Persuasive Content |

Argument/Evidence

| 7.RI.2.D | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------|------------------------------------------|
| Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L3 | Hub, Tier 1: Table 1 | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L3 | Hub, Tier 2: Table 1 | TT 2 L3 | Priority – Evaluating Persuasive Content |
| TT 2 L3 | Hub, Tier 3: Table 1 | | |
| TT 2 L3 | Hub, Tier 5: Tony | | |
| TT 2 L3 | Virtual World: First Contact | | |
| TT 2 L3 | Reteach: ACERF | | |
| TT 2 L3 | World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species? | | |
| TT 2 L4 | World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names | | |
| TT 2 L5 | Hub, Tier 1: Tables 1 and 2 | | |
| TT 2 L5 | Reteach (Learning Lounge): Zak GLASS | | |

RI.3: Synthesize ideas from multiple texts (approaching texts as a researcher)

Texts/Forms

| 7.RI.3.A | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------|-------------------------------------------|
| Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1A | History of Hollywood: On Set: Movie Maker; World of Wonders Passages | TT U4 | Priority – Author’s Purpose Lesson Extras |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 L2 | Priority – Point of View |
| TT 2 L5 | World of Wonders Writing Prompt: Memory Two Ways | TT 2 L2 | Priority – Point of View |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | TT 2 L3 | Informative Text Organizational Patterns |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

Relationships/Texts

| 7.RI.3.B | | | |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------|------------------------------------------|
| Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1A | History of Hollywood: Special Effects and Makeup | TT U4 | Priority – Text Structures |
| TT U4.1A | Film Adaptations and Documentaries | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L3 | Virtual World: First Contact: Comms Log | TT 2 L3 | Priority – Evaluating Persuasive Content |

7.RI.3.B

Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------------------------------------------------------|------|-------------------|
| TT 2 L3 | World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species? | | |
| TT 2 L4 | World of Wonders Writing Prompt: The Good, the Bad, and the AI | | |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | | |
| TT 2 L6 | World of Wonders Writing Prompt: Murasaki Shikibu: The Woman Behind the World's First Novel | | |

Historical Context

7.RI.3.C

Explain how the text reflects historical and/or cultural contexts.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------------------------------------------------------------------------------|---------|---------------------------------------|
| TT 2 L1 | World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary | TT 2 L2 | Priority – History and Culture |
| TT 2 L1 | Virtual World: History and Culture Connectors – Relationship Between Setting and Characterization (Sherlock Holmes) | TT 2 L3 | Informational Text Features |
| TT 2 L2 | Virtual World: Les Misérables: History and Culture Venn Diagram Comparing Across Genres, Setting, Characterization | TT 2 L3 | Informational Organizational Patterns |
| TT 2 L2 | Reteach: Analyzing Drama | TT 2 | Group Collaboration Guide |
| TT 2 L1 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1 | | |

| 7.RI.3.C | | | |
|--------------------------------------------------------------------|-----------------------------------------------------------------------|------|-------------------|
| Explain how the text reflects historical and/or cultural contexts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L2 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2 | | |
| HX CH1 ST3A | Female Viking Warriors | | |
| HX CH1 ST3B | Genghis Khan Audio Guide | | |
| HX CH2 ST2 | Solving the Mystery of the Antikythera Mechanism | | |
| HX CH2 ST2 | An Electrifying Debate | | |
| HX CH2 ST3A | England's Two Faces | | |
| HX | Archives, Self-Selected Reading Passage: Soccer and the World Cup | | |

Comprehension

| 7.RI.3.D | | | |
|------------------------------------------------------------------------|--------------------------------------------------|-------|----------------------------|
| Read and comprehend informational text independently and proficiently. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Text Fluency Subtests | TT U4 | Priority – Text Structures |
| TT U1-U4 | World of Wonders, Self-Selected Reading Passages | TT U4 | Priority – Text Fluency |

| 7.RI.3.D | | | |
|------------------------------------------------------------------------|-------------------------------------------------------------------|------------|------------------------------------------|
| Read and comprehend informational text independently and proficiently. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L2-L7 | Fluency Assessment | TT U4 | Priority – Author’s Purpose |
| TT 2 L1 | World of Wonders Passages, Self-Selected Reading Passages | TT 2 L1-L4 | Priority – Text Fluency |
| HX CH1 | Fluency Passage: The Empty City | TT 2 L2 | Priority – Point of View |
| HX | Archives, Self-Selected Reading Passage: Soccer and the World Cup | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informative Text Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 L6 | Priority – Text Fluency |
| | | TT 2 | Self-Selected Reading Guide |
| | | ISIP AR | G7 Fluency 2: Midnight Snack Attack |
| | | ISIP AR | G7 Fluency 6: Talking Lessons |
| | | ISIP AR | G7 Fluency 10: Second Chances for All |

Writing

W.1: Approaching the task as a researcher

Research

| 7.W.1.A.a | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------|---------------------------------------|
| Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | TT 2 L1 | Priority – Characterization |
| TT 2 L7 | Hub, Tier 3: Bulletin Board | TT 2 L2 | Priority – Point of View |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informational Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 | Mood |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

7.W.1.A.b

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------------------------|---------|----------------------------------|
| TT 2 L7 | Hub, Tier 3: Table 1 (Intellectual Property) | TT 2 L3 | Analyzing Argument |
| TT 2 L7 | Hub, Tier 3: Bulletin Board: Search Engine QTT, Relevancy QTT | TT 2 L3 | Informational Text Features |
| TT 2 L7 | Hub, Tier 5: Bulletin Board (Credibility QTT) | TT 2 | Research Unit: Student Guide |
| TT 2 L7 | Tier 5: Table 1: Zak and Ramón | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

W.2: Approaching the task as a writer.

Development**7.W.2.A**

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------|---------|---------------------------------------|
| WR | Expository Essay: Publishing | TT 2 L1 | Priority – Characterization |
| TT U1.1A | World of Wonders Writing Prompts | TT 2 L2 | Priority – Point of View |
| TT U1.1B | World of Wonders Writing Prompts | TT 2 L3 | Informational Text Features |
| TT U2.1A | World of Wonders Writing Prompts | TT 2 L3 | Informational Organizational Patterns |

7.W.2.A

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

| Code | Digital Student Experience | Code | Teacher Resources |
|------------|----------------------------------|---------|----------------------------------|
| TT 2 L1-L7 | World of Wonders Writing Prompts | TT 2 L3 | Priority – Analyzing Argument |
| HX CH1 | Archives, Writing Prompts | TT 2 | Mood |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

7.W.2.A.a

Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------------------------------|---------|----------------------------------------------|
| WR | Personal Narrative | WR | Personal Narrative – Characteristics, Unit 1 |
| WR | Paragraph Building: Organization Trait | WR | Personal Narrative – Planning, Unit 2 |
| TT 2 L1 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1 | WR | Personal Narrative – Drafting, Unit 3 |
| TT 2 L2 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2 | TT 2 L1 | Priority – Characterization |
| TT 2 L4 | World of Wonders Writing Prompt: Forgotten by Time | TT 2 L2 | Priority – Point of View |
| TT 2 L2 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2 | TT 2 | Mood |

7.W.2.A.a

Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

| Code | Digital Student Experience | Code | Teacher Resources |
|--------|--------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| HX CH1 | Archives, Writing Prompt: Mei and the Terra-Cotta Army | HX | Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative) |
| | | HX | Middle School Reading: Writing Personal Narrative – Prewriting (Day 2) |
| | | HX | Middle School Reading: Writing Personal Narrative – Drafting (Day 3) |

7.W.2.A.b

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------|
| WR | Expository Essay: Planning, Drafting | WR | Expository Essay – Characteristics Lesson 1.2, Point of View |
| WR | Paragraph Building: Ideas Trait, Organization Trait, Voice Trait, Word Choice Trait | WR | Expository Essay Planning Lesson 2.1: Choosing an Overall Topic |
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC | WR | Expository Essay, Planning Lesson 2.2: Form a Controlling Idea |
| TT 2 L2 | World of Wonders Writing Prompts: A Mad Scientist's Guide to Neuroplasticity; 13 Things You Didn't Know About the Eiffel Tower | WR | Expository Essay, Planning Lesson 2.3: Form an Introduction |
| TT 2 L3 | World of Wonders Writing Prompt: Is There Truth Out There? | WR | Expository Essay, Planning Lesson 2.4: Subtopics |

7.W.2.A.b

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------|
| TT 2 L4 | Virtual World: Rhetorical Devices | WR | Expository Essay, Planning Lesson 2.5: Concluding Sentence |
| TT 2 L4 | World of Wonders Writing Prompts: Wrong Turn; Hard Time: Working to Rehabilitate Teen Prisoners | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| TT 2 L5 | World of Wonders Writing Prompt: Memory Two Ways | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| TT 2 L6 | World of Wonders Writing Prompts: The Roads Less Traveled; Slam Night at the Midnight Lounge; Tightrope | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| TT 2 L7 | World of Wonders Writing Prompts: The Power of One Person; Extra Pieces; The Herald of the Forest | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| HX CH1 | Archives, Writing Prompts: The Flying Dutchman, Icarus | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informative Text Organizational Patterns |
| | | HX | Archive Passage: Icarus Passage Quiz (Writing Prompt) |
| | | HX | Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt) |

| 7.W.2.A.c | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------|
| Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L1 | World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary | WR | Expository Essay, Planning Lesson 2.2: Form a Controlling Idea |
| TT 2 L3 | World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species? | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L4 | World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names | | |
| TT 2 L5 | World of Wonders Writing Prompt: Bats: Fact or Fiction | | |
| TT 2 L7 | World of Wonders Writing Prompts: The Herald of the Forest, Can the Internet Help End Poverty? | | |

W.3: Approaching the task as a reader.

Revise and Edit

| 7.W.3.A | | | |
|------------------------------------------------------------------------------------------|----------------------------|------|------------------------------------------------------------------------------|
| Review, revise, and edit writing with consideration for the task, purpose, and audience. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay | TT 2 | Research Unit: Student Guide |
| WR | Personal Narrative | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |
| | | HX | Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4) |

| 7.W.3.A.a | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------|------------------------------------------------------------------------------|
| Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay: Planning, Drafting | TT 2 | Research Unit: Student Guide |
| WR | Personal Narrative: Planning, Drafting | TT 2 | Research Unit: Teacher Guide |
| TT U1-U4 | World of Wonders Writing Prompts | TT 2 | Research Unit: Teacher Slideshow |
| TT 2 L1-L7 | World of Wonders Writing Prompts | HX | Middle School Reading: Writing Personal Narrative – Drafting (Day 3) |
| HX CH1 | Archives, Writing Prompts | HX | Middle School Reading: Writing Personal Narrative – Essay Formatting (Day 5) |

| 7.W.3.A.b | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------|------------------------------------------------------------|
| Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Expository Essay | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| WR | Personal Narrative | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| WR | Paragraph Building: Word Choice Trait, Voice Trait | WR | Personal Narrative – Characteristics, Unit 1 |
| TT U1-U4 | World of Wonders Writing Prompts | WR | Personal Narrative – Planning, Unit 2 |
| TT 2 L1-L2 | World of Wonders Writing Prompts | WR | Personal Narrative – Drafting, Unit 3 |

7.W.3.A.b

Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------|------|--------------------------------------------|
| TT 2 L6 | Hub, Tier 2: Tables 1 and 2 | WR | Expository Essay – Characteristics, Unit 1 |
| HX CH1 | Archives, Writing Prompts | WR | Expository Essay – Planning, Unit 2 |
| | | TT 2 | Mood |

7.W.3.A.c

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

| Code | Digital Student Experience | Code | Teacher Resources |
|------------|----------------------------------|-------|------------------------------------------------------------|
| WR | Expository Essay | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| WR | Personal Narrative | WR | Paragraph Building: Conventions Trait Rubric |
| WR | Paragraph Building | TT U1 | Priority – Word Analysis: Suffixes |
| TT U1-U4 | World of Wonders Writing Prompts | TT U2 | Priority – Word Analysis and Spelling: Root Words |
| TT 2 L1-L2 | World of Wonders Writing Prompts | TT U3 | Priority – Word Analysis: Syllabification |
| HX CH1 | Archives, Writing Prompts | TT U3 | Priority – Hero's Journey Lesson Extras |
| | | TT U4 | Priority – Author's Purpose Lesson Extras |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

7.W.3.A.d

Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------|
| WR | Paragraph Building: Voice Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| TT 2 L2 | World of Wonders Writing Prompt: A Mad Scientist's Guide to Neuroplasticity | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| TT 2 L3 | World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Is the Truth Out There?; Pro/Con: Should We Bring Back Extinct Species? | WR | Expository Essay, Planning Lesson 2.3: Form an Introduction |
| TT 2 L4 | World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn | WR | Expository Essay, Planning Lesson 2.2: Form a Controlling Idea |
| TT 2 L5 | World of Wonders Writing Prompts: Memory Two Ways | TT 2 L3 | Informational Text Features |
| TT 2 L6 | World of Wonders Writing Prompts: The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World's First Novel | TT 2 L3 | Informative Text Organizational Patterns |

7.W.3.A.e

Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------|------|----------------------------------|
| WR | Expository Essay: Publishing | TT 2 | Research Unit: Student Guide |
| WR | Personal Narrative: Publishing | TT 2 | Research Unit: Teacher Guide |
| TT U1.1A | World of Wonders Writing Prompts | TT 2 | Research Unit: Teacher Slideshow |

7.W.3.A.e

Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------------|----------------------------------|------|-------------------|
| TT U1.1B | World of Wonders Writing Prompts | | |
| TT U2.1A | World of Wonders Writing Prompts | | |
| TT 2 L1-L7 | World of Wonders Writing Prompts | | |
| HX CH1 | Archives, Writing Prompts | | |

Speaking and Listening

SL.1: Collaborating

Conversations

7.SL.1.A

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|----------|------------------------------------|
| | | TT U2 | Fairy Tales, Legends, and Folklore |
| | | TT U3-U4 | Priority – Text Fluency |
| | | TT U3&U4 | Priority – Making Inferences |
| | | TT 2 L1 | Priority – Characterization |

7.SL.1.A

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|--------------------------------|
| | | TT 2 L2 | Priority – History and Culture |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 | Group Collaboration Guide |

Questioning

7.SL.1.B

Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|----------------------------|----------|------------------------------------|
| TT 2 L5 | Tony (Intro) | TT U1-U4 | Priority – Making Inferences |
| | | TT U2 | Fairy Tales, Legends, and Folklore |
| | | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – History and Culture |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 | Group Collaboration Guide |

Viewpoints of Others

| 7.SL.1.C | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------|--------------------------------|
| Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L2 | Hub, Tier 7: Tony (Point of View and Author's Purpose) | TT 2 L1 | Priority – Characterization |
| TT 2 L3 | Tier 5: Tony (ACER) | TT 2 L2 | Priority – History and Culture |
| TT 2 L3 | Virtual World: First Contact | TT 2 | Group Collaboration Guide |
| TT 2 L4 | Hub, Tier 6: Tony 2: Branching Conversation | | |
| TT 2 L4 | Virtual World: Rhetorical Devices | | |

SL.2: Presenting

Verbal Delivery

| 7.SL.2.A | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------|--------------------------------|
| Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | TT U1-U2 | Priority – Making Inferences |
| | | TT U3 | Priority – Symbolism |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L3 | Priority – Analyzing Argument |

7.SL.2.A

Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|----------------------------------|
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 | Group Collaboration Guide |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

Nonverbal

7.SL.2.B

Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-----------------------------------------|
| | | TT 2 L1 | Priority – Characterization |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L5 | Priority – Advanced Argumentative Texts |
| | | TT 2 | Group Collaboration Guide |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |

7.SL.2.B

Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|----------------------------------|
| | | TT 2 | Research Unit: Teacher Slideshow |

Multimedia

7.SL.2.C

Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------|---------|---------------------------------------------------|
| TT 2 L3 | Virtual World: First Contact | TT U1 | Priority – Summarize and Paraphrase Lesson Extras |
| TT 2 L4 | Hub, Tier 6: Tony 2 | TT U2 | Priority – Vocabulary Visa Lesson Extras |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT U3 | Priority – Hero's Journey Lesson Extras |
| TT 2 L5 | Hub, Tier 5: Bulletin Board | TT 2 L2 | Priority – Point of View |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informative Text Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |

Grade 8**Reading: Literary Text**

RL.1: Comprehend and interpret texts (approaching texts as a reader).

Evidence/Inference

| 8.RL.1.A | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------|------------------------------|
| Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 2C: Angels in the Lab |
| TT 2 L1 | World of Wonders: The Real Sherlock Holmes: Dr. Joseph Bell | ISIP AR RC | 3A: Choosing Love |
| TT 2 L1 | Virtual World: Sherlock Holmes and Moriarty | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | ISIP AR RC | 4C: Labor of Love |
| TT 2 L2 | Reteach: Drama | ISIP AR RC | 8B: Time to Fly |
| TT 2 L2 | World of Wonders Writing Prompt: Views of the Desert | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| TT 2 L3 | World of Wonders Writing Prompts: The Midnight Prowler, Two Poems | TT U1- U3 | Priority – Making Inferences |
| TT 2 L4 | Virtual World: Rhetorical Devices: Juxtaposition – Charles Dickens Excerpt | TT U3 | Priority – Characterization |
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | TT 2 | Mood |

8.RL.1.A

Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------------|--------------------------------------------------------|-------------|----------------------------------------------------------------------------|
| HX CH2 ST1 | The Disappearance of a Goddess | TT 2 | Masks Novella Unit |
| HX CH2 ST3A | The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged) | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – History and Culture |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L5 | Advanced Plot Elements Quiz |
| | | HX | Middle School Reading: Making Inferences Priority Report Lesson |
| | | HX | Middle School Reading: Text Evidence Priority Report Lesson |
| | | HX | Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1) |

Word Meanings

| 8.RL.1.B | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------|-------------------------------------------------|
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension, Word Analysis, and Vocabulary Subtests | C15 | Bridge Lesson: Context Clues |
| WR | Paragraph Building: Word Choice Trait | TT U2 | Priority – Vocabulary Visa |
| TT U1.1B | Didja Ninja and the Missing Jewel | TT U3 | Priority – Vocabulary Visa |
| TT 2 L1 | Hub, Tier 5: Tony | TT U3 | Priority – Symbolism |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | TT U4 | Priority – Author's Purpose |
| TT 2 L3 | Hub, Tier 2: Table 2 | TT 2 | Mood |
| TT 2 L3 | Hub, Tier 5: Poetry SAGE Teach | HX | Priority – Middle School Reading: Context Clues |
| TT 2 L3 | Virtual World: First Contact: Translator 3000 | | |
| TT 2 L3 | World of Wonders Writing Prompt: The Midnight Prowler | | |
| TT 2 L4 | Virtual World: Rhetorical Devices | | |
| TT 2 L4 | Reteach: Macey Hype Call | | |
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | | |
| TT 2 L6 | Hub, Tier 1: Cafe SMILE | | |
| TT 2 L6 | Hub, Tier 2: Tables 1 and 2 | | |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | | |
| TT 2 L7 | Arcade: Taco Truck | | |

Text Features

| 8.RL.1.C | | | |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------|--------------------------------|
| Interpret visual elements of a text and draw conclusions from them (when applicable). | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 2C: Angels in the Lab |
| TT 2 L1 | World of Wonders: The Real Sherlock Holmes: Dr. Joseph Bell | ISIP AR RC | 3A: Choosing Love |
| TT 2 L1 | Virtual World: Sherlock | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | ISIP AR RC | 4C: Labor of Love |
| TT 2 L2 | Reteach: Drama | ISIP AR RC | 8B: Time to Fly |
| TT 2 L2 | World of Wonders Writing Prompt: Views of the Desert | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| TT 2 L3 | World of Wonders Writing Prompts: The Midnight Prowler, Two Poems | TT U1- U3 | Priority – Making Inferences |
| TT 2 L4 | Virtual World: Rhetorical Devices: Juxtaposition – Charles Dickens Excerpt | TT U3 | Priority – Characterization |
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | TT 2 | Mood |
| | | TT 2 | Masks Novella Unit |
| | | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – History and Culture |
| | | TT 2 L2 | Priority – Point of View |

8.RL.1.C

Interpret visual elements of a text and draw conclusions from them (when applicable).

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|--------------------------------|
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L5 | Advanced Plot Elements Quiz |

Summarize/Theme**8.RL.1.D**

Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|-----------------------------------------------------------------|-------------|------------------------------------------------------------|
| ISIP AR | Reading Comprehension Subtest | TT U1 L1.1A | Storytelling Across Cultures Lesson – Sequence and Summary |
| TT U1.1A | World of Wonders Passage: Unofficial Biography of Harry Houdini | TT U1&U3 | Priority – Sequential Summary |
| TT U2.1B | Giant Killer | TT U1&U3 | Priority – Sequential Summary Lesson Extras |
| TT 2 L1 | Virtual World: Content on Demand | TT U1 | Priority – Summarize and Paraphrase Lesson Extras |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT U2&U3 | Priority – Story Elements Lesson Extras |
| TT 2 L2 | World of Wonders Writing Prompt: Views of the Desert | TT U4 | Priority – Sequencing |
| TT 2 L3 | Hub, Tier 5: Tony | TT U4 | Priority – Sequencing Lesson Extras |
| TT 2 L3 | World of Wonders Writing Prompt: Two Poems | TT 2 | Masks Novella Unit |

8.RL.1.D

Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------|
| TT 2 L6 | Virtual World: Poetry and Figurative Language | TT 2 L5 | Advanced Plot Elements Quiz |
| TT 2 L6 | World of Wonders Writing Prompts: Slam Night at the Midnight Lounge; Murasaki Shikibu: The Woman Behind the First Novel; The Roads Less Traveled; Tightrope | HX | Priority – Middle School Reading: Summarizing Lesson |
| HX CH1 ST1 | Mount Fuji and the Moon Princess | HX | Priority – Middle School Reading: Paraphrasing Lesson |
| HX CH1 ST2 | Lost and Found | HX | Middle School Reading: Writing Personal Narrative – Taking a Stand (Day 1) |
| HX CH1 ST3A | The Tale of Hervor | | |
| HX CH1 ST3B | How the Arrow Got His Name, A Tale of Brotherhood | | |

RL.2: Analyze craft and structure (approaching texts as a writer)

Structure**8.RL.2.A**

Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------------------------|----------|---------------------------|
| TT U2.1A | The Warning; Ogre; Sinking; Bear! | TT U2 | Priority – Plot Elements |
| TT U3.1A | Apollo and the Python; Battle of Summer and Winter | TT U2&U3 | Priority – Story Elements |

| 8.RL.2.A | | | |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------|-----------------------------------|
| Analyze how an author's choice concerning a text's form or overall structure contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U3.1B | Masks; Didja Ninja in Space; Perseus | TT U3 | Priority – Characterization |
| TT U4.1B | On Set: Movie Maker; Hollywood Kid; World of Wonders Passages | TT U3 | Priority – Protagonist/Antagonist |
| TT 2 L1 | Hub, Tier 5: Tony (Poetry SAGE Teach) | TT U3 | Priority – Hero's Journey |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT 2 L2 | Priority – Dramatic Techniques |
| TT 2 L3 | Hub, Tier 5: Tony (Poetry SAGE Teach) | TT 2 L6 | Priority – Analyzing Poetry |
| TT 2 L6 | Hub, Tier 1: Tables 1 and 2 | | |
| TT 2 L6 | Hub, Tier 4: Bulletin Board (Notes on Poetic Form) | | |
| TT 2 L6 | Hub, Tier 6: Tables 1 and 2 (Analyzing Tony's Sonnet) | | |

Points of View

| 8.RL.2.B | | | |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------|--------------------------------|
| Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | TT 2 L2 | Priority – Point of View |
| TT U1.1A | Mulan; Wall of Water | TT 2 L2 | Priority – Dramatic Techniques |
| TT U3.1B | Masks | | |
| TT 2 L2 | Virtual World: Les Misérables Script, Parts 3 and 4 | | |

8.RL.2.B

Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------|------|-------------------|
| TT 2 L5 | Hub, Tier 6: Decoder (Characterization and Knowing the Audience) | | |

Craft and Meaning**8.RL.2.C**

Analyze how specific word choices and sentence structures contribute to meaning and tone.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|-------------------------------------------------------|-------|-------------------------------------------------|
| ISIP AR | Reading Comprehension Subtest | C15 | Bridge Lesson: Context Clues |
| WR | Paragraph Building: Word Choice Trait | TT U2 | Priority – Vocabulary Visa |
| TT U1.1B | Didja Ninja and the Missing Jewel | TT U3 | Priority – Vocabulary Visa |
| TT 2 L1 | Hub, Tier 5: Tony | TT U3 | Priority – Symbolism |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | TT U4 | Priority – Author's Purpose |
| TT 2 L3 | Hub, Tier 2: Table 2 | TT 2 | Mood |
| TT 2 L3 | Hub, Tier 5: Poetry SAGE Teach | HX | Priority – Middle School Reading: Context Clues |
| TT 2 L3 | Virtual World: First Contact: Translator 3000 | | |
| TT 2 L3 | World of Wonders Writing Prompt: The Midnight Prowler | | |
| TT 2 L4 | Virtual World: Rhetorical Devices | | |
| TT 2 L4 | Reteach: Macey Hype Call | | |

8.RL.2.C

Analyze how specific word choices and sentence structures contribute to meaning and tone.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------|------|-------------------|
| TT 2 L4 | World of Wonders Writing Prompt: Wrong Turn | | |
| TT 2 L6 | Hub, Tier 1: Cafe SMILE | | |
| TT 2 L6 | Hub, Tier 2: Tables 1 and 2 | | |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | | |
| TT 2 L7 | Arcade: Taco Truck | | |

Interaction and Meaning**8.RL.2.D**

Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------------------------|---------------|-----------------------|
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 1A: Time for Music |
| TT U2.1A | The Warning; Ogre; Sinking; Bear! | ISIP AR RC | 2C: Angels in the Lab |
| TT U3.1A | Apollo and the Python; Battle of Summer and Winter | ISIP AR RC | 3A: Choosing Love |
| TT U3.1B | Masks; Didja Ninja in Space; Perseus | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L1 | Virtual World: Sherlock Holmes Branching Narrative | ISIP AR RC | 4C: Labor of Love |

| 8.RL.2.D | | | |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------|----------------------------------------------------------------|
| Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L1 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1 | ISIP AR RC | 5B: Lunchtime with Lisa |
| TT 2 L2 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2 | ISIP AR RC | 6A: Drum Lesson |
| TT 2 L4 | Virtual World: Allusion Archive, Juxtaposition | ISIP AR RC | 6B: The Big Day |
| TT 2 L4 | World of Wonders Writing Prompt: Forgotten by Time | ISIP AR RC | 8A: A Good Fit |
| TT 2 L6 | Hub, Tier 1: Cafe SMILE | ISIP AR RC | 8B: Time to Fly |
| TT 2 L6 | Hub, Tier 3: Cafe SMILE | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| TT 2 L6 | Hub, Tier 3, Table 1 | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10A: Wants vs. Needs |
| | | ISIP AR RC | 10C: A Great Dad |
| | | TT U1 L1.1B | Storytelling Across Cultures Lesson – Inferences Lesson Extras |
| | | TT U2 | Priority – Plot Elements |
| | | TT U2&U3 | Priority – Story Elements |
| | | TT U3 | Priority – Characterization |

8.RL.2.D

Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|-----------------------------------|
| | | TT U3 | Priority – Protagonist/Antagonist |
| | | TT U3 | Priority – Hero's Journey |

RL.3: Synthesize ideas from multiple texts (approaching texts as a researcher)

Text in Forms**8.RL.3.A**

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|-----------------------------------------------------|---------|--------------------------------|
| TT U4.1B | Whose Idea Was That? The Making of Film Adaptations | TT 2 L2 | Priority – Dramatic Techniques |

Relationships in Texts**8.RL.3.B**

Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------|----------|-----------------------------------------|
| TT U1-U4 | World of Wonders Writing Prompts | TT U2 | Priority – Plot Elements Lesson Extras |
| | | TT U2&U3 | Priority – Story Elements Lesson Extras |
| | | TT U3 | Priority – Hero's Journey Lesson Extras |

Historical Context

| 8.RL.3.C | | | |
|-----------------------------------------------------------------|--------------------------------------------------------|-------------|---------------------------|
| Explain how themes reflect historical and/or cultural contexts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U1-U4 | World of Wonders Writing Prompts | TT U2 | Priority – Plot Elements |
| HX CH1 ST1 | Mount Fuji and the Moon Princess | TT U2&U3 | Priority – Story Elements |
| HX CH1 ST3A | The Tale of Hervor | TT U3 | Priority – Hero's Journey |
| HX CH1 ST3B | How the Arrow Got His Name, A Tale of Brotherhood | | |
| HX CH2 ST1 | The Disappearance of a Goddess | | |
| HX CH2 ST3A | The Strange Case of Dr. Jekyll and Mr. Hyde (Abridged) | | |

Comprehension

| 8.RL.3.D | | | |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------|--------------------------|
| Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Text Fluency Subtests | ISIP AR RC | 1B: Exploring Space |
| TT U1-U4 | World of Wonders Passages, Self-Selected Reading Passages | ISIP AR RC | 1A: Time for Music |

| 8.RL.3.D | | | |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------|
| Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L1-L7 | Fluency Assessment | ISIP AR RC | 2C: Angels in the Lab |
| TT 2 L1 | Virtual World: Sherlock Holmes | ISIP AR RC | 3A: Choosing Love |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | ISIP AR RC | 3B: What's in a Name? |
| TT 2 L1-L7 | World of Wonders Passages, Self-Selected Reading Passages | ISIP AR RC | 4C: Labor of Love |
| HX CH1 | Archives, Self-Selected Passages: The Call of the Wild; The Flying Dutchman; Icarus; Mei and the Terra-Cotta Army | ISIP AR RC | 5B: Lunchtime with Lisa |
| | | ISIP AR RC | 6A: Drum Lesson |
| | | ISIP AR RC | 6B: The Big Day |
| | | ISIP AR RC | 8A: A Good Fit |
| | | ISIP AR RC | 8B: Time to Fly |
| | | ISIP AR RC | 8C: Hear Ye, Hear Ye |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10A: Wants vs. Needs |

8.RL.3.D

Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------------|------------------------------------------------|
| | | ISIP AR RC | 10C: A Great Dad |
| | | ISIP AR | G8 Fluency 1: Google Talk |
| | | ISIP AR | G8 Fluency 2: A Dangerous Gift |
| | | ISIP AR | G8 Fluency 3: Enchanted Rock |
| | | ISIP AR | G8 Fluency 4: The Case of the Missing Poodle |
| | | ISIP AR | G8 Fluency 5: Saying Good-Bye |
| | | ISIP AR | G8 Fluency 7: The Power of Music |
| | | ISIP AR | G8 Fluency 8: One Tree, Four Haiku |
| | | TT U1-U4 | Priority – Text Fluency |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 | Self-Selected Reading Guide |
| | | TT 2 | Masks Novella Unit |
| | | HX | Priority – Middle School Reading: Text Fluency |

Reading: Informational Text

RI.1: Comprehend and interpret texts (approaching texts as a reader).

Evidence/Inference

| 8.RI.1.A | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------|
| Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | ISIP AR RC | 9A: When a Bark Is More Than a Bark |
| TT U1.1B | Practice Making Inferences | TT U1 | Priority – Summarize and Paraphrase |
| TT U1.1A | Didja Ninja Inferences | TT U1 L1.1B | Storytelling Across Cultures Lesson: Making Inferences |
| TT U1.1B | Who Stole the Mona Lisa?: Inferences | TT U3-U4 | Priority – Making Inferences |
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell and The True Horror Story of Typhoid Mary; The Incredible Panyee FC | TT 2 L3 | Informational Text Features |
| TT 2 L2 | Virtual World: Les Misérables Adaptation | TT 2 L3 | Informational Organizational Patterns |
| TT 2 L3 | Virtual World: First Contact | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L3 | World of Wonders Writing Prompt: Is the Truth Out There? | TT 2 L3 | Priority – Evaluating Persuasive Content |
| TT 2 L4 | Hub, Tier 5: Bulletin Board | TT 2 | Group Collaboration Guide |
| TT 2 L4 | Virtual World: Rhetorical Devices | HX | Priority – Middle School Reading: Paraphrasing Lesson |
| TT 2 L4 | World of Wonders Writing Prompt: The Good, The Bad, and the AI; The Woman with Three Names; Wrong Turn | | |

8.RI.1.A

Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------------|------------------------------------------------------------|------|-------------------|
| HX CH2 ST2 | Solving the Mystery of the Antikythera Mechanism | | |
| HX CH2 ST2 | An Electrifying Debate | | |
| HX CH2 ST3A | England's Two Faces | | |
| HX CH1 | Archives, Self-Selected Passages: Soccer and the World Cup | | |

Word Meanings**8.RI.1.B**

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|---------------------------------------------------------------|-------|----------------------------------------------------------|
| ISIP AR | Reading Comprehension, Word Analysis, and Vocabulary Subtests | TT U2 | Priority – Vocabulary Visa |
| TT U1.1B | Unexpected Treasure | TT U3 | Priority – Vocabulary Visa |
| TT U4.1B | On Set: Movie Maker; World of Wonders Passages | TT U4 | Priority – Vocabulary Visa |
| TT 2 L3 | Hub, Tier 1: Bulletin Board | TT U4 | Priority – Word Analysis: Understanding Words in Context |
| TT 2 L3 | Hub, Tier 2: Table 2 | TT 2 | Priority – Vocabulary: Context Clues |

8.RI.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------|------|------------------------------------------------|
| TT 2 L3 | Virtual World: First Contact: Translator 3000 | TT 2 | Priority – Vocabulary: Analyzing Context Clues |
| TT 2 L4 | Virtual World: Allusion Archive | | |
| TT 2 L4 | Reteach (Learning Lounge): Macey Hype Call | | |
| TT 2 L6 | Hub, Tier 1: Cafe SMILE Tables 1 and 2 | | |
| TT 2 L6 | Hub, Tier 3: Cafe SMILE, Table 1 | | |
| TT 2 L6 | Hub, Tier 6: Tony Parts 1 and 2 | | |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | | |
| TT 2 L7 | Arcade: Taco Truck | | |

Text Features**8.RI.1.C**

Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------------------------------------------|---------|-------------------------------------------|
| TT U4.1A | History of Hollywood: On Set: Movie Maker; World of Wonders Passages | TT U4 | Priority – Author’s Purpose Lesson Extras |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 L2 | Priority – Point of View |
| TT 2 L5 | World of Wonders Writing Prompt: Memory Two Ways | | |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | | |

Summarize/Claim

| 8.RI.1.D | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------|
| Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | TT U4 | Priority – Text Structures Lesson Extras |
| TT 2 L1 | World of Wonders Writing Prompt: Shipwrecked | TT 2 L3 | Informational Text Features |
| TT 2 L2 | World of Wonders Writing Prompt: 13 Things You Didn't Know About the Eiffel Tower | TT 2 L3 | Informational Organizational Patterns |
| TT 2 L4 | World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; The Good, The Bad, and the AI | TT 2 L3 | Priority – Evaluating Persuasive Content |
| HX CH1 ST3A | Female Viking Warriors | WR | Expository Essay – Planning Lesson 2.2, Form a Controlling Idea |
| HX CH1 ST3B1 | Genghis Khan Audio Guide | | |
| HX | Archives, Writing Prompt: Soccer and the World Cup | | |

RI.2: Analyze craft and structure (approaching texts as a writer)

Structure

| 8.RI.2.A | | | |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------|-----------------------------|
| Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1A | History of Hollywood: Special Effects and Makeup | TT U4 | Priority – Author's Purpose |
| TT U4.1A | Film Adaptations and Documentaries | | |

Point of View

| 8.RI.2.B | | | |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------|------------------------------------------|
| Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension Subtest | TT U3 | Priority – Protagonist/Antagonist |
| TT 2 L3 | Virtual World: Humanity Sim | TT 2 L2 | Priority – Point of View |
| TT 2 L2 | World of Wonders Writing Prompt: 13 Things You Didn't Know About the Eiffel Tower | TT 2 L3 | Informational Text Features |
| TT 2 L4 | World of Wonders Writing Prompt: The Good, the Bad, and the AI | TT 2 L3 | Informative Text Organizational Patterns |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 L3 | Priority – Evaluating Persuasive Content |

Craft and Meaning

| 8.RI.2.C | | | |
|--------------------------------------------------------------------------------|------------------------------------------------|---------------|-------------------------------------|
| Analyze how word choice and sentence structure contribute to meaning and tone. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Vocabulary Subtests | ISIP AR RC | 1B: Exploring Space |
| TT U1- U4 | Card Match | ISIP AR RC | 1C: Fire and Ice |
| TT U2 | Analogy Charger | ISIP AR RC | 2A: Do Your Part |
| TT U4.1B | On Set: Movie Maker; World of Wonders Passages | ISIP AR RC | 2B: Spreading the Love |
| | | ISIP AR RC | 3C: Big Chug, Be Gone! |
| | | ISIP AR RC | 4A: Now That's Recycling |
| | | ISIP AR RC | 4B: Give This Fish a Hand |
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself |
| | | ISIP AR RC | 7C: Night Light |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |

| 8.RI.2.C | | | |
|--------------------------------------------------------------------------------|----------------------------|-------------|------------------------------------------------------------------------|
| Analyze how word choice and sentence structure contribute to meaning and tone. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 9B: Sounds Like School Spirit |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | ISIP AR VOC | 1C: Tier 1 – Types of Flags, Latin Prefix (trans-) |
| | | ISIP AR VOC | 2B: Tier 2 – Suffixes (-less, -ful) “Play Ball” |
| | | ISIP AR VOC | 2C: Tier 1 – Kapok Tree, Latin Root (tain) |
| | | ISIP AR VOC | 3A: Tier 3 – Suffixes (-ous, -ive) “Thomas Jefferson – Mad Scientist?” |
| | | ISIP AR VOC | 3B: Tier 2 – Synonyms and Antonyms “Nessie: Fact or Fiction?” |
| | | ISIP AR VOC | 4A: Tier 3 – Suffixes (-able, -ible) “The Science of Carbon Dating” |
| | | ISIP AR VOC | 4C: Tier 1 – A New Human Species, Latin and Greek Roots (cred, auto) |
| | | ISIP AR VOC | 5C: Tier 1 – Salamanders: Synonyms and Antonyms |
| | | ISIP AR VOC | 6A: Tier 3 – Homographs “Land of the Free” |
| | | ISIP AR VOC | 6B: Tier 2 – Greek Root (graph) “Picture This” |

8.RI.2.C

Analyze how word choice and sentence structure contribute to meaning and tone.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------------|---------------------------------------------------------|
| | | ISIP AR VOC | 7A: Tier 3 – Latin Root (port) “Made in the U.S.A?” |
| | | ISIP AR VOC | 7B: Tier 2 – Prefixes (fore- and semi-) “Holiday Light” |
| | | ISIP AR VOC | 7C: Tier 2 – Handmade Books, Latin Roots (scrib/script) |
| | | ISIP AR VOC | 9A: Tier 3 – Homographs “Food for Thought” |
| | | ISIP AR VOC | 9B: Tier 2 – Latin Root (ject) “Express Yourself” |
| | | ISIP AR VOC | 9C: Tier 1 – Chain Mail, Latin Roots (man, val) |
| | | TT U4 | Priority – Author’s Purpose |

Argument/Evidence**8.RI.2.D**

Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------------------------------------------------------|---------|------------------------------------------|
| TT U4.1A | World of Wonders Writing Prompt: Mom’s Phone and the Intergalactic Cyborg Empire | TT 2 L3 | Priority – Analyzing Argument |
| TT U4.1B | World of Wonders Writing Prompt: The Art of Persuasion | TT 2 L3 | Priority – Evaluating Persuasive Content |

8.RI.2.D

Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|---------------------------------------------------------------------------------------------|-------------|--------------------------|
| TT 2 L3 | Hub, Tier 1: Table 1: Argument | | |
| TT 2 L3 | Hub, Tier 2: Table 1: National Conspirer | | |
| TT 2 L3 | Hub, Tier 2: Table 1 | | |
| TT 2 L3 | Hub, Tier 3: Table 1 | | |
| TT 2 L3 | Hub, Tier 5: Tony | | |
| TT 2 L3 | Virtual World: First Contact | | |
| TT 2 L3 | Reteach: ACERF | | |
| TT 2 L3 | World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species? | | |
| TT 2 L4 | World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names | | |
| TT 2 L5 | Hub, Tier 1: Tables 1 and 2 | | |
| TT 2 L5 | Reteach: Zak GLASS | | |

RI.3: Synthesize ideas from multiple texts (approaching texts as a researcher)

Texts/Forms

| 8.RI.3.A | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------|-------------------------------------------|
| Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1A | History of Hollywood: On Set: Movie Maker; World of Wonders Passages | TT U4 | Priority – Author’s Purpose Lesson Extras |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 L2 | Priority – Point of View |
| TT 2 L5 | World of Wonders Writing Prompt: Memory Two Ways | TT 2 L2 | Priority – Point of View |
| TT 2 L6 | Virtual World: Poetry and Figurative Language | TT 2 L3 | Informative Text Organizational Patterns |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

Relationships/Texts

| 8.RI.3.B | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------|-------------------------------|
| Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT U4.1A | World of Wonders Writing Prompt: Mom’s Phone and the Intergalactic Cyborg Empire | TT 2 L3 | Priority – Analyzing Argument |
| TT U4.1B | World of Wonders Writing Prompt: The Art of Persuasion | | |

Historical Context

| 8.RI.3.C | | | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------|---------------------------------------|
| Explain how the central ideas of text reflect historical and/or cultural contexts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| TT 2 L1 | World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary | TT 2 L2 | Priority – History and Culture |
| TT 2 L1 | Virtual World: History and Culture Connectors – Relationship Between Setting and Characterization (Sherlock Holmes) | TT 2 L3 | Informational Text Features |
| TT 2 L2 | Virtual World: Les Misérables: History and Culture Venn Diagram Comparing Across Genres, Setting, Characterization | TT 2 L3 | Informational Organizational Patterns |
| TT 2 L2 | Reteach: Analyzing Drama | TT 2 | Group Collaboration Guide |
| TT 2 L1 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1 | | |
| TT 2 L2 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2 | | |
| HX CH1 ST3A | Female Viking Warriors | | |
| HX CH1 ST3B1 | Genghis Khan Audio Guide | | |
| HX | Archives, Writing Prompt: Soccer and the World Cup | | |

Comprehension

| 8.RI.3.D | | | |
|------------------------------------------------------------------------|-----------------------------------------------------------|---------------|-------------------------------------|
| Read and comprehend informational text independently and proficiently. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP AR | Reading Comprehension and Text Fluency Subtests | ISIP AR RC | 1B: Exploring Space |
| TT U1- U4 | World of Wonders, Self-Selected Reading Passages | ISIP AR RC | 1C: Fire and Ice |
| TT 2 L2- L7 | Fluency Assessment | ISIP AR RC | 2A: Do Your Part |
| TT 2 L1 | World of Wonders Passages, Self-Selected Reading Passages | ISIP AR RC | 2B: Spreading the Love |
| HX CH1 | Fluency Passage: The Empty City | ISIP AR RC | 3C: Big Chug, Be Gone! |
| HX | Archives, Writing Prompt: Soccer and the World Cup | ISIP AR RC | 4A: Now That's Recycling |
| | | ISIP AR RC | 4B: Give This Fish a Hand |
| | | ISIP AR RC | 5C: An Aniplant |
| | | ISIP AR RC | 6C: Presto! |
| | | ISIP AR RC | 7A: Round and Round? |
| | | ISIP AR RC | 7B: Unplug Yourself! |
| | | ISIP AR RC | 9A: When a Bark Is More Than a Bark |

| 8.RI.3.D | | | |
|------------------------------------------------------------------------|-----------------------------------|-------------|------------------------------------------------|
| Read and comprehend informational text independently and proficiently. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP AR RC | 9C: Band Aid |
| | | ISIP AR RC | 10B: Exercise for the Body and the Brain |
| | | ISIP AR | G8 Fluency 6: The Power of the Pen |
| | | ISIP AR | G8 Fluency 9: Go Ahead – Play Dirty |
| | | ISIP AR | G8 Fluency 10: Invasion of the Burmese Pythons |
| | | TT U4 | Priority – Text Fluency |
| | | TT U4 | Priority – Text Structures |
| | | TT U4 | Priority – Author’s Purpose |
| | | TT 2 L1-L4 | Priority – Text Fluency |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informational Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 | Self-Selected Reading Guide |

Writing

W.1: Approaching the task as a researcher

Research**8.W.1.A.a**

Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------|---------|---------------------------------------|
| TT 2 L7 | Hub, Tier 3: Bulletin Board | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informational Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 | Mood |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

8.W.1.A.b

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-------------------------------------------------------|---------|----------------------------------|
| TT 2 L7 | Hub: Table 1, Tier 3 | TT 2 | Research Unit: Student Guide |
| TT 2 L7 | Hub, Tier 7: Table 1 | TT 2 | Research Unit: Teacher Guide |
| TT 2 L7 | Hub: Bulletin Board: Search Engine QTT, Relevancy QTT | TT 2 | Research Unit: Teacher Slideshow |
| TT 2 L7 | Hub: Bulletin Board: Credibility QTT | TT 2 L3 | Analyzing Argument |
| TT 2 L7 | Tier 5: Table 1: Zak and Ramón | TT 2 L3 | Informational Text Features |

W.2: Approaching the task as a writer

Development**8.W.2.A**

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------|------|-------------------------------------------------------------|
| WR | Expository Essay: Publishing | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| WR | Personal Narrative: Publishing | WR | Personal Narrative – Characteristics, Unit 1 |
| TT U1.1A | World of Wonders Writing Prompts | WR | Personal Narrative – Planning, Unit 2 |
| TT U1.1B | World of Wonders Writing Prompts | WR | Personal Narrative – Drafting, Unit 3 |
| TT U2.1A | World of Wonders Writing Prompts | WR | Expository Essay – Characteristics, Unit 1 |

8.W.2.A

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|-----------------------------------|-------------|---------------------------------------------------------------------------------------|
| TT 2 L1-L7 | World of Wonders Writing Prompts | WR | Expository Essay – Planning, Unit 2 |
| HX CH1 | Archives, Writing Prompts | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informational Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 | Mood |
| | | HX | Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative) |
| | | HX | Archive Passage: Icarus Passage Quiz (Writing Prompt) |
| | | HX | Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt) |
| | | HX | Middle School Reading: Writing Personal Narrative – Drafting (Day 3) |
| | | HX | Middle School Reading: Writing Personal Narrative – Essay Formatting (Day 5) |

8.W.2.A.a

Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------|
| WR | Personal Narrative | WR | Personal Narrative – Characteristics, Unit 1 |
| WR | Paragraph Building | WR | Personal Narrative – Planning, Unit 2 |
| TT 2 L1 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 1 | WR | Personal Narrative – Drafting, Unit 3 |
| TT 2 L2 | World of Wonders Writing Prompt: Kate Shelley Saves the Train, Part 2 | TT 2 L1 | Priority – Characterization |
| TT 2 L4 | World of Wonders Writing Prompt: Forgotten by Time | TT 2 L2 | Priority – Point of View |
| HX CH1 | Archives, Writing Prompts: Mei and the Terra-Cotta Army | TT 2 | Mood |
| | | HX | Middle School Reading: Mei and the Terra-Cotta Army Passage Quiz (Personal Narrative) |
| | | HX | Middle School Reading: Writing Personal Narrative – Prewriting (Day 2) |
| | | HX | Middle School Reading: Writing Personal Narrative – Drafting (Day 3) |

8.W.2.A.b

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-----------------------------------------------------------------|
| WR | Expository Essay | WR | Expository Essay Planning Lesson 2.1: Choosing an Overall Topic |

| 8.W.2.A.b | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------------|
| Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| WR | Paragraph Building: Ideas Trait, Organization Trait, Voice Trait, Word Choice Trait | WR | Expository Essay, Planning Lesson 2.2: Form a Controlling Idea |
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC | WR | Expository Essay, Planning Lesson 2.3: Form an Introduction |
| TT 2 L2 | World of Wonders Writing Prompts: A Mad Scientist's Guide to Neuroplasticity; 13 Things You Didn't Know About the Eiffel Tower | WR | Expository Essay, Planning Lesson 2.4: Subtopics |
| TT 2 L3 | World of Wonders Writing Prompt: Is There Truth Out There? | WR | Expository Essay, Planning Lesson 2.5: Concluding Sentence |
| TT 2 L4 | Virtual World: Juxtaposition | WR | Paragraph Building – Six Traits: Unit 1: Ideas Trait |
| TT 2 L4 | World of Wonders Writing Prompts: Wrong Turn; Hard Time: Working to Rehabilitate Teen Prisoners | WR | Paragraph Building – Six Traits: Unit 2: Organization Trait |
| TT 2 L5 | World of Wonders Writing Prompt: Memory Two Ways | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| TT 2 L6 | World of Wonders Writing Prompts: The Roads Less Traveled; Slam Night at the Midnight Lounge; Tightrope | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| TT 2 L7 | World of Wonders Writing Prompts: The Power of One Person; Extra Pieces; The Herald of the Forest | TT 2 L2 | Priority – Dramatic Techniques |
| HX CH1 | Archives, Writing Prompts: The Flying Dutchman; Icarus | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informative Text Organizational Patterns |
| | | HX | Archive Passage: Icarus Passage Quiz (Writing Prompt) |
| | | HX | Middle School Reading: Flying Dutchman Passage Quiz (Writing Prompt) |

8.W.2.A.c

Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|---------------------------------------------------------------------------------------------|---------|-----------------------------------------|
| TT U1-U4 | World of Wonders Writing Prompts | TT 2 | Argumentative Text Quiz |
| TT 2 L1 | World of Wonders Writing Prompt: The True Horror Story of Typhoid Mary | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L3 | World of Wonders Writing Prompt: Pro/Con: Should We Bring Back Extinct Species? | TT 2 L5 | Priority – Advanced Argumentative Texts |
| TT 2 L4 | World of Wonders Writing Prompts: The Good, the Bad, and the AI; The Woman with Three Names | | |
| TT 2 L5 | World of Wonders Writing Prompt: Bats: Fact or Fiction | | |
| TT 2 L7 | World of Wonders Writing Prompt: Can the Internet Help End Poverty? | | |

W.3: Approaching the task as a reader

Revise and Edit**8.W.3.A**

Review, revise, and edit writing with consideration for the task, purpose, and audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|----------------------------------------------|
| WR | Personal Narrative | WR | Personal Narrative – Characteristics, Unit 1 |
| WR | Expository Essay | WR | Personal Narrative – Planning, Unit 2 |

8.W.3.A

Review, revise, and edit writing with consideration for the task, purpose, and audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------------------------------------------------------|
| WR | Paragraph Building | WR | Personal Narrative – Drafting, Unit 3 |
| | | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |
| | | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| | | HX | Middle School Reading: Writing Personal Narrative – Revising/Editing (Day 4) |

8.W.3.A.a

Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------------|----------------------------------------|---------|----------------------------------------------|
| WR | Expository Essay: Planning, Drafting | WR | Personal Narrative – Characteristics, Unit 1 |
| WR | Personal Narrative: Planning, Drafting | WR | Personal Narrative – Planning, Unit 2 |
| TT U1-U4 | World of Wonders Writing Prompts | WR | Personal Narrative – Drafting, Unit 3 |
| TT 2 L1-L7 | World of Wonders Writing Prompts | WR | Expository Essay – Characteristics, Unit 1 |
| HX CH1 | Archives, Writing Prompts | WR | Expository Essay – Planning, Unit 2 |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L3 | Informational Text Features |

8.W.3.A.a

Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|------------------------------------------------------------------------------|
| | | TT 2 L3 | Informative Text Organizational Patterns |
| | | HX | Middle School Reading: Writing Personal Narrative – Drafting (Day 3) |
| | | HX | Middle School Reading: Writing Personal Narrative – Essay Formatting (Day 5) |

8.W.3.A.b

Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.

| Code | Digital Student Experience | Code | Teacher Resources |
|------------|-----------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------|
| WR | Expository Essay | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| WR | Personal Narrative | WR | Paragraph Building – Six Traits: Unit 4: Word Choice Trait |
| WR | Paragraph Building: Word Choice Trait, Voice Trait, Sentence Fluency Trait, Conventions Trait | WR | Paragraph Building – Six Traits: Unit 5: Sentence Fluency Trait |
| TT U1-U4 | World of Wonders Writing Prompts | WR | Personal Narrative – Characteristics, Unit 1 |
| TT 2 L1-L2 | World of Wonders Writing Prompts | WR | Personal Narrative – Planning, Unit 2 |
| TT 2 L6 | Hub, Tier 2: Tables 1 and 2 | WR | Personal Narrative – Drafting, Unit 3 |
| HX CH1 | Archives, Writing Prompts | WR | Expository Essay – Characteristics, Unit 1 |
| | | WR | Expository Essay – Planning, Unit 2 |

8.W.3.A.c

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------------|----------------------------------|-------|------------------------------------------------------------|
| WR | Expository Essay | WR | Paragraph Building – Six Traits: Unit 6: Conventions Trait |
| WR | Personal Narrative | WR | Paragraph Building: Conventions Trait Rubric |
| WR | Paragraph Building | TT U1 | Priority – Word Analysis: Suffixes |
| TT U1- U4 | World of Wonders Writing Prompts | TT U2 | Priority – Word Analysis and Spelling: Root Words |
| TT 2 L1- L2 | World of Wonders Writing Prompts | TT U3 | Priority – Word Analysis: Syllabification |
| HX CH1 | Archives, Writing Prompts | TT U3 | Priority – Hero’s Journey Lesson Extras |
| | | TT U4 | Priority – Author’s Purpose Lesson Extras |
| | | TT 2 | Research Unit: Student Guide |

8.W.3.A.d

Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------------------------------------------------------------------------|------|-------------------------------------------------------------|
| WR | Paragraph Building: Voice Trait, Word Choice Trait | WR | Paragraph Building – Six Traits: Unit 3: Voice Trait |
| TT 2 L1 | World of Wonders Writing Prompts: The Real Sherlock Holmes: Dr. Joseph Bell; Shipwrecked; The Incredible Panyee FC | WR | Expository Essay, Planning Lesson 2.3: Form an Introduction |

8.W.3.A.d

Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------|
| TT 2 L2 | World of Wonders Writing Prompt: A Mad Scientist's Guide to Neuroplasticity | WR | Expository Essay, Planning Lesson 2.2: Form a Controlling Idea |
| TT 2 L3 | World of Wonders Writing Prompts: Adventure Time: Videoconferencing Edition; Is the Truth Out There?; Pro/Con: Should We Bring Back Extinct Species? | TT 2 L3 | Informational Text Features |
| TT 2 L4 | World of Wonders Writing Prompts: Hard Time: Working to Rehabilitate Teen Prisoners; Wrong Turn | TT 2 L3 | Informative Text Organizational Patterns |
| TT 2 L5 | World of Wonders Writing Prompts: Memory Two Ways | | |
| TT 2 L6 | World of Wonders Writing Prompts: The Roads Less Traveled; Murasaki Shikibu: The Woman Behind the World's First Novel | | |

8.W.3.A.e

Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.

| Code | Digital Student Experience | Code | Teacher Resources |
|----------|----------------------------------|-------|------------------------------------------------------------------------------|
| WR | Expository Essay: Publishing | TT 2 | Research Unit: Student Guide |
| WR | Personal Narrative: Publishing | TT 2 | Research Unit: Teacher Guide |
| TT U1.1A | World of Wonders Writing Prompts | TT 2 | Research Unit: Teacher Slideshow |
| TT U1.1B | World of Wonders Writing Prompts | WR | Personal Narrative – Drafting, Unit 3 |
| TT U2.1A | World of Wonders Writing Prompts | TT U2 | Priority – Plot Elements Lesson Extras (Integrating Research and Technology) |

8.W.3.A.e

Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.

| Code | Digital Student Experience | Code | Teacher Resources |
|------------|----------------------------------|------|-------------------|
| TT 2 L1-L7 | World of Wonders Writing Prompts | | |
| HX CH1 | Archives, Writing Prompts | | |

Speaking and Listening

SL.1: Collaborating

Conversations**8.SL.1.A**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|------------------------------------|
| | | TT U2 | Priority – Symbolism Lesson Extras |
| | | TT U4 | Priority – Text Fluency |
| | | TT 2 L1 | Priority – Characterization |
| | | TT 2 L2 | Priority – History and Culture |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 | Group Collaboration Guide |

Questioning**8.SL.1.B**

Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------------------------------|---------|-----------------------------------------|
| TT 2 L3 | Hub, Tier 5: Tony (ACER) | TT 2 L3 | Priority – Analyzing Argument |
| TT 2 L3 | Virtual World: First Contact: Humanity Sim, Message Building, Final Task | TT 2 L5 | Priority – Advanced Argumentative Texts |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 | Group Collaboration Guide |

Viewpoints of Others**8.SL.1.C**

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--------------------------------------------------------|---------|-----------------------------------------|
| TT 2 L1 | Hub, Tier 5: Tony (Characterization) | TT U3 | Priority – Hero's Journey Lesson Extras |
| TT 2 L2 | Hub, Tier 7: Tony (Point of View and Author's Purpose) | TT U3 | Priority – Characterization |
| TT 2 L3 | Tier 5: Tony (ACER) | TT 2 | Group Collaboration Guide |
| TT 2 L3 | Virtual World: First Contact Branching Narrative | TT 2 L1 | Priority – Characterization |
| TT 2 L4 | Hub, Tier 6: Tony 2: Branching Conversation | TT 2 L2 | Priority – History and Culture |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT 2 L3 | Priority – Analyzing Argument |

8.SL.2: Presenting

Verbal Delivery

| 8.SL.2.A | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|------------------------------------------|
| Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | TT 2 L2 | Priority – Point of View |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informative Text Organizational Patterns |
| | | TT 2 L3 | Priority – Analyzing Argument |
| | | TT 2 | Group Collaboration Guide |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

Nonverbal

| 8.SL.2.B | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|--------------------------------|
| Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | TT 2 L2 | Priority – Dramatic Techniques |
| | | TT 2 L3 | Priority – Analyzing Argument |

8.SL.2.B

Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-----------------------------------------|
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L5 | Priority – Advanced Argumentative Texts |
| | | TT 2 | Group Collaboration Guide |
| | | TT 2 | Research Unit: Student Guide |
| | | TT 2 | Research Unit: Teacher Guide |
| | | TT 2 | Research Unit: Teacher Slideshow |

Multimedia**8.SL.2.C**

Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|-----------------------------------|---------|---------------------------------------------------|
| TT 2 L3 | Virtual World: First Contact | TT U1 | Priority – Summarize and Paraphrase Lesson Extras |
| TT 2 L4 | Hub, Tier 6: Tony 2 | TT U2 | Priority – Vocabulary Visa Lesson Extras |
| TT 2 L4 | Virtual World: Rhetorical Devices | TT U3 | Priority – Hero's Journey Lesson Extras |
| TT 2 L5 | Hub, Tier 5: Bulletin Board | TT 2 L2 | Priority – Point of View |
| | | TT 2 L3 | Informational Text Features |
| | | TT 2 L3 | Informative Text Organizational Patterns |

8.SL.2.C

Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|---------|-------------------------------|
| | | TT 2 L3 | Priority – Analyzing Argument |



Appendix

Classroom Resource

| Letter and Game Cards | |
|-----------------------|--------------------------------------------|
| Code | Resources |
| CR | Word Masters Spelling Game: Score Card |
| CR | Lowercase Letter Cards |
| CR | Alphabetic Letter Cards: Lowercase (Small) |
| CR | Capital Letter Cards |
| CR | Alphabetic Letter Cards: Capital (Small) |

School-To-Home Resources

| Pre-Reading | |
|-------------|--------------------------------------------|
| Code | Resources |
| PP | Blending Separate Spoken Sounds into Words |
| PP | Listening for Beginning Sounds |

| Cycle 1 | |
|---------|-----------------------------------------------|
| Code | Resources |
| PP | Identifying the Initial Short Vowel Sound /a/ |
| PP | Reading Sentences with HFW |



| Cycle 1 | |
|---------|-----------------|
| Code | Resources |
| C1 G | Word Bank Cards |
| B | Pam and Cam |
| B | The Maps |

| Cycle 2 | |
|---------|------------------------------------------------------------|
| Code | Resources |
| PP | Identifying Letters and Sounds for Short Vowel /a/ and /i/ |
| PP | Listening for the Middle Sound |
| C2 G | Word Bank Cards |
| C2 G | Phonogram Cards |
| B | Pip and His Lips |
| B | Tim and Sam |
| B | Sam Tips the Lamp |

| Cycle 3 | |
|---------|-----------------------------------------------------|
| Code | Resources |
| PP | Reading oa Words |
| PP | Reading Words with Beginning Blends: sl, sn, sp, st |



| Cycle 3 | |
|---------|---------------------------------------|
| Code | Resources |
| PP | Writing Extension: Dots and Spots |
| PP | Writing Extension: The Toads Are Lost |
| C3 G | Word Bank Cards |
| C3 G | Phonogram Cards |
| C3 G | Word Masters Spelling Game Cards |
| B | The Toads in the Road |
| B | Stan the Man |
| B | Dots and Spots |
| B | The Toads Are Lost |

| Cycle 4 | |
|---------|--------------------------------------|
| Code | Resources |
| PP | Reading ee and ea Words |
| PP | Reading Sentences with HFW |
| PP | Writing Extension: Fred Has Ten Hens |
| PP | Writing Extension: My Dog Has Fleas |
| C4 G | Word Bank Cards |
| C4 G | Phonogram Cards |



| Cycle 4 | |
|---------|----------------------------------|
| Code | Resources |
| C4 G | Word Masters Spelling Game Cards |
| B | Meg and the Hens |
| B | The Green Team |
| B | Fred Has Ten Hens |
| B | My Dog Has Fleas |

| Cycle 5 | |
|---------|--------------------------------------|
| Code | Resources |
| PP | Reading with Expression |
| PP | Spelling CVCe Words with A and O |
| PP | Writing Extension: Fun at Home |
| PP | Writing Extension: Late for the Game |
| C5 G | Word Bank Cards |
| C5 G | Phonogram Cards |
| C5 G | Word Masters Spelling Game Cards |
| B | Homes for Sale |
| B | The Blue Blimp |
| B | Late for the Game |



| Cycle 5 | |
|---------|-------------|
| Code | Resources |
| B | Fun at Home |

| Cycle 6 | |
|---------|-------------------------------------------------|
| Code | Resources |
| PP | Making New CVC Words through Sound Substitution |
| PP | Reading Letters and Words Rapidly |
| PP | Writing Extension: The Dunes |
| PP | Writing Extension: Where Is Jane? |
| C6 G | Word Bank Cards |
| C6 G | Phonogram Cards |
| C6 G | Word Masters Spelling Game Cards |
| B | Time to Ride My Mule |
| B | Just in Time |
| B | Where Is Jane? |
| B | The Dunes |



| Cycle 7 | |
|---------|-------------------------------------------|
| Code | Resources |
| PP | Reading Open Syllable, One-Syllable Words |
| PP | Reading Words Containing ar |
| PP | Writing Extension: Homes |
| PP | Writing Extension: Boats |
| C7 G | Word Bank Cards |
| C7 G | Phonogram Cards |
| C7 G | Word Masters Spelling Game Cards |
| B | Mark and Kate |
| B | The Big Game |
| B | Boats |
| B | Homes |

| Cycle 8 | |
|---------|-------------------------------------------|
| Code | Resources |
| PP | Reading Words with the Diagraph th |
| PP | Reading Compound Words |
| PP | Writing Extension: A Big Sneeze |
| PP | Writing Extension: King Zung and the Lark |



| Cycle 8 | |
|---------|----------------------------------|
| Code | Resources |
| C8 G | Word Bank Cards |
| C8 G | Phonogram Cards |
| C8 G | Word Masters Spelling Game Cards |
| B | The Mailman |
| B | Wait to Paint |
| B | King Zung and the Lark |
| B | A Big Sneeze |

| Cycle 9 | |
|---------|--------------------------------------------------|
| Code | Resources |
| PP | Reading Two-Syllable Words with the VCCV Pattern |
| PP | Reading and Sorting Words with oy and oi |
| PP | Writing Extension: Mitch's Big Fish Tales |
| PP | Writing Extension: The Best Trip |
| C9 G | Word Bank Cards |
| C9 G | Phonogram Cards |
| C9 G | Word Masters Spelling Game Cards |
| B | A Trip to the Dentist |



| Cycle 9 | |
|---------|--------------------------|
| Code | Resources |
| B | Roy and Troy Like Trains |
| B | The Best Trip |
| B | The Wise Crow |
| B | Mitch's Big Fish Tales |

| Cycle 10 | |
|----------|---------------------------------------------|
| Code | Resources |
| PP | Analyzing Characters |
| PP | Reading with Fluency |
| PP | Writing Extension: The Hero |
| PP | Writing Extension: The Three Little Bugs |
| PP | Writing Extension: George Washington Carver |
| C10 G | Word Bank Cards |
| C10 G | Phonogram Cards |
| C10 G | Word Masters Spelling Game Cards |
| B | How Mountains Form |
| B | Humphrey the Humpback Whale |
| B | George Washington Carver |



| Cycle 10 | |
|----------|-----------------------|
| Code | Resources |
| B | The Three Little Bugs |
| B | The Hero |

| Cycle 11 | |
|----------|-----------------------------|
| Code | Resources |
| PP | Reading Words with Prefixes |
| PP | Reading Words with Suffixes |
| C11 G | Word Bank Cards |
| C11 G | Phonogram Cards |
| B | Who Is Following Us? |
| B | Hurricanes |

| Cycle 12 | |
|----------|--------------------------------|
| Code | Resources |
| PP | Identifying Causes and Effects |
| PP | Identifying the Main Idea |
| PP | Making Predictions |
| PP | Sequencing |



| Cycle 12 | |
|----------|--------------------------------------------------------|
| Code | Resources |
| PP | Making Inferences |
| PP | Summarizing |
| PP | Writing Extension: Mission Incredible |
| PP | Writing Extension: Earth: Day, Night, and Seasons |
| PP | Writing Extension: Fields of Change: Spring/Summer |
| PP | Writing Extension: Fields of Change: Autumn/Winter |
| PP | Writing Extension: The Moon |
| PP | Writing Extension: A View From Above |
| PP | Writing Extension: Earth: Rocks and Soil |
| PP | Writing Extension: Fossil Hunters: The Black Hills Dig |
| PP | Writing Extension: Earth: The Changing Surface |
| PP | Writing Extension: Our Solar System |
| B | Our Solar System |
| B | Mission Incredible |
| B | Earth: Day, Night, and Seasons |
| B | Fossil Hunters: The Black Hills Dig |
| B | A View From Above |



| Cycle 12 | |
|----------|-----------------------------|
| Code | Resources |
| B | Fields of Change |
| B | The Moon |
| B | Earth: Rocks and Soil |
| B | Earth: The Changing Surface |
| B&P | The Dirt Detectives |
| B&P | Do Your Part |
| B&P | A Trip to the Grand Canyon |

| Cycle 13 | |
|----------|--------------------------------|
| Code | Resources |
| PP | Identifying Causes and Effects |
| PP | Identifying the Main Idea |
| PP | Making Inferences |
| PP | Summarizing |
| PP | Making Predictions |
| PP | Sequencing |



| Cycle 14 | |
|----------|--------------------------------|
| Code | Resources |
| PP | Identifying Causes and Effects |
| PP | Identifying the Main Idea |
| PP | Making Predictions |
| PP | Making Inferences |
| PP | Summarizing |
| PP | Sequencing |

| TT 1 | |
|------|-------------------------------------------------------------------------------------|
| Code | Resources |
| PP | Timeless Tales – Storytelling Across Cultures Lesson – Sequence and Summary – Teach |
| PP | Timeless Tales Sequential Summary Organizer |
| PP | Timeless Tales PP – Summarize and Paraphrase |
| PP | Timeless Tales Unit 1 Priority – Summarize and Paraphrase – Lesson Extras |
| PP | Timeless Tales PP – Making Inferences |
| PP | Timeless Tales Iceberg Organizer |
| PP | Timeless Tales Unit 1 and 2 Priority – Making Inferences – Lesson Extras |
| PP | Timeless Tales Unit 1 Priority – Spelling Most Common Words: Suffixes |
| PP | Timeless Tales Unit 1 Priority – Text Fluency |



| TT 2 | |
|------|------------------------------------------------------------------------------------|
| Code | Resources |
| PP | Timeless Tales PP – Plot Elements |
| PP | Timeless Tales Plot Elements Organizer |
| PP | Timeless Tales PP – Symbolism |
| PP | Timeless Tales Unit 2 Priority – Symbolism – Lesson Extras |
| PP | Timeless Tales – Fairy Tales, Legends, and Folklore Vocabulary Visa – Introduction |
| PP | Timeless Tales Unit 2 Priority – Vocabulary Visa – Lesson Extras |
| PP | Timeless Tales Unit 2 Priority – Text Fluency |

| TT 3 | |
|------|-----------------------------------------------------------------|
| Code | Resources |
| PP | Timeless Tales PP – Protagonist/Antagonist |
| PP | Timeless Tales PP – Hero's Journey |
| PP | Timeless Tales Unit 3 Priority – Hero's Journey – Lesson Extras |
| PP | Timeless Tales PP – Cause and Effect |



| TT 4 | |
|------|------------------------------------------------------------------|
| Code | Resources |
| PP | Timeless Tales PP – Compare/Contrast |
| PP | Timeless Tales Unit 4 Priority – Text Structures – Lesson Extras |
| PP | Timeless Tales PP – Chronological/Procedural |
| PP | Timeless Tales PP – Problem/Solution |
| PP | Timeless Tales PP – Description |

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



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