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Istation Español Curriculum Correlated to

Connecticut English Language Arts Core Standards

**Kindergarten – Grade 5**

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| Code Legend | |
|---|---|
| AR | Advanced Reading<br>(Lectura Avanzada) |
| B | Books |
| BPA | Book and Print Awareness |
| BS | Blending Syllables |
| C# | Cycle # |
| CR | Classroom Resources |
| DOL | Develop Oral Language |
| ER | Early Reading (Lectura Temprana) |
| F | Fluency |
| G | Grammar |
| GES | Genre Exploratory Scene |
| GESSR | Genre Exploratory Scene Selective Reading |
| GO | Genre Overview |
| HFWG | High-Frequency Words Game |
| IPE | Ipractice en Español |
| ISIP | Istation's Indicators of Progress |
| LL | Living Lessons |
| L#L# | Lesson #, Level # |
| LCB | Lectoclub Books |
| LC | Listening Comprehension |
| LRG | Letter Recognition Game |



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| | |
|---|---|
| LSR | Letter Symbol Recognition |
| LSdR | Letter Sound Recognition |
| LT | Letter Trace |
| MP | Mini Passages |
| MW | Making Words |
| NA | Not Applicable |
| P# | Passage #<br>(# only applies to 4th and 5th grades) |
| PA | Phonological Awareness |
| Ph | Phonics |
| POS | Part of Speech |
| PP | Parent Portal |
| P RT | Passage Reteach |
| PT | Post-Test |
| Q | Quiz |
| RC | Reading Comprehension |
| Sg | Song |
| S | Spelling |
| STL | Syllables with Target Letter |
| T | Teach |
| TC | T-Chart |
| TSE | Teacher Station en Español |



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| | |
|---|---|
| U# | Unit #<br>(# only applies to 4th and 5th grades) |
| VC | Vocabulary Cards |
| VD | Venn Diagram |
| VG | Vocabulary Game |
| VGG | Vocabulary and Genre Game |
| VH | Visual Hook |
| VOC | Vocabulary |
| WE | Writing Extensions |



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# Kindergarten

## Reading Standards for Literature

### Key Ideas and Details

| RL.K.1 | | | |
|---|---|---|---|
| With prompting and support, ask and answer questions about key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1, L2: Predictions with fictional text |
| B | Children's books (Libros infantiles) and quizzes | ISIP RC | L1, L3: Find the main idea |
| B | Decodable books (Libros decodificables) and quizzes | ISIP RC | L1, L3: Identify character traits |
| IPE | Children's and decodable books | ISIP RC | L2, L1: Making inferences |
| | | ISIP RC | L2-6, L1-3: Summary |
| | | C2 RC | L1-3: Recognize the character and the setting |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L4-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-3: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |



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| RL.K.1 | | | |
|---|---|---|---|
| With prompting and support, ask and answer questions about key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L4-6: Making inferences using prior knowledge and information from a text |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C8 RC | L1: Identify an informative article characteristic |
| | | C1-8 | Lectoclub (Libros) |

| RL.K.2 | | | |
|---|---|---|---|
| With prompting and support, retell familiar stories, including key details. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP LC | L8-9, L1-2: Retell the story |
| B | Children’s books (Libros infantiles) and quizzes | ISIP RC | L2-6, L1-3: Summary |
| B | Decodable books (Libros decodificables) and quizzes | C6 RC | L1-6: Identify the sequence of events in a story |
| IPE | Children’s and decodable books | C7 RC | L1: Identify the sequence of events in a story |
| | | C8 RC | L1-3: Identify the sequence of events in a story |



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| RL.K.2 | | | |
|---|---|---|---|
| With prompting and support, retell familiar stories, including key details. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C1-8 | Lectoclub (Libros) |

| RL.K.3 | | | |
|---|---|---|---|
| With prompting and support, identify characters, settings, and major events in a story. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP RC | L1, L3: Identify character traits |
| | | C2 RC | L1-3: Identify or recognize the characters and the settings |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C3 RC | L1-3: Identify or recognize the characters and the settings |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | VC C2-8 | Words (animals, community jobs and professions, family) |
| | | C1-8 | Lectoclub (Libros) |

**Craft and Structure**

| RL.K.4 | | | |
|---|---|---|---|
| Ask and answer questions about unknown words in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP S | L1, L3: Learn monosyllabic high-frequency words |


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| RL.K.4 | | | |
|---|---|---|---|
| Ask and answer questions about unknown words in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| NA | Letter room | ISIP S | L3, L2-3: Learn bisyllabic high-frequency words |
| B | Children's books (Libros infantiles) and quizzes | ISIP S | L6, L1: Learn monosyllabic and bisyllabic high-frequency words |
| B | Decodable books (Libros decodificables) and quizzes | ISIP S | L7, L1: Learn trisyllabic high-frequency words |
| HFWG | Galaxia de palabras | ISIP VOC | Classify vocabulary words |
| HFWG | Juego de globos | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| STL | Scribi chocando sonidos | C1-8 VC | Learn high-frequency words |
| BS | Mercado de sílabas | | |
| POS | La máquina de cuentos | | |
| IPE | Games, children's, and decodable books | | |

| RL.K.5 | | | |
|---|---|---|---|
| Recognize common types of texts (e.g., storybooks, poems). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Children's books (Libros infantiles) and quizzes | ISIP LC | L1-3, L1-3: Listen actively to the teacher |
| C1 B | *Árbol y abejas, Elsa y su elefante* | C1 BPA | L1: Recognize the parts of a book |
| C3 B | *Raúl lavó la ropa, Las nubes* | C2 BPA | L1-2: Learn to count and separate words by space |
| C6 B | *Los niños de Ñuble, El viejo* | C3 BPA | L1-2: Title, author, and illustrator |



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| RL.K.5 | | | |
|---|---|---|---|
| Recognize common types of texts (e.g., storybooks, poems). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Decodable books (Libros decodificables) (intro) | C4 BPA | L2: Learn to count and separate words by space |
| IPE | Children's and decodable books | C5 BPA | L2: Title, author, and illustrator |
| | | C2 RC | L2: Identify or recognize the character traits and the setting in a play |
| | | C1-8 | Lectoclub (Libros) |

| RL.K.6 | | | |
|---|---|---|---|
| With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Children's books (Libros infantiles) and quizzes | ISIP LC | L1-3, L1-3: Actively listen to the teacher |
| C1 B | *Iván y su iguana; Unicornios y uñas rosadas* | ISIP LC | L4, L2: Ask questions |
| C4 B | *La casa del conejo, Los cien cerditos* | ISIP LC | L6, L3: Comprehend and retell the story |
| C6 B | *Mi amiga Yuri* | ISIP LC | L8-9, L1-2: Retell the story |
| C7 B | *El helado* | | |
| B | Decodable books (Libros decodificables) and quizzes | | |
| IPE | Children's and decodable books | | |



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## Integration of Knowledge and Ideas

| RL.K.7 | | | |
|---|---|---|---|
| With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1, L2: Predictions with fictional text |
| B | Children's books (Libros infantiles) and quizzes | ISIP RC | L1, L3: Find the main idea |
| B | Decodable books (Libros decodificables) and quizzes | ISIP RC | L1, L3: Identify character traits |
| IPE | Children's and decodable books | ISIP RC | L2, L1: Making inferences |
| | | ISIP RC | L2-6, L1-3: Summary |
| | | C2 RC | L1-3: Identify or recognize the characters and the settings |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C3 RC | L1-3: Identify or recognize the characters and the settings |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L1-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-3: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Making inferences using picture cards |


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| RL.K.7 | | | |
|---|---|---|---|
| With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 RC | L2-3: Making inferences using information from illustrations |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L4-6: Making inferences using prior knowledge and information from a text |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C1-8 | Lectoclub (Libros) |

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

| RL.K.10 | | | |
|---|---|---|---|
| Actively engage in group reading activities with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1, L2: Predictions with fictional text |
| B | Children's books (Libros infantiles) | ISIP RC | L1, L3: Find the main idea |
| B | Decodable books (Libros decodificables) and quizzes | ISIP RC | L1, L3: Identify character traits |
| IPE | Children's and decodable books | ISIP RC | L2, L1: Making inferences |
| | | ISIP RC | L2-6, L1-3: Summary |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |


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| RL.K.10 | | | |
|---|---|---|---|
| Actively engage in group reading activities with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L4-6: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C8 RC | L1: Identify informational text characteristics |
| | | C8 RC | L1: Identify the four types of text structures |
| | | C1-8 | Lectoclub (Libros) |

## Reading Standards for Informational Text

### Key Ideas and Details

| RI.K.1 | | | |
|---|---|---|---|
| With prompting and support, ask and answer questions about key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C5 RC | L5-6: Identify the details in a text and the main idea |



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## RI.K.1

With prompting and support, ask and answer questions about key details in a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| B | Children's books (Libros infantiles) and quizzes | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) and quizzes | C7 RC | L1: Identify the sequence of events in a story |
| IPE | Children's and decodable books | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L4-6: Making inferences using prior knowledge and information from a text |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C8 RC | L1: Identify an informative article characteristic |
| | | C1-8 | Lectoclub (Libros) |

## RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | ISIP LC | L8-9, L1-2: Retell the story |
| B | Children's books (Libros infantiles) and quizzes | ISIP RC | L2-6, L1-3: Summary |
| B | Decodable books (Libros decodificables) and quizzes | C6 RC | L1-6: Identify the sequence of events in a story |



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| RI.K.2 | | | |
|---|---|---|---|
| With prompting and support, identify the main topic and retell key details of a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| IPE | Children's and decodable books | C7 RC | L1: Identify the sequence of events in a story |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C1-8 | Lectoclub (Libros) |

| RI.K.3 | | | |
|---|---|---|---|
| With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L2, L1: Making inferences |
| B | Children's books (Libros infantiles) and quizzes | ISIP RC | L2-6, L1-3: Summary |
| B | Decodable books (Libros decodificables) and quizzes | C2 WE | L1: *Pepe* (descriptive and narrative) |
| IPE | Children's and decodable books | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |


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| RI.K.3 | | | |
|---|---|---|---|
| With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |

| RI.K.4 | | | |
|---|---|---|---|
| With prompting and support, ask and answer questions about unknown words in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP S | L1, L3: Learn monosyllabic high-frequency words |
| NA | Letter room | ISIP S | L3, L2-3: Learn bisyllabic high-frequency words |
| B | Children's books (Libros infantiles) and quizzes | ISIP S | L6, L1: Learn monosyllabic and bisyllabic high-frequency words |
| B | Decodable books (Libros decodificables) and quizzes | ISIP S | L7, L1: Learn trisyllabic high-frequency words |
| HFWG | Galaxia de palabras | ISIP VOC | Classify vocabulary words |



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| RI.K.4 | | | |
|---|---|---|---|
| With prompting and support, ask and answer questions about unknown words in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| HFWG | Juego de globos | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| STL | Scribi chocando sonidos | C1-8 VC | Learn high-frequency words |
| BS | Mercado de sílabas | | |
| POS | La máquina de cuentos | | |
| IPE | Games, children's and decodable books | | |

| RI.K.5 | | | |
|---|---|---|---|
| Identify the front cover, back cover, and title page of a book. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Children's books (Libros infantiles) and quizzes | ISIP LC | L1-3, L1-3: Listen actively to the teacher |
| C3 B | *Las nubes* | C1 BPA | L1: Recognize the parts of a book |
| C6 B | *Los niños de Ñuble* | C2 BPA | L1-2: Learn to count and separate words by space |
| C6 B | *El viejo* | C3 BPA | L1-2: Title, author, and illustrator |
| B | Decodable books (Libros decodificables) (intro) | C4 BPA | L2: Learn to count and separate words by space |
| IPE | Children's and decodable books | C5 BPA | L2: Title, author, and illustrator |
| | | C1-8 | Lectoclub (Libros) |



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| RI.K.6 | | | |
|---|---|---|---|
| Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Children's books (Libros infantiles) and quizzes | ISIP LC | L1-3, L1-3: Actively listen to the teacher |
| C1 B | *Mi orca* | ISIP LC | L4, L2: Ask questions |
| C3 B | *Dos dados* | ISIP LC | L6, L3: Comprehend and retell the story |
| C6 B | *Lluvia y sol* | ISIP LC | L8-9, L1-2: Retell the story |
| B | Decodable books (Libros decodificables) and quizzes | | |
| IPE | Children's and decodable books | | |

### Integration of Knowledge and Ideas

| RI.K.7 | | | |
|---|---|---|---|
| With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1, L2: Predictions with fictional text |
| B | Children's books (Libros infantiles) and quizzes | ISIP RC | L1, L3: Find the main idea |
| B | Decodable books (Libros decodificables) and quizzes | ISIP RC | L1, L3: Identify character traits |
| IPE | Children's and decodable books | ISIP RC | L2, L1: Making inferences |
| | | ISIP RC | L2-6, L1-3: Summary |
| | | C2 RC | L1-3: Identify or recognize the characters and the settings |



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## RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C3 RC | L1-3: Identify or recognize the characters and the settings |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L1-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-3: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L4-6: Making inferences using prior knowledge and information from a text |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C1-8 | Lectoclub (Libros) |



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

| RI.K.10 | | | |
|---|---|---|---|
| Actively engage in group reading activities with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1, L2: Predictions with fictional text |
| B | Children's books (Libros infantiles) | ISIP RC | L1, L3: Find the main idea |
| B | Decodable books (Libros decodificables) and quizzes | ISIP RC | L1, L3: Identify character traits |
| IPE | Children's and decodable books | ISIP RC | L2, L1: Making inferences |
| | | ISIP RC | L2-6, L1-3: Summary |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L4-6: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C8 RC | L1: Identify informational text characteristics |
| | | C8 RC | L1: Identify the four types of text structures |



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| RI.K.10 | | | |
|---|---|---|---|
| Actively engage in group reading activities with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C1-8 | Lectoclub (Libros) |

## Reading Standards: Foundational Skills

### Print Concepts

RF.K.1: Demonstrate understanding of the organization and basic features of print.

| RF.K.1.a | | | |
|---|---|---|---|
| Follow words from left to right, top to bottom, and page by page. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Children's books (Libros infantiles) and quizzes | ISIP LC | L1-3, L3: Listen actively to the teacher |
| C1 B | *Iván y su iguana, Mi orca, Unicornios y uñas rosadas* | C1 BPA | L1: Recognize the parts of a book |
| C1 B | *Árbol y abejas, Elsa y su elefante* | C1 BPA | L2: Read the texts from top to bottom, following the words from left to right, and following on the next line |
| C3 B | *Raúl lavó la ropa, Las nubes, Dos dados* | C2 BPA | L1-2: Learn to count and separate words by space |
| C4 B | *La casa del conejo, Los cien cerditos* | C3 BPA | L1-2: Title, author, and illustrator |
| C6 B | *Los niños de Ñuble, El viejo* | C4 BPA | L1: Read from left to right |
| C6 B | *Lluvia y sol, Mi amiga Yuri* | C4 BPA | L2: Learn to count and separate words by space |
| C7 B | *El helado, El perro arrugado* | C5 BPA | L2: Title, author, and illustrator |
| C8 B | *El kiosco, Xavier y Ximena, Wilson y Wilfredo* | C6 BPA | L1: Read the texts from top to bottom, following the words from left to right, and following on the next line |


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## RF.K.1.a

Follow words from left to right, top to bottom, and page by page.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| B | Decodable books (Libros decodificables) and quizzes | C7 BPA | L2: Read the texts from top to bottom, following the words from left to right, and following on the next line |
| IPE | Children's and decodable books | C1-8 | Lectoclub (Libros) |

## RF.K.1.b

Recognize that spoken words are represented in written language by specific sequences of letters.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Spelling subtest | ISIP PA/Ph | L3, L2: Identify the sound and the name of the first letter of a word |
| Sg | Alphabet song | ISIP PA/Ph | L2, L3: Identify the first letter and sound of a word |
| T | Alphabet teach | ISIP PA/Ph | L4, L1: Identify the first letter and sound of a word |
| Sg | Target letters song | ISIP PA/Ph | L4, L2: Review the vowels' sounds |
| B | Children's books (Libros infantiles) and quizzes | C8 BPA | L1: Print words in your environment |
| B | Decodable books (Libros decodificables) and quizzes | VC | Cycle 1 letter cards (Aa, Ee, Ii, Oo, Uu) |
| IPE | Songs, children's, and decodable books | VC | Cycle 2 letter cards (Mm, Pp, Ll, Ss) |
| IPE LT | Lalo el Lápiz | VC | Cycle 3 letter cards (Tt, Rr, Nn, Dd) |
| | | VC | Cycle 4 letter cards (Cc, Ff, Bb) |
| | | VC | Cycle 5 letter cards (Jj, Gg, Ch ch) |
| | | VC | Cycle 6 letter cards (Ññ, Vv, LLll, Yy) |



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| RF.K.1.b | | | |
|---|---|---|---|
| Recognize that spoken words are represented in written language by specific sequences of letters. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | VC | Cycle 7 letter cards (Qq, Zz, Hh, rr) |
| | | VC | Cycle 8 letter cards (Kk, Xx, Ww) |
| | | VC | Alphabet cards with words |
| | | C1-8 | Lectoclub (Libros) |

| RF.K.1.c | | | |
|---|---|---|---|
| Understand that words are separated by spaces in print. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| HFWG | Galaxia de palabras | C2 BPA | L1-2: Learn to count and separate words by space |
| HFWG | Juego de globos | C4 BPA | L2: Learn to count and separate words by space |
| C2 B | *Mango y manzana, Piña para Petra* | VC | Alphabet cards with words |
| C4 B | *El faro de Félix* | C1-8 | Lectoclub (Libros) |
| C5 B | *Las joyas* | | |
| C7 B | *Zorro y zorrillo, El perro arrugado* | | |
| B | Children’s books (Libros infantiles) and quizzes | | |
| IPE | Games and children’s books | | |



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| RF.K.1.d | | | |
|---|---|---|---|
| Recognize and name all upper- and lowercase letters of the alphabet. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L2, L1: Recognize uppercase, lowercase, and all the sounds of the alphabet |
| Sg | Alphabet song | C5 BPA | L1-2: Recognize upper- and lowercase letters |
| T | Alphabet teach | C8 BPA | L1: Print words in your environment |
| Sg | Target letter song | C1 Ph | L3: Recognize the letters a, e, i, o, u |
| NA | Letter room | C2 Ph | L3: Recognize the letters m, p, l, s |
| LSR | Octopus game | C3 Ph | L3: Recognize the letters t, r, n, d |
| B | Children's books (Libros infantiles) and quizzes | C4 Ph | L3: Recognize the letters c (soft and hard sound), f, b |
| C1 B | *El libro de la letra Aa; Árbol y abejas* | C5 Ph | L3: Recognize the consonants j, g, ch |
| C1 B | *El libro de la letra Ee; Elsa y su elefante* | C6 Ph | L3: Recognize the letters ñ, v, ll, y |
| C1 B | *El libro de la letra Ii; Iván y su iguana* | C7 Ph | L3: Recognize the letters q, z, h, rr |
| C1 B | *El libro de la letra Oo; Mi orca* | C8 Ph | L3: Recognize the letters k, x, w |
| C1 B | *El libro de la letra Uu; Unicornios y uñas rosadas* | C1 LCB | *El libro de la letra Aa; Árbol y abejas* |
| C5 B | *Las golosinas; En el kiosco* | C1 LCB | *El libro de la letra Ee; Elsa y su elefante* |
| C8 B | *Xavier y Ximena* | C1 LCB | *El libro de la letra Ii; Iván y su iguana* |
| B | Decodable books (Libros decodificables) and quizzes | C1 LCB | *El libro de la letra Oo; Mi orca* |
| PT | Letter recognition, upper- and lowercase | C1 LCB | *El libro de la letra Uu; Unicornios y uñas rosadas* |



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| RF.K.1.d | | | |
|---|---|---|---|
| Recognize and name all upper- and lowercase letters of the alphabet. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| IPE | Games, children's books, and decodable books | C5 LCB | *Las golosinas; En el kiosco; Xavier y Ximena* |
| IPE | Letter trace: Lalo el Lápiz | C1 LCB | *Árbol y abejas; Elsa y su elefante; Iván y su iguana* |
| | | C1 LCB | *Mi orca; Unicornios y uñas rosadas* |
| | | C5 LCB | *Las golosinas, En el kiosco* |
| | | C8 LCB | *Xavier y Ximena* |

**Phonological Awareness**

| RF.K.2 | | | |
|---|---|---|---|
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L1, L3: Recognize consonant blends of the letter r |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L1, L3: Recognize consonant blends of the letter l |
| HFWG | Juego de globos | ISIP PA/Ph | L3, L3: Form consonant blends of letters r and l |
| B | Decodable books (Libros decodificables) and quizzes | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L8, L2: Build words that contain syllables with letters r and l |
| BS | Mercado de sílabas | ISIP PA/Ph | L2-4, L1-3: Combine syllables to form words |
| PT | Letter recognition, upper- and lowercase letters, and syllables | ISIP PA/Ph | L9, L1: Combine syllables to form words |


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| RF.K.2 | | | |
|---|---|---|---|
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| IPE | Games and decodable books | ISIP PA/Ph | L9, L2: Build consonant blends |
| | | ISIP PA/Ph | L9, L3: Build words with closed syllables |
| | | C2 Ph | L6: Combine syllables with the letters m, p, l, s |
| | | C2 Ph | L7: Combine syllables to form words with the letters m, p, l, s |
| | | C2 Ph | L8-13: Combine syllables to form words with the letters m, p, l, s, and the vowels a, e, i, o, u |
| | | C3 Ph | L6: Combine syllables with the letters t, r, n, d |
| | | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |
| | | C3 Ph | L8-13: Combine syllables to form words with the letters t, r, n, d, and the vowels a, e, i, o, u |
| | | C4 Ph | L6: Identify syllables with the letters c (soft and hard sound), f, b |
| | | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| | | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L6: Identify syllables with the letters j, g (soft and hard sound), ch |
| | | C5 Ph | L7: Identify syllables with the letters j, g, ch |
| | | C5 Ph | L8-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |



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## RF.K.2

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C6 Ph | L7: Combine syllables to form words with the letters ñ, v ll, y |
| | | C6 Ph | L8-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |

## RF.K.2.a

Recognize and produce rhyming words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP PA/Ph | L1-2, L1-2: Orally recognize rhyming words |
| | | ISIP PA/Ph | L3, L2: Recognize rhyming words |
| | | ISIP PA/Ph | L4-5, L2-3 Identify rhyming words |
| | | ISIP PA/Ph | L5, L2-3: Identify rhyming words |
| | | ISIP PA/Ph | L7, L1: Learn and form rhymes |
| | | ISIP PA/Ph | L8, L1: Learn and recognize rhyming words |

## RF.K.2.b

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Phonics subtest | ISIP PA/Ph | L1, L3: Recognize consonant blends of the letter r |



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| RF.K.2.b | | | |
|---|---|---|---|
| Count, pronounce, blend, and segment syllables in spoken words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L1, L3: Recognize consonant blends of the letter l |
| HFWG | Juego de globos | ISIP PA/Ph | L3, L3: Form consonant blends of letters r and l |
| B | Decodable books (Libros decodificables) and quizzes | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L8, L2: Build words that contain syllables with letters r and l |
| BS | Mercado de sílabas | ISIP PA/Ph | L2-4, L1-3: Combine syllables to form words |
| PT | Letter recognition, upper- and lowercase letters, and syllables | ISIP PA/Ph | L9, L1: Combine syllables to form words |
| IPE | Games and decodable books | ISIP PA/Ph | L9, L2: Build consonant blends |
| | | ISIP PA/Ph | L9, L3: Build words with closed syllables |
| | | C2 Ph | L6: Combine syllables with the letters m, p, l, s |
| | | C2 Ph | L7: Combine syllables to form words with the letters m, p, l, s |
| | | C2 Ph | L8-13: Combine syllables to form words with the letters m, p, l, s, and the vowels a, e, i, o, u |
| | | C3 Ph | L6: Combine syllables with the letters t, r, n, d |
| | | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |
| | | C3 Ph | L8-13: Combine syllables to form words with the letters t, r, n, d, and the vowels a, e, i, o, u |



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| RF.K.2.b | | | |
|---|---|---|---|
| Count, pronounce, blend, and segment syllables in spoken words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C4 Ph | L6: Identify syllables with the letters c (soft and hard sound), f, b |
| | | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| | | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L6: Identify syllables with the letters j, g (soft and hard sound), ch |
| | | C5 Ph | L7: Identify syllables with the letters j, g, ch |
| | | C5 Ph | L8-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| | | C6 Ph | L7: Combine syllables to form words with the letters ñ, v ll, y |
| | | C6 Ph | L8-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L6: Recognize syllables with the letters q, z, h, r |
| | | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, r |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C8 Ph | L6: Recognize syllables with the letters k, x, w |
| | | C8 Ph | L7: Combine syllables to form words with the letters k, x, w |



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| RF.K.2.b | | | |
|---|---|---|---|
| Count, pronounce, blend, and segment syllables in spoken words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 Ph | L8-13: Combine syllables to form words with the letters k, x, w, and the vowels a, e, i, o, u |
| | | C1-8 | Lectoclub (Libros) |

| RF.K.2.c | | | |
|---|---|---|---|
| Blend and segment onsets and rimes of single syllable spoken words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP PA/Ph | L1-2, L1-2: Orally recognize rhyming words |
| | | ISIP PA/Ph | L3, L2: Recognize rhyming words |
| | | ISIP PA/Ph | L4-5, L2-3 Identify rhyming words |
| | | ISIP PA/Ph | L5, L2-3: Identify rhyming words |
| | | ISIP PA/Ph | L7, L1: Learn and form rhymes |
| | | ISIP PA/Ph | L8, L1: Learn and recognize rhyming words |



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## RF.K.2.d

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Phonics subtest | ISIP PA/Ph | L2, L3: Identify the first letter and sound of a word |
| Sg | Alphabet song | ISIP PA/Ph | L4, L1: Identify the first letter and sound of a word |
| T | Alphabet teach | ISIP PA/Ph | L3, L2: Identify the sound and name of the first letter of a word |
| Sg | Target letter song | ISIP PA/Ph | L4, L2: Review vowel sounds |
| NA | Letter room | ISIP S | L1, L3: Learn monosyllabic high-frequency words |
| HFWG | Galaxia de palabras | C1 Ph | L5: Identify a word's initial sound with the letters a, e, i, o, u |
| HFWG | Juego de globos | C1 Ph | L6: Identify vowels' sounds |
| B | Decodable books (Libros decodificables) and quizzes | C2 Ph | L5: Identify a word's initial sound with the letters m, p, l, s |
| STL | Scribi chocando sonidos | C3 Ph | L3: Identify a word's initial sound with the letters t, r, n, d |
| BS | Mercado de sílabas | C4 Ph | L5: Identify a word's initial sound with letters c (soft and hard sound) f, b |
| IPE | Songs, games, and decodable books | C5 Ph | L5: Identify a word's initial sound with letters j, g (soft and hard sound) ch |
| | | C6 Ph | L5: Identify a word's initial sound with the letters ñ, v, ll, y |
| | | C7 Ph | L5: Identify a word's initial with the letters q, z, h, rr |
| | | C8 Ph | L2: Identify a word's initial sound the letters k, x, w |
| | | VC | Alphabet cards with words |



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## RF.K.2.d

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C1-8 | Lectoclub (Libros) |

## RF.K.2.e

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Phonics subtest | ISIP PA/Ph | L2, L3: Recognize consonant blends of the letter r |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L2, L3: Recognize consonant blends of the letter l |
| HFWG | Juego de globos | ISIP PA/Ph | L3, L3: Form consonant blends of letters r and l |
| B | Decodable books (Libros decodificables) and quizzes | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L8, L2: Build words that contain syllables with letters r and l |
| BS | Mercado de sílabas | ISIP PA/Ph | L2-4, L1-3: Combine syllables to form words |
| IPE | Games and decodable books | ISIP PA/Ph | L9, L1: Combine syllables to form words |
| | | C2 Ph | L6: Combine syllables with the letters m, p, l, s |
| | | C2 Ph | L7: Combine syllables to form words with the letters m, p, l, s |
| | | C2 Ph | L8-13: Combine syllables to form words with the letters m, p, l, s, and the vowels a, e, i, o, u |
| | | C3 Ph | L6: Combine syllables with the letters t, r, n, d |



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| RF.K.2.e | | | |
|---|---|---|---|
| Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |
| | | C3 Ph | L8-13: Combine syllables to form words with the letters t, r, n, d, and the vowels a, e, i, o, u |
| | | C4 Ph | L6: Identify syllables with the letters c (soft and hard sound), f, b |
| | | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| | | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L6: Identify syllables with the letters j, g (soft and hard sound), ch |
| | | C5 Ph | L7: Identify syllables with the letters j, g, ch |
| | | C5 Ph | L8-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| | | C6 Ph | L6: Combine syllables with the letters ñ, v, ll, y |
| | | C6 Ph | L7: Combine syllables to form words with the letters ñ, v ll, y |
| | | C6 Ph | L8-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L6: Recognize syllables with the letters q, z, h, r |
| | | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, r |



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| RF.K.2.e | | | |
|---|---|---|---|
| Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C8 Ph | L6: Recognize syllables with the letters k, x, w |
| | | C8 Ph | L7: Combine syllables to form words with the letters k, x, w |
| | | C8 Ph | L8-12: Combine syllables to form words with the letters k, x, w, and the vowels a, e, i, o, u |
| | | C8 BPA | L1: Print words in your environment |
| | | C1-8 | Lectoclub (Libros) |

**Phonics and Word Recognition**

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

| RF.K.3.a | | | |
|---|---|---|---|
| Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sounds for each consonant. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L4, L2: Review vowel sounds |
| Sg | Alphabet song | ISIP PA/Ph | L1, L3: Recognize consonant blends of the letter r |
| T | Alphabet teach | ISIP PA/Ph | L1, L3: Recognize consonant blends of the letter l |
| Sg | Target letter song | ISIP PA/Ph | L3, L3: Form consonant blends of letters r and l |


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## RF.K.3.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| NA | Letter room | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| LSdR | Oyster Game | ISIP PA/Ph | L8, L2: Build words that contain syllables with letters r and l |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L2-4, L1-3: Combine syllables to form words |
| HFWG | Juego de globos | ISIP PA/Ph | L9, L1-3: Combine syllables to form words |
| STL | Scribi chocando sonidos | C1 Ph | L4: Recognize the sounds of letters a, e, i, o, u |
| BS | Mercado de sílabas | C1 Ph | L5: Identify a word's initial sound with the letters a, e, i, o, u |
| B | Children's books (Libros infantiles) and quizzes | C1 Ph | L6-11: Identify vowels' sounds |
| B | Decodable books (Libros decodificables) and quizzes | C2 Ph | L4: Recognize the sounds of letters m, p, l, s |
| PT | Letter recognition, upper- and lowercase letters, and syllables | C2 Ph | L6: Combine syllables with the letters m, p, l, s |
| PT | Letter sound and syllable's initial sound | C2 Ph | L7: Combine syllables to form words with the letters m, p, l, s |
| IPE | Songs, games, children's, and decodable books | C2 Ph | L8-13: Combine syllables to form words with the letters m, p, l, s, and the vowels a, e, i, o, u |
| | | C3 Ph | L4: Recognize sounds of letters t, r, n, d |
| | | C3 Ph | L6: Combine syllables with the letters t, r, n, d |
| | | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |



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## RF.K.3.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C3 Ph | L8-13: Combine syllables to form words with the letters t, r, n, d, and the vowels a, e, i, o, u |
| | | C4 Ph | L4: Recognize the sounds of the letters c (soft and hard sound), f, b |
| | | C4 Ph | L6: Identify syllables with the letters c (soft and hard sound), f, b |
| | | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| | | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L4: Recognize the letters j, g (soft and hard sound), and ch |
| | | C5 Ph | L6: Identify syllables with the letters j, g (soft and hard sound), ch |
| | | C5 Ph | L7: Identify syllables with the letters j, g, ch |
| | | C5 Ph | L8-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| | | C6 Ph | L4: Recognize the sounds of letters ñ, v, ll, y |
| | | C6 Ph | L7: Combine syllables to form words with the letters ñ, v ll, y |
| | | C6 Ph | L8-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L4: Recognize the sounds of letters q, z, h, rr |



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## RF.K.3.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C7 Ph | L6: Recognize syllables with the letters q, z, h, r |
| | | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, r |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C8 Ph | L6: Recognize syllables with the letters k, x, w |
| | | C8 Ph | L7: Combine syllables to form words with the letters k, x, w |
| | | C8 Ph | L8-12: Combine syllables to form words with the letters k, x, w, and the vowels a, e, i, o, u |
| | | C8 Ph | L4: Recognize the sounds of letters k, x, w |
| | | VC | Cycle 1 letter cards (Aa, Ee, Ii, Oo, Uu) |
| | | VC | Cycle 2 letter cards (Mm, Pp, Ll, Ss) |
| | | VC | Cycle 3 letter cards (Tt, Rr, Nn, Dd) |
| | | VC | Cycle 4 letter cards (Cc, Ff, Bb) |
| | | VC | Cycle 5 letter cards (Jj, Gg, Ch ch) |
| | | VC | Cycle 6 letter cards (Ññ, Vv, LLll, Yy) |
| | | VC | Cycle 7 letter cards (Qq, Zz, Hh, rr) |
| | | VC | Cycle 8 letter cards (Kk, Xx, Ww) |
| | | C1-8 | Lectoclub (Libros) |



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| RF.K.3.c | | | |
|---|---|---|---|
| Read common high-frequency words by sight (e.g., el, la, veo, un, una, mi, es). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L1, L3: Recognize consonant blends of the letter r |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L1, L3: Recognize consonant blends of the letter l |
| HFWG | Juego de globos | ISIP PA/Ph | L3, L3: Form consonant blends of letters r and l |
| B | Decodable books (Libros decodificables) and quizzes | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L8, L2: Build words that contain syllables with letters r and l |
| BS | Mercado de sílabas | ISIP PA/Ph | L2-4, L1-3: Combine syllables to form words |
| PT | Letter recognition, upper- and lowercase letters, and syllables | ISIP PA/Ph | L9, L1-3: Combine syllables to form words |
| PT | Letter sound and syllable initial sound | C2 Ph | L6: Combine syllables with the letters m, p, l, s |
| IPE | Games and decodable books | C2 Ph | L7: Combine syllables to form words with the letters m, p, l, s |
| | | C2 Ph | L8-13: Combine syllables to form words with the letters m, p, l, s, and the vowels a, e, i, o, u |
| | | C3 Ph | L6: Combine syllables with the letters t, r, n, d |
| | | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |
| | | C3 Ph | L8-13: Combine syllables to form words with the letters t, r, n, d, and the vowels a, e, i, o, u |



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| RF.K.3.c | | | |
|---|---|---|---|
| Read common high-frequency words by sight (e.g., el, la, veo, un, una, mi, es). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C4 Ph | L6: Identify syllables with the letters c (soft and hard sound), f, b |
| | | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| | | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L6: Identify syllables with the letters j, g (soft and hard sound), ch |
| | | C5 Ph | L7: Identify syllables with the letters j, g, ch |
| | | C5 Ph | L8-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| | | C6 Ph | L7: Combine syllables to form words with the letters ñ, v ll, y |
| | | C6 Ph | L8-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L6: Recognize syllables with the letters q, z, h, r |
| | | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, r |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C8 Ph | L6: Recognize syllables with the letters k, x, w |
| | | C8 Ph | L7: Combine syllables to form words with the letters k, x, w |



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## RF.K.3.c

Read common high-frequency words by sight (e.g., el, la, veo, un, una, mi, es).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C8 Ph | L8-12: Combine syllables to form words with the letters k, x, w, and the vowels a, e, i, o, u |
| | | C1-8 | Lectoclub (Libros) |

## RF.K.3.d

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Phonics subtest | ISIP PA/Ph | L4, L2: Review vowel sounds |
| Sg | Alphabet song | C1 Ph | L4: Recognize the sounds of letters a, e, i, o, u |
| T | Alphabet teach | C1 Ph | L5: Identify a word's initial sound with the letters a, e, i, o, u |
| Sg | Target letter song | C1 Ph | L6-11: Identify vowels' sounds |
| NA | Letter room | C2 Ph | L4: Recognize the sounds of letters m, p, l, s |
| LSdR | Oyster Game | C3 Ph | L4: Recognize sounds of letters t, r, n, d |
| HFWG | Galaxia de palabras | C4 Ph | L4: Recognize the sounds of the letters c (soft and hard sound), f, b |
| HFWG | Juego de globos | C5 Ph | L4: Recognize the letters j, g (soft and hard sound), and ch |
| STL | Scribi chocando sonidos | C6 Ph | L4: Recognize the sounds of letters ñ, v, ll, y |
| BS | Mercado de sílabas | C7 Ph | L4: Recognize the sounds of letters q, z, h, rr |



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| RF.K.3.d | | | |
|---|---|---|---|
| Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| PT | Letter recognition, upper- and lowercase letters, and syllables | C8 Ph | L4: Recognize the sounds of letters k, x, w |
| PT | Letter sound and syllable's initial sound | VC | Cycle 1 letter cards (Aa, Ee, Ii, Oo, Uu) |
| IPE | Songs and games | VC | Cycle 2 letter cards (Mm, Pp, Ll, Ss) |
| | | VC | Cycle 3 letter cards (Tt, Rr, Nn, Dd) |
| | | VC | Cycle 4 letter cards (Cc, Ff, Bb) |
| | | VC | Cycle 5 letter cards (Jj, Gg, Ch ch) |
| | | VC | Cycle 6 letter cards (Ññ, Vv, LLll, Yy) |
| | | VC | Cycle 7 letter cards (Qq, Zz, Hh, rr) |
| | | VC | Cycle 8 letter cards (Kk, Xx, Ww) |
| | | C1-8 | Lectoclub (Libros) |

**Fluency**

| RF.K.4 | | | |
|---|---|---|---|
| Read emergent-reader texts with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Oral fluency subtest | ISIP ER | *La granja; Lola, la vaca* |
| B | Children's books (Libros infantiles) | ISIP ORF | Progress Monitoring Instructions |
| B | Decodable books (Libros decodificables) and quizzes | ISIP ORF | Progress Monitoring Passages (1st through 3rd Grade) |


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| RF.K.4 | | | |
|---|---|---|---|
| Read emergent-reader texts with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| IPE | Children's and decodable books | C1-8 | Lectoclub (Libros) |

## Writing Standards

### Types of Texts and Purposes

| W.K.1 | | | |
|---|---|---|---|
| Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., Mi libro favorito es . . .). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (exercise 3) |
| | | C9 LCB | *Vamos al dentista* |

| W.K.2 | | | |
|---|---|---|---|
| Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 WE | L4: *La rutina* (exercise 2) |
| | | C5 WE | L7: *El rescate* (exercise 1) |
| | | C6 WE | L10: *La visita especial* (exercises 1-3) |
| | | C6 WE | L11: *El agua* (exercises 1-3) |



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## W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C8 WE | L15: *Competencias en Kobe* (exercise 2) |
| | | C8 WE | L16: *El viaje a Kuwait* (exercise 2) |
| | | C3 | Lectoclub (Libros) |
| | | C5-6 | Lectoclub (Libros) |
| | | C8 | Lectoclub (Libros) |

## W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 WE | L1: *Pepe* (exercises 1 and 2) |
| | | C2 WE | L2: *Las lupas* (exercises 1 and 2) |
| | | C3 WE | L3: *La meta* (exercises 1 and 3) |
| | | C4 WE | L5: *Día de campo* (exercises 1-3) |
| | | C4 WE | L6: *Benito y su bebé* (exercises 1-3) |
| | | C5 WE | L8: *Chencha y Chole* (exercises 2 and 3) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (exercises 2 and 3) |
| | | C7 WE | L12: *El maestro* (exercises 1 and 3) |


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| W.K.3 | | | |
|---|---|---|---|
| Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 WE | L13: *¡A limpiar!* (exercises 1 and 3) |
| | | C2-7 | Lectoclub (Libros) |

**Production and Distribution of Writing**

| W.K.5 | | | |
|---|---|---|---|
| With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |


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| W.K.5 | | | |
|---|---|---|---|
| With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |

| W.K.6 | | | |
|---|---|---|---|
| With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |


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| W.K.6 | | | |
|---|---|---|---|
| With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |

**Research to Build and Present Knowledge**

| W.K.7 | | | |
|---|---|---|---|
| Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |



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| W.K.7 | | | |
|---|---|---|---|
| Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |



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| W.K.8 | | | |
|---|---|---|---|
| With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |



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## Speaking and Listening Standards

### Comprehension and Collaboration

| SL.K.1 | | | |
|---|---|---|---|
| Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |


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## SL.K.1

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |

## SL.K.1.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |



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## SL.K.1.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |

## SL.K.1.b

Continue a conversation through multiple exchanges.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |


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## SL.K.1.b

Continue a conversation through multiple exchanges.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |

## SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Listening comprehension subtest | ISIP LC | L7, L1-2 Comprehend a narrated story |
| | | ISIP LC | L8-9, L1-2: Retell the story |
| | | ISIP RC | L2, L1: Making inferences |



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## SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP RC | L1, L2: Making predictions with fiction text |
| | | ISIP RC | L1, L3: Find the main idea |
| | | ISIP RC | L1, L3: Identify character traits |
| | | ISIP RC | L2-6, L1-3: Summary |
| | | C2 RC | L1-3: Identify or recognize the characters and the settings |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C3 RC | L1-3: Identify or recognize the characters and the settings |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L1-6: Identify details in a text and main idea |
| | | C5 RC | L1-3: Identify details in a text and main idea |
| | | C5 RC | L4: Identify details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify details in a text and main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Make inferences using picture cards |
| | | C7 RC | L2-3: Make inferences using information from illustrations |


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## SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C7 RC | L4-6: Make inferences using text information |
| | | C8 RC | L1: Identify informational text characteristics |
| | | C8 RC | L2: Identify the four types of text structures |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L1: Make inferences using prior knowledge |
| | | C8 RC | L4-6: Making inferences using prior knowledge and information from a text |
| | | C8 RC | L2-3: Make inferences using text information |
| | | C8 G | L1: Identify the verbs |
| | | C1-8 | Lectoclub (Libros) |

## SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Listening comprehension subtest | ISIP LC | L7, L1-2 Comprehend a narrated story |
| | | ISIP LC | L8-9, L1-2: Retell the story |
| | | ISIP RC | L2, L1: Making inferences |
| | | ISIP RC | L1, L2: Making predictions with fiction text |



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| SL.K.3 | | | |
|---|---|---|---|
| Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP RC | L1, L3: Find the main idea |
| | | ISIP RC | L1, L3: Identify character traits |
| | | ISIP RC | L2-6, L1-3: Summary |
| | | C2 RC | L1-3: Identify or recognize the characters and the settings |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C3 RC | L1-3: Identify or recognize the characters and the settings |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L1-6: Identify details in a text and main idea |
| | | C5 RC | L1-3: Identify details in a text and main idea |
| | | C5 RC | L4: Identify details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify details in a text and main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Make inferences using picture cards |
| | | C7 RC | L2-3: Make inferences using information from illustrations |
| | | C7 RC | L4-6: Make inferences using text information |



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| SL.K.3 | | | |
|---|---|---|---|
| Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 RC | L1: Identify informational text characteristics |
| | | C8 RC | L2: Identify the four types of text structures |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L1: Make inferences using prior knowledge |
| | | C8 RC | L4-6: Making inferences using prior knowledge and information from a text |
| | | C8 RC | L2-3: Make inferences using text information |
| | | C8 G | L1: Identify the verbs |
| | | C1-8 | Lectoclub (Libros) |

**Presentation of Knowledge and Ideas**

| SL.K.4 | | | |
|---|---|---|---|
| Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Listening comprehension subtest | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |



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## SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |

## SL.K.5

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |



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| SL.K.5 | | | |
|---|---|---|---|
| Add drawings or other visual displays to descriptions as desired to provide additional detail. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |



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| SL.K.6 | | | |
|---|---|---|---|
| Speak audibly and express thoughts, feelings, and ideas clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |



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## Language Standards

### Conventions of Standard Spanish*

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

| L.K.1.a | | | |
|---|---|---|---|
| Print many upper- and lowercase letters. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Spelling subtest | ISIP PA/Ph | L2, L1: Recognize uppercase, lowercase, and all the sounds of the letter of the alphabet |
| B | Children's books (Libros infantiles) and quizzes | C5 BPA | L1: Recognize upper- and lowercase letters |
| NA | Letter room | C6 BPA | L2: Recognize upper- and lowercase letters |
| C5 B | *Las golosinas* | C8 BPA | L1: Print words in your environment |
| C8 B | *Xavier y Ximena* | C5 LCB | *Las golosinas* |
| PT | Letter recognition, upper- and lowercase letters, and syllables | C8 LCB | *Xavier y Ximena* |
| IPE | Games and children's decodable books | | |
| IPE LT | Letter trace: Lalo el Lápiz | | |

| L.K.1.b | | | |
|---|---|---|---|
| Use frequently occurring nouns and verbs. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C4 | Lectoclub (Libros) |


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| L.K.1.c | | | |
|---|---|---|---|
| Form regular plural nouns orally by adding /s/ or /es/ (e.g., perro, perros; mantel, manteles; rey, reyes). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C5 | Lectoclub (Libros) |

| L.K.1.d | | | |
|---|---|---|---|
| Understand and use question words (interrogatives) (e.g., quién, qué, dónde, cuándo, cómo y por qué). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C8 | Lectoclub (Libros) |

| L.K.1.e | | | |
|---|---|---|---|
| Use the most frequently occurring prepositions (e.g., con, en, de, por, para). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 | Lectoclub (Libros) |



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| L.K.1.f | | | |
|---|---|---|---|
| Produce and expand complete sentences in shared language activities. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |



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## L.K.2*

Demonstrate command of the conventions of Standard Spanish capitalization, punctuation, and spelling when writing.
(*Istation has modified this standard to comply with Spanish language).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Spelling subtest | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |


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| L.K.2.a* | | | |
|---|---|---|---|
| Capitalize the first word in a sentence. (*Istation has modified this standard to comply with Spanish language). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Spelling subtest | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C1-8 | Lectoclub (Libros) |



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| L.K.2.b | | | |
|---|---|---|---|
| Recognize and name end punctuation. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C8 | Lectoclub (Libros) |

| L.K.2.d | | | |
|---|---|---|---|
| Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L1, L3: Recognize consonant blends of the letter r |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L1, L3: Recognize consonant blends of the letter l |
| HFWG | Juego de globos | ISIP PA/Ph | L3, L3: Form consonant blends of letters r and l |
| B | Decodable books (Libros decodificables) and quizzes | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L8, L2: Build words that contain syllables with letters r and l |
| BS | Mercado de sílabas | ISIP PA/Ph | L2-4, L1-3: Combine syllables to form words |
| PT | Letter recognition, upper- and lowercase letters, and syllables | ISIP PA/Ph | L9, L1-3: Combine syllables to form words |
| PT | Letter sound and syllable initial sound | C2 Ph | L6: Combine syllables with the letters m, p, l, s |
| IPE | Games and decodable books | C2 Ph | L7: Combine syllables to form words with the letters m, p, l, s |
| | | C2 Ph | L8-13: Combine syllables to form words with the letters m, p, l, s, and the vowels a, e, i, o, u |


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| L.K.2.d | | | |
|---|---|---|---|
| Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 Ph | L6: Combine syllables with the letters t, r, n, d |
| | | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |
| | | C3 Ph | L8-13: Combine syllables to form words with the letters t, r, n, d, and the vowels a, e, i, o, u |
| | | C4 Ph | L6: Identify syllables with the letters c (soft and hard sound), f, b |
| | | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| | | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L6: Identify syllables with the letters j, g (soft and hard sound), ch |
| | | C5 Ph | L7: Identify syllables with the letters j, g, ch |
| | | C5 Ph | L8-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| | | C6 Ph | L7: Combine syllables to form words with the letters ñ, v ll, y |
| | | C6 Ph | L8-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L6: Recognize syllables with the letters q, z, h, r |
| | | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, r |



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| L.K.2.d | | | |
|---|---|---|---|
| Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C8 Ph | L6: Recognize syllables with the letters k, x, w |
| | | C8 Ph | L7: Combine syllables to form words with the letters k, x, w |
| | | C8 Ph | L8-12: Combine syllables to form words with the letters k, x, w, and the vowels a, e, i, o, u |
| | | C1-8 | Lectoclub (Libros) |

**Vocabulary Acquisition and Use**

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

| L.K.4.a | | | |
|---|---|---|---|
| Identify new meanings for familiar words and apply them accurately (e.g., knowing zapatero is a person who sells or repairs zapatos). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP S | L1-2, L2-3: Learn monosyllabic high-frequency words |
| NA | Letter room | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| B | Decodable books (Libros decodificables) and quizzes | ISIP S | L6, L1: Learn bisyllabic and monosyllabic high-frequency words |
| HFWG | Galaxia de palabras | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |



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| L.K.4.a | | | |
|---|---|---|---|
| Identify new meanings for familiar words and apply them accurately (e.g., knowing zapatero is a person who sells or repairs zapatos). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| HFWG | Juego de globos | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| STL | Scribi chocando sonidos | C1-8 VC | Learn high-frequency words |
| BS | Mercado de sílabas | VC | Words (verbs, animals, body parts, days of the week) |
| IPE | Games and decodable books | VC | Words (months of the year, types of clothing) |
| | | VC | Words (primary and secondary colors) |
| | | VC | Words (community jobs and professions) |
| | | VC | Words (the family, the emotions, the house) |
| | | VC | Words (prepositions and size, school supplies) |
| | | VC | Words (geometric figures) |
| | | VC | Alphabet cards with words |
| | | C1-8 | Lectoclub (Libros) |

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

| L.K.5.a | | | |
|---|---|---|---|
| Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP VOC | L1-3, L1-3: Learn prepositions |
| B | Decodable books (Libros decodificables) and quizzes | ISIP VOC | Classify vocabulary words |



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## L.K.5.a

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| STL | Scribi chocando sonidos | C6 RC | L1: Identify the sequence of events in a story |
| BS | Mercado de sílabas | C6 RC | L4: Identify the sequence of events in a story |
| HFWG | Coco Loco | C7 RC | L1: Identify the sequence of events in a story |
| IPE | Games and decodable books | C8 RC | L1: Identify the sequence of events in a story |
| | | C8 G | L1: Identify the verbs |
| | | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| | | C1-8 VC | Learn high-frequency words |
| | | VC | Words (verbs, animals, body parts, days of the week) |
| | | VC | Words (months of the year, types of clothing) |
| | | VC | Words (primary and secondary colors) |
| | | VC | Words (community jobs and professions) |
| | | VC | Words (the family, the emotions, the house) |
| | | VC | Words (prepositions and size, school supplies) |
| | | VC | Words (geometric figures) |
| | | VC | Alphabet cards with words |
| | | C1-8 | Lectoclub (Libros) |



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| L.K.5.b | | | |
|---|---|---|---|
| Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C4 | Lectoclub (Libros) |
| | | C6 | Lectoclub (Libros) |

| L.K.5.c | | | |
|---|---|---|---|
| Identify real-life connections between words and their use (e.g., note places at school that are colorful). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP VOC | L1-3, L1-3: Learn prepositions |
| B | Decodable books (Libros decodificables) and quizzes | ISIP VOC | Classify vocabulary words |
| STL | Scribi chocando sonidos | C6 RC | L1: Identify the sequence of events in a story |
| BS | Mercado de sílabas | C6 RC | L4: Identify the sequence of events in a story |
| HFWG | Coco Loco | C7 RC | L1: Identify the sequence of events in a story |
| IPE | Games and decodable books | C8 RC | L1: Identify the sequence of events in a story |
| | | C8 G | L1: Identify the verbs |
| | | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| | | C1-8 VC | Learn high-frequency words |
| | | VC | Words (verbs, animals, body parts, days of the week) |



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## L.K.5.c

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | VC | Words (months of the year, types of clothing) |
| | | VC | Words (primary and secondary colors) |
| | | VC | Words (community jobs and professions) |
| | | VC | Words (the family, the emotions, the house) |
| | | VC | Words (prepositions and size, school supplies) |
| | | VC | Words (geometric figures) |
| | | VC | Alphabet cards with words |
| | | C1-8 | Lectoclub (Libros) |

## L.K.5.d

Distinguish shades of meaning among verbs describing the same general action (e.g., caminar, marchar, pavonear, brincar) by acting out the meanings.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | ISIP VOC | Classify vocabulary words |
| B | Decodable books (Libros decodificables) and quizzes | C8 G | L1: Identify the verbs |
| STL | Scribi chocando sonidos | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| BS | Mercado de sílabas | C1-8 VC | Learn high-frequency words |
| HFWG | Coco Loco | VC | Words (verbs) |



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## L.K.5.d

Distinguish shades of meaning among verbs describing the same general action (e.g., caminar, marchar, pavonear, brincar) by acting out the meanings.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| IPE | Games and decodable books | VC | Alphabet cards with words |
| | | C1-8 | Lectoclub (Libros) |
| | | | |

## L.K.6

Use 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 VOC | L1-6, L1-3:Develop oral language and vocabulary |
| HFWG | Galaxia de palabras | ISIP S | L1-2, L2-3: Learn monosyllabic high-frequency words |
| HFWG | Juego de globos | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| STL | Scribi chocando sonidos | ISIP S | L6, L1: Learn bisyllabic and monosyllabic high-frequency words |
| BS | Mercado de sílabas | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| IPE | Games | C2-8 VOC | L1-3: Recognize and learn high frequency words |
| | | C1-8 VC | Learn high-frequency words |
| | | VC | Cycle 1 letter cards (Aa, Ee, Ii, Oo, Uu) |
| | | VC | Cycle 2 letter cards (Mm, Pp, Ll, Ss) |
| | | VC | Cycle 3 letter cards (Tt, Rr, Nn, Dd) |



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| L.K.6 | | | |
|---|---|---|---|
| Use words and phrases acquired through conversations, reading, and being-read to, and responding to texts. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | VC | Cycle 4 letter cards (Cc, Ff, Bb) |
| | | VC | Cycle 5 letter cards (Jj, Gg, Ch ch) |
| | | VC | Cycle 6 letter cards (Ññ, Vv, LLll, Yy) |
| | | VC | Cycle 7 letter cards (Qq, Zz, Hh, rr) |
| | | VC | Cycle 8 letter cards (Kk, Xx, Ww) |
| | | VC | Words (verbs, animals, body parts, days of the week) |
| | | VC | Words (months of the year, types of clothing) |
| | | VC | Words (primary and secondary colors) |
| | | VC | Words (community jobs and professions) |
| | | VC | Words (the family, the emotions, the house) |
| | | VC | Words (prepositions and size, school supplies) |
| | | VC | Words (geometric figures) |
| | | VC | Alphabet cards with words |
| | | C1-8 | Lectoclub (Libros) |



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# Grade 1

## Reading Standards for Literature

### Key Ideas and Details

| RL.1.1 | | | |
|---|---|---|---|
| Ask and answer questions about key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1, L3: Identify the details |
| B | Children's books (Libros infantiles) and quizzes | ISIP RC | L2, L3: Identify character traits |
| B | Decodable books (Libros decodificables) and quizzes | ISIP RC | L2, L1: Find the main idea |
| IPE | Children's and decodable books | ISIP RC | L3, L2: Making predictions with fictional texts |
| | | ISIP RC | L4, L1: Making inferences |
| | | ISIP RC | L7-12, L1-3: Summary |
| | | C2 RC | L1-3: Recognize the character and the setting |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| | | C3 RC | L1-3: Recognize the character and the setting |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L1-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-3: Identify the details in a text and the main idea |



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| RL.1.1 | | | |
|---|---|---|---|
| Ask and answer questions about key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L1: Make inferences using prior knowledge |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C9 RC | L1-2: Identify the main idea and its details |
| | | C9 RC | L3: Recognize the main idea and its details |
| | | C9 RC | L1: Identify the problem and solution |
| | | C9 RC | L1-2: Identify character traits |
| | | C9 RC | L1-2: Identify the cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or order of events in a story |



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## RL.1.1

Ask and answer questions about key details in a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order text events in a story |
| | | C10 RC | L1-2: Summary |
| | | C1-10 | Lectoclub (Libros) |

## RL.1.2

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) | C7 RC | L1: Identify the sequence of events in a story |
| C9 B | *Manchitas y Memo, Los gatitos, ¿Dónde viven?* | C9 RC | L1-2: Identify the sequence or order of events |
| C10 B | *¿Quién nos sigue?* | C10 RC | L1-2: Describe and order text events in a story |



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## RL.1.2

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | C10 RC | L1-2: Summary |
| NA | 4 sequential story cards | C6-7 | Lectoclub (Libros) |
| IPE | Decodable and advanced books II | C9-10 | Lectoclub (Libros) |

## RL.1.3

Describe characters, settings, and major events in a story, using key details.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | C2 RC | L1-3: Recognize the character and the setting |
| B | Decodable books (Libros decodificables) | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| C9 B | *Manchitas y Memo, Los gatitos, ¿Dónde viven?* | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| C10 B | *¿Quién nos sigue?* | C3 RC | L1-3: Recognize the character and the setting |
| B | Advanced books I (Libros avanzados I) | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| C9 B | *Los gérmenes* | C6 RC | L1-6: Identify the sequence of events in a story |
| C10 B | *Un día de nieve* | C7 RC | L1: Identify the sequence of events in a story |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | C9 RC | L1-2: Identify the sequence or order of events |
| NA | 4 sequential story cards | C10 RC | L1-2: Describe and order text events in a story |



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| RL.1.3 | | | |
|---|---|---|---|
| Describe characters, settings, and major events in a story, using key details. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| IPE | Decodable and advanced books I and II | C10 RC | L1-2: Summary |
| | | C2-3 | Lectoclub (Libros) |
| | | C6-7 | Lectoclub (Libros) |
| | | C9-10 | Lectoclub (Libros) |

### Craft and Structure

| RL.1.4 | | | |
|---|---|---|---|
| Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C6 WE | L10: *La visita especial* (expository) |
| POS | La máquina de cuentos: nouns and adjectives | C6 | Lectoclub (Libros) |

### Integration of Knowledge and Ideas

| RL.1.7 | | | |
|---|---|---|---|
| Use illustrations and details in a story to describe its characters, setting, or events. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Listening and Comprehension subtest | C2 RC | L1-3: Recognize the character and the setting |
| B | Decodable books (Libros decodificables) | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |



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| RL.1.7 | | | |
|---|---|---|---|
| Use illustrations and details in a story to describe its characters, setting, or events. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C6 B | *¡Vamos a la escuela!, ¡Ven a cantar!, La visita especial* | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| C6 B | *¡Vamos a pintar!, El agua* | C3 RC | L1-3: Recognize the character and the setting |
| C7 B | *Haciendo botas, El maestro, La mujer policía* | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| C7 B | *¡A limpiar!, El huracán* | C6 RC | L1-6: Identify the sequence of events in a story |
| C8 B | *¡Exploremos Honduras!, El viaje a Kenia, El viaje a Kuwait* | C7 RC | L1: Identify the sequence of events in a story |
| C8 B | *¡Vamos a México!, Competencias en Kobe* | C9 RC | L1-2: Identify the sequence or order of events |
| B | Advanced books I (Libros avanzados I) | C10 RC | L1-2: Describe and order text events in a story |
| C9 B | *Los gérmenes, Vamos al dentista* | C6-10 | Lectoclub (Libros) |
| C10 B | *Un día de nieve, Tormenta de nieve, ¿Quién nos sigue?* | | |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | | |
| C9 B | *¡Todos ayudamos!, Un lugar para la imaginación* | | |
| C9 B | *Estudiando en otro país, El ayudante de la clase* | | |
| C9 B | *Lola no quiere ir a la escuela, Rojo va a la escuela* | | |
| C10 B | *El caldo milagroso; Luisito, el ayudante de la clase* | | |
| C10 B | *Serenatas con amor, ¡No lo olvidaré!* | | |
| C10 B | *Cartas a un soldado, Mochilas Esperanza* | | |
| NA | 4 sequential story cards | | |



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## RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| IPE | Decodable and advanced books I and II | | |

## RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | C2 RC | L1-3: Recognize the character and the setting |
| B | Decodable books (Libros decodificables) | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| C6 B | *¡Vamos a la escuela!, ¡Ven a cantar!, La visita especial* | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| C6 B | *¡Vamos a pintar!, El agua* | C3 RC | L1-3: Recognize the character and the setting |
| C7 B | *Haciendo botas, El maestro, La mujer policía* | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| C7 B | *¡A limpiar!, El huracán* | C6 RC | L1-6: Identify the sequence of events in a story |
| C8 B | *¡Exploremos Honduras!, El viaje a Kenia, El viaje a Kuwait* | C7 RC | L1: Identify the sequence of events in a story |
| C8 B | *¡Vamos a México!, Competencias en Kobe* | C9 RC | L1-2: Identify the sequence or order of events |
| B | Advanced books I (Libros avanzados I) | C10 RC | L1-2: Describe and order text events in a story |
| C9 B | *Los gérmenes, Vamos al dentista* | C6-10 | Lectoclub (Libros) |
| C10 B | *Un día de nieve, Tormenta de nieve, ¿Quién nos sigue?* | | |



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| RL.1.9 | | | |
|---|---|---|---|
| Compare and contrast the adventures and experiences of characters in stories. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | | |
| C9 B | *¡Todos ayudamos!, Un lugar para la imaginación* | | |
| C9 B | *Estudiando en otro país, El ayudante de la clase* | | |
| C9 B | *Lola no quiere ir a la escuela, Rojo va a la escuela* | | |
| C10 B | *El caldo milagroso; Luisito, el ayudante de la clase* | | |
| C10 B | *Serenatas con amor, ¡No lo olvidaré!* | | |
| C10 B | *Cartas a un soldado, Mochilas Esperanza* | | |
| NA | 4 sequential story cards | | |
| IPE | Decodable and advanced books I and II | | |

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

| RL.1.10 | | | |
|---|---|---|---|
| With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP FP | *Coco y Lucas* (expository) |
| ISIP ER | Comprehension subtest | ISIP FP | *Mi mamá y mi papá* (narrative) |
| B | Children's books (Libros infantiles) | ISIP FP | *Seres vivos y no vivos* (expository) |
| B | Decodable books (Libros decodificables) | ISIP P | Progress Monitoring Passages 1-30 |



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| RL.1.10 | | | |
|---|---|---|---|
| With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Advanced books I (Libros avanzados I) | ISIP ORF DAP | Fiction (19 passages) |
| B | Advanced books II by themes (Libros avanzados II – por temas) | ISIP ORF DAP | Nonfiction (11 passages) |
| IPE | Children's, decodable, and advanced books I and II | C1-10 | Lectoclub (Libros) |

## Reading Standards for Informational Text

### Key Ideas and Details

| RI.1.1 | | | |
|---|---|---|---|
| Ask and answer questions about key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1, L3: Identify the details |
| B | Children's books (Libros infantiles) and quizzes | ISIP RC | L2, L3: Identify character traits |
| B | Decodable books (Libros decodificables) and quizzes | ISIP RC | L2, L1: Find the main idea |
| IPE | Children's and decodable books | ISIP RC | L3, L2: Making predictions with fictional texts |
| | | ISIP RC | L4, L1: Making inferences |
| | | ISIP RC | L7-12, L1-3: Summary |
| | | C2 RC | L1-3: Recognize the character and the setting |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |



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| RI.1.1 | | | |
|---|---|---|---|
| Ask and answer questions about key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| | | C3 RC | L1-3: Recognize the character and the setting |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L1-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-3: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L1: Make inferences using prior knowledge |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C9 RC | L1-2: Identify the main idea and its details |
| | | C9 RC | L3: Recognize the main idea and its details |



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| RI.1.1 | | | |
|---|---|---|---|
| Ask and answer questions about key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 RC | L1: Identify the problem and solution |
| | | C9 RC | L1-2: Identify character traits |
| | | C9 RC | L1-2: Identify the cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or order of events in a story |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order text events in a story |
| | | C10 RC | L1-2: Summary |
| | | C1-10 | Lectoclub (Libros) |



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## RI.1.2

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) | C7 RC | L1: Identify the sequence of events in a story |
| C9 B | *Manchitas y Memo* | C9 RC | L1-2: Identify the sequence or order of events |
| C9 B | *Los gatitos* | C10 RC | L1-2: Describe and order text events in a story |
| C9 B | *¿Dónde viven?* | C10 RC | L1-2: Summary |
| C10 B | *¿Quién nos sigue?* | C6-7 | Lectoclub (Libros) |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | C9-10 | Lectoclub (Libros) |
| NA | 4 sequential story cards | | |
| IPE | Decodable and advanced books II | | |

## RI.1.3

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Decodable books (intro to lessons and sequential cards in quizzes) | C7 RC | L1: Identify the sequence of events in a story |
| C9 B | *Manchitas y Memo* | C8 RC | L1-3: Identify the sequence of events in a story |
| C10 B | *¿Cómo se forman las montañas?, Las arañas* | C9 RC | L1-2: Identify the sequence or order of events |



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| RI.1.3 | | | |
|---|---|---|---|
| Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4 sequential cards of a story) | C10 RC | L1-2: Describe and order text events in a story |
| IPE | Decodable and advanced books II | C6-10 | Lectoclub (Libros) |

**Craft and Structure**

| RI.1.4 | | | |
|---|---|---|---|
| Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension and vocabulary subtests | ISIP PA/Ph | L1-2, L1-2: Identify and build compound words |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L1-2, L1-3: Identify word families |
| HFWG | Jugo de globos | ISIP VOC | L1, L2: Identify synonyms |
| BS | Scribi chocando sonidos | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| MW | La palabra secreta | ISIP VOC | L1-3, L1-3: Identify and use analogies |
| POS | La máquina de cuentos | ISIP VOC | L1, L2-3: Identify compound words |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4-square vocabulary activity) | ISIP VOC | L1-3, L1-3: Identify and form compound words |
| NA | Alien game | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| NA | Alien pet game (reteaching) | C9 VOC | L1-2: Identify and use common antonyms |
| IPE | Games and advanced books II | C9 VOC | L1-2: Identify and use common synonyms |


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## RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 Ph | L1-2: Use phonological knowledge to form words combining sounds with individual letters and syllables |
| | | C9 VOC | L1-2: Know the meaning of unknown words with the help of the 4-square map |
| | | C10 VOC | L1-2: Identify and use common antonyms |
| | | C10 VOC | L1-2: Identify and use common synonyms |
| | | C10 VOC | L1-3: Organize a series of words in alphabetical order |
| | | C10 VOC | L4: Know the meaning of words using a dictionary |
| | | C9-10 | Lectoclub (Libros) |

## RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | ISIP RC | L7-9, L1-3: Summary |
| B | Advanced books I (Libros avanzados I) | C4 RC | L1-6: Identify the details in a text and the main idea |
| C10 B | *¿Cómo se forman las montañas?, Las arañas* | C5 RC | L4: Identify the details in a text to recognize the main idea |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4-square vocabulary activity) | C5 RC | L5-6: Identify text details and the main idea |
| IPE | Advanced books I and II | C8 RC | L1: Identify informational text characteristics |



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## RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C8 RC | L1: Identify the four types of text structures |
| | | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C10 RC | L1: Comprehend text graphic representation |
| | | C4-5 | Lectoclub (Libros) |
| | | C8-10 | Lectoclub (Libros) |

## RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | ISIP LC | L1-3, L1-3: Listen actively to the teacher |
| B | Children’s books (Libros infantiles) and quizzes | C1 BPA | L1: Recognize the parts of a book |
| B | Decodable books (Libros decodificables) and quizzes | C2 BPA | L1: Title, author, and illustrator |
| IPE | Children’s and decodable books | C2 BPA | L1: Learn the parts of a book |
| | | C5 BPA | L2: Title, author, and illustrator |
| | | C1-8 | Lectoclub (Libros) |



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## Integration of Knowledge and Ideas

| RI.1.7 | | | |
|---|---|---|---|
| Use the illustrations and details in a text to describe its key ideas. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L7-9, L1-3: Summary |
| B | Advanced books I (Libros avanzados I) | C4 RC | L1-6: Identify the details in a text and the main idea |
| C10 B | *¿Cómo se forman las montañas?, Las arañas* | C5 RC | L4: Identify the details in a text to recognize the main idea |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4-square vocabulary activity) | C5 RC | L5-6: Identify text details and the main idea |
| IPE | Advanced books I and II | C8 RC | L1: Identify informational text characteristics |
| | | C8 RC | L1: Identify the four types of text structures |
| | | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C10 RC | L1: Comprehend text graphic representation |
| | | C4-5 | Lectoclub (Libros) |
| | | C8-10 | Lectoclub (Libros) |

## Range of Reading and Text Complexity

| RI.1.10 | | | |
|---|---|---|---|
| With prompting and support, read informational texts appropriately complex for grade 1. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP FP | *Coco y Lucas* (expository) |



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| RI.1.10 | | | |
|---|---|---|---|
| With prompting and support, read informational texts appropriately complex for grade 1. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP FP | *Mi mamá y mi papá* (narrative) |
| B | Children's books (Libros infantiles) | ISIP FP | *Seres vivos y no vivos* (expository) |
| B | Decodable books (Libros decodificables) | ISIP P | Progress Monitoring Passages 1-30 |
| B | Advanced books I (Libros avanzados I) | ISIP ORF DAP | Fiction (19 passages) |
| B | Advanced books II by themes (Libros avanzados II – por temas) | ISIP ORF DAP | Nonfiction (11 passages) |
| IPE | Children's, decodable, and advanced books I and II | C1-10 | Lectoclub (Libros) |

## Reading Standards: Foundational Skills

### Print Concepts

| RF.1.1 | | | |
|---|---|---|---|
| Demonstrate understanding of the organization and basic features of print. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| BPA | Children's books (Libros infantiles) | ISIP LC | L1-3, L1-3: Listen actively to the teacher |
| B | Decodable books (Libros decodificables) | C1 BPA | L1: Recognize the parts of a book |
| B | Advanced books I (Libros avanzados I) | C2 BPA | L1: Title, author, and illustrator |
| B | Advanced books II by themes (Libros avanzados II – por temas) | C2 BPA | L1: Learn the parts of a book |
| IPE | Children's, decodable, and advanced books I and II | C5 BPA | L2: Title, author, and illustrator |



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| RF.1.1 | | | |
|---|---|---|---|
| Demonstrate understanding of the organization and basic features of print. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 BPA | L1: Print words in your environment |
| | | C1-8 | Lectoclub (Libros) |

| RF.1.1.a | | | |
|---|---|---|---|
| Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C8-9 | Lectoclub (Libros) |

**Phonological Awareness**

| RF.1.2 | | | |
|---|---|---|---|
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter r |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter l |
| HFWG | Juego de globos | ISIP PA/Ph | L4, L1: Learn the consonant blends |



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| RF.1.2 | | | |
|---|---|---|---|
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Decodable books (Libros decodificables) and quizzes | ISIP PA/Ph | L6-8, L1-2: Combine syllables to form words |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L9, L2: Build consonant blends |
| SB | Mercado de sílabas | ISIP PA/Ph | L9, L3: Build words with closed syllables |
| B | *Los gatitos* (quiz part A) | ISIP S | L2, L3: Learn monosyllabic high-frequency words |
| B | Advanced books I (Libros avanzados I) | ISIP S | L2, L2: Learn bisyllabic high-frequency words |
| MW | La palabra secreta | C2 Ph | L6: Combine syllables with the letters m, p, l, s |
| B | Advanced books II by themes (Libros avanzados II – por temas) | C2 Ph | L7: Combine syllables to form words with the letters m, p, l, s |
| IPE | Games, decodables, and advance books I and II | C2 Ph | L8-13: Combine syllables to form words with the letters m, p, l, s, and the vowels a, e, i, o, u |
| | | C3 Ph | L6: Combine syllables with the letters t, r, n, d |
| | | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |
| | | C3 Ph | L8-13: Combine syllables to form words with the letters t, r, n, d, and the vowels a, e, i, o, u |
| | | C4 Ph | L6: Identify syllables with the letters c (soft and hard sound), f, b |
| | | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| | | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |



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| RF.1.2 | | | |
|---|---|---|---|
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C5 Ph | L6: Identify syllables with the letters j, g (soft and hard sound), ch |
| | | C5 Ph | L7: Identify syllables with the letters j, g, ch |
| | | C5 Ph | L8-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| | | C6 Ph | L6: Combine syllables with the letters ñ, v, ll, y |
| | | C6 Ph | L7: Combine syllables to form words with the letters ñ, v ll, y |
| | | C6 Ph | L8-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L6: Recognize syllables with the letters q, z, h, r |
| | | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, r |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C8 Ph | L6: Recognize syllables with the letters k, x, w |
| | | C8 Ph | L7: Combine syllables to form words with the letters k, x, w |
| | | C8 Ph | L8-12: Combine syllables to form words with the letters k, x, w, and the vowels a, e, i, o, u |
| | | C1-8 | Lectoclub (Libros) |



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| RF.1.2.b | | | |
|---|---|---|---|
| Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter r |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter l |
| SB | Mercado de sílabas | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L6, L2: Combine syllables to form words |
| HFWG | Juego de globos | ISIP PA/Ph | L9, L2: Build consonant blends |
| B | Children's books (Libros infantiles) and quizzes | ISIP PA/Ph | L9, L3: Build words with closed syllables |
| B | Decodable books (Libros decodificables) and quizzes | ISIP S | L2, L2: Learn bisyllabic high-frequency words |
| B | Advanced books I (Libros avanzados I) | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |
| B | Advanced books II by themes (Libros avanzados II – por temas) | C4 Ph | L9-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| MW | La palabra secreta | C5 Ph | L11-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| IPE | Games; children's, decodable, and advanced books I and II | C6 Ph | L9-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C3-7 | Lectoclub (Libros) |



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| RF.1.2.c | | | |
|---|---|---|---|
| Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L1, L3: Divide words orally in syllables |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L2, L3: Divide words in syllables |
| HFWG | Juego de globos | C2 Ph | L6: Combine syllables with the letters m, p, l, s |
| B | Decodable books (Libros decodificables) intro | C2 Ph | L7: Combine syllables to form words with the letters m, p, l, s |
| STL | Scribi chocando sonidos | C2 Ph | L8-13: Combine syllables to form words with the letters m, p, l, s, and the vowels a, e, i, o, u |
| BS | Mercado de sílabas | C3 Ph | L6: Combine syllables with the letters t, r, n, d |
| IPE | Games and decodable books | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |
| | | C3 Ph | L8-13: Combine syllables to form words with the letters t, r, n, d, and the vowels a, e, i, o, u |
| | | C4 Ph | L6: Identify syllables with the letters c (soft and hard sound), f, b |
| | | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| | | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L6: Identify syllables with the letters j, g (soft and hard sound), ch |
| | | C5 Ph | L7: Identify syllables with the letters j, g, ch |
| | | C5 Ph | L8-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |



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## RF.1.2.c

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C6 Ph | L6: Combine syllables with the letters ñ, v, ll, y |
| | | C6 Ph | L7: Combine syllables to form words with the letters ñ, v ll, y |
| | | C6 Ph | L8-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L6: Recognize syllables with the letters q, z, h, r |
| | | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, r |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C8 Ph | L6: Recognize syllables with the letters k, x, w |
| | | C8 Ph | L7: Combine syllables to form words with the letters k, x, w |
| | | C8 Ph | L8-12: Combine syllables to form words with the letters k, x, w, and the vowels a, e, i, o, u |
| | | C1-8 | Lectoclub (Libros) |

## RF.1.2.d

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Phonics subtest | ISIP PA/Ph | L1, L3: Divide words orally in syllables |



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| RF.1.2.d | | | |
|---|---|---|---|
| Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L2, L3: Divide words in syllables |
| HFWG | Juego de globos | C2 Ph | L6: Combine syllables with the letters m, p, l, s |
| B | Decodable books (Libros decodificables) intro | C2 Ph | L7: Combine syllables to form words with the letters m, p, l, s |
| STL | Scribi chocando sonidos | C2 Ph | L8-13: Combine syllables to form words with the letters m, p, l, s, and the vowels a, e, i, o, u |
| BS | Mercado de sílabas | C3 Ph | L6: Combine syllables with the letters t, r, n, d |
| IPE | Games and decodable books | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |
| | | C3 Ph | L8-13: Combine syllables to form words with the letters t, r, n, d, and the vowels a, e, i, o, u |
| | | C4 Ph | L6: Identify syllables with the letters c (soft and hard sound), f, b |
| | | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| | | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L6: Identify syllables with the letters j, g (soft and hard sound), ch |
| | | C5 Ph | L7: Identify syllables with the letters j, g, ch |
| | | C5 Ph | L8-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| | | C6 Ph | L6: Combine syllables with the letters ñ, v, ll, y |



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| RF.1.2.d | | | |
|---|---|---|---|
| Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C6 Ph | L7: Combine syllables to form words with the letters ñ, v ll, y |
| | | C6 Ph | L8-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L6: Recognize syllables with the letters q, z, h, r |
| | | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, r |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C8 Ph | L6: Recognize syllables with the letters k, x, w |
| | | C8 Ph | L7: Combine syllables to form words with the letters k, x, w |
| | | C8 Ph | L8-12: Combine syllables to form words with the letters k, x, w, and the vowels a, e, i, o, u |
| | | C1-8 | Lectoclub (Libros) |

**Phonics and Word Recognition**

RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.

| RF.1.3.a | | | |
|---|---|---|---|
| Know the spelling-sound correspondences for common consonant digraphs. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter r |



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| RF.1.3.a | | | |
|---|---|---|---|
| Know the spelling-sound correspondences for common consonant digraphs. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter l |
| BS | Mercado de sílabas | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L6, L2: Combine syllables to form words |
| HFWG | Juego de globos | ISIP PA/Ph | L9, L2: Build consonant blends |
| B | Children's books (Libros infantiles) and quizzes | ISIP PA/Ph | L9, L3: Build words with closed syllables |
| B | Decodable books (Libros decodificables) and quizzes | ISIP S | L1, L3: Recognize the letters and the digraphs that have the same sound (y/ll, c/q/k, g/j/x, y/i, b/v) |
| B | Advanced books I (Libros avanzados I) | ISIP S | L2, L3: Learn monosyllabic high-frequency words |
| MW | La palabra secreta | ISIP S | L2, L2: Learn bisyllabic high-frequency words |
| IPE | Games, children's, and decodables books | C4 Ph | L10-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L11-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| | | C6 Ph | L9-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C2-8 VC | High-frequency words |
| | | VC | Words (verbs, animals, body parts, days of the week) |
| | | VC | Words (months of the year, types of clothing) |



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## RF.1.3.a

Know the spelling-sound correspondences for common consonant digraphs.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | VC | Words (primary and secondary colors) |
| | | VC | Words (community jobs and professions) |
| | | VC | Words (the family, the emotions, the house) |
| | | VC | Words (prepositions and size, school supplies) |
| | | VC | Words (geometric figures) |
| | | C1-8 | Lectoclub (Libros) |

## RF.1.3.b

Decode regularly spelled one-syllable words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Phonics subtest | ISIP S | L4, L2: Learn high-frequency words |
| STL | Scribi chocando sonidos | ISIP S | L2, L3: Learn monosyllabic high-frequency words |
| BS | Mercado de sílabas | ISIP S | L6, L1: Learn bisyllabic and monosyllabic high-frequency words |
| HFWG | Galaxia de palabras | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| HFWG | Juego de globos | C1-8 VC | High-frequency words |
| B | Children's books (Libros infantiles) and quizzes | VC | Alphabet cards with words |
| B | Decodable books (Libros decodificables) and quizzes | | |
| B | Advanced books I (Libros avanzados I) | | |



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| RF.1.3.b | | | |
|---|---|---|---|
| Decode regularly spelled one-syllable words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| MW | La palabra secreta | | |
| IPE | Games, children's and decodables books | | |

| RF.1.3.d | | | |
|---|---|---|---|
| Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP S | L1-2, L1-3: Learn monosyllabic high-frequency words |
| STL | Scribi chocando sonidos | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| SB | Mercado de sílabas | ISIP S | L4, L2: Learn high-frequency words (diphthongs & hiatus) |
| HFWG | Galaxia de palabras | ISIP S | L6, L1: Learn monosyllabic and bisyllabic high-frequency word |
| HFWG | Juego de globos | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| B | Children's books (Libros infantiles) and quizzes | ISIP S | L6-7, L2: Learn high-frequency words |
| B | Decodable books (Libros decodificables) and quizzes | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| B | Advanced books I (Libros avanzados I) | | |
| B | Advanced books II by themes (Libros avanzados II – por temas) | | |
| MW | La palabra secreta | | |
| IPE | Games; children's, decodable, and advanced books I and II | | |



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## RF.1.3.e

Decode two-syllable words following basic patterns by breaking the words into syllables.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Phonics subtest | ISIP S | L1-2, L1-3: Learn monosyllabic high-frequency words |
| STL | Scribi chocando sonidos | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| SB | Mercado de sílabas | ISIP S | L4, L2: Learn high-frequency words (diphthongs & hiatus) |
| HFWG | Galaxia de palabras | ISIP S | L6, L1: Learn monosyllabic and bisyllabic high-frequency words |
| HFWG | Juego de globos | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| B | Children's books (Libros infantiles) and quizzes | ISIP S | L6-7, L2: Learn high-frequency words |
| B | Decodable books (Libros decodificables) and quizzes | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| B | Advanced books I (Libros avanzados I) | | |
| B | Advanced books II by themes (Libros avanzados II – por temas) | | |
| MW | La palabra secreta | | |
| IPE | Games; children's, decodable, and advanced books I and II | | |

## RF.1.3.f

Read words with inflectional endings.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | ISIP VOC | L1-3, L1-3: Identify and use suffixes |



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## RF.1.3.f

Read words with inflectional endings.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| MW | La palabra secreta | ISIP VOC | L6, L1: Identify and use suffixes |
| NA | Alien game | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| NA | Alien pet game (reteaching) | ISIP VOC | L6, L1: Identify and use prefixes |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4-square vocabulary activity) | ISIP PA/Ph | L2, L3: Identify word family |
| IPE | Games and advanced books II | ISIP S | L1-6, L1-3: Write words in their plural form |

## RF.1.3.g

Recognize and read grade-appropriate irregularly spelled words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Phonics subtest | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter r |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter l |
| BS | Mercado de sílabas | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L6, L2: Combine syllables to form words |
| HFWG | Juego de globos | ISIP PA/Ph | L9, L2: Build consonant blends |
| B | Children’s books (Libros infantiles) and quizzes | ISIP PA/Ph | L9, L3: Build words with closed syllables |
| B | Decodable books (Libros decodificables) and quizzes | ISIP S | L1, L3: Recognize the letters and the digraphs that have the same sound (y/ll, c/q/k, g/j/x, y/i, b/v) |



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| RF.1.3.g | | | |
|---|---|---|---|
| Recognize and read grade-appropriate irregularly spelled words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Advanced books I (Libros avanzados I) | ISIP S | L2, L3: Learn monosyllabic high-frequency words |
| MW | La palabra secreta | ISIP S | L2, L2: Learn bisyllabic high-frequency words |
| IPE | Games, children's and decodables books | C4 Ph | L10-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L11-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| | | C6 Ph | L9-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C2-8 VC | High-frequency words |
| | | VC | Words (verbs, animals, body parts, days of the week) |
| | | VC | Words (months of the year, types of clothing) |
| | | VC | Words (primary and secondary colors) |
| | | VC | Words (community jobs and professions) |
| | | VC | Words (the family, the emotions, the house) |
| | | VC | Words (prepositions and size, school supplies) |
| | | VC | Words (geometric figures) |
| | | C1-8 | Lectoclub (Libros) |



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## Fluency

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

| RF.1.4.a | | | |
|---|---|---|---|
| Read grade-level text with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP FP | *Coco y Lucas* (expository) |
| ISIP ER | Oral fluency subtest | ISIP FP | *Mi mamá y mi papá* (narrative) |
| B | Children's books (Libros infantiles) | ISIP FP | *Seres vivos y no vivos* (expository) |
| B | Decodable books (Libros decodificables) | ISIP P | Progress Monitoring Passages 1-30 |
| B | Advanced books I (Libros avanzados I) | ISIP ORF DAP | Fiction (19 passages) |
| B | Advanced books II by themes (Libros avanzados II – por temas) | ISIP ORF DAP | Nonfiction (11 passages) |
| IPE | Children's, decodable, and advanced books I and II | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | C1-10 | Lectoclub (Libros) |

| RF.1.4.b | | | |
|---|---|---|---|
| Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP FP | *Coco y Lucas* (expository) |
| ISIP ER | Oral fluency subtest | ISIP FP | *Mi mamá y mi papá* (narrative) |
| B | Children's books (Libros infantiles) | ISIP FP | *Seres vivos y no vivos* (expository) |



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| RF.1.4.b | | | |
|---|---|---|---|
| Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Decodable books (Libros decodificables) | ISIP P | Progress Monitoring Passages 1-30 |
| B | Advanced books I (Libros avanzados I) | ISIP ORF DAP | Fiction (19 passages) |
| B | Advanced books II by themes (Libros avanzados II – por temas) | ISIP ORF DAP | Nonfiction (11 passages) |
| IPE | Children's, decodable, and advanced books I and II | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Priority Practice (1st grade) |
| | | ISIP ORF | Rate Chart (1st grade) |
| | | C1-10 | Lectoclub (Libros) |

| RF.1.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1, L3: Identify the details |
| B | Children's books (Libros infantiles) | ISIP RC | L2, L3: Identify character traits |
| B | Decodable books (Libros decodificables) | ISIP RC | L2, L1: Find the main idea |


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| RF.1.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Advanced books I (Libros avanzados I) | ISIP RC | L3, L2: Making predictions with fictional texts |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP RC | L4, L1: Making inferences |
| IPE | Children's, decodable, and advanced books I and II | ISIP RC | L7-12, L1-3: Summary |
| | | C2 RC | L1-3: Identify or recognize the characters and the settings |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| | | C3 RC | L1-3: Identify or recognize the characters and the settings |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L1-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-2: Identify text details and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |



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| RF.1.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L1: Make inferences using text information and prior knowledge |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C9 RC | L1: Identify character traits |
| | | C9 RC | L1-2: Identify cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using textual evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or order of events |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| | | C1-10 | Lectoclub (Libros) |



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## Writing Standards

### Types of Texts and Purposes

| W.1.1 | | | |
|---|---|---|---|
| Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (exercise 3) |
| | | C9 LCB | *Vamos al dentista* |

| W.1.2 | | | |
|---|---|---|---|
| Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 WE | L4: *La rutina* (exercise 2) |
| | | C5 WE | L7: *El rescate* (exercise 1) |
| | | C6 WE | L10: *La visita especial* (exercises 1-3) |
| | | C6 WE | L11: *El agua* (exercises 1-3) |
| | | C8 WE | L15: *Competencias en Kobe* (exercise 2) |
| | | C8 WE | L16: *El viaje a Kuwait* (exercise 2) |
| | | C3 | Lectoclub (Libros) |
| | | C5-6 | Lectoclub (Libros) |
| | | C8 | Lectoclub (Libros) |


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| W.1.3 | | | |
|---|---|---|---|
| Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (exercises 1 and 2) |
| | | C2 WE | L2: *Las lupas* (exercises 1 and 2) |
| | | C3 WE | L3: *La meta* (exercises 1 and 3) |
| | | C4 WE | L5: *Día de campo* (exercises 1-3) |
| | | C4 WE | L6: *Benito y su bebé* (exercises 1-3) |
| | | C5 WE | L8: *Chencha y Chole* (exercises 2 and 3) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (exercises 2 and 3) |
| | | C7 WE | L12: *El maestro* (exercises 1 and 3) |
| | | C7 WE | L13: *¡A limpiar!* (exercises 1 and 3) |
| | | C2-7 | Lectoclub (Libros) |

**Production and Distribution of Writing**

| W.1.5 | | | |
|---|---|---|---|
| With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |



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## W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C2-4 | Lectoclub (Libros) |
| | | C6 | Lectoclub (Libros) |
| | | C8-8 | Lectoclub (Libros) |

## W.1.6

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| POS | La máquina de cuentos: nouns, verbs, adverbs, and adjectives | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |



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| W.1.6 | | | |
|---|---|---|---|
| With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C2-10 | Lectoclub (Libros) |



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**Research to Build and Present Knowledge**

| W.1.7 | | | |
|---|---|---|---|
| Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C3, 5-7 | Lectoclub (Libros) |
| | | C9-10 | Lectoclub (Libros) |

| W.1.8 | | | |
|---|---|---|---|
| With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |



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| W.1.8 | | | |
|---|---|---|---|
| With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C2-10 | Lectoclub (Libros) |



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## Speaking Listening Standards

### Comprehension and Collaboration

| SL.1.1 | | | |
|---|---|---|---|
| Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |


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## SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |

## SL.1.1.a

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |



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## SL.1.1.a

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |

## SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |



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| SL.1.1.b | | | |
|---|---|---|---|
| Build on others' talk in conversations by responding to the comments of others through multiple exchanges. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |



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| SL.1.1.c | | | |
|---|---|---|---|
| Ask questions to clear up any confusion about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP PA/PH | L6-9, L1-2 Combine syllables to form words |
| | | ISIP PA/PH | L9, L3: Build words with closed syllables |
| | | ISIP PA/PH | L1-2, L1-2: Identify and build compound words |
| | | ISIP PA/PH | L1-2, L1-3: Identify word family |
| | | ISIP PA/Ph | L2, L1: Recognize uppercase, lowercase, and all the sounds of the letters of the alphabet |
| | | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter r |
| | | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter l |
| | | ISIP PA/Ph | L7, L1: Learn and form rhymes |
| | | ISIP PA/Ph | L8, L2: Learn and recognize rhyming words |
| | | ISIP PA/Ph | L3, L1: Recognize diphthongs /ue/, /ua/, /ie/ |
| | | ISIP PA/Ph | L4, L1: Form diphthongs and hiatus |
| | | ISIP PA/Ph | L5: Recognize hiatus |
| | | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| | | ISIP VOC | L1, L2: Identify synonyms |
| | | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| | | ISIP VOC | L1-3, L1-3: Identify and use analogies |



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| SL.1.1.c | | | |
|---|---|---|---|
| Ask questions to clear up any confusion about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP VOC | L1-3, L1-3: Identify and use compound words |
| | | ISIP VOC | L1, L2: Identify compound words |
| | | ISIP S | L1, L1: Learn the letter Hh |
| | | ISIP S | L2, L2: Distinguish the writing of the letters b, d, p, q |
| | | ISIP S | L1, L3: Recognize the letters and the diagraphs with the same sound (y/ll, c/q/k, g/j/x, y/i, b/v) |
| | | ISIP S | L5, L2: Learn high-frequency words |
| | | ISIP S | L1-2, L2-3: Learn monosyllabic high-frequency words |
| | | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| | | ISIP S | L6, L1: Learn bisyllabic and monosyllabic high-frequency words |
| | | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| | | ISIP S | L1-6, L1-3: Write words in their plural form |
| | | ISIP RC | L1, L3: Identify details |
| | | ISIP RC | L2, L3: Identify character traits |
| | | ISIP RC | L2, L1: Find the main idea |
| | | ISIP RC | L3, L2: Make predictions with fictional texts |
| | | ISIP RC | L1, L1: Making predictions |
| | | ISIP RC | L712, L1-3: Summary |



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| SL.1.1.c | | | |
|---|---|---|---|
| Ask questions to clear up any confusion about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 RC | L1-3: Identify or recognize the characters and the settings |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| | | C3 RC | L1-3: Identify or recognize the characters and the settings |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C2 RC | L2: Identify or recognize the character traits and the setting in a play |
| | | C4 RC | L1-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-3: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |



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| SL.1.1.c | | | |
|---|---|---|---|
| Ask questions to clear up any confusion about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 RC | L4-6: Making inferences using prior knowledge and information from a text |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C9 RC | L1-3: Identify the main idea and its details |
| | | C9 RC | L1: Identify the problem and solution |
| | | C9 RC | L1-2: Identify character traits |
| | | C9 RC | L1-2: Identify the cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or the order of events |
| | | C10 RC | L1: Understand text graphic representation |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences about a text and using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order the events of a text |
| | | C10 RC | L1-2: Summary |



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| SL.1.1.c | | | |
|---|---|---|---|
| Ask questions to clear up any confusion about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |



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| SL.1.1.c | | | |
|---|---|---|---|
| Ask questions to clear up any confusion about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |

| SL.1.2 | | | |
|---|---|---|---|
| Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Listening comprehension subtest | ISIP PA/PH | L6-9, L1-2 Combine syllables to form words |
| ISIP ER | Comprehension subtest | ISIP PA/PH | L9, L3: Build words with closed syllables |
| | | ISIP PA/PH | L1-2, L1-2: Identify and build compound words |
| | | ISIP PA/PH | L1-2, L1-3: Identify word family |
| | | ISIP PA/Ph | L2, L1: Recognize uppercase, lowercase, and all the sounds of the letters of the alphabet |
| | | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter r |
| | | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter l |
| | | ISIP PA/Ph | L7, L1: Learn and form rhymes |
| | | ISIP PA/Ph | L8, L2: Learn and recognize rhyming words |
| | | ISIP PA/Ph | L3, L1: Recognize diphthongs /ue/, /ua/, /ie/ |
| | | ISIP PA/Ph | L4, L1: Form diphthongs and hiatus |



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| SL.1.2 | | | |
|---|---|---|---|
| Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP PA/Ph | L5: Recognize hiatus |
| | | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| | | ISIP VOC | L1, L2: Identify synonyms |
| | | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| | | ISIP VOC | L1-3, L1-3: Identify and use analogies |
| | | ISIP VOC | L1-3, L1-3: Identify and use compound words |
| | | ISIP VOC | L1, L2: Identify compound words |
| | | ISIP S | L1, L1: Learn the letter Hh |
| | | ISIP S | L2, L2: Distinguish the writing of the letters b, d, p, q |
| | | ISIP S | L1, L3: Recognize the letters and the diagraphs with the same sound (y/ll, c/q/k, g/j/x, y/i, b/v) |
| | | ISIP S | L5, L2: Learn high-frequency words |
| | | ISIP S | L1-2, L2-3: Learn monosyllabic high-frequency words |
| | | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| | | ISIP S | L6, L1: Learn bisyllabic and monosyllabic high-frequency words |
| | | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| | | ISIP S | L1-6, L1-3: Write words in their plural form |
| | | ISIP RC | L1, L3: Identify details |



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| SL.1.2 | | | |
|---|---|---|---|
| Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP RC | L2, L3: Identify character traits |
| | | ISIP RC | L2, L1: Find the main idea |
| | | ISIP RC | L3, L2: Make predictions with fictional texts |
| | | ISIP RC | L1, L1: Making predictions |
| | | ISIP RC | L712, L1-3: Summary |
| | | C2 RC | L1-3: Identify or recognize the characters and the settings |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| | | C3 RC | L1-3: Identify or recognize the characters and the settings |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C2 RC | L2: Identify or recognize the character traits and the setting in a play |
| | | C4 RC | L1-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-3: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |



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| SL.1.2 | | | |
|---|---|---|---|
| Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L4-6: Making inferences using prior knowledge and information from a text |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C9 RC | L1-3: Identify the main idea and its details |
| | | C9 RC | L1: Identify the problem and solution |
| | | C9 RC | L1-2: Identify character traits |
| | | C9 RC | L1-2: Identify the cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or the order of events |
| | | C10 RC | L1: Understand text graphic representation |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |



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| SL.1.2 | | | |
|---|---|---|---|
| Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences about a text and using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order the events of a text |
| | | C10 RC | L1-2: Summary |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |



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## SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |

## SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP PA/PH | L6-9, L1-2 Combine syllables to form words |
| | | ISIP PA/PH | L9, L3: Build words with closed syllables |
| | | ISIP PA/PH | L1-2, L1-2: Identify and build compound words |
| | | ISIP PA/PH | L1-2, L1-3: Identify word family |



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## SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP PA/Ph | L2, L1: Recognize uppercase, lowercase, and all the sounds of the letters of the alphabet |
| | | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter r |
| | | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter l |
| | | ISIP PA/Ph | L7, L1: Learn and form rhymes |
| | | ISIP PA/Ph | L8, L2: Learn and recognize rhyming words |
| | | ISIP PA/Ph | L3, L1: Recognize diphthongs /ue/, /ua/, /ie/ |
| | | ISIP PA/Ph | L4, L1: Form diphthongs and hiatus |
| | | ISIP PA/Ph | L5: Recognize hiatus |
| | | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| | | ISIP VOC | L1, L2: Identify synonyms |
| | | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| | | ISIP VOC | L1-3, L1-3: Identify and use analogies |
| | | ISIP VOC | L1-3, L1-3: Identify and use compound words |
| | | ISIP VOC | L1, L2: Identify compound words |
| | | ISIP S | L1, L1: Learn the letter Hh |
| | | ISIP S | L2, L2: Distinguish the writing of the letters b, d, p, q |



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## SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP S | L1, L3: Recognize the letters and the diagraphs with the same sound (y/ll, c/q/k, g/j/x, y/i, b/v) |
| | | ISIP S | L5, L2: Learn high-frequency words |
| | | ISIP S | L1-2, L2-3: Learn monosyllabic high-frequency words |
| | | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| | | ISIP S | L6, L1: Learn bisyllabic and monosyllabic high-frequency words |
| | | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| | | ISIP S | L1-6, L1-3: Write words in their plural form |
| | | ISIP RC | L1, L3: Identify details |
| | | ISIP RC | L2, L3: Identify character traits |
| | | ISIP RC | L2, L1: Find the main idea |
| | | ISIP RC | L3, L2: Make predictions with fictional texts |
| | | ISIP RC | L1, L1: Making predictions |
| | | ISIP RC | L712, L1-3: Summary |
| | | C2 RC | L1-3: Identify or recognize the characters and the settings |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C2 RC | L7: Identify or recognize the character traits and the setting in a play |



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## SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C3 RC | L1-3: Identify or recognize the characters and the settings |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C2 RC | L2: Identify or recognize the character traits and the setting in a play |
| | | C4 RC | L1-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-3: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify the details in a text and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L4-6: Making inferences using prior knowledge and information from a text |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C9 RC | L1-3: Identify the main idea and its details |



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## SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 RC | L1: Identify the problem and solution |
| | | C9 RC | L1-2: Identify character traits |
| | | C9 RC | L1-2: Identify the cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or the order of events |
| | | C10 RC | L1: Understand text graphic representation |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences about a text and using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order the events of a text |
| | | C10 RC | L1-2: Summary |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |



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## SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |



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**Presentation of Knowledge and Ideas**

| SL.1.4 | | | |
|---|---|---|---|
| Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Listening comprehension subtest | C2 WE | L1: *Pepe* (descriptive and narrative) |
| ISIP ER | Comprehension subtest | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |


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| SL.1.4 | | | |
|---|---|---|---|
| Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |

| SL.1.5 | | | |
|---|---|---|---|
| Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |



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| SL.1.5 | | | |
|---|---|---|---|
| Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |

| SL.1.6 | | | |
|---|---|---|---|
| Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |



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## SL.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |



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## Language Standards

### Conventions of Standard Spanish*

L.1.1: Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

| L.1.1.a | | | |
|---|---|---|---|
| Print all upper- and lowercase letters. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Spelling subtest | ISIP PA/Ph | L2, L1: Recognize uppercase, lowercase, and all the sounds of the alphabet |
| Sg | Alphabet song | C5 BPA | L1-2: Recognize upper- and lowercase letters |
| T | Alphabet teach | C1 Ph | L3: Recognize the letters a, e, i, o, u |
| Sg | Target letter song | C2 Ph | L3: Recognize the letters m, p, l, s |
| NA | Letter room | C3 Ph | L3: Recognize the letters t, r, n, d |
| LSR | Octopus game | C4 Ph | L3: Recognize the letters c (soft and hard sound), f, b |
| B | Children's books (Libros infantiles) and quizzes | C5 Ph | L3: Recognize the consonants j, g, ch |
| C1 B | *El libro de la letra Aa; Árbol y abejas* | C6 Ph | L3: Recognize the letters ñ, v, ll, y |
| C1 B | *El libro de la letra Ee; Elsa y su elefante* | C7 Ph | L3: Recognize the letters q, z, h, rr |
| C1 B | *El libro de la letra Ii; Iván y su iguana* | C8 Ph | L3: Recognize the letters k, x, w |
| C1 B | *El libro de la letra Oo; Mi orca* | C1 LCB | *El libro de la letra Aa; Árbol y abejas* |
| C1 B | *El libro de la letra Uu; Unicornios y uñas rosadas* | C1 LCB | *El libro de la letra Ee; Elsa y su elefante* |
| C5 B | *Las golosinas; En el kiosco* | C1 LCB | *El libro de la letra Ii; Iván y su iguana* |


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| L.1.1.a | | | |
|---|---|---|---|
| Print all upper- and lowercase letters. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C8 B | *Xavier y Ximena* | C1 LCB | *El libro de la letra Oo; Mi orca* |
| B | Decodable books (Libros decodificables) and quizzes | C1 LCB | *El libro de la letra Uu; Unicornios y uñas rosadas* |
| PT | Letter recognition, upper- and lowercase | C5 LCB | *Las golosinas, En el kiosco, Xavier y Ximena* |
| IPE | Games, children's books, and decodable books | C1 LCB | *Árbol y abejas, Elsa y su elefante, Iván y su iguana* |
| IPE | Letter trace: Lalo el Lápiz | C1 LCB | *Mi orca; Unicornios y uñas rosadas* |
| | | C5 LCB | *Las golosinas, En el kiosco* |
| | | C8 LCB | *Xavier y Ximena* |

| L.1.1.b | | | |
|---|---|---|---|
| Use common, proper, and possessive nouns. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C5 WE | L7: *El rescate* (expository and narrative) |
| POS | La máquina de cuentos: nouns | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C5 | Lectoclub (Libros) |



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## L.1.1.c

Use singular and plural nouns with matching verbs in basic sentences (e.g., Él salta. Nosotros saltamos).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| POS | La máquina de cuentos: nouns and verbs | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C4 | Lectoclub (Libros) |
| | | C5 | Lectoclub (Libros) |

## L.1.1.d

Use personal, possessive, and indefinite pronouns (e.g., yo, me, mi, mío, alguien).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 | Lectoclub (Libros) |

## L.1.1.e

Use verbs to convey a sense of past, present, and future (e.g., Ayer caminé a casa. Hoy camino a casa. Mañana caminaré a casa).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| POS | La máquina de cuentos: verbs | C4 | Lectoclub (Libros) |



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| L.1.1.f | | | |
|---|---|---|---|
| Use frequently occurring adjectives. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C6 WE | L10: *La visita especial* (expository) |
| POS | La máquina de cuentos: nouns and adjectives | C6 | Lectoclub (Libros) |

| L.1.1.g | | | |
|---|---|---|---|
| Use frequently occurring conjunctions (e.g., y, pero, o, así que, porque). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 | Lectoclub (Libros) |

| L.1.1.h | | | |
|---|---|---|---|
| Use determiners (e.g., articles, demonstratives). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C5 WE | L7: *El rescate* (expository and narrative) |
| POS | La máquina de cuentos: nouns | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C5 | Lectoclub (Libros) |



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| L.1.1.i | | | |
|---|---|---|---|
| Use frequently occurring prepositions (e.g., sin, según, hasta, hacia). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 | Lectoclub (Libros) |

| L.1.1.j | | | |
|---|---|---|---|
| Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in responses to prompts | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C8-9 | Lectoclub (Libros) |

| L.1.2* | | | |
|---|---|---|---|
| Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing. (*Istation has modified this standard to comply with Spanish language). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |



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## L.1.2*

Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.
(*Istation has modified this standard to comply with Spanish language).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |



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| L.1.2.a | | | |
|---|---|---|---|
| Capitalize dates and names of people. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Spelling subtest | C2 WE | L1: *Pepe* (descriptive and narrative) |
| POS | La máquina de cuentos: nouns | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |


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## L.1.2.a

Capitalize dates and names of people.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C1-10 | Lectoclub (Libros) |

## L.1.2.b

Use end punctuation for sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C8-9 | Lectoclub (Libros) |

## L.1.2.d

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Spelling subtest | ISIP PA/Ph | L1-2, L1-3: Identify word families |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter r |
| HFWG | Juego de globos | ISIP PA/Ph | L3, L2: Recognize consonant blends of the letter l |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L6-9, L1-3: Combine syllables to form words |



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## L.1.2.d

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| BS | Mercado de sílabas | ISIP PA/Ph | L4, L1: Learn the consonant blends |
| MW | La palabra secreta | ISIP S | L1-3: Recognize the letters and the diagraphs that have the same sound (y/ll, c/q/k, g/j/x, y/l, b/v) |
| B | Decodable books (Libros decodificables) and quizzes | ISIP S | L6-7, L2: Learn high-frequency words |
| PT | Letter recognition, upper- and lowercase letters, and syllables | ISIP S | L1-2, L1-3: Learn monosyllabic high-frequency words |
| IPE | Games and decodable books | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| | | ISIP S | L4, L2: Learn high-frequency words (diphthongs & hiatus) |
| | | ISIP S | L6, L1: Learn monosyllabic and bisyllabic high-frequency words |
| | | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| | | C2 Ph | L6: Combine syllables with the letters m, p, l, s |
| | | C2 Ph | L7: Combine syllables to form words with the letters m, p, l, s |
| | | C2 Ph | L8-13: Combine syllables to form words with the letters m, p, l, s, and the vowels a, e, i, o, u |
| | | C3 Ph | L6: Combine syllables with the letters t, r, n, d |
| | | C3 Ph | L7: Combine syllables to form words with the letters t, r, n, d |
| | | C3 Ph | L8-13: Combine syllables to form words with the letters t, r, n, d, and the vowels a, e, i, o, u |



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| L.1.2.d | | | |
|---|---|---|---|
| Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C4 Ph | L6: Identify syllables with the letters c (soft and hard sound), f, b |
| | | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| | | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |
| | | C5 Ph | L6: Identify syllables with the letters j, g (soft and hard sound), ch |
| | | C5 Ph | L7: Identify syllables with the letters j, g, ch |
| | | C5 Ph | L8-13: Combine syllables to form words with the letters ch, j, g, and the vowels a, e, i, o, u |
| | | C6 Ph | L6: Combine syllables with the letters ñ, v, ll, y |
| | | C6 Ph | L7: Combine syllables to form words with the letters ñ, v ll, y |
| | | C6 Ph | L8-13: Combine syllables to form words with the letters ñ, y, v, the diagraph ll, and the vowels a, e, i, o, u |
| | | C7 Ph | L6: Recognize syllables with the letters q, z, h, r |
| | | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, r |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C8 Ph | L5: Recognize syllables with the letters k, x, w |
| | | C8 Ph | L6: Combine syllables to form words with the letters k, x, w |



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| L.1.2.d | | | |
|---|---|---|---|
| Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 Ph | L7-10: Combine syllables to form words with the letters k, x, w, and the vowels a, e, i, o, u |
| | | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| | | C2-8 VC | High-frequency words |
| | | VC | Words (verbs, animals, body parts, days of the week) |
| | | VC | Words (months of the year, types of clothing) |
| | | VC | Words (primary and secondary colors) |
| | | VC | Words (community jobs and professions) |
| | | VC | Words (the family, the emotions, the house) |
| | | VC | Words (prepositions and size, school supplies) |
| | | VC | Words (geometric figures) |
| | | C1-8 | Lectoclub (Libros) |



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**Vocabulary Acquisition and Use**

L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

| L.1.4.a | | | |
|---|---|---|---|
| Use sentence-level context as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L1-2, L1-3: Identify word family |
| HFWG | Juego de globos | C9 VOC | L1-2: Using context to determine meaning of unknown words |
| STL | Scribi chocando sonidos | C9 VOC | L1: Determine the meaning of unknown words with the use of a graphic organizer (4-squares) |
| BS | Mercado de sílabas | C10 VOC | L1-2: Using context to determine meaning of unknown words |
| MW | La palabra secreta | C10 VOC | L3-4: Determine the meaning of words using a dictionary |
| POS | La máquina de cuentos | C9-10 | Lectoclub (Libros) |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4-square vocabulary activity) | | |
| IPE | Games and advanced books II | | |

| L.1.4.b | | | |
|---|---|---|---|
| Use frequently occurring affixes as a clue to the meaning of a word. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP PA/Ph | L1-2, L1-3: Identify word families |



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## L.1.4.b

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| MW | La palabra secreta | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| NA | Alien game | ISIP VOC | L6, L1: Identify and use suffixes |
| NA | Alien pet game (reteaching) | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4-square vocabulary activity) | ISIP VOC | L6, L1: Identify and use prefixes |
| IPE | Games and advanced books II | C9 VOC | L1-2: Using context to determine meaning of unknown words |
| | | C9 VOC | L1: Determine the meaning of unknown words with the use of a graphic organizer (4-squares) |
| | | C10 VOC | L1-2: Using context to determine meaning of unknown words |
| | | C10 VOC | L3-4: Determine the meaning of words using a dictionary |
| | | C9-10 | Lectoclub (Libros) |

## L.1.4.c

Identify frequently occurring root words (e.g., mirar) and their inflectional forms (e.g., miradas, miró, mirando).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | ISIP PA/Ph | L1-2, L1-3: Identify word families |
| MW | La palabra secreta | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| NA | Alien game | ISIP VOC | L6, L1: Identify and use suffixes |



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| L.1.4.c | | | |
|---|---|---|---|
| Identify frequently occurring root words (e.g., mirar) and their inflectional forms (e.g., miradas, miró, mirando). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| NA | Alien pet game (reteaching) | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4-square vocabulary activity) | ISIP VOC | L6, L1: Identify and use prefixes |
| IPE | Games and advanced books II | C9 VOC | L1-2: Using context to determine meaning of unknown words |
| | | C9 VOC | L1: Determine the meaning of unknown words with the use of a graphic organizer (4-squares) |
| | | C10 VOC | L1-2: Using context to determine meaning of unknown words |
| | | C10 VOC | L3-4: Determine the meaning of words using a dictionary |
| | | C9-10 | Lectoclub (Libros) |

L.1.5: With guidance and support from adults, explore demonstrate understanding of word relationships and nuances in word meanings.

| L.1.5.a | | | |
|---|---|---|---|
| Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP PA/Ph | L1-2, L1-3: Identify word families |
| B | Decodable books (Libros decodificables) and quizzes | ISIP VOC | L1, L2: Identify compound words |
| STL | Scribi chocando sonidos | ISIP VOC | L1-6, L1-3: Identify and form compound words |
| BS | Mercado de sílabas | ISIP VOC | L4-6, L1-3: Identify and build compound words |


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## L.1.5.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| HFWG | Coco Loco | ISIP VOC | L7-9, L1-3: Recognize compound words |
| IPE | Games and decodable books | ISIP VOC | L4, L3: Classify vocabulary words |
| | | ISIP VOC | L5, L1: Classify vocabulary words |
| | | ISIP VOC | L6, L1: Classify words |
| | | ISIP VOC | L1-2, L2-3: Classify and identify antonyms |
| | | ISIP VOC | L4-5 L2: Classify and identify synonyms |
| | | ISIP VOC | L1-2, L2-3: Classify and identify antonyms |
| | | ISIP VOC | L13, L1: Classify, identify, and use antonyms |
| | | VC | Words (verbs, animals, body parts, days of the week) |
| | | VC | Words (months of the year, types of clothing) |
| | | VC | Words (primary and secondary colors) |
| | | VC | Words (community jobs and professions) |
| | | VC | Words (the family, the emotions, the house) |
| | | VC | Words (prepositions and size, school supplies) |
| | | VC | Words (geometric figures) |
| | | VC | Alphabet cards with words |
| | | C1-8 | Lectoclub (Libros) |



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## L.1.5.b

Define words by category and by one or more key attributes (e.g., un pato es un ave que nada; un tigre es un felino grande con rayas).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | ISIP PA/Ph | L1-2, L1-3: Identify word families |
| B | Decodable books (Libros decodificables) and quizzes | ISIP VOC | L1, L2: Identify compound words |
| STL | Scribi chocando sonidos | ISIP VOC | L1-6, L1-3: Identify and form compound words |
| BS | Mercado de sílabas | ISIP VOC | L4-6, L1-3: Identify and build compound words |
| HFWG | Coco Loco | ISIP VOC | L7-9, L1-3: Recognize compound words |
| IPE | Games and decodable books | ISIP VOC | L4, L3: Classify vocabulary words |
| | | ISIP VOC | L5, L1: Classify vocabulary words |
| | | ISIP VOC | L6, L1: Classify words |
| | | ISIP VOC | L1-2, L2-3: Classify and identify antonyms |
| | | ISIP VOC | L4-5 L2: Classify and identify synonyms |
| | | ISIP VOC | L1-2, L2-3: Classify and identify antonyms |
| | | ISIP VOC | L13, L1: Classify, identify, and use antonyms |
| | | VC | Words (verbs, animals, body parts, days of the week) |
| | | VC | Words (months of the year, types of clothing) |
| | | VC | Words (primary and secondary colors) |
| | | VC | Words (community jobs and professions) |
| | | VC | Words (the family, the emotions, the house) |



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## L.1.5.b

Define words by category and by one or more key attributes (e.g., un pato es un ave que nada; un tigre es un felino grande con rayas).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | VC | Words (prepositions and size, school supplies) |
| | | VC | Words (geometric figures) |
| | | VC | Alphabet cards with words |
| | | C1-8 | Lectoclub (Libros) |

## L.1.6

Use words and phrases acquired through conversations, reading and being-read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., porque).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension and vocabulary subtests | ISIP PA/Ph | L1-2, L1-2: Identify and build compound words |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L1-2, L1-3: Identify word families |
| HFWG | Jugo de globos | ISIP VOC | L1, L2: Identify synonyms |
| BS | Scribi chocando sonidos | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| MW | La palabra secreta | ISIP VOC | L1-3, L1-3: Identify and use analogies |
| POS | La máquina de cuentos | ISIP VOC | L1, L2-3: Identify compound words |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4-square vocabulary activity) | ISIP VOC | L1-3, L1-3: Identify and form compound words |
| NA | Alien game | C2-8 VOC | L1-3: Recognize and learn high-frequency words |



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| L.1.6 | | | |
|---|---|---|---|
| Use words and phrases acquired through conversations, reading and being-read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., porque). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| NA | Alien pet game (reteaching) | C9 VOC | L1-2: Identify and use common antonyms |
| IPE | Games and advanced books II | C9 VOC | L1-2: Identify and use common synonyms |
| | | C9 Ph | L1-2: Use phonological knowledge to form words combining sounds with individual letters and syllables |
| | | C9 VOC | L1-2: Know the meaning of unknown words with the help of the 4-square map |
| | | C10 VOC | L1-2: Identify and use common antonyms |
| | | C10 VOC | L1-2: Identify and use common synonyms |
| | | C10 VOC | L1-3: Organize a series of words in alphabetical order |
| | | C10 VOC | L4: Know the meaning of words using a dictionary |



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## Grade 2

### Reading Standards for Literature

#### Key Ideas and Details

| RL.2.1 | | | |
|---|---|---|---|
| Ask and answer such questions s who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1-6, L1-3: Making inferences |
| B | Children's books (Libros infantiles) and quizzes | ISIP RC | L1, L2: Order the events in a fiction text |
| B | Decodable books (Libros decodificables) and quizzes | ISIP RC | L2, L2: Find the main idea |
| B | Advanced books I (Libros avanzados I) | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| B | Advanced books II by themes (Libros avanzados II – por temas) | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| IPE | Children's, decodable, advanced books I and II | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L4-6: Identify text details and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify text details and the main idea |
| | | C6 RC | L4-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L3: Identify the sequence of events in a story |



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| RL.2.1 | | | |
|---|---|---|---|
| Ask and answer such questions s who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C8 RC | L1: Identify informational text characteristics |
| | | C8 RC | L2: Identify the four types of text structures |
| | | C9 RC | L1-2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C9 RC | L1: Identify the problem and the solution |
| | | C9 RC | L1-2: Identify character traits |
| | | C9 RC | L1-2: Identify cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using textual evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or order of events |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order text events in a story |



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| RL.2.1 | | | |
|---|---|---|---|
| Ask and answer such questions s who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C10 RC | L1-2: Summary |
| | | C11 RC | L1: Making inferences |
| | | C11 RC | L1: Identify the sequence or order of events |
| | | C11 RC | L1-2: Identify character traits |
| | | C11 RC | L1: Identify the main idea of a story or a traditional folktale |
| | | C2-11 | Lectoclub (Libros) |

| RL.2.2 | | | |
|---|---|---|---|
| Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C6 RC | L4-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) | C7 RC | L1: Identify the sequence of events in a story |
| B | Advanced books I (Libros avanzados I) | C9 RC | L1-2: Identify the sequence or order of events |
| C9 B | *Manchitas y Memo, Vamos al dentista, ¡Todos ayudamos!* | C10 RC | L1-2: Describe and order text events in a story |
| C9 B | *Estudiando en otro país, Lola no quiere ir a la escuela* | C10 RC | L1-2: Summary |
| C9 B | *Los gérmenes, Un lugar para la imaginación* | C11 RC | L1: Identify the sequence or order of events |
| C9 B | *El ayudante de la clase, Rojo va a la escuela* | C6-7 | Lectoclub (Libros) |
| C10 B | *¿Quién nos sigue?, El caldo milagroso* | C9-11 | Lectoclub (Libros) |


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| RL.2.2 | | | |
|---|---|---|---|
| Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C10 B | *Luisito, el ayudante del maestro; Serenatas con amor* | | |
| C10 B | *¡No lo olvidaré!, Cartas a un soldado* | | |
| C11 B | *El regalo del desierto, Los monos aulladores (parte 1 y 2)* | | |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | | |
| NA | 4 sequential story cards | | |
| NA | Alien game | | |
| IPE | Games, decodable and advanced books I and II | | |

| RL.2.3 | | | |
|---|---|---|---|
| Describe how characters in a story respond to major events and challenges. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C2 RC | L1-3: Identify or recognize the characters and the setting |
| B | Decodable books (Libros decodificables) | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| B | Advanced books I (Libros avanzados I) | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| C9 B | *Los gérmenes, ¡Todos nos ayudamos!* | C3 RC | L1-3: Identify or recognize the characters and the setting |
| C9 B | *Estudiando en otro país, Lola no quiere ir a la escuela* | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |



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| RL.2.3 | | | |
|---|---|---|---|
| Describe how characters in a story respond to major events and challenges. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C10 B | *Un día de nieve, Tormenta de nieve, ¿Quién nos sigue?* | C9 RC | L1-2: Identify character traits |
| C11 B | *El regalo del desierto* | C10 RC | L1: Identify character traits |
| C11 B | *Los monos aulladores (parte 1 y 2)* | C11 RC | L1-2: Identify character traits |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | C2-3 | Lectoclub (Libros) |
| C11 B | *Elisa la Mentirosa, La bruja Filomena* | C9-11 | Lectoclub (Libros) |
| C11 B | *La leyenda de la Llorona, Lulo el Travieso* | | |
| IPE | Decodable and advanced books I and II | | |

**Craft and Structure**

| RL.2.4 | | | |
|---|---|---|---|
| Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Advanced books I (Libros avanzados I) | C8 RC | L1: Identify informational text characteristics |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | C8 RC | L1: Identify the four types of text structures |
| C9 B | *Los gérmenes, Vamos al dentista* | C9 RC | L1: Identify the problem and the solution |
| C11 B | *El bosque amazónico en peligro, El regalo del desierto* | C9 RC | L1-2: Identify cause and effect of some events |



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## RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| C12 B | *Miremos desde arriba, ¡Pon de tu parte!* | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| C12 B | *¡La mejor feria científica de la escuela Los Nogales!* | C11 RC | L1-2: Identify author's purpose |
| C12 B | *La Tierra: La atmósfera; Reporteros del tiempo* | C11 RC | L1-2: Identify text structure and recognize key words for each structure |
| IPE | Advanced books I and II | C8-10 | Lectoclub (Libros) |

## RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) and quizzes | C7 RC | L1: Identify the sequence of events in a story |
| B | Advanced books I (Libros avanzados I) | C8 RC | L1-3: Identify the sequence of events in a story |
| C9 B | *Manchitas y Memo, Los gérmenes, Vamos al dentista* | C9 RC | L1: Identify the problem and the solution |
| C9 B | *¡Todos ayudamos!, Un lugar para la imaginación* | C9 RC | L1-2: Identify the sequence or order of events |
| C9 B | *Estudiante en otro país, El ayudante de la clase* | C10 RC | L1-2: Describe and order text events in a story |
| C9 B | *Lola no quiere ir a la escuela, Rojo va a la escuela* | C11 RC | L1: Identify the sequence or order of events |
| C10 B | *¿Quién nos sigue?, El caldo milagroso* | L6-11 | Lectoclub (Libros) |



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| RL.2.5 | | | |
|---|---|---|---|
| Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C10 B | *Luisito, el ayudante del maestro; Serenatas con amor* | | |
| C10 B | *¡No lo olvidaré!, Cartas a un soldado, Mochilas Esperanza* | | |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | | |
| C11 B | *El regalo del desierto, Los monos aulladores (parte 1 y 2)* | | |
| C11 B | *Elisa la Mentirosa, La bruja Filomena, Lulo el Travieso* | | |
| C11 B | *La leyenda de la Llorona, Alma Flor Ada* | | |
| C11 B | *Sonia Sotomayor* | | |
| IPE | Decodable and advanced books I and II | | |

### Integration of Knowledge and Ideas

| RL.2.7 | | | |
|---|---|---|---|
| Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) and quizzes | C7 RC | L1: Identify the sequence of events in a story |
| B | Advanced books I (Libros avanzados I) | C8 RC | L1-3: Identify the sequence of events in a story |
| C9 B | *Manchitas y Memo, Los gérmenes, Vamos al dentista* | C9 RC | L1: Identify the problem and the solution |


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| RL.2.7 | | | |
|---|---|---|---|
| Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C9 B | *¡Todos ayudamos!, Un lugar para la imaginación* | C9 RC | L1-2: Identify the sequence or order of events |
| C9 B | *Estudiante en otro país, El ayudante de la clase* | C10 RC | L1-2: Describe and order text events in a story |
| C9 B | *Lola no quiere ir a la escuela, Rojo va a la escuela* | C11 RC | L1: Identify the sequence or order of events |
| C10 B | *¿Quién nos sigue?, El caldo milagroso* | L6-11 | Lectoclub (Libros) |
| C10 B | *Luisito, el ayudante del maestro; Serenatas con amor* | | |
| C10 B | *¡No lo olvidaré!, Cartas a un soldado, Mochilas Esperanza* | | |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | | |
| C11 B | *El regalo del desierto, Los monos aulladores (parte 1 y 2)* | | |
| C11 B | *Elisa la Mentirosa, La bruja Filomena, Lulo el Travieso* | | |
| C11 B | *La leyenda de la Llorona, Alma Flor Ada* | | |
| C11 B | *Sonia Sotomayor* | | |
| IPE | Decodable and advanced books I and II | | |



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

| RL.2.10 | | | |
|---|---|---|---|
| By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP F | L1, L1: Reading with fluency (transitory) |
| B | Children's books (Libros infantiles) and quizzes | ISIP F | L1-9, L1-3: Reading with fluency (transitory) |
| B | Decodable books (Libros decodificables) and quizzes | ISIP F | L13-18, L1-3: Reading with fluency (transitory) |
| B | Advanced books I (Libros avanzados I) | ISIP F | L2, 10-12; L1-2: Reading with fluency (developed) |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP FP | *El paseo de Pepe, El regalo de Nochebuena, Florencia* |
| IPE | Children's, decodable, advanced books I and II | ISIP FP | *Helena y Hugo, Las ciudades, Los ciclos de vida* |
| | | ISIP FP | *Los leones: animales increíbles* |
| | | ISIP FP | *Mi lugar favorito; Mila y yo; Teo y Tomás; La oruga* |
| | | ISIP FP | *Un día muy especial, El paseo al zoológico* |
| | | ISIP FP | *El parque o la ciudad* |
| | | ISIP P | Progress Monitoring Passages 1-30 |
| | | ISIP ORF DAP | Fiction (15 passages) |
| | | ISIP ORF DAP | Nonfiction (15 passages) |
| | | L2-11 | Lectoclub (Libros) |



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## Reading Standards for Informational Text

### Key Ideas and Details

| RI.2.1 | | | |
|---|---|---|---|
| Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1-6, L1-3: Making inferences |
| B | Children's books (Libros infantiles) and quizzes | ISIP RC | L1, L2: Order the events in a fiction text |
| B | Decodable books (Libros decodificables) and quizzes | ISIP RC | L2, L2: Find the main idea |
| B | Advanced books I (Libros avanzados I) | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| B | Advanced books II by themes (Libros avanzados II – por temas) | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| IPE | Children's, decodable, advanced books I and II | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L4-6: Identify text details and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify text details and the main idea |
| | | C6 RC | L4-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L3: Identify the sequence of events in a story |
| | | C8 RC | L2-3: Making inferences using text information |



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| RI.2.1 | | | |
|---|---|---|---|
| Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 RC | L1: Identify informational text characteristics |
| | | C8 RC | L2: Identify the four types of text structures |
| | | C9 RC | L1-2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C9 RC | L1: Identify the problem and the solution |
| | | C9 RC | L1-2: Identify character traits |
| | | C9 RC | L1-2: Identify cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using textual evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or order of events |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order text events in a story |
| | | C10 RC | L1-2: Summary |



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## RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 RC | L1: Making inferences |
| | | C11 RC | L1: Identify the sequence or order of events |
| | | C11 RC | L1-2: Identify character traits |
| | | C11 RC | L1: Identify the main idea of a story or a traditional folktale |
| | | C2-11 | Lectoclub (Libros) |

## RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | ISIP RC | L2, L2: Find the main idea |
| B | Decodable books (Libros decodificables) | C4 RC | L4-6: Identify text details and the main idea |
| B | Advanced books I (Libros avanzados I) | C5 RC | L4: Identify the details in a text to recognize the main idea |
| C9 B | *Manchitas y Memo, Los gatitos, ¿Dónde viven?* | C5 RC | L5-6: Identify text details and the main idea |
| C10 B | *¿Cómo se forman las montañas?, Las arañas* | C8 RC | L1: Identify informational text characteristics |
| C11 B | *El bosque amazónico en peligro* | C8 RC | L1: Identify the four types of text structures |
| IPE | Decodable and advanced books I | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C10 RC | L1: Identify the main idea |



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| RI.2.2 | | | |
|---|---|---|---|
| Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C4-5 | Lectoclub (Libros) |
| | | C8-10 | Lectoclub (Libros) |

| RI.2.3 | | | |
|---|---|---|---|
| Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables)<br>(intro lesson and sequential cards in quizzes) | C7 RC | L1: Identify the sequence of events in a story |
| C9 | *Manchitas y Memo* | C9 RC | L2: Identify the sequence or order of events |
| C10 B | *¿Cómo se forman las montañas?* | C10 RC | L1-2: Describe and order text events in a story |
| C11 B | *El bosque amazónico en peligro* | C6-7 | Lectoclub (Libros) |
| B | Advanced books I (Libros avanzados I) | C9-10 | Lectoclub (Libros) |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4 sequential story cards) | | |



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## Craft and Structure

| RI.2.4 | | | |
|---|---|---|---|
| Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C9 VOC | L1-2: Use context to determine the meaning of words |
| NA | Letter room | C9 VOC | L1-2: Know the meaning of unknown words with the help of the 4-square map |
| STL | Scribi chocando sonidos | C10 VOC | L1-2: Use context to determine the meaning of unusual words |
| BS | Mercado de sílabas | C10 VOC | L1-2: Identify and use common synonyms |
| POS | La máquina de cuentos | C9-10 | Lectoclub (Libros) |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | | |
| NA | Alien game | | |
| IPE | Games and advanced books II | | |

| RI.2.5 | | | |
|---|---|---|---|
| Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C4 RC | L4-6: Identify text details and the main idea |
| B | Advanced books I (Libros avanzados I) | C5 RC | L4: Identify the details in a text to recognize the main idea |
| C10 B | *¿Cómo se forman las montañas?, Las arañas* | C5 RC | L5-6: Identify text details and the main idea |


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| RI.2.5 | | | |
|---|---|---|---|
| Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C11 B | *El bosque amazónico en peligro* | C8 RC | L1: Identify informational text characteristics |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C8 RC | L1: Identify the four types of text structures |
| IPE | Advanced books I and II | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C9 RC | L1-2: Identify cause and effect from some events |
| | | C10 RC | L1: Comprehend text graphic representation |
| | | C4-5 | Lectoclub (Libros) |
| | | C8-10 | Lectoclub (Libros) |

| RI.2.6 | | | |
|---|---|---|---|
| Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |



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| RI.2.6 | | | |
|---|---|---|---|
| Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |


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| RI.2.6 | | | |
|---|---|---|---|
| Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C2-11 | Lectoclub (Libros) |

### Integration of Knowledge and Ideas

| RI.2.7 | | | |
|---|---|---|---|
| Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C4 RC | L4-6: Identify text details and the main idea |
| B | Advanced books I (Libros avanzados I) | C5 RC | L4: Identify the details in a text to recognize the main idea |
| C10 B | *¿Cómo se forman las montañas?, Las arañas* | C5 RC | L5-6: Identify text details and the main idea |
| C11 B | *El bosque amazónico en peligro* | C8 RC | L1: Identify informational text characteristics |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C8 RC | L1: Identify the four types of text structures |
| IPE | Advanced books I and II | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C9 RC | L1-2: Identify cause and effect from some events |


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| RI.2.7 | | | |
|---|---|---|---|
| Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C10 RC | L1: Comprehend text graphic representation |
| | | C4-5 | Lectoclub (Libros) |
| | | C8-10 | Lectoclub (Libros) |

| RI.2.8 | | | |
|---|---|---|---|
| Describe how reasons support specific points the author makes in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 RC | L1-2: Identify author's purpose |
| | | C12 RC | L1-2: Identify the author's purpose |
| | | C9 WE | L18: *Vamos al dentista* (exercise 3) |
| | | C11 WE | L20: Mascotas (exercise 3) |
| | | C9 LCB | *Vamos al dentista* |
| | | C11 LCB | *Mascotas* |



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## Range of Reading and Text Complexity

| RI.2.10 | | | |
|---|---|---|---|
| By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP F | L1, L1: Reading with fluency (transitory) |
| B | Children's books (Libros infantiles) | ISIP F | L1-9, L1-3: Reading with fluency (transitory) |
| B | Decodable books (Libros decodificables) | ISIP F | L13-18, L1-3: Reading with fluency (transitory) |
| B | Advanced books I (Libros avanzados I) | ISIP F | L2, 10-12; L1-2: Reading with fluency (developed) |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP FP | *El paseo de Pepe, El regalo de Nochebuena, Florencia* |
| IPE | Children's, decodable, and advanced books I and II | ISIP FP | *Helena y Hugo, Las ciudades, Los ciclos de vida* |
| | | ISIP FP | *Los leones: animales increíbles* |
| | | ISIP FP | *Mi lugar favorito, Mila y yo, Teo y Tomás, La oruga* |
| | | ISIP FP | *Un día muy especial, El paseo al zoológico* |
| | | ISIP FP | *El parque o la ciudad* |
| | | ISIP P | Progress Monitoring Passages 1-30 |
| | | ISIP ORF DAP | Fiction (15 passages) |
| | | ISIP ORF DAP | Nonfiction (15 passages) |
| | | L2-11 | Lectoclub (Libros) |



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## Reading Standards: Foundational Skills

### Phonics and Word Recognition

RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

| RF.2.3.d | | | |
|---|---|---|---|
| Decode words with common prefixes and suffixes. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP PA/Ph | L1-2, L1-3: Identify word families |
| MW | La palabra secreta | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| NA | Alien game | ISIP VOC | L6, L1: Identify and use suffixes |
| NA | Alien pet game (reteaching) | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4-square vocabulary activity) | ISIP VOC | L6, L1: Identify and use prefixes |
| IPE | Games and advanced books II | C9-10 | Lectoclub (Libros) |

| RF.2.3.e | | | |
|---|---|---|---|
| Identify words with inconsistent but common spelling-sound correspondences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | C4 Ph | L7: Combine syllables to form words with the letters c (k), c (s), f, b |
| S | Alphabet song | C4 Ph | L8-13: Combine syllables to form words with the letters f, b, c, and the vowels a, e, i, o, u |



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| RF.2.3.e | | | |
|---|---|---|---|
| Identify words with inconsistent but common spelling-sound correspondences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| T | Alphabet teach | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, rr |
| S | Letter song | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| NA | Letter room | C8 Ph | L 6: Recognize syllables with the letters k, x, w |
| B | Children's books (Libros infantiles) intros | C8 Ph | L7: Combine syllables to form words with the letters k, x, w |
| HFWG | Galaxia de palabras | C8 Ph | L8-12: Combine syllables to form words with the letters k, x, w, and the vowels a, e, i, o, u |
| HFWG | Juego de globos | L4, 7-8 | Lectoclub (Libros) |
| B | Decodable books (Libros decodificables) and quizzes | | |
| STL | Scribi chocando sonidos | | |
| BS | Mercado de sílabas | | |
| MW | La palabra secreta | | |
| PT | Letter recognition, upper- and lowercase letters, and syllables | | |
| PT | Letter sound and syllable initial sound | | |
| IPE | Games, children's and decodable books | | |



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| RF.2.3.f | | | |
|---|---|---|---|
| Recognize and read grade-appropriate irregularly spelled words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP S | L1, L1: Recognize the pronunciation of the syllables que, qui, gue, gui, güe, güi |
| S | Alphabet song | ISIP S | L2, L2: Recognize the pronunciation of the syllables que, qui, gue, gui, güe, güi |
| T | Alphabet teach | ISIP S | L4, L2: Learn high-frequency words |
| S | Letter song | ISIP S | L6, L1: Learn bisyllabic and monosyllabic high-frequency words |
| NA | Letter room | C5 Ph | L7: Identify the syllables j, g, ch |
| B | Children's books (Libros infantiles) and quizzes | C7 Ph | L6: Recognize the syllables q, z, h, and rr |
| HFWG | Galaxia de palabras | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, rr |
| HFWG | Juego de globos | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| B | Decodable books (Libros decodificables) and quizzes | C7 VOC | L1-3: Recognize and learn high-frequency words |
| STL | Scribi chocando sonidos | C7 VC | Learn high-frequency words |
| BS | Mercado de sílabas | VC | Words (verbs, body parts, animals) |
| MW | La palabra secreta | VC | Words (the family, the emotions, the house) |
| PT | Letter recognition, upper- and lowercase letters, and syllables | C5 | Lectoclub (Libros) |
| PT | Letter sound and syllable initial sound | C7 | Lectoclub (Libros) |
| IPE | Games, children's, and decodable books | | |



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**Fluency**

RF.2.4: Read with sufficient accuracy and fluency to support comprehension.

| RF.2.4.a | | | |
|---|---|---|---|
| Read grade-level text with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L1, L1: Reading with fluency (transitory) |
| ISIP ER | Oral fluency subtest | ISIP F | L1-9, L1-3: Reading with fluency (transitory) |
| B | Children's books (Libros infantiles) | ISIP F | L13-18, L1-3: Reading with fluency (transitory) |
| B | Decodable books (Libros decodificables) | ISIP F | L2, 10-12; L1-2: Reading with fluency (developed) |
| B | Advanced books I (Libros avanzados I) | ISIP FP | *El paseo de Pepe, El regalo de Nochebuena, Florencia* |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP FP | *Helena y Hugo, Las ciudades, Los ciclos de vida* |
| IPE | Children's, decodable, and advanced books I and II | ISIP FP | *Los leones: animales increíbles* |
| | | ISIP FP | *Mi lugar favorito; Mila y yo; Teo y Tomás; La oruga* |
| | | ISIP FP | *Un día muy especial, El paseo al zoológico* |
| | | ISIP FP | *El parque o la ciudad* |
| | | ISIP P | Progress Monitoring Passages 1-30 |
| | | ISIP ORF DAP | Fiction (15 passages) |
| | | ISIP ORF DAP | Nonfiction (15 passages) |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |



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| RF.2.4.a | | | |
|---|---|---|---|
| Read grade-level text with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Priority Practice (2nd grade) |
| | | ISIP ORF | Rate Chart (2nd grade) |
| | | L2-11 | Lectoclub (Libros) |

| RF.2.4.b | | | |
|---|---|---|---|
| Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP F | L1, L1: Reading with fluency (transitory) |
| B | Children's books (Libros infantiles) | ISIP F | L1-9, L1-3: Reading with fluency (transitory) |
| B | Decodable books (Libros decodificables) | ISIP F | L13-18, L1-3: Reading with fluency (transitory) |
| B | Advanced books I (Libros avanzados I) | ISIP F | L2, 10-12; L1-2: Reading with fluency (developed) |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP FP | *El paseo de Pepe, El regalo de Nochebuena, Florencia* |
| IPE | Children's, decodable, and advanced books I and II | ISIP FP | *Helena y Hugo, Las ciudades, Los ciclos de vida* |
| | | ISIP FP | *Los leones: animales increíbles* |
| | | ISIP FP | *Mi lugar favorito; Mila y yo; Teo y Tomás; La oruga* |


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| RF.2.4.b | | | |
|---|---|---|---|
| Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP FP | *Un día muy especial, El paseo al zoológico* |
| | | ISIP FP | *El parque o la ciudad* |
| | | ISIP P | Progress Monitoring Passages 1-30 |
| | | ISIP ORF DAP | Fiction (15 passages) |
| | | ISIP ORF DAP | Nonfiction (15 passages) |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Priority Practice (2nd grade) |
| | | ISIP ORF | Rate Chart (2nd grade) |
| | | L2-11 | Lectoclub (Libros) |

| RF.2.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1-6, L1-3: Making inferences |



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| RF.2.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Children's books (Libros infantiles) | ISIP RC | L1, L2: Order the events in a fiction text |
| B | Decodable books (Libros decodificables) | ISIP RC | L2, L2: Find the main idea |
| B | Advanced books I (Libros avanzados I) | ISIP FP | *El paseo de Pepe, El regalo de Nochebuena, Florencia* |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP FP | *Helena y Hugo, Las ciudades, Los ciclos de vida, Los leones: animales increíbles* |
| IPE | Children's, decodable, and advanced books I and II | ISIP FP | *Mi lugar favorito; Mila y yo; Teo y Tomás; La oruga* |
| | | ISIP FP | *Un día muy especial, El paseo al zoológico* |
| | | ISIP FP | *El parque o la ciudad* |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L4-6: Identify text details and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify text details and the main idea |
| | | C6 RC | L1: Making inferences using text information and prior knowledge |
| | | C6 RC | L4-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |



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| RF.2.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L3: Identify the sequence of events in a story |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C9 RC | L1-2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C9 RC | L1: Identify the problem and the solution |
| | | C9 RC | L1-2: Identify character traits |
| | | C9 RC | L1-2: Identify cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using textual evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or order of events |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order text events in a story |



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| RF.2.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C10 RC | L1-2: Summary |
| | | C11 RC | L1: Making inferences |
| | | C11 RC | L1: Developing conclusions |
| | | C11 RC | L1: Identify the sequence or order of events |
| | | C11 RC | L1-2: Identify character traits |
| | | C11 RC | L1: Identify the main idea of a story or a traditional folktale |
| | | C2-11 | Lectoclub (Libros) |

## Writing Standards

### Types of Texts and Purposes

| W.2.1 | | | |
|---|---|---|---|
| Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., porque, y, también) to connect opinion and reasons, and provide a concluding statement or section. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (exercise 3) |
| | | C11 WE | L20: *Mascotas* (exercise 3) |
| | | C9 LCB | *Vamos al dentista* |
| | | C12 LCB | *Mascotas* |



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## W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C3 WE | L4: *La rutina* (exercise 2) |
| | | C5 WE | L7: *El rescate* (exercise 1) |
| | | C6 WE | L10: *La visita especial* (exercises 1-3) |
| | | C6 WE | L11: *El agua* (exercises 1-3) |
| | | C8 WE | L15: *Competencias en Kobe* (exercise 2) |
| | | C8 WE | L16: *El viaje a Kuwait* (exercise 2) |
| | | C9 WE | L17: Los gérmenes (exercise 1) |
| | | C3 | Lectoclub (Libros) |
| | | C5-6 | Lectoclub (Libros) |
| | | C8-9 | Lectoclub (Libros) |

## W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 WE | L1: *Pepe* (exercises 1 and 2) |
| | | C2 WE | L2: *Las lupas* (exercises 1 and 2) |
| | | C3 WE | L3: *La meta* (exercises 1 and 3) |



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| W.2.3 | | | |
|---|---|---|---|
| Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C4 WE | L5: *Día de campo* (exercises 1-3) |
| | | C4 WE | L6: *Benito y su bebé* (exercises 1-3) |
| | | C5 WE | L8: *Chencha y Chole* (exercises 2 and 3) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (exercises 2 and 3) |
| | | C7 WE | L12: *El maestro* (exercises 1 and 3) |
| | | C7 WE | L13: *¡A limpiar!* (exercises 1 and 3) |
| | | C2-7 | Lectoclub (Libros) |

**Production and Distribution of Writing**

| W.2.5 | | | |
|---|---|---|---|
| With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |



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| W.2.5 | | | |
|---|---|---|---|
| With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C2-4 | Lectoclub (Libros) |
| | | C6 | Lectoclub (Libros) |
| | | C8-9 | Lectoclub (Libros) |
| | | C11 | Lectoclub (Libros) |

| W.2.6 | | | |
|---|---|---|---|
| With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary test | C2 WE | L1: *Pepe* (descriptive and narrative) |
| POS | La máquina de cuentos: nouns, verbs, adjectives, and adverbs | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |



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| W.2.6 | | | |
|---|---|---|---|
| With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |



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| W.2.6 | | | |
|---|---|---|---|
| With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C2-11 | Lectoclub (Libros) |

**Research to Build and Present Knowledge**

| W.2.7 | | | |
|---|---|---|---|
| Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |



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| W.2.7 | | | |
|---|---|---|---|
| Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C2-11 | Lectoclub (Libros) |

| W.2.8 | | | |
|---|---|---|---|
| Recall information from experiences or gather information from provided sources to answer a question. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |



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| W.2.8 | | | |
|---|---|---|---|
| Recall information from experiences or gather information from provided sources to answer a question. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |



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| W.2.8 | | | |
|---|---|---|---|
| Recall information from experiences or gather information from provided sources to answer a question. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C2-11 | Lectoclub (Libros) |

## Speaking and Listening Standards

### Comprehension and Collaboration

| SL.2.1 | | | |
|---|---|---|---|
| Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |



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| SL.2.1 | | | |
|---|---|---|---|
| Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |



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## SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | L2-11 | Lectoclub (Libros) |

## SL.2.1.a

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |



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## SL.2.1.a

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | L2-11 | Lectoclub (Libros) |



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| SL.2.1.b | | | |
|---|---|---|---|
| Build on others' talk in conversations by linking their comments to the remarks of others. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |


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| SL.2.1.b | | | |
|---|---|---|---|
| Build on others' talk in conversations by linking their comments to the remarks of others. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | L2-11 | Lectoclub (Libros) |

| SL.2.1.c | | | |
|---|---|---|---|
| Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP VOC | L4, L1: Classify vocabulary words |
| | | ISIP VOC | L2, L3: Identify synonyms |
| | | ISIP VOC | L3, L1: Recognize synonyms and antonyms |
| | | ISIP VOC | L4-6, L1-3: Identify and use analogies |
| | | ISIP VOC | L4-6, L1-3: Identify and form compound words |



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| SL.2.1.c | | | |
|---|---|---|---|
| Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP VOC | L7-9, L1-3: Recognize compound words |
| | | ISIP VOC | L1-3, L1-3: Identify and use prefixes |
| | | ISIP RC | L2, L2: Making inferences |
| | | ISIP RC | L1, L2: Order the events in a fiction text |
| | | ISIP RC | L2, L2: Find the main idea |
| | | ISIP S | L4, L2: Learn high-frequency words |
| | | ISIP S | L6, L1: Learn bisyllabic and monosyllabic high-frequency words |
| | | ISIP S | L2, L2: Learn bisyllabic high-frequency words |
| | | C2 RC | L1-3: Identify or recognize the characters and the setting |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| | | C3 RC | L1-3: Identify or recognize the characters and the setting |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L1-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-3: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |



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| SL.2.1.c | | | |
|---|---|---|---|
| Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C5 RC | L5-6: Identify text details and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L1: Make inferences using text information and prior knowledge |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C9 RC | L1: Identify the main idea and its details |
| | | C9 RC | L3: Recognize the main idea and its details |
| | | C9 RC | L1: Identify the problem and solution |
| | | C9 RC | L1-2: Identify character traits |
| | | C9 RC | L1-2: Identify cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using textual evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or order of events in a story |
| | | C10 RC | L1: Comprehend text graphic representation |



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| SL.2.1.c | | | |
|---|---|---|---|
| Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order text events in a story |
| | | C10 RC | L1-2: Summary |
| | | C11 RC | L1: Making inferences |
| | | C11 RC | L1: Developing conclusions |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |



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| SL.2.1.c | | | |
|---|---|---|---|
| Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |



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| SL.2.1.c | | | |
|---|---|---|---|
| Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C8 -9 G | L1: Identify the verbs |
| | | C9 G | L1: Identify the nouns |
| | | C9 G | L1: Identify the adjectives |
| | | C9 G | L2: Identify the verbs in past tense |
| | | C10 G | L1: Identify the adverbs |
| | | C10 G | L1: Identify the articles |
| | | C10 G | L1: Identify the prepositions |
| | | C10 G | L1: Identify and use contractions |
| | | C11 G | L1: Spelling and writing with conjunctions |
| | | C11 G | L1: Revise spelling and grammar |
| | | C11 G | L1: Identify personal pronouns |
| | | C11 G | L2: Identify demonstrative and reflexive pronouns |
| | | C11 G | L3: Identify indefinite and possessive pronouns |
| | | C11 G | L1-2: Differentiate and use commonly confused words and terms |
| | | L2-11 | Lectoclub (Libros) |



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| SL.2.2 | | | |
|---|---|---|---|
| Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C6 RC | L4-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) | C7 RC | L1: Identify the sequence of events in a story |
| B | Advanced books I (Libros avanzados I) | C9 RC | L1-2: Identify the sequence or order of events |
| C9 B | *Manchitas y Memo, Vamos al dentista, ¡Todos ayudamos!* | C10 RC | L1-2: Describe and order text events in a story |
| C9 B | *Estudiando en otro país, Lola no quiere ir a la escuela* | C10 RC | L1-2: Summary |
| C9 B | *Los gérmenes, Un lugar para la imaginación* | C11 RC | L1: Identify the sequence or order of events |
| C9 B | *El ayudante de la clase, Rojo va a la escuela* | C6-7 | Lectoclub (Libros) |
| C10 B | *¿Quién nos sigue?, El caldo milagroso* | C9-11 | Lectoclub (Libros) |
| C10 B | *Luisito, el ayudante del maestro; Serenatas con amor* | | |
| C10 B | *¡No lo olvidaré!, Cartas a un soldado* | | |
| C11 B | *El regalo del desierto, Los monos aulladores (parte 1 y 2)* | | |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | | |
| NA | 4 sequential story cards | | |
| NA | Alien game | | |
| IPE | Games, decodable and advanced books I and II | | |



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## SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Listening comprehension subtest | ISIP VOC | L4, L1: Classify vocabulary words |
| HFWG | Galaxia de palabras | ISIP VOC | L5, L1: Classify vocabulary words |
| HFWG | Juego de globos | ISIP VOC | L6 L1: Classify vocabulary words |
| B | Decodable books (Libros decodificables) and quizzes | ISIP VOC | L2, L3: Identify synonyms |
| LSR | Octopus Game | ISIP VOC | L3, L1: Recognize synonyms and antonyms |
| LSdR | Oyster Game | ISIP VOC | L4-6, L1-3: Identify and use analogies |
| BS | Mercado de sílabas | ISIP VOC | L4-6, L1-3: Identify and form compound words |
| LRG | Paracaídas | ISIP VOC | L7-9, L1-3: Recognize compound words |
| HFWG | Coco Loco | ISIP VOC | L1-3, L1-3: Identify and use prefixes |
| PT | Letter recognition, upper- and lowercase letters, and syllables | ISIP VOC | L6, L1: Identify and use prefixes |
| PT | Multiple choice (based on mini lessons introduction) | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| IPE | Games and decodable books | ISIP VOC | L6, L1: Identify and use suffixes |
| | | ISIP RC | L2, L2: Making inferences |
| | | ISIP RC | L1, L2: Order the events in a fiction text |
| | | ISIP RC | L2, L2: Find the main idea |
| | | ISIP S | L4, L2: Learn high-frequency words |



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## SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP S | L6, L1: Learn bisyllabic and monosyllabic high-frequency words |
| | | ISIP S | L2, L2: Learn bisyllabic high-frequency words |
| | | C2 RC | L1-3: Identify or recognize the characters and the setting |
| | | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| | | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| | | C3 RC | L1-3: Identify or recognize the characters and the setting |
| | | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| | | C4 RC | L1-6: Identify the details in a text and the main idea |
| | | C5 RC | L1-3: Identify the details in a text and the main idea |
| | | C5 RC | L4: Identify the details in a text to recognize the main idea |
| | | C5 RC | L5-6: Identify text details and the main idea |
| | | C6 RC | L1-6: Identify the sequence of events in a story |
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C7 RC | L1: Making inferences using picture cards |
| | | C7 RC | L2-3: Making inferences using information from illustrations |



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## SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C7 RC | L4-6: Making inferences using text information |
| | | C8 RC | L1-3: Identify the sequence of events in a story |
| | | C8 RC | L1: Make inferences using text information and prior knowledge |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C9 RC | L1: Identify the main idea and its details |
| | | C9 RC | L3: Recognize the main idea and its details |
| | | C9 RC | L1: Identify the problem and solution |
| | | C9 RC | L1-2: Identify character traits |
| | | C9 RC | L1-2: Identify cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using textual evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or order of events in a story |
| | | C10 RC | L1: Comprehend text graphic representation |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences using text evidence to support comprehension |



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## SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order text events in a story |
| | | C10 RC | L1-2: Summary |
| | | C11 RC | L1: Making inferences |
| | | C11 RC | L1: Developing conclusions |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |



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| SL.2.3 | | | |
|---|---|---|---|
| Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C8 -9 G | L1: Identify the verbs |
| | | C9 G | L1: Identify the nouns |
| | | C9 G | L1: Identify the adjectives |
| | | C9 G | L2: Identify the verbs in past tense |



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| SL.2.3 | | | |
|---|---|---|---|
| Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C10 G | L1: Identify the adverbs |
| | | C10 G | L1: Identify the articles |
| | | C10 G | L1: Identify the prepositions |
| | | C10 G | L1: Identify and use contractions |
| | | C11 G | L1: Spelling and writing with conjunctions |
| | | C11 G | L1: Revise spelling and grammar |
| | | C11 G | L1: Identify personal pronouns |
| | | C11 G | L2: Identify demonstrative and reflexive pronouns |
| | | C11 G | L3: Identify indefinite and possessive pronouns |
| | | C11 G | L1-2: Differentiate and use commonly confused words and terms |
| | | L2-11 | Lectoclub (Libros) |

### Presentation of Knowledge and Ideas

| SL.2.4 | | | |
|---|---|---|---|
| Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C6 RC | L4-6: Identify the sequence of events in a story |



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## SL.2.4

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C7 RC | L1: Identify the sequence of events in a story |
| | | C9 RC | L1-2: Identify the sequence or order of events |
| | | C10 RC | L1-2: Describe and order text events in a story |
| | | C10 RC | L1-2: Summary |
| | | C11 RC | L1: Identify the sequence or order of events |
| | | C6-7 | Lectoclub (Libros) |
| | | C9-11 | Lectoclub (Libros) |

## SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |



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| SL.2.5 | | | |
|---|---|---|---|
| Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |



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## SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | L2-11 | Lectoclub (Libros) |

## SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |



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| SL.2.6 | | | |
|---|---|---|---|
| Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | L2-11 | Lectoclub (Libros) |



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## Language Standards

### Conventions of Standard Spanish*

L.2.1: Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

| L.2.1.a | | | |
|---|---|---|---|
| Use collective nouns (e.g., el grupo). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C11 WE | L21: *El bosque amazónico* (informative) |
| POS | La máquina de cuentos: nouns | C11 LCB | *El bosque amazónico* |

| L.2.1.b | | | |
|---|---|---|---|
| Form and use frequently occurring irregular plural nouns (e.g., luz-luces; lápiz-lápices; pez-peces; corazón-corazones; jovén-jovenes). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C5 WE | L7: *El rescate* (expository and narrative) |
| POS | La máquina de cuentos: nouns | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C5 | Lectoclub (Libros) |

| L.2.1.c | | | |
|---|---|---|---|
| Use reflexive pronouns (e.g., Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy.) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |


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| L.2.1.d | | | |
|---|---|---|---|
| Form and use the past tense of frequently occurring irregular verbs (e.g., decir-dijo, hacer-hizo, poner-puso, saber-supimos) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| POS | La máquina de cuentos: nouns and verbs | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C4, 11 | Lectoclub (Libros) |

| L.2.1.e | | | |
|---|---|---|---|
| Use adjectives and adverbs and choose between them depending on what is to be modified (e.g., rápido, rápidamente, lento, lentamente). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C7 WE | L12: *El maestro* (narrative and expository) |
| POS | La máquina de cuentos: adjectives and adverbs | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C7-8 | Lectoclub (Libros) |
| | | C11 | Lectoclub (Libros) |



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| L.2.1.f | | | |
|---|---|---|---|
| Produce, expand, and rearrange complete simple and compound sentences (e.g., El niño vio la película; El niño pequeño vio la película; La película que vio el niño pequeño fue interesante). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C2 WE | L1: *Pepe* (descriptive and narrative) |
| POS | La máquina de cuentos: nouns, verbs, adjectives, and adverbs | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |



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| L.2.1.f | | | |
|---|---|---|---|
| Produce, expand, and rearrange complete simple and compound sentences (e.g., El niño vio la película; El niño pequeño vio la película; La película que vio el niño pequeño fue interesante). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C2-11 | Lectoclub (Libros) |

L.2.2: Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

| L.2.2.a | | | |
|---|---|---|---|
| Capitalize holidays, product names, and geographic names. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Spelling subtest | C11 WE | L21: *El bosque amazónico* (informative) |
| POS | La máquina de cuentos: nouns, verbs, adjectives, and adverbs | C11 WE | L22: *Los incendios forestales* (news report) |



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| L.2.2.a | | | |
|---|---|---|---|
| Capitalize holidays, product names, and geographic names. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C11 | Lectoclub (Libros) |

| L.2.2.b | | | |
|---|---|---|---|
| Use commas in greetings and closings of letters. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |

| L.2.2.d | | | |
|---|---|---|---|
| Generalize learned spelling patterns when writing words (e.g., feliz → felices; carácter → caracteres). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C2 WE | L1: *Pepe* (descriptive and narrative) |
| | | C2 WE | L2: *Las lupas* (descriptive and expository) |
| | | C3 WE | L3: *La meta* (narrative and descriptive) |
| | | C3 WE | L4: *La rutina* (expository, narrative, and descriptive) |
| | | C4 WE | L5: *Día de campo* (narrative) |
| | | C4 WE | L6: *Benito y su bebé* (descriptive and narrative) |



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| L.2.2.d | | | |
|---|---|---|---|
| Generalize learned spelling patterns when writing words (e.g., feliz → felices; carácter → caracteres). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C5 WE | L7: *El rescate* (expository and narrative) |
| | | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C6 WE | L9: *¡Vamos a la escuela!* (expository and narrative) |
| | | C6 WE | L10: *La visita especial* (expository) |
| | | C6 WE | L11: *El agua* (expository) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |



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## L.2.2.d

Generalize learned spelling patterns when writing words (e.g., feliz → felices; carácter → caracteres).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C2-11 | Lectoclub (Libros) |

## L.2.2.e

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | ISIP VOC | L2, L3: Identify synonyms |
| B | Advanced books I (Libros avanzados I) | ISIP VOC | L3, L1: Recognize synonyms and antonyms |
| C9 B | *¿Dónde viven?, Las arañas* | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| C11 B | *Mascotas, Los incendios forestales* | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| | | C9-10 VOC | L1-2: Identify and use common antonyms |
| | | C9-10 VOC | L1-2: Identify and use common synonyms |
| | | C10 VOC | L1-2: Use context to determine the meaning of unusual words |
| | | C10 VOC | L3-4: Know the meaning of words using a dictionary |
| | | C8 G | L1: Identify the verbs |
| | | C11 G | L2: Identify demonstrative and reflexive pronouns |



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| L.2.2.e | | | |
|---|---|---|---|
| Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 G | L3: Identify indefinite and possessive pronouns |
| | | C11 G | L1-2: Differentiate and use commonly confused words and terms |
| | | C9-11 | Lectoclub (Libros) |

**Knowledge of Language**

L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

| L.2.3.a* | | | |
|---|---|---|---|
| Compare formal and informal uses of Spanish. (*Istation has modified this standard to comply with Spanish language). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 | Lectoclub (Libros) |



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**Vocabulary Acquisition and Use**

L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

| L.2.4.a | | | |
|---|---|---|---|
| Use sentence-level context as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP PA/Ph | L1-2, L1-3: Identify word families |
| NA | Letter room | C9 VOC | L1-2: Using context to determine meaning of unknown words |
| STL | Scribi chocando sonidos | C9 VOC | L1: Determine the meaning of unknown words with the use of a graphic organizer (4-squares) |
| BS | Mercado de sílabas | C10 VOC | L1-2: Using context to determine meaning of unknown words |
| POS | La máquina de cuentos | C10 VOC | L3-4: Determine the meaning of words using a dictionary |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C12 VOC | L1: Understanding the meaning of unknown words |
| NA | 4 sequential story cards | C12 VOC | L3: Use context clues |
| NA | Alien game | C9-10 | Lectoclub (Libros) |
| NA | Alien pet game (reteaching) | C12 | Lectoclub (Libros) |
| IPE | Games and advanced books II | | |



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| L.2.4.b | | | |
|---|---|---|---|
| Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., feliz/infeliz, contar/recontar). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| MW | La palabra secreta | ISIP VOC | L6, L1: Identify and use prefixes |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C12 VOC | L1-2: Identify prefixes and suffixes |
| NA | 4 sequential story cards | C9-12 | Lectoclub (Libros) |
| NA | Alien game | | |
| NA | Alien pet game (reteaching) | | |
| IPE | Games and advanced books II | | |

| L.2.4.c | | | |
|---|---|---|---|
| Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., adición, adicional). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| MW | La palabra secreta | ISIP VOC | L6, L1: Identify and use suffixes |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| NA | 4 sequential story cards | ISIP VOC | L6, L1: Identify and use prefixes |
| NA | Alien game | C12 VOC | L1-2: Identify prefixes and suffixes |
| NA | Alien pet game (reteaching) | C12 VOC | L1-3: Identify suffixes and their meanings |


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## L.2.4.c

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., adición, adicional).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| IPE | Games and advanced books II | C9-12 | Lectoclub (Libros) |

## L.2.4.d

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., pasar, pasatiempo; sacar, sacapuntas; bien, bienvenidos).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | ISIP VOC | L1, L2: Identify compound words |
| B | Decodable books (Libros decodificables) | ISIP VOC | L1-6, L1-3: Identify and form compound words |
| MW | La palabra secreta | ISIP VOC | L4-6, L1-3: Identify and build compound words |
| NA | Alien game | ISIP VOC | L7-9, L1-3: Recognize compound words |
| NA | Alien pet game (reteaching) | C9 VOC | L1-2: Using context to determine meaning of unknown words |
| B | Advanced books I | C9 VOC | L1: Determine the meaning of unknown words with the use of a graphic organizer (4-squares) |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C10 VOC | L1-2: Using context to determine meaning of unknown words |
| IPE | Games, decodable, and advanced books I and II | C10 VOC | L3-4: Determine the meaning of words using a dictionary |
| | | C12 VOC | L1: Understanding the meaning of unknown words |
| | | C12 VOC | L3: Use context clues |
| | | C1-10 | Lectoclub (Libros) |



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## L.2.4.e

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | ISIP VOC | L2, L3: Identify synonyms |
| B | Advanced books I (Libros avanzados I) | ISIP VOC | L3, L1: Recognize synonyms and antonyms |
| C9 B | *¿Dónde viven?, Las arañas* | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| C11 B | *Mascotas, Los incendios forestales* | ISIP VOC | L6, L1: Identify and use prefixes |
| | | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| | | ISIP VOC | L6, L1: Identify and use suffixes |
| | | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| | | C9-10 VOC | L1-2: Identify and use common antonyms |
| | | C9-10 VOC | L1-2: Identify and use common synonyms |
| | | C10 VOC | L1-2: Use context to determine the meaning of unusual words |
| | | C10 VOC | L3-4: Know the meaning of words using a dictionary |
| | | C8 G | L1: Identify the verbs |
| | | C11 G | L2: Identify demonstrative and reflexive pronouns |
| | | C11 G | L3: Identify indefinite and possessive pronouns |
| | | C11 G | L1-2: Differentiate and use commonly confused words and terms |
| | | C9-11 | Lectoclub (Libros) |



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## L.2.6

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., Cuando otros niños están contento, yo también me siento contento).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | ISIP VOC | L2, L3: Identify synonyms |
| B | Advanced books I (Libros avanzados I) | ISIP VOC | L3, L1: Recognize synonyms and antonyms |
| C9 B | *¿Dónde viven?, Las arañas* | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| C11 B | *Mascotas, Los incendios forestales* | ISIP VOC | L6, L1: Identify and use prefixes |
| POS | La máquina de cuentos: nouns, verbs, adjectives, adverbs | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| | | ISIP VOC | L6, L1: Identify and use suffixes |
| | | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| | | C9-10 VOC | L1-2: Identify and use common antonyms |
| | | C9-10 VOC | L1-2: Identify and use common synonyms |
| | | C10 VOC | L1-2: Use context to determine the meaning of unusual words |
| | | C10 VOC | L3-4: Know the meaning of words using a dictionary |
| | | C8 G | L1: Identify the verbs |
| | | C11 G | L2: Identify demonstrative and reflexive pronouns |
| | | C11 G | L3: Identify indefinite and possessive pronouns |
| | | C11 G | L1-2: Differentiate and use commonly confused words and terms |
| | | C9-11 | Lectoclub (Libros) |



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## Grade 3

### Reading Standards for Literature

#### Key Ideas and Details

| RL.3.1 | | | |
|---|---|---|---|
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1, L3: Summary |
| B | Decodable books (Libros decodificables) quizzes and intro | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| PT | Multiple choice (based on mini lessons introduction) | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| NA | 4 sequential story cards | C4 RC | L4-6: Identify text details and the main idea |
| NA | Alien game | C5 RC | L4: Identify the details in a text to recognize the main idea |
| NA | Alien pet game (reteaching) | C5 RC | L5-6: Identify text details and the main idea |
| B | Reading the World – books (Leo el Mundo – libros) with intro of vocabulary cards | C6 RC | L4-6: Identify the sequence of events in a story |
| P | Reading the World – passages (Leo el Mundo – pasajes) with intro of vocabulary cards | C7 RC | L1: Identify the sequence of events in a story |
| IPE | Decodable and advanced books II | C7 RC | L4-6: Making inferences using text information |
| IPE | Reading the World (books and passages) | C8 RC | L3: Identify the sequence of events in a story |
| | | C8 RC | L2-3: Making inferences using text information |



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| RL.3.1 | | | |
|---|---|---|---|
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 RC | L1: Identify informational text characteristics |
| | | C8 RC | L2: Identify the four types of text structures |
| | | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C9 RC | L1: Identify the problem and the solution |
| | | C9 RC | L2: Identify character traits |
| | | C9 RC | L1-2: Identify cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using textual evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or order of events |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order text events in a story |
| | | C10 RC | L1-2: Summary |



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| RL.3.1 | | | |
|---|---|---|---|
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 RC | L1: Making inferences |
| | | C11 RC | L1: Identify the sequence or order of events |
| | | C11 RC | L1-2: Identify character traits |
| | | C11 RC | L1: Identify the main idea of a story or a traditional folktale |
| | | C12 RC | L1-2: Identify the main idea and details |
| | | C12 RC | L1: Developing conclusions |
| | | C12 RC | L1-2: Making inferences |
| | | C12 RC | L1-2: Identify the author's purpose |
| | | C12 RC | L1: Identify cause and effect |
| | | C12 RC | L2: Identify the relationship between cause and effect |
| | | C12 RC | L1: Compare and contrast |
| | | C12 RC | L1: Use different concept maps or graphic organizers |
| | | C12 RC | L1: Identify the sequence of events |
| | | C12 RC | L1: Predict the result using keys or clues |
| | | C12 RC | L1-2: Identify the text structure and recognize key words for each text structure |
| | | C12 RC | L1-2: Summarize using a fiction text |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |



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## RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | C6 RC | L4-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) and quizzes | C7 RC | L1: Identify the sequence of events in a story |
| B | Advanced books I (Libros avanzados I) | C9 RC | L1-2: Identify the sequence or order of events |
| C9 B | *Manchitas y Memo, Los gérmenes, Vamos al dentista* | C10 RC | L1-2: Describe and order text events in a story |
| C10 B | *¿Quién nos sigue?* | C10 RC | L1-2: Summary |
| C11 B | *El regalo del desierto, Los monos aulladores (parte 1 y 2)* | C11 RC | L1: Identify the sequence or order of events |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | C12 RC | L1: Identify the sequence of events |
| C9 B | *¡Todos ayudamos!, Un lugar para la imaginación* | C12 RC | L1: Predict the result using keys or clues |
| C9 B | *Estudiando en otro país, El ayudante de la clase* | C6-11 | Lectoclub (Libros) |
| C9 B | *Lola no quiere ir a la escuela, Rojo va a la escuela* | C12 B | Reading the World – books (Leo el Mundo – libros) |
| C10 B | *El caldo milagroso; Luisito, el ayudante del maestro* | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| C10 B | *Serenatas con amor, ¡No te olvidaré!, Cartas a un soldado* | | |



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## RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| B | Reading the World – books (Libros el Mundo – libros) | | |
| C12 B | *Una misión increíble; La Tierra: La atmósfera* | | |
| C12 B | *Cazadores de fósiles: En busca del dinosaurio* | | |
| C12 B | *¡La mejor feria científica de la escuela Los Nogales!* | | |
| NA | 4 sequential story cards | | |
| NA | Alien game | | |
| IPE | Decodable advanced books I and II | | |
| IPE | Reading the World (books) | | |

## RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | C2 RC | L1-3: Identify or recognize the characters and the setting |
| B | Decodable books (Libros decodificables) | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| B | Advanced books I (Libros avanzados I) | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| C9 B | *Los gérmenes* | C3 RC | L1-3: Identify or recognize the characters and the setting |



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| RL.3.3 | | | |
|---|---|---|---|
| Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C10 B | *Un día de nieve, Tormenta de nieve, ¿Quién nos sigue?* | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| C11 B | *El regalo del desierto, Los monos aulladores (parte 1 y 2)* | C9 RC | L1-2: Identify character traits |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | C10 RC | L1: Identify character traits |
| C9 B | *¡Todos ayudamos!; Estudiando en otro país* | C11 RC | L1-2: Identify character traits |
| C9 B | *Lola no quiere ir a la escuela* | C2-3 | Lectoclub (Libros) |
| C11 B | *Elisa la Mentirosa, La bruja Filomena, Lulo el Travieso* | C9-11 | Lectoclub (Libros) |
| C11 B | *La leyenda de la Llorona* | | |
| IPE | Decodable and advanced books I and II | | |

### Craft and Structure

| RL.3.4 | | | |
|---|---|---|---|
| Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C9 VOC | L1-2: Use context to determine the meaning of words |
| NA | Letter room | C9 VOC | L1-2: Know the meaning of unknown words with the help of the 4-square map |
| B | Decodable books (Libros decodificables) and quizzes | C10 VOC | L1-2: Use context to determine the meaning of unusual words |



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## RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| STL | Scribi chocando sonidos | C11 VOC | L1-2: Identify and use common synonyms |
| BS | Mercado de sílabas | C12 VOC | L1-2: Identify prefixes and suffixes |
| POS | La máquina de cuentos | C12 VOC | L1: Understanding the meaning of unknown words |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C12 VOC | L3: Use context clues |
| NA | Alien game | C9-11 | Lectoclub (Libros) |
| IPE | Games, decodable, and advanced books II | | |

## RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) | C7 RC | L1: Identify the sequence of events in a story |
| B | Advanced books I (Libros avanzados I) | C8 RC | L1-3: Identify the sequence of events in a story |
| C9 B | *Manchitas y Memo, Los gérmenes, Vamos al dentista* | C9 RC | L1: Identify the problem and the solution |
| C10 B | *¿Quién nos sigue?* | C9 RC | L1-2: Identify the sequence or order of events |
| C11 B | *El regalo del desierto, Los monos aulladores (parte 1 y 2)* | C10 RC | L1-2: Describe and order text events in a story |



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## RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | C11 RC | L1: Identify the sequence or order of events |
| C9 B | *¡Todos ayudamos!, Un lugar para la imaginación* | C12 RC | L1: Identify the sequence of events |
| C9 B | *Estudiando en otro país, El ayudante de la clase* | C6-11 | Lectoclub (Libros) |
| C9 B | *Lola no quiere ir a la escuela, Rojo va a la escuela* | C12 B | Reading the World – books (Leo el Mundo – libros) |
| C10 B | *El caldo milagroso; Luisito, el ayudante del maestro* | | |
| C10 B | *Serenatas con amor, ¡No lo olvidaré!, Cartas a un soldado* | | |
| C10 B | *Mochilas Esperanza* | | |
| C11 B | *Elisa la Mentirosa, La bruja Filomena, Lulo el Travieso* | | |
| C11 B | *La leyenda de la Llorona, Alma Flor Ada* | | |
| C11 | *Sonia Sotomayor* | | |
| B | Reading the World – books (Libros el Mundo – libros) | | |
| C12 | *La Tierra: La atmósfera* | | |
| IPE | Decodable and advanced books I and II | | |
| IPE | Reading the World (books) | | |



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| RL.3.6 | | | |
|---|---|---|---|
| Distinguish their own point of view from that of the narrator or those of the characters. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Moderna* | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| U3 GO | Poetry (free verse) and persuasive text | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| VH | Alanzita (neighborhood) | C15 RC | L1-4: Make connections between texts (compare and contrast) |
| VH | Alanza (big city) | C12 WE | L30: El mundo a tu alrededor: La Luna (comparative essay) |
| VH VD | Compare and contrast (author's perspective) | U3 P1 | *La Raya (lyric poetry)* |
| MP | Rogelio Robles Respaldiza (lyric poetry) | U3 P2 | *Estimada señora Piernavieja (persuasive text)* |
| MP | Por favor, reciclen (persuasive text) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| MP VD | Compare and contrast (author's perspective) | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | U4 P2 | *Un discurso sobre la unión (speech)* |
| P1 | *La Raya (lyric poetry)* | U4 P RT | *Solidaridad (speech)* |
| P1 Q | Passage and digital dictionary | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| GES | Email – Para: Mario y Perla (persuasive text) | | |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| VGG | En busca de conocimientos (persuasive text and lyric poetry) | | |



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| RL.3.6 | | | |
|---|---|---|---|
| Distinguish their own point of view from that of the narrator or those of the characters. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | | |
| U4 GO | Realistic fiction and speech | | |
| VH | La fotosíntesis (diagram) | | |
| VH | La Estatua de la Libertad (diagram) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Papazilla (realistic fiction) | | |
| MP | Un discurso a mi papá (speech) | | |
| MP VD | Compare and contrast (author's purpose) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio* (realistic fiction) | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Estimado soñador (speech) | | |
| P2 | *Un discurso sobre la unión* (speech) | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |



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| RL.3.6 | | | |
|---|---|---|---|
| Distinguish their own point of view from that of the narrator or those of the characters. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VGG | En busca de conocimientos (realistic fiction and speech) | | |
| P RT | *Solidaridad* (speech) | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

| RL.3.7 | | | |
|---|---|---|---|
| Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) and quizzes | C7 RC | L1: Identify the sequence of events in a story |
| B | Advanced books I (Libros avanzados I) | C8 RC | L1-3: Identify the sequence of events in a story |
| C9 B | *Manchitas y Memo, Los gérmenes, Vamos al dentista* | C9 RC | L1: Identify the problem and the solution |
| C9 B | *¡Todos ayudamos!, Un lugar para la imaginación* | C9 RC | L1-2: Identify the sequence or order of events |
| C9 B | *Estudiante en otro país, El ayudante de la clase* | C10 RC | L1-2: Describe and order text events in a story |
| C9 B | *Lola no quiere ir a la escuela, Rojo va a la escuela* | C11 RC | L1: Identify the sequence or order of events |


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| RL.3.7 | | | |
|---|---|---|---|
| Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C10 B | *¿Quién nos sigue?, El caldo milagroso* | L6-11 | Lectoclub (Libros) |
| C10 B | *Luisito, el ayudante del maestro; Serenatas con amor* | | |
| C10 B | *¡No lo olvidaré!, Cartas a un soldado, Mochilas Esperanza* | | |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | | |
| C11 B | *El regalo del desierto, Los monos aulladores (parte 1 y 2)* | | |
| C11 B | *Elisa la Mentirosa, La bruja Filomena, Lulo el Travieso* | | |
| C11 B | *La leyenda de la Llorona, Alma Flor Ada* | | |
| C11 B | *Sonia Sotomayor* | | |
| IPE | Decodable and advanced books I and II | | |

**Integration of Knowledge and Ideas**

| RL.3.9 | | | |
|---|---|---|---|
| Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C12 RC | L1: Compare and contrast |
| B | Advanced books I (Libros avanzados I) | C12 RC | L1-2: Identify the text structure and recognize key words for each text structure |



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| RL.3.9 | | | |
|---|---|---|---|
| Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C10 B | *Las arañas* | C12 WE | L30: El mundo a tu alrededor: La Luna (comparative essay) |
| C11 B | *Los incendios forestales* | C10-11 | Lectoclub (Libros) |
| B | Reading the World – books (Libros el Mundo – libros) | C12 B | Reading the World – books (Leo el Mundo – libros) |
| C12 B | *Miremos desde arriba (poem)* | | |
| C12 B | *La Tierra: Una superficie cambiante* | | |
| C12 B | *La Tierra: La atmósfera* | | |
| C12 B | *Reporteros del tiempo* | | |
| IPE | Advanced books I | | |
| IPE | Reading the World (books) | | |

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

| RL.3.10 | | | |
|---|---|---|---|
| By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L2, L1: Reading with fluency (developed) |
| ISIP ER | Oral fluency subtest | ISIP F | L19-27, L1-3: Reading with fluency (developed) |



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## RL.3.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| B | Advanced books I | ISIP F | L28-42, L1-3: Reading with fluency (fluent) |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP ER | *Alas azules, De camino a la escuela, La primavera* |
| B | Reading the World – books (Libros el Mundo – libros) | ISIP ER | *El camaleón inesperado; Los chimpancés; Los desiertos; El día de Pascua: celebrando tradiciones* |
| P | Reading the world – passages (Leo el Mundo – pasajes) | ISIP ER | *Los inmigrantes, Pedrito, Roberto visita el zoológico* |
| IPE | Advanced books I and II | ISIP ER | *Sabías que…; Un país lleno de países* |
| IPE | Reading the World (books and passages) | ISIP ER | *¿Dónde viven los animales?; Jerónimo, el pingüino* |
| | | ISIP P | Progress Monitoring Passages 1-30 |
| | | ISIP ORF DAP | Fiction (14 passages) |
| | | ISIP ORF DAP | Nonfiction (16 passages) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## Reading Standards for Informational Text

### Key Ideas and Details

| RI.3.1 | | | |
|---|---|---|---|
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L1-, L3: Summary |
| B | Decodable books (Libros decodificables) quizzes and intro | C2 RC | L4-6: Identify or recognize character traits and the setting in the text *Lalo y Sami* |
| PT | Multiple choice (based on mini lessons introduction) | C2 RC | L7: Identify or recognize the character traits and the setting in a play |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C3 RC | L4-6: Identify or recognize character traits and the setting in the text *Las amigas* |
| NA | 4 sequential story cards | C4 RC | L4-6: Identify text details and the main idea |
| NA | Alien game | C5 RC | L4: Identify the details in a text to recognize the main idea |
| NA | Alien pet game (reteaching) | C5 RC | L5-6: Identify text details and the main idea |
| B | Reading the World – books (Libros el Mundo – libros) with intro of vocabulary cards | C6 RC | L4-6: Identify the sequence of events in a story |
| P | Reading the World – passages (Leo el Mundo – pasajes) with intro of vocabulary cards | C7 RC | L1: Identify the sequence of events in a story |
| IPE | Decodable and advanced books II | C7 RC | L4-6: Making inferences using text information |
| IPE | Reading the World (books and passages) | C8 RC | L3: Identify the sequence of events in a story |
| | | C8 RC | L2-3: Making inferences using text information |
| | | C8 RC | L1: Identify informational text characteristics |
| | | C8 RC | L2: Identify the four types of text structures |


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| RI.3.1 | | | |
|---|---|---|---|
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C9 RC | L1: Identify the problem and the solution |
| | | C9 RC | L2: Identify character traits |
| | | C9 RC | L1-2: Identify cause and effect from some events |
| | | C9 RC | L1-2: Making inferences using textual evidence to support comprehension |
| | | C9 RC | L1-2: Identify the sequence or order of events |
| | | C10 RC | L1: Identify character traits |
| | | C10 RC | L1: Identify the main idea |
| | | C10 RC | L1-2: Making conclusions and providing text evidence to support comprehension |
| | | C10 RC | L1-2: Making inferences using text evidence to support comprehension |
| | | C10 RC | L1-2: Understand the argument of traditional folktales to recognize the problem and solution |
| | | C10 RC | L1-2: Describe and order text events in a story |
| | | C10 RC | L1-2: Summary |
| | | C11 RC | L1: Making inferences |
| | | C11 RC | L1: Identify the sequence or order of events |



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| RI.3.1 | | | |
|---|---|---|---|
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 RC | L1-2: Identify character traits |
| | | C11 RC | L1: Identify the main idea of a story or a traditional folktale |
| | | C12 RC | L1-2: Identify the main idea and details |
| | | C12 RC | L1: Developing conclusions |
| | | C12 RC | L1-2: Making inferences |
| | | C12 RC | L1-2: Identify the author's purpose |
| | | C12 RC | L1: Identify cause and effect |
| | | C12 RC | L2: Identify the relationship between cause and effect |
| | | C12 RC | L1: Compare and contrast |
| | | C12 RC | L1: Use different concept maps or graphic organizers |
| | | C12 RC | L1: Identify the sequence of events |
| | | C12 RC | L1: Predict the result using keys or clues |
| | | C12 RC | L1-2: Identify the text structure and recognize key words for each text structure |
| | | C12 RC | L1-2: Summarize using a fiction text |
| | | C2-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| RI.3.2 | | | |
|---|---|---|---|
| Determine the main idea of a text; recount the key details and explain how they support the main idea. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C6 RC | L4-6: Identify the sequence of events in a story |
| B | Decodable books (Libros decodificables) and quizzes | C7 RC | L1: Identify the sequence of events in a story |
| B | Advanced books I (Libros avanzados I) | C9 RC | L1-2: Identify the sequence or order of events |
| C9 B | *Manchitas y Memo, Los gérmenes, Vamos al dentista* | C10 RC | L1-2: Describe and order text events in a story |
| C10 B | *¿Quién nos sigue?* | C10 RC | L1-2: Summary |
| C11 B | *El regalo del desierto, Los monos aulladores (parte 1 y 2)* | C11 RC | L1: Identify the sequence or order of events |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | C12 RC | L1: Identify the sequence of events |
| C9 B | *¡Todos ayudamos!, Un lugar para la imaginación* | C12 RC | L1: Predict the result using keys or clues |
| C9 B | *Estudiando en otro país, El ayudante de la clase* | C6-11 | Lectoclub (Libros) |
| C9 B | *Lola no quiere ir a la escuela, Rojo va a la escuela* | C12 B | Reading the World – books (Leo el Mundo – libros) |
| C10 B | *El caldo milagroso; Luisito, el ayudante del maestro* | | |
| C10 B | *Serenatas con amor, ¡No te olvidaré!, Cartas a un soldado* | | |
| B | Reading the World – books (Libros el Mundo – libros) | | |
| C12 B | *Una misión increíble; La Tierra: La atmósfera* | | |
| C12 B | *Cazadores de fósiles: En busca del dinosaurio* | | |
| C12 B | *¡La mejor feria científica de la escuela Los Nogales!* | | |
| NA | 4 sequential story cards | | |
| NA | Alien game | | |


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| RI.3.2 | | | |
|---|---|---|---|
| Determine the main idea of a text; recount the key details and explain how they support the main idea. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| IPE | Decodable advanced books I and II | | |
| IPE | Reading the World (books) | | |

| RI.3.3 | | | |
|---|---|---|---|
| Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Advanced books I (Libros avanzados I) | C7 RC | L1: Identify the sequence of events in a story |
| C10 B | *¿Cómo se forman las montañas?* | C9 RC | L1-2: Identify the sequence or order of events |
| C11 B | *El bosque amazónico en peligro* | C9 RC | L1-2: Identify cause and effect of some events |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | C10 RC | L1-2: Describe and order text events in a story |
| C10 B | *Serenatas con amor, ¡No lo olvidaré!, Cartas a un soldado* | C12 RC | L1: Identify cause and effect |
| B | Reading the World – books (Libros el Mundo – libros) | C12 RC | L2: Identify the relationship between cause and effect |
| C12 B | *La Tierra: El día, la noche y las estaciones* | C6-7 | Lectoclub (Libros) |
| C12 B | *El mundo a tu alrededor: La Luna* | C9-11 | Lectoclub (Libros) |
| IPE | Advanced books I and II | C12 B | Reading the World – books (Leo el Mundo – libros) |
| IPE | Reading the World (books) | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |


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**Craft and Structure**

| RI.3.4 | | | |
|---|---|---|---|
| Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | C9 VOC | L1-2: Use context to determine the meaning of words |
| NA | Letter room | C9 VOC | L1-2: Know the meaning of unknown words with the help of the 4-square map |
| B | Decodable books (Libros decodificables) and quizzes | C10 VOC | L1-2: Use context to determine the meaning of unusual words |
| STL | Scribi chocando sonidos | C11 VOC | L1-2: Identify and use common synonyms |
| BS | Mercado de sílabas | C12 VOC | L1-2: Identify prefixes and suffixes |
| POS | La máquina de cuentos | C12 VOC | L1: Understanding the meaning of unknown words |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C12 VOC | L3: Use context clues |
| NA | Alien game | C2-11 | Lectoclub (Libros) |
| IPE | Games, decodable, and advanced books II | | |

| RI.3.5 | | | |
|---|---|---|---|
| Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C4 RC | L4-6: Identify text details and the main idea |
| B | Advanced books I (Libros avanzados I) | C5 RC | L4: Identify the details in a text to recognize the main idea |



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| RI.3.5 | | | |
|---|---|---|---|
| Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| C10 B | *¿Cómo se forman las montañas?, Las arañas* | C5 RC | L5-6: Identify text details and the main idea |
| C11 B | *El bosque amazónico en peligro* | C8 RC | L1: Identify informational text characteristics |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C8 RC | L1: Identify the four types of text structures |
| IPE | Advanced books I and II | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C10 RC | L1: Comprehend text graphic representation |
| | | C12 RC | L1-2: Identify the main idea and details |
| | | C12 RC | L1: Compare and contrast |
| | | C12 RC | L1: Use different concept maps or graphic organizers |
| | | C9-11 | Lectoclub (Libros) |

| RI.3.6 | | | |
|---|---|---|---|
| Distinguish one's own point of view from that of the author of a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (exercise 3) |



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| RI.3.6 | | | |
|---|---|---|---|
| Distinguish one's own point of view from that of the author of a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L20: *Mascotas* (exercise 3) |
| | | C12 WE | L30: El mundo a tu alrededor: La Luna (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9 LCB | *Vamos al dentista* |
| | | C11 LCB | *Mascotas* |
| | | C12 LCB | *El mundo a tu alrededor: La Luna* |
| | | C12 LCB | *La Tierra: La atmósfera* |
| | | C12 LCB | *¡Pon de tu parte!* |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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**Integration of Knowledge and Ideas**

| RI.3.7 | | | |
|---|---|---|---|
| Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | C4 RC | L4-6: Identify text details and the main idea |
| B | Advanced books I (Libros avanzados I) | C5 RC | L4: Identify the details in a text to recognize the main idea |
| C10 B | *¿Cómo se forman las montañas?; Las arañas* | C5 RC | L5-6: Identify text details and the main idea |
| C11 B | *El bosque amazónico en peligro* | C8 RC | L1: Identify informational text characteristics |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C8 RC | L1: Identify the four types of text structures |
| IPE | Advanced books I and II | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C9 RC | L2: Identify the main idea and details |
| | | C9 RC | L3: Recognize the main idea and details |
| | | C10 RC | L1: Comprehend text graphic representation |
| | | C12 RC | L1-2: Identify the main idea and details |
| | | C12 RC | L1: Compare and contrast |
| | | C12 RC | L1: Use different concept maps or graphic organizers |
| | | C9-11 | Lectoclub (Libros) |



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## RI.3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Comprehension subtest | C6 RC | L1-6: Identify the sequence of events in a story |
| B | Advanced books I (Libros avanzados I) | C7 RC | L1: Identify the sequence of events in a story |
| C10 B | *¿Cómo se forman las montañas?* | C9 RC | L1-2: Identify the sequence or order of events |
| C11 B | *El bosque amazónico en peligro* | C10 RC | L1-2: Describe and order text events in a story |
| B | Advanced books II by themes (Libros avanzados II – por temas) | C9-11 | Lectoclub (Libros) |
| C10 B | *Serenatas con amor, ¡No lo olvidaré!, Cartas a un soldado* | C12 B | Reading the World – books (Leo el Mundo – libros) |
| B | Reading the World – books (Libros el Mundo – libros) | | |
| C12 B | *La Tierra: El día, la noche y las estaciones* | | |
| C12 B | *El mundo a tu alrededor: La Luna* | | |
| IPE | Advanced books I and II | | |
| IPE | Reading the World (books) | | |

## RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U6 GO | Fantasy and explanatory text | C15 RC | L1-4: Make connections between texts (compare and contrast) |



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| RI.3.9 | | | |
|---|---|---|---|
| Compare and contrast the most important points and key details presented in two texts on the same topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VH | La búsqueda de Elaria (illustrated story) | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| VH | Red alimentaria de Yellowstone (food web) | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| VH VD | Compare and contrast (summary) | C15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP | Las lágrimas de la dragona (fantasy) | | |
| MP | La partida de los lobos de Yellowstone (explanatory text) | | |
| MP VD | Compare and contrast (summary) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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

| RI.3.10 | | | |
|---|---|---|---|
| By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L2, L1: Reading with fluency (developed) |
| ISIP ER | Oral fluency subtest | ISIP F | L19-27, L1-3: Reading with fluency (developed) |
| B | Decodable books (Libros decodificables) | ISIP F | L28-42, L1-3: Reading with fluency (fluent) |
| B | Advanced books I | ISIP ER | *Alas azules, De camino a la escuela, La primavera* |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP ER | *El camaleón inesperado; Los chimpancés; Los desiertos; El día de Pascua: celebrando tradiciones* |
| B | Reading the World – books (Libros el Mundo – libros) | ISIP ER | *Los inmigrantes, Pedrito, Roberto visita el zoológico* |
| P | Reading the World – passages (Leo el Mundo – pasajes) | ISIP ER | *Sabías que…; Un país lleno de países* |
| IPE | Decodable and advanced books I and II | ISIP ER | *¿Dónde viven los animales?; Jerónimo, el pingüino* |
| IPE | Reading the World (books and passages) | ISIP P | Progress Monitoring Passages 1-30 |
| | | ISIP ORF DAP | Fiction (14 passages) |
| | | ISIP ORF DAP | Nonfiction (16 passages) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## Reading Standards: Foundational Skills

### Phonics and Word Recognition

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

| RF.3.3.a | | | |
|---|---|---|---|
| Identify and know the meaning of the most common prefixes and derivational suffixes. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| MW | La palabra secreta | ISIP VOC | L6, L1: Identify and use suffixes |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| NA | 4 sequential story cards | ISIP VOC | L6, L1: Identify and use prefixes |
| NA | Alien game | C12 VOC | L1-2: Identify prefixes and suffixes |
| NA | Alien pet game (reteaching) | C12 VOC | L1-3: Identify suffixes and their meanings |
| IPE | Games and advanced books II | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| RF.3.3.b | | | |
|---|---|---|---|
| Decode words with common Latin suffixes. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP VOC | L1-3, L1-3: Identify and use suffixes |


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| RF.3.3.b | | | |
|---|---|---|---|
| Decode words with common Latin suffixes. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| MW | La palabra secreta | ISIP VOC | L6, L1: Identify and use suffixes |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| NA | 4 sequential story cards | ISIP VOC | L6, L1: Identify and use prefixes |
| NA | Alien game | C12 VOC | L1-2: Identify prefixes and suffixes |
| NA | Alien pet game (reteaching) | C12 VOC | L1-3: Identify suffixes and their meanings |
| IPE | Games and advanced books II | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| RF.3.3.c | | | |
|---|---|---|---|
| Decode multisyllable words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L1, L1: Orally recognize the words with the diphthong /ue/ |
| B | Decodable books (libros decodificables) intro and quizzes | ISIP PA/Ph | L1, L2: Orally recognize the words with the diphthong /ie/ |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L1, L3: Orally recognize the words with the diphthong /ua/ |
| HFWG | Juego de globos | ISIP PA/Ph | L2, L1: Recognize and form the diphthongs /ue/ |



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| RF.3.3.c | | | |
|---|---|---|---|
| Decode multisyllable words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L2, L2: Recognize and form the diphthongs /ie/ |
| BS | Mercado de sílabas | ISIP PA/Ph | L2, L3: Recognize and form the diphthongs /ua/ |
| MW | La palabra secreta | ISIP PA/Ph | L3, L1: Recognize the diphthongs /ue/, /ua/, /au/, /ie/ |
| IPE | Games and decodable books | ISIP PA/Ph | L4, L1: Form diphthongs and hiatus |
| | | ISIP PA/Ph | L5, L1: Recognize the hiatus |
| | | ISIP S | L6-7, L2: Learn high-frequency words |
| | | ISIP S | L4, L2: Learn high-frequency words (diphthongs & hiatus) |
| | | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| | | ISIP S | L6, L1: Learn monosyllabic and bisyllabic high-frequency words |
| | | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| RF.3.3.d | | | |
|---|---|---|---|
| Read grade-level appropriate irregularly spelled words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Phonics subtest | ISIP PA/Ph | L1, L1: Orally recognize the words with the diphthong /ue/ |
| B | Decodable books (libros decodificables) intro and quizzes | ISIP PA/Ph | L1, L2: Orally recognize the words with the diphthong /ie/ |
| HFWG | Galaxia de palabras | ISIP PA/Ph | L1, L3: Orally recognize the words with the diphthong /ua/ |
| HFWG | Juego de globos | ISIP PA/Ph | L2, L1: Recognize and form the diphthongs /ue/ |
| STL | Scribi chocando sonidos | ISIP PA/Ph | L2, L2: Recognize and form the diphthongs /ie/ |
| BS | Mercado de sílabas | ISIP PA/Ph | L2, L3: Recognize and form the diphthongs /ua/ |
| MW | La palabra secreta | ISIP PA/Ph | L3, L1: Recognize the diphthongs /ue/, /ua/, /au/, /ie/ |
| IPE | Games and decodable books | ISIP PA/Ph | L4, L1: Form diphthongs and hiatus |
| | | ISIP PA/Ph | L5, L1: Recognize the hiatus |
| | | ISIP S | L6-7, L2: Learn high-frequency words |
| | | ISIP S | L4, L2: Learn high-frequency words (diphthongs & hiatus) |
| | | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| | | ISIP S | L6, L1: Learn monosyllabic and bisyllabic high-frequency words |
| | | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| | | ISIP S | L1, L1: Recognize the pronunciation of the syllables que, qui, gue, gui, güe, güi |
| | | C5 Ph | L7: Combine syllables with the letters j, g, ch |



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| RF.3.3.d | | | |
|---|---|---|---|
| Read grade-level appropriate irregularly spelled words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C7 Ph | L6: Combine syllables with the letters q, z, h, rr |
| | | C7 Ph | L7: Combine syllables to form words with the letters q, z, h, rr |
| | | C7 Ph | L8-13: Combine syllables to form words with the letters h, z, the diagraph rr, and the vowels a, e, i, o, u |
| | | C7 VOC | L1-3: Recognize and learn high-frequency words |
| | | C7 VC | High-frequency words |
| | | VC | Words (verbs, animals, body parts) |
| | | VC | Words (the family, the emotions, the house) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

**Fluency**

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

| RF.3.4.a | | | |
|---|---|---|---|
| Read grade-level text with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L2, L1: Reading with fluency (developed) |



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| RF.3.4.a | | | |
|---|---|---|---|
| Read grade-level text with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Oral fluency subtest | ISIP F | L19-27, L1-3: Reading with fluency (developed) |
| B | Decodable books (Libros decodificables) | ISIP F | L28-42, L1-3: Reading with fluency (fluent) |
| B | Advanced books I | ISIP ER | *Alas azules, De camino a la escuela, La primavera* |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP ER | *El camaleón inesperado, Los chimpancés, Los desiertos; El día de Pascua: celebrando tradiciones* |
| B | Reading the World – books (Libros el Mundo – libros) | ISIP ER | *Los inmigrantes, Pedrito, Roberto visita el zoológico* |
| P | Reading the World – passages (Leo el Mundo – pasajes) | ISIP ER | *Sabías que…; Un país lleno de países* |
| IPE | Decodable and advanced books I and II | ISIP ER | *¿Dónde viven los animales?; Jerónimo, el pingüino* |
| IPE | Reading the World (books and passages) | ISIP P | Progress Monitoring Passages 1-30 |
| | | ISIP ORF DAP | Fiction (14 passages) |
| | | ISIP ORF DAP | Nonfiction (16 passages) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| RF.3.4.b | | | |
|---|---|---|---|
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L2, L1: Reading with fluency (developed) |
| ISIP ER | Oral fluency subtest | ISIP F | L19-27, L1-3: Reading with fluency (developed) |
| B | Decodable books (Libros decodificables) | ISIP F | L28-42, L1-3: Reading with fluency (fluent) |
| B | Advanced books I | ISIP ER | *Alas azules, De camino a la escuela, La primavera* |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP ER | *El camaleón inesperado, Los chimpancés, Los desiertos; El día de Pascua: celebrando tradiciones* |
| B | Reading the World – books (Libros el Mundo – libros) | ISIP ER | *Los inmigrantes, Pedrito, Roberto visita el zoológico* |
| P | Reading the world – passages (Leo el Mundo – pasajes) | ISIP ER | *Sabías que…; Un país lleno de países* |
| IPE | Decodable and advanced books I and II | ISIP ER | *¿Dónde viven los animales?; Jerónimo, el pingüino* |
| IPE | Reading the World (books and passages) | ISIP P | Progress Monitoring Passages 1-30 |
| | | ISIP ORF DAP | Fiction (14 passages) |
| | | ISIP ORF DAP | Nonfiction (16 passages) |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Priority Practice (3rd grade) |



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| RF.3.4.b | | | |
|---|---|---|---|
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP ORF | Rate Chart (3rd grade) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| RF.3.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L2, L1: Reading with fluency (developed) |
| ISIP ER | Oral fluency subtest | ISIP F | L19-27, L1-3: Reading with fluency (developed) |
| B | Decodable books (Libros decodificables) | ISIP F | L28-42, L1-3: Reading with fluency (fluent) |
| B | Advanced books I | ISIP ER | *Alas azules, De camino a la escuela, La primavera* |
| B | Advanced books II by themes<br>(Libros avanzados II – por temas) | ISIP ER | *El camaleón inesperado, Los chimpancés, Los desiertos; El día de Pascua: celebrando tradiciones* |
| B | Reading the World – books (Libros el Mundo – libros) | ISIP ER | *Los inmigrantes, Pedrito, Roberto visita el zoológico* |
| P | Reading the world – passages (Leo el Mundo – pasajes) | ISIP ER | *Sabías que…; Un país lleno de países* |
| IPE | Decodable and advanced books I and II | ISIP ER | *¿Dónde viven los animales?; Jerónimo, el pingüino* |
| IPE | Reading the World (books and passages) | ISIP VOC | L1-3, L1-3: Identify and use analogies |


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| RF.3.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 VOC | L1-2: Using context to determine meaning of unknown words |
| | | C9 VOC | L1: Determine the meaning of unknown words with the use of a graphic organizer (4 squares) |
| | | C10 VOC | L1-2: Using context to determine meaning of unknown words |
| | | C10 VOC | L3-4: Determine the meaning of words using a dictionary |
| | | C12 VOC | L1: Understanding the meaning of unknown words |
| | | C12 VOC | L3: Use context clues |
| | | ISIP P | Progress Monitoring Passages 1-30 |
| | | ISIP ORF DAP | Fiction (14 passages) |
| | | ISIP ORF DAP | Nonfiction (16 passages) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## Writing Standards

### Types of Texts and Purposes

| W.3.1 | | | |
|---|---|---|---|
| Write opinion pieces on topics or texts, supporting a point of view with reasons. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (persuasive) |
| | | C11 WE | L20: *Mascotas* (persuasive) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9 LCB | *Vamos al dentista* |
| | | C11 LCB | *Mascotas* |
| | | C12 LCB | *El mundo a tu alrededor: La Luna* |
| | | C12 LCB | *¡Pon de tu parte!; La Tierra: La atmósfera* |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.3.1.a | | | |
|---|---|---|---|
| Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (persuasive) |
| | | C11 WE | L20: *Mascotas* (persuasive) |
| | | C12 WE | L30: *El mundo a tu alrededor: La* Luna (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9 LCB | *Vamos al dentista* |
| | | C11 LCB | *Mascotas* |
| | | C12 LCB | *El mundo a tu alrededor: La Luna* |
| | | C12 LCB | *¡Pon de tu parte!; La Tierra: La atmósfera* |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.1.b | | | |
|---|---|---|---|
| Provide reasons that support the opinion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (persuasive) |
| | | C11 WE | L20: *Mascotas* (persuasive) |


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| W.3.1.b | | | |
|---|---|---|---|
| Provide reasons that support the opinion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L30: *El mundo a tu alrededor: La* Luna (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9 LCB | *Vamos al dentista* |
| | | C11 LCB | *Mascotas* |
| | | C12 LCB | *El mundo a tu alrededor: La Luna* |
| | | C12 LCB | *¡Pon de tu parte!; La Tierra: La atmósfera* |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.1.c | | | |
|---|---|---|---|
| Use linking words and phrases (e.g., porque, por lo tanto, desde) to connect opinion and reasons. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (persuasive) |
| | | C11 WE | L20: *Mascotas* (persuasive) |
| | | C12 WE | L30: *El mundo a tu alrededor: La* Luna (comparative essay) |



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| W.3.1.c | | | |
|---|---|---|---|
| Use linking words and phrases (e.g., porque, por lo tanto, desde) to connect opinion and reasons. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9 LCB | *Vamos al dentista* |
| | | C11 LCB | *Mascotas* |
| | | C12 LCB | *El mundo a tu alrededor: La Luna* |
| | | C12 LCB | *¡Pon de tu parte!; La Tierra: La atmósfera* |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.1.d | | | |
|---|---|---|---|
| Provide a concluding statement or section. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (persuasive) |
| | | C11 WE | L20: *Mascotas* (persuasive) |
| | | C12 WE | L30: *El mundo a tu alrededor: La* Luna (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |


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| W.3.1.d | | | |
|---|---|---|---|
| Provide a concluding statement or section. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 LCB | *Vamos al dentista* |
| | | C11 LCB | *Mascotas* |
| | | C12 LCB | *El mundo a tu alrededor: La Luna* |
| | | C12 LCB | *¡Pon de tu parte!; La Tierra: La atmósfera* |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.2 | | | |
|---|---|---|---|
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (exercise 1) |
| | | C10 WE | L19: *Las arañas* (exercise 1 and 2) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative Letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |



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| W.3.2 | | | |
|---|---|---|---|
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.2.a | | | |
|---|---|---|---|
| Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: Los gérmenes (exercise 1) |
| | | C10 WE | L19: *Las arañas* (exercise 1 and 2) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative Letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |



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## W.3.2.a

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.3.2.b

Develop the topic with facts, definitions, and details.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 WE | L17: Los gérmenes (exercise 1) |
| | | C10 WE | L19: *Las arañas* (exercise 1 and 2) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative Letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |



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| W.3.2.b | | | |
|---|---|---|---|
| Develop the topic with facts, definitions, and details. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.2.c | | | |
|---|---|---|---|
| Use linking words and phrases (e.g., también, otro, y, más, and pero) to connect ideas within categories of information. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (exercise 1) |
| | | C10 WE | L19: *Las arañas* (exercise 1 and 2) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative Letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |



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| W.3.2.c | | | |
|---|---|---|---|
| Use linking words and phrases (e.g., también, otro, y, más, and pero) to connect ideas within categories of information. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.2.d | | | |
|---|---|---|---|
| Provide a concluding statement or section. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: Los gérmenes (exercise 1) |
| | | C10 WE | L19: *Las arañas* (exercises 1 and 2) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative Letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C9-11 | Lectoclub (Libros) |



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| W.3.2.d | | | |
|---|---|---|---|
| Provide a concluding statement or section. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.3 | | | |
|---|---|---|---|
| Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: Vamos al dentista (exercises 1 and 2) |
| | | C11 WE | L24: *Los monos aulladores – parte* 1 (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C9 | Lectoclub (Libros) |
| | | C11-12 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |



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| W.3.3 | | | |
|---|---|---|---|
| Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.3.a | | | |
|---|---|---|---|
| Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: Vamos al dentista (exercises 1and 2) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C9 | Lectoclub (Libros) |
| | | C11-12 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## W.3.3.b

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 WE | L18: *Vamos al dentista* (exercises 1 and 2) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C9 | Lectoclub (Libros) |
| | | C11-12 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.3.3.c

Use temporal words and phrases to signal event order.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 WE | L18: *Vamos al dentista* (exercises 1and 2) |



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| W.3.3.c | | | |
|---|---|---|---|
| Use temporal words and phrases to signal event order. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C9 | Lectoclub (Libros) |
| | | C11-12 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.3.d | | | |
|---|---|---|---|
| Provide a sense of closure. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L18: *Vamos al dentista* (exercises 1 and 2) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |


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| W.3.3.d | | | |
|---|---|---|---|
| Provide a sense of closure. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C9 | Lectoclub (Libros) |
| | | C11-12 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

**Production and Distribution of Writing**

| W.3.4 | | | |
|---|---|---|---|
| With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |


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| W.3.4 | | | |
|---|---|---|---|
| With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |



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| W.3.4 | | | |
|---|---|---|---|
| With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.5 | | | |
|---|---|---|---|
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |



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| W.3.5 | | | |
|---|---|---|---|
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |



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| W.3.5 | | | |
|---|---|---|---|
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

**Research to Build and Present Knowledge**

| W.3.7 | | | |
|---|---|---|---|
| Conduct short research projects that build knowledge about a topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |


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| W.3.7 | | | |
|---|---|---|---|
| Conduct short research projects that build knowledge about a topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |



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| W.3.7 | | | |
|---|---|---|---|
| Conduct short research projects that build knowledge about a topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.3.8 | | | |
|---|---|---|---|
| Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |



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| W.3.8 | | | |
|---|---|---|---|
| Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.3.10 | | | |
|---|---|---|---|
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |



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| W.3.10 | | | |
|---|---|---|---|
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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**Speaking and Listening Standards**

**Comprehension and Collaboration**

| SL.3.1 | | | |
|---|---|---|---|
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |



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| SL.3.1 | | | |
|---|---|---|---|
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## SL.3.1.a

Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |



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## SL.3.1.a

Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## SL.3.1.b

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |



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## SL.3.1.b

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |



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## SL.3.1.b

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## SL.3.1.c

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |



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| SL.3.1.c | | | |
|---|---|---|---|
| Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |



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| SL.3.1.c | | | |
|---|---|---|---|
| Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| SL.3.1.d | | | |
|---|---|---|---|
| Explain their own ideas and understanding in light of the discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |



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| SL.3.1.d | | | |
|---|---|---|---|
| Explain their own ideas and understanding in light of the discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |



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| SL.3.1.d | | | |
|---|---|---|---|
| Explain their own ideas and understanding in light of the discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| SL.3.2 | | | |
|---|---|---|---|
| Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |



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## SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |



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## SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |



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| SL.3.3 | | | |
|---|---|---|---|
| Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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**Presentation of Knowledge and Ideas**

| SL.3.4 | | | |
|---|---|---|---|
| Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |



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## SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## SL.3.5

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |



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| SL.3.5 | | | |
|---|---|---|---|
| Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| SL.3.6 | | | |
|---|---|---|---|
| Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |



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| SL.3.6 | | | |
|---|---|---|---|
| Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## Language Standards

### Conventions of Standard Spanish*

L.3.1: Demonstrate command of the conventions of Standard Spanish grammar and usage when writing or speaking.

| L.3.1.a | | | |
|---|---|---|---|
| Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary test | C11 WE | L23: El regalo del desierto (informative letter) |
| POS | La máquina de cuentos: nouns, verbs, adjectives, and adverbs | C12 WE | L30: El mundo a tu alrededor: La Luna (comparative essay) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |

| L.3.1.b | | | |
|---|---|---|---|
| Form and use regular and irregular plural nouns. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary test | C5 WE | L7: *El rescate* (expository and narrative) |
| POS | La máquina de cuentos: nouns | C5 WE | L8: *Chencha y Chole* (expository, narrative, and descriptive) |
| | | C5 | Lectoclub (Libros) |



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## L.3.1.d

Form and use regular and irregular verbs.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary test | C11 WE | L23: *El regalo del desierto* (informative letter) |
| POS | La máquina de cuentos: verbs | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |

## L.3.1.e

Form and use the simple verb tense (e.g., Yo caminé; Yo camino; Yo caminaré).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary test | C11 WE | L23: *El regalo del desierto* (informative letter) |
| POS | La máquina de cuentos: verbs | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |

## L.3.1.g

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary test | C12 WE | L27: *Exploración del espacio* (biography) |


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## L.3.1.g

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| POS | La máquina de cuentos: adjectives | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |

## L.3.1.h

Use coordinating and subordinating conjunctions.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C11 | Lectoclub (Libros) |

## L.3.1.i

Produce simple, compound, and complex sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary test | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| POS | La máquina de cuentos: nouns and verbs | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |



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| L.3.1.i | | | |
|---|---|---|---|
| Produce simple, compound, and complex sentences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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L.3.2: Demonstrate command of the conventions of Standard Spanish capitalization, punctuation, and spelling when writing.*

| L.3.2.a | | | |
|---|---|---|---|
| Capitalize appropriate words in titles. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 LCB | *La Tierra: Las rocas y el suelo* |
| | | C12 LCB | *Los recursos naturales* |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| L.3.2.d | | | |
|---|---|---|---|
| Form and use possessives. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| | | C9 | Lectoclub (Libros) |



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## L.3.2.e*

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., infinitives: sentarse, verme, verlo; gerrunds: sentándose, viéndolo; commands: dámelo, siéntate).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP S | L1-2, L1-3: Learn monosyllabic high-frequency words |
| | | ISIP S | L4, L2: Learn high-frequency words (diphthongs & hiatus) |
| | | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| | | ISIP S | L6, L1: Learn monosyllabic and bisyllabic high-frequency words |
| | | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| | | ISIP S | L6-7, L2: Learn high-frequency words |
| | | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| | | ISIP VOC | L6, L1: Identify and use suffixes |
| | | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| | | ISIP VOC | L6, L1: Identify and use prefixes |
| | | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| | | C12 VOC | L1-2: Identify prefixes and suffixes |
| | | C12 VOC | L1-3: Identify suffixes and their meanings |



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## L.3.2.f

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP PA/Ph | L1, L3: Divide words into syllables orally |
| | | ISIP PA/Ph | L2, L3: Divide words into syllables |
| | | ISIP PA/Ph | L1-2, L1-3: Identify word families |
| | | ISIP PA/Ph | L1-2, L1-2: Identify and build compound words |
| | | ISIP PA/Ph | L2, L1: Recognize and form the diphthongs /ue/ |
| | | ISIP PA/Ph | L2, L2: Recognize and form the diphthongs /ie/ |
| | | ISIP PA/Ph | L2, L3: Recognize and form the diphthongs /ua/ |
| | | ISIP PA/Ph | L3, L1: Recognize the diphthongs /ue/, /ua/, /au/, /ie/ |
| | | ISIP PA/Ph | L4, L1: Form diphthongs and hiatus |
| | | ISIP PA/Ph | L5, L1: Recognize the hiatus |
| | | ISIP S | L1-2, L1-3: Learn monosyllabic high-frequency words |
| | | ISIP S | L4, L2: Learn high-frequency words (diphthongs & hiatus) |
| | | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| | | ISIP S | L6, L1: Learn monosyllabic and bisyllabic high-frequency words |
| | | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| | | ISIP S | L6-7, L2: Learn high-frequency words |



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## L.3.2.f

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP S | L1-6, L1-3: Write words in plural |
| | | ISIP S | L1, L1: Learn and write the orthographic accents |
| | | ISIP S | L3, L1: Distinguish the use of the letters s, c, z |
| | | ISIP S | L1, L3: Learn writing the m before the letter b and p, and n before the letter v |
| | | ISIP VOC | L1, L2: Identify compound words |
| | | ISIP VOC | L1-6, L1-3: Identify and form compound words |
| | | ISIP VOC | L4-6, L1-3: Identify and build compound words |
| | | ISIP VOC | L7-9, L1-3: Recognize compound words |
| | | ISIP VOC | L2, L3: Identify synonyms |
| | | ISIP VOC | L3, L1: Recognize synonyms and antonyms |
| | | ISIP VOC | L4-5, L2: Identify antonyms |
| | | ISIP VOC | L4, L3: Classify vocabulary words |
| | | ISIP VOC | L5, L1: Classify vocabulary words |
| | | ISIP VOC | L6, L1: Classify words |
| | | ISIP VOC | L1-2, L2-3: Classify and identify antonyms |
| | | ISIP VOC | L4-5 L2: Classify and identify synonyms |



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## L.3.2.f

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP VOC | L1-2, L2-3: Classify and identify antonyms |
| | | ISIP VOC | L13, L1: Classify, identify, and use antonyms |
| | | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| | | ISIP VOC | L6, L1: Identify and use suffixes |
| | | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| | | ISIP VOC | L6, L1: Identify and use prefixes |
| | | ISIP VOC | L1-3, L1-3: Identify and use analogies |
| | | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| | | C12 VOC | L1-2: Identify prefixes and suffixes |
| | | C12 VOC | L1-3: Identify suffixes and their meanings |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| L.3.2.g | | | |
|---|---|---|---|
| Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| B | Reading the World – books (Leo el Mundo – libros) | ISIP PA/Ph | L1, L3: Divide words into syllables orally |
| C12 B | *Una misión increíble, Las estaciones en el campo* | ISIP PA/Ph | L2, L3: Divide words into syllables |
| C12 B | *La Tierra: El día, la noche y las estaciones* | ISIP PA/Ph | L1-2, L1-3: Identify word families |
| C12 B | *El mundo a tu alrededor: La Luna* | ISIP PA/Ph | L1-2, L1-2: Identify and build compound words |
| C12 B | *La Tierra: Las rocas y el suelo; La Tierra: La atmósfera* | ISIP PA/Ph | L2, L1: Recognize and form the diphthongs /ue/ |
| C12 B | *La Tierra: Una superficie cambiante* | ISIP PA/Ph | L2, L2: Recognize and form the diphthongs /ie/ |
| C12 B | *Cazadores de fósiles: En busca del dinosaurio* | ISIP PA/Ph | L2, L3: Recognize and form the diphthongs /ua/ |
| C12 B | *¡La mejor feria científica de la escuela Los Nogales!* | ISIP PA/Ph | L3, L1: Recognize the diphthongs /ue/, /ua/, /au/, /ie/ |
| C12 B | *Reporteros del tiempo* | ISIP PA/Ph | L4, L1: Form diphthongs and hiatus |
| IPE | Reading the World (books) | ISIP PA/Ph | L5, L1: Recognize the hiatus |
| | | ISIP S | L1-2, L1-3: Learn monosyllabic high-frequency words |
| | | ISIP S | L4, L2: Learn high-frequency words (diphthongs & hiatus) |
| | | ISIP S | L3-5, L1-2: Learn bisyllabic high-frequency words |
| | | ISIP S | L6, L1: Learn monosyllabic and bisyllabic high-frequency words |
| | | ISIP S | L7, L1-2: Learn trisyllabic high-frequency words |
| | | ISIP S | L6-7, L2: Learn high-frequency words |
| | | ISIP S | L1-6, L1-3: Write words in plural |



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| L.3.2.g | | | |
|---|---|---|---|
| Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1, L1: Learn and write the orthographic accents |
| | | ISIP S | L3, L1: Distinguish the use of the letters s, c, z |
| | | ISIP S | L1, L3: Learn writing the m before the letter b and p, and n before the letter v |
| | | ISIP VOC | L1, L2: Identify compound words |
| | | ISIP VOC | L1-6, L1-3: Identify and form compound words |
| | | ISIP VOC | L4-6, L1-3: Identify and build compound words |
| | | ISIP VOC | L7-9, L1-3: Recognize compound words |
| | | ISIP VOC | L2, L3: Identify synonyms |
| | | ISIP VOC | L3, L1: Recognize synonyms and antonyms |
| | | ISIP VOC | L4-5, L2: Identify antonyms |
| | | ISIP VOC | L4, L3: Classify vocabulary words |
| | | ISIP VOC | L5, L1: Classify vocabulary words |
| | | ISIP VOC | L6, L1: Classify words |
| | | ISIP VOC | L1-2, L2-3: Classify and identify antonyms |
| | | ISIP VOC | L4-5 L2: Classify and identify synonyms |
| | | ISIP VOC | L1-2, L2-3: Classify and identify antonyms |



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| L.3.2.g | | | |
|---|---|---|---|
| Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP VOC | L13, L1: Classify, identify, and use antonyms |
| | | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| | | ISIP VOC | L6, L1: Identify and use suffixes |
| | | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| | | ISIP VOC | L6, L1: Identify and use prefixes |
| | | ISIP VOC | L1-3, L1-3: Identify and use analogies |
| | | C2-8 VOC | L1-3: Recognize and learn high-frequency words |
| | | C9 VOC | L1-2: Using context to determine meaning of unknown words |
| | | C9 VOC | L1: Determine the meaning of unknown words with the use of a graphic organizer (4-squares map) |
| | | C10 VOC | L1-2: Using context to determine meaning of unknown words |
| | | C10 VOC | L3-4: Determine the meaning of words using a dictionary |
| | | C12 VOC | L1: Understanding the meaning of unknown words |
| | | C12 VOC | L3: Use context clues |
| | | C12 VOC | L1-2: Identify prefixes and suffixes |
| | | C12 VOC | L1-3: Identify suffixes and their meanings |
| | | C9-11 | Lectoclub (Libros) |



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| L.3.2.g | | | |
|---|---|---|---|
| Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

**Knowledge of Language**

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

| L.3.3.a | | | |
|---|---|---|---|
| Choose words and phrases for effect. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary test | C9 WE | L17: *Los gérmenes* (expository, narrative, and descriptive) |
| POS | La máquina de cuentos: nouns, verbs, adjectives, adverbs | C9 WE | L18: *Vamos al dentista* (narrative and persuasive) |
| | | C10 WE | L19: *Las arañas* (narrative and exploratory) |
| | | C11 WE | L20: *Mascotas* (narrative, descriptive, and persuasive) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |



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| L.3.3.a | | | |
|---|---|---|---|
| Choose words and phrases for effect. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C9-12 | Lectoclub (Libros) |
| | | C8 G | L1: Identify the verbs |



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| L.3.3.a | | | |
|---|---|---|---|
| Choose words and phrases for effect. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9 G | L1: Identify the nouns |
| | | C9 G | L1: Identify the adjectives |
| | | C9 G | L1: Identify the verbs |
| | | C9 G | L2: Identify the verbs in past tense |
| | | C10 G | L1: identify the adverbs |
| | | C10 G | L1: Identify the articles |
| | | C10 G | L1: Identify the prepositions |
| | | C10 G | L1: Identify and use contractions |
| | | C11 G | L1: Spelling and writing with conjunctions |
| | | C11 G | L1: Revise spelling and grammar |
| | | C11 G | L1: Identify personal pronouns |
| | | C11 G | L2: Identify demonstrative and reflexive pronouns |
| | | C11 G | L3: Identify indefinite and possessive pronouns |
| | | C11 G | L1-2: Differentiate and use commonly confuse words and terms |
| | | C12 G | L1: Conjugating verbs in different tenses |
| | | C12 G | L1: Identify and use conjunctions with subjects and compound predicates |
| | | C12 G | L1: Identify and use subordinate conjunctions |



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| L.3.3.a | | | |
|---|---|---|---|
| Choose words and phrases for effect. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

**Vocabulary Acquisition and Use**

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

| L.3.4.a | | | |
|---|---|---|---|
| Use sentence-level context as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Vocabulary subtest | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| NA | Letter room | ISIP VOC | L6, L1: Identify and use suffixes |
| B | Decodable books (Libros decodificables) and quizzes | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| STL | Scribi chocando sonidos | ISIP VOC | L6, L1: Identify and use prefixes |
| BS | Mercado de sílabas | C9 VOC | L1-2: Use context to determine the meaning of words |
| POS | La máquina de cuentos | C9 VOC | L1-2: Know the meaning of unknown words with the help of the 4-square map |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C10 VOC | L1-2: Use context to determine the meaning of unusual words |
| NA | Alien game | C12 VOC | L1-2: Identify prefixes and suffixes |


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## L.3.4.a

Use sentence-level context as a clue to the meaning of a word or phrase.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| IPE | Games, decodable, and advanced books II | C12 VOC | L1-3: Identify suffixes and their meaning |
| | | C12 VOC | L1: Understanding the meaning of unknown words |
| | | C12 VOC | L3: Use context clues |
| | | C9-11 | Lectoclub (Libros) |

## L.3.4.b

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agradable/desagradable, cómodo/incómodo, cuidado/descuidado, calentar/precalentar).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | C9 VOC | L1-2: Use context to determine the meaning of words |
| NA | Letter room | C9 VOC | L1-2: Know the meaning of unknown words with the help of the 4-square map |
| B | Decodable books (Libros decodificables) and quizzes | C10 VOC | L1-2: Use context to determine the meaning of unusual words |
| STL | Scribi chocando sonidos | C12 VOC | L1-2: Identify prefixes and suffixes |
| BS | Mercado de sílabas | C12 VOC | L1-3: Identify suffixes and their meaning |
| POS | La máquina de cuentos | C12 VOC | L1: Understanding the meaning of unknown words |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C12 VOC | L3: Use context clues |
| NA | Alien game | C9-11 | Lectoclub (Libros) |



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## L.3.4.b

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agradable/desagradable, cómodo/incómodo, cuidado/descuidado, calentar/precalentar).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| IPE | Games, decodable, and advanced books II | | |

## L.3.4.c

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., compañía, compañera).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | C9 VOC | L1: Use context to determine the meaning of words |
| MW | La palabra secreta | C9 VOC | L1: Know the meaning of unknown words with the help of the 4-square map |
| B | Advanced books II by themes (Libros avanzados II – por temas) (4- and 6-square vocabulary activity) | C10 VOC | L1-2: Use context to determine the meaning of unusual words |
| IPE | Games and advanced books II | C12 VOC | L1-2: Identify prefixes and suffixes |
| | | C12 VOC | L1-3: Identify suffixes and their meaning |
| | | C9-11 | Lectoclub (Libros) |

## L.3.4.d

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | ISIP VOC | L4-5, L2: Identify synonyms |



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## L.3.4.d

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| B | Advanced books I (Libros avanzados I) | ISIP VOC | L1-2, L2-3: Identify antonyms |
| C9 B | *¿Dónde viven?* | ISIP VOC | L1-3, L1-3: Identify and use suffixes |
| C10 B | *Las arañas* | ISIP VOC | L6, L1: Identify and use suffixes |
| C11 B | *Mascotas, Los incendios forestales* | ISIP VOC | L1-3, L2-3: Identify and use prefixes |
| B | Reading the World – books (Leo el Mundo – libros) | ISIP VOC | L6, L1: Identify and use prefixes |
| C12 B | *La Tierra: El día, la noche y las estaciones* | C5 VOC | L1: Recognize and learn high-frequency words |
| C12 B | *El mundo a tu alrededor: La Luna; La Tierra: La atmósfera* | C6 VOC | L1-2: Recognize and learn high-frequency words |
| C12 B | *La Tierra: Las rocas y el suelo; Reporteros del tiempo* | C7 VOC | L1-2: Recognize and learn high-frequency words |
| C12 B | *La Tierra: Una superficie cambiante* | C8 VOC | L1-2: Recognize and learn high-frequency words |
| IPE | Advanced books I and Reading the World books | C9-10 VOC | L1-2: Identify and use common antonyms |
| | | C9 VOC | L1-2: Identify and use common synonyms |
| | | C10 VOC | L1-2: Use context to determine the meaning of unusual words |
| | | C10 VOC | L3-4: Know the meaning of words using a dictionary |
| | | C12 VOC | L1-2: Identify prefixes and suffixes |
| | | C12 VOC | L1-3: Identify suffixes and their meanings |
| | | C8 G | L1: Identify the verbs |



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## L.3.4.d

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 G | L2: Identify demonstrative and reflexive pronouns |
| | | C11 G | L3: Identify indefinite and possessive pronouns |
| | | C11 G | L1-2: Differentiate and use commonly confused words and terms |
| | | C12 G | L1: Conjugating verbs in different tenses |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |

## L.3.6

Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., Esa noche, después de cenar, fuimos a buscarlos).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP ER | Vocabulary subtest | C2 WE | L2: *Las lupas* (descriptive and expository) |
| POS | La máquina de cuentos: nouns, verbs, adjectives, adverbs | C4 WE | L5: *Día de campo* (narrative) |
| | | C7 WE | L12: *El maestro* (narrative and expository) |
| | | C7 WE | L13: *¡A limpiar!* (expository, narrative, and descriptive) |
| | | C7 WE | L14: *El huracán* (narrative and expository) |
| | | C8 WE | L15: *Competencias en Kobe* (narrative and expository) |



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| L.3.6 | | | |
|---|---|---|---|
| Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., Esa noche, después de cenar, fuimos a buscarlos). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C8 WE | L16: *El viaje a Kuwait* (narrative and expository) |
| | | C9-11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## Grade 4

### Reading Standards for Literature

#### Key Ideas and Details

| RL.4.1 | | | |
|---|---|---|---|
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Comprehension subtest | ISIP RC | L1-2, L2-3: Read to make inferences using multiple text features |
| WOG | *El mundo de los géneros: Época Antigua* | C13 RC | L1: Identify main idea and details |
| U1 GO | Play | C13 RC | L1: Characteristics of fiction genres (myth) |
| VH | El fracaso del ladrón (illustration) | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| VH | Esclavos de Egipto (illustration) | C14 RC | L1: Characteristics of fiction genres (realistic fiction) |
| MP | Frente a la tormenta (play) | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| P1 | *La aventura de los galeotes (play)* | C15 RC | L1-2: Summarize fantasy texts |
| P1 Q | Passage and digital dictionary | C15 RC | L1-2: Characteristics of fiction genres (fantasy) |
| U2 GO | Myth/legend | C15 RC | L1-4: Make connections between texts (compare and contrast) |
| VH | La idea de Beto (comic strip) | U1 P1 | *La aventura de los galeotes (play)* |
| VH | Galileo y el telescopio (historical figure) | U2 P1 | *El reto de Madre Sol (myth)* |
| MP | El mito de Dédalo e Ícaro (myth) | U3 P1 | *La Raya (lyric poetry)* |
| P1 | *El reto de Madre Sol (myth)* | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |


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| RL.4.1 | | | |
|---|---|---|---|
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 Q | Passage and digital dictionary | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| WOG | *El mundo de los géneros: Época Moderna* | U6 P1 | *El regreso del reino (fantasy)* |
| U3 GO | Lyric poetry/free verse | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| VH | Alanzita (neighborhood) | | |
| VH | Alanza (big city) | | |
| MP | Rogelio Robles Respaldiza (lyric poetry) | | |
| P1 | *La Raya (lyric poetry)* | | |
| P1 Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction | | |
| MP | Papazilla (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction | | |
| VH | El aterrizaje (comic book) | | |
| MP | La invasión (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |



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## RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U6 GO | Fantasy | | |
| VH | La búsqueda de Elaria (illustrated story) | | |
| MP | Las lágrimas de la dragona (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | C13 RC | L1: Identify main idea and details |
| WOG | *El mundo de los géneros: Época Antigua* | C13 RC | L1: Characteristics of fiction genres (myth) |
| U1 GO | Play | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| P1 | *La aventura de los galeotes (play)* | C14 RC | L1: Characteristics of fiction genres (realistic fiction) |
| P1 Q | Passage and digital dictionary | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| U2 GO | Myth/legend | C15 RC | L1-2: Summarize fantasy texts |
| P1 | *El reto de Madre Sol (myth)* | C15 RC | L1-2: Characteristics of fiction genres (fantasy) |



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| RL.4.2 | | | |
|---|---|---|---|
| Determine a theme of a story, drama, or poem from details in the text; summarize the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 Q | Passage and digital dictionary | C15 RC | L1-4: Make connections between texts (compare and contrast) |
| WOG | *El mundo de los géneros: Época Moderna* | U1 P1 | *La aventura de los galeotes (play)* |
| U3 GO | Lyric poetry/free verse | U2 P1 | *El reto de Madre Sol (myth)* |
| P1 | *La Raya (lyric poetry)* | U3 P1 | *La Raya (lyric poetry)* |
| P1 Q | Passage and digital dictionary | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| U4 GO | Realistic fiction | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | U6 P1 | *El regreso del reino (fantasy)* |
| P1 Q | Passage and digital dictionary | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| U6 GO | Fantasy | | |
| VH | La búsqueda de Elaria (illustrated story) | | |
| MP | Las lágrimas de la dragona (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |


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## RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Antigua* | C16 RC | L1: Genre characteristics (legend) |
| U2 GO | Myth/legend | C17 RC | L1: Genre characteristics (realistic fiction) |
| VH | La idea de Beto (comic strip) | C18 RC | L1-2: Genre characteristics (fantasy) |
| VH | Galileo y el telescopio (historical figure) | U1 P1 | *Una obra maestra (play)* |
| VH VD | Compare and contrast (character and historical figure) | U2 P1 | *El origen del mar (legend)* |
| MP | El mito de Dédalo e Ícaro (myth) | U3 P1 | *Unidos, siempre unidos (free verse)* |
| GES | El mito de Prometeo (myth) | U4 P1 | *El comienzo (realistic fiction)* |
| P1 | *El reto de Madre Sol (myth)* | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| P1 Q | Passage and digital dictionary | U6 P1 | *El rescate (fantasy)* |
| GESSR | Myth/legend | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Poetry (free verse) | | |
| VH | Alanzita (neighborhood) | | |
| VH | Alanza (big city) | | |
| VH VD | Compare and contrast (author's perspective) | | |
| MP | Rogelio Robles Respaldiza (lyric poetry) | | |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | | |



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| RL.4.3 | | | |
|---|---|---|---|
| Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 | *La Raya (lyric poetry)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Poetry (lyric/free verse) | | |
| U4 GO | Realistic fiction | | |
| MP | Papazilla (realistic fiction) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Realistic fiction | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction | | |
| VH | El aterrizaje (comic book) | | |
| MP | La invasión (science fiction) | | |
| GES | La mano amiga (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Science fiction | | |



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| RL.4.3 | | | |
|---|---|---|---|
| Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U6 GO | Fantasy and explanatory text | | |
| VH | La búsqueda de Elaria (illustrated story) | | |
| MP | Las lágrimas de la dragona (fantasy) | | |
| GES | Colorandia (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Fantasy | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

**Craft and Structure**

| RL.4.4 | | | |
|---|---|---|---|
| Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Hércules). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Vocabulary subtest | ISIP VOC | L1-2, L2-3: Use and search antonyms using a dictionary |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP VOC | L1-2, L2-3: Use and search synonyms using a dictionary |
| U1 GO | Play | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| NA | Word knowledge game | C13 VOC | L1-4: Learn antonyms |


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## RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Hércules).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VG | Castillo de vocabulario (play) | C13 VOC | L1-2: Learn homonym words |
| P1 | *La aventura de los galeotes (play)* | C13 VOC | L1-2: Learn prefixes and their meaning |
| P1 Q | Passage and digital dictionary | C13 VOC | L1-2: Learn suffixes and their meaning |
| VGG | Castillo de conocimientos (play) | C13 VOC | L1-2: Learn words with Greek roots |
| U2 GO | Myth/legend | C14 VOC | L1-2: Learn analogies with antonyms |
| NA | Word knowledge game | C14 VOC | L1: Learn homonym words |
| VG | Castillo de vocabulario (myth) | C14 VOC | L1-2: Learn prefixes and their meanings |
| P1 | *El reto de Madre Sol (myth)* | C14 VOC | L3-4: Learn suffixes and their meanings |
| P1 Q | Passage and digital dictionary | C15 VOC | L1-2: Learn word families |
| VGG | Castillo de conocimientos (myth) | C15 VOC | L1-4: Use context clues |
| WOG | *El mundo de los géneros: Época Moderna* | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| U3 GO | Lyric poetry/free | C15 VOC | L1-4: Learn words with Greek and Latin roots |
| NA | Word knowledge game | U1 P1 | *Una obra maestra (play)* |
| VG | Tráfico de palabras (lyric poetry) | U2 P1 | *El origen del mar (legend)* |
| P1 | *La Raya (lyric poetry)* | U3 P1 | *Unidos, siempre unidos (free verse)* |
| P1 Q | Passage and digital dictionary | U4 P1 | *El comienzo (realistic fiction)* |
| VG | Tráfico de palabras (lyric poetry) | U5 P1 | *De la oscuridad a la claridad (science fiction)* |



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## RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Hércules).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VGG | En busca de conocimientos (lyric poetry) | U6 P1 | El rescate (fantasy) |
| U4 GO | Realistic fiction | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| VGG | En busca de conocimientos (realistic fiction) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (science fiction) | | |
| VGG | Taller de conocimientos (science fiction) | | |
| U6 GO | Fantasy | | |



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## RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Hércules).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VGG | Taller de conocimientos (fantasy) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Antigua* | C13 RC | L1: Characteristics of fiction genres (myth) |
| U12 GO | Play | C14 RC | L1: Characteristics of fiction genres (realistic fiction) |
| GES | Don Quijote y la Hidra (play) | C15 RC | L1-2: Characteristics of fiction genres (fantasy) |
| GESSR | Play and myth/legend (free choice) | | |
| U2 GO | Myth/legend | | |
| GES | El mito de Prometeo (myth) | | |
| GESSR | Play and myth/legend (free choice) | | |



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| RL.4.5 | | | |
|---|---|---|---|
| Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Lyric poetry/free verse | | |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | | |
| GESSR | Poetry and realistic fiction (free choice) | | |
| U4 GO | Realistic fiction | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| GESSR | Realistic fiction and poetry (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction | | |
| GES | La mano amiga (science fiction) | | |
| GESSR | Science fiction and fantasy (free choice) | | |
| U6 GO | Fantasy | | |
| GES | Colorandia (fantasy) | | |
| GESSR | Fantasy and science fiction (free choice) | | |



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| RL.4.6 | | | |
|---|---|---|---|
| Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Moderna* | C17 RC | L1-4: Identify and understand sensory or figurative language |
| U3 GO | Lyric poetry/free verse and persuasive text | C17 RC | L1: Genre characteristics (realistic fiction) |
| VH | Alanzita (neighborhood) | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| VH | Alanza (big city) | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| VH VD | Compare and contrast (author's perspective) | U3 P1 | *La Raya (lyric poetry)* |
| MP | Rogelio Robles Respaldiza (lyric poetry) | C14 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP VD | Compare and contrast (author's perspective) | | |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | | |
| VG | Tráfico de palabras (lyric poetry) | | |
| P1 | *La Raya (lyric poetry)* | | |
| P1 Q | Passage and digital dictionary | | |
| GO | Lyric poetry/free verse review | | |
| VGG | En busca de conocimientos (lyric poetry) | | |
| GESSR | Poetry (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## Integration of Knowledge and Ideas

| RL.4.7 | | | |
|---|---|---|---|
| Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C15 RC | L1-4: Make connections between texts (compare and contrast) |

| RL.4.9 | | | |
|---|---|---|---|
| Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Comprehension subtest | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| WOG | *El mundo de los géneros: Época Antigua* | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| U1 GO | Play | C15 RC | L1-4: Make connections between texts (compare and contrast) |
| MP | Frente a la tormenta (play) | U1 P1 | *La aventura de los galeotes (play)* |
| MP VD | Compare and contrast (themes) | U2 P1 | *El reto de Madre Sol (myth)* |
| GES | Don Quijote y la Hidra (play) | U3 P1 | *La Raya (lyric poetry)* |


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## RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 | *La aventura de los galeotes (play)* | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| P1 Q | Passage and digital dictionary | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| GESSR | Play and myth/legend | U6 P1 | *El regreso del reino (fantasy)* |
| U2 GO | Myth/legend | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| VH | La idea de Beto (comic strip) | | |
| VH | Galileo y el telescopio (historical figure) | | |
| VH VD | Compare and contrast (character and historical figure) | | |
| MP | El mito de Dédalo e Ícaro (myth) | | |
| MP VD | Compare and contrast (character and historical figure) | | |
| GES | El mito de Prometeo (myth) | | |
| P1 | *El reto de Madre Sol (myth)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Play and myth/legend | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Lyric poetry/free | | |
| MP | Rogelio Robles Respaldiza (lyric poetry) | | |
| MP VD | Compare and contrast (author's perspective) | | |



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| RL.4.9 | | | |
|---|---|---|---|
| Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | | |
| P1 | *La Raya (lyric poetry)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Lyric poetry/free verse and realistic fiction | | |
| U4 GO | Realistic fiction | | |
| MP | Papazilla (realistic fiction) | | |
| MP VD | Compare and contrast (author's purpose) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Lyric poetry/free verse and realistic fiction | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| VH | El aterrizaje (comic book) | | |
| VH VD | Compare and contrast (message and main idea) | | |
| MP | La invasión (science fiction) | | |
| MP VD | Compare and contrast (message and main idea) | | |



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| RL.4.9 | | | |
|---|---|---|---|
| Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GES | La mano amiga (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Science fiction and fantasy | | |
| U6 GO | Fantasy and explanatory text | | |
| VH | La búsqueda de Elaria (illustrated story) | | |
| VH VD | Compare and contrast (summary) | | |
| MP | Las lágrimas de la dragona (fantasy) | | |
| MP VD | Compare and contrast (summary) | | |
| GES | Colorandia (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Science fiction and fantasy | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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

| RL.4.10 | | | |
|---|---|---|---|
| By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L1-4, L2-3: Reading with fluency |
| ISIP ER | Oral fluency subtest | ISIP P | Progress Monitoring Passages 1-30 |
| ISIP AR | Comprehension subtest | ISIP ORF DAP | Fiction (15 passages) |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP ORF DAP | Nonfiction (15 passages) |
| U1 GO | Play | U1 P1 | *La aventura de los galeotes (play)* |
| MP | Frente a la tormenta (play) | U2 P1 | *El reto de Madre Sol (myth)* |
| GES | Don Quijote y la Hidra (play) | U3 P1 | *La Raya (lyric poetry)* |
| P1 | *La aventura de los galeotes (play)* | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| GESSR | Play and myth/legend | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| U2 GO | Myth/legend | U6 P1 | *El regreso del reino (fantasy)* |
| VH | La idea de Beto (comic strip) | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP | El mito de Dédalo e Ícaro (myth) | | |
| GES | El mito de Prometeo (myth) | | |
| P1 | *El reto de Madre Sol (myth)* | | |
| GESSR | Play and myth/legend | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |



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| RL.4.10 | | | |
|---|---|---|---|
| By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U3 GO | Lyric poetry/free | | |
| MP | Rogelio Robles Respaldiza (lyric poetry) | | |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | | |
| P1 | *La Raya (lyric poetry)* | | |
| GESSR | Lyric poetry/free verse and realistic fiction | | |
| U4 GO | Realistic fiction | | |
| MP | Papazilla (realistic fiction) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| GESSR | Lyric poetry/free verse and realistic fiction | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| VH | El aterrizaje (comic book) | | |
| MP | La invasión (science fiction) | | |
| GES | La mano amiga (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| GESSR | Science fiction and fantasy | | |



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| RL.4.10 | | | |
|---|---|---|---|
| By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U6 GO | Fantasy and explanatory text | | |
| VH | La búsqueda de Elaria (illustrated story) | | |
| MP | Las lágrimas de la dragona (fantasy) | | |
| GES | Colorandia (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| GESSR | Science fiction and fantasy | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## Reading Standards for Informational Text

### Key Ideas and Details

| RI.4.1 | | | |
|---|---|---|---|
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP RC | L1-2, L2-3: Find and summarize the main idea and details in a text while maintaining the meaning |
| U1 GO | Biography | ISIP RC | L1-2, L2-3: Making conclusions and providing evidence from a text to support comprehension |
| VH | El fracaso del ladrón (illustration) | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| VH | Esclavos de Egipto (illustration) | ISIP RC | L1-2, L2-3: Summarize while keeping the meaning |


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| RI.4.1 | | | |
|---|---|---|---|
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| MP | La vida de Miguel de Cervantes, el verdadero Quijote (biography) | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| P2 | *Platón, en busca de la justicia* (biography) | ISIP RC | L1-2, L2-3: Read to make inferences using multiple text features |
| P2 Q | Passage and digital dictionary | ISIP RC | L1-2, L2-3: Drawing conclusions and providing evidence |
| P RT | *Lady Trieu, guerrera vietnamita* (biography) | C13 RC | L1: Identify main idea and details |
| P RT Q | Passage and digital dictionary | C13 RC | L1: Characteristics of nonfiction genres (informative article) |
| U2 GO | Informative article | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| VH | Galileo y el telescopio (historical figure) | C14 RC | L1-2: Find the main idea in nonfiction texts |
| MP | La historia del vuelo humano (informative article) | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna* (informative article) | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| P2 Q | Passage and digital dictionary | C15 RC | L1-2: Identify and analyze the main idea of procedural texts |
| P RT | *El origen del fuego y su uso por los humanos* (informative article) | C15 RC | L1-2: Characteristics of nonfiction genres (procedural text) |
| P RT Q | Passage and digital dictionary | U1 P2 | *Platón, en busca de la justicia (biography)* |
| WOG | *El mundo de los géneros: Época Moderna* | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| U3 GO | Persuasive text | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |



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| RI.4.1 | | | |
|---|---|---|---|
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VH | Alanzita (neighborhood) | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| VH | Alanza (big city) | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| MP | Por favor, reciclen (persuasive text) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | U4 P2 | *Un discurso sobre la unión (speech)* |
| P2 Q | Passage and digital dictionary | U4 P RT | *Solidaridad (speech)* |
| P RT | *Futuros Programadores de América (persuasive text)* | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| P RT Q | Passage and digital dictionary | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| U4 GO | Speech | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| VH | La fotosíntesis (diagram) | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| VH | La Estatua de la Libertad (diagram) | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP | Un discurso a mi papá (speech) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |


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| RI.4.1 | | | |
|---|---|---|---|
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U5 GO | Procedural text | | |
| VH | Cómo resistir la gravedad (flowchart) | | |
| MP | Cómo hacer un aerodeslizador de mesa (procedural text) | | |
| P2 | *Cómo hacer un electroimán (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Explanatory text | | |
| VH | Red alimentaria de Yellowstone (food web) | | |
| MP | La partida de los lobos de Yellowstone (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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| RI.4.2 | | | |
|---|---|---|---|
| Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Comprehension subtest | ISIP RC | L1-2, L2-3: Find and summarize the main idea and details in a text while maintaining the meaning |
| WOG | *El mundo de los géneros: Época Futura* | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| U5 GO | Procedural text | ISIP RC | L1-2, L2-3: Summarize while keeping the meaning |
| VH | Cómo resistir la gravedad (flowchart) | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| VH VD | Compare and contrast (message and main idea) | C15 RC | L1-2: Summarize fantasy texts |
| MP | Cómo hacer un aerodeslizador de mesa (procedural text) | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| MP VD | Compare and contrast (message and main idea) | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P2 | *Cómo hacer un electroimán (procedural text)* | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| P2 Q | Passage and digital dictionary | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P RT | *Cómo hacer un circuito solar (procedural text)* | C15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Explanatory text | | |
| VH | Red alimentaria de Yellowstone (food web) | | |
| VH VD | Compare and contrast (summary) | | |
| MP | La partida de los lobos de Yellowstone (explanatory text) | | |
| MP VD | Compare and contrast (summary) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |



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| RI.4.2 | | | |
|---|---|---|---|
| Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

| RI.4.3 | | | |
|---|---|---|---|
| Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP RC | L1-2, L2-3: Making conclusions and providing evidence from a text to support comprehension |
| U1 GO | Biography | ISIP RC | L1-2, L2-3: Read to make inferences using multiple text features |
| VH | El fracaso del ladrón (illustration) | ISIP RC | L1-2, L2-3: Drawing conclusions and providing evidence |
| VH | Esclavos de Egipto (illustration) | C13 RC | L1: Characteristics of nonfiction genres (informative article) |
| MP | La vida de Miguel de Cervantes, el verdadero Quijote (biography) | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| P2 | *Platón, en busca de la justicia* (biography) | C14 RC | L1-2: Find the main idea in nonfiction texts |
| P2 Q | Passage and digital dictionary | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| P RT | *Lady Trieu, guerrera vietnamita* (biography) | C14 RC | L1-4: Make connections between texts (compare and contrast) |



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## RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P RT Q | Passage and digital dictionary | C15 RC | L1-2: Identify and analyze the main idea of procedural texts |
| U2 GO | Informative article | C15 RC | L1-2: Characteristics of nonfiction genres (procedural text) |
| VH | Galileo y el telescopio (historical figure) | U1 P2 | *Platón, en busca de la justicia (biography)* |
| MP | La historia del vuelo humano (informative article) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| P2 Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| P RT Q | Passage and digital dictionary | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| WOG | *El mundo de los géneros: Época Moderna* | U4 P2 | *Un discurso sobre la unión (speech)* |
| U3 GO | Persuasive text | U4 P RT | *Solidaridad (speech)* |
| VH | Alanzita (neighborhood) | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| VH | Alanza (big city) | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| MP | Por favor, reciclen (persuasive text) | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P2 Q | Passage and digital dictionary | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P RT | *Futuros Programadores de América (persuasive text)* | | |



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| RI.4.3 | | | |
|---|---|---|---|
| Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Speech | | |
| VH | La fotosíntesis (diagram) | | |
| VH | La Estatua de la Libertad (diagram) | | |
| MP | Un discurso a mi papá (speech) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Procedural text | | |
| VH | Cómo resistir la gravedad (flowchart) | | |
| MP | Cómo hacer un aerodeslizador de mesa (procedural text) | | |
| P2 | *Cómo hacer un electroimán (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |



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| RI.4.3 | | | |
|---|---|---|---|
| Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Explanatory text | | |
| VH | Red alimentaria de Yellowstone (food web) | | |
| MP | La partida de los lobos de Yellowstone (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

### Craft and Structure

| RI.4.4 | | | |
|---|---|---|---|
| Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Vocabulary subtest | ISP VOC | L1-2, L2-3: Use and search antonyms using a dictionary |
| WOG | *El mundo de los géneros: Época Antigua* | ISP VOC | L1-2, L2-3: Use and search synonyms using a dictionary |



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## RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U1 GO | Biography | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| NA | Word knowledge game | C13 VOC | L1-4: Learn antonyms |
| VG | Castillo de vocabulario (biography) | C13 VOC | L1-2: Learn homonym words |
| P2 | *Platón, en busca de la justicia (biography)* | C13 VOC | L1-2: Learn prefixes and their meaning |
| P2 Q | Passage and digital dictionary | C13 VOC | L1-2: Learn suffixes and their meaning |
| NA | Word knowledge game reteach | C13 VOC | L1-2: Learn words with Greek roots |
| VGG | Castillo de conocimientos (biography) | C14 VOC | L1-2: Learn analogies with antonyms |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | C14 VOC | L1: Learn homonym words |
| P RT Q | Passage and digital dictionary | C14 VOC | L1-2: Learn prefixes and their meanings |
| U2 GO | Informative article | C14 VOC | L3-4: Learn suffixes and their meanings |
| NA | Word knowledge game | C15 VOC | L1-2: Learn word families |
| VG | Castillo de vocabulario (informative article) | C15 VOC | L1-4: Use context clues |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| P2 Q | Passage and digital dictionary | C15 VOC | L1-4: Learn words with Greek and Latin roots |
| NA | Word knowledge game reteach | U1 P2 | *Platón, en busca de la justicia (biography)* |
| VGG | Castillo de conocimientos (informative article) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |



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## RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| P RT Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| WOG | *El mundo de los géneros: Época Moderna* | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| U3 GO | Persuasive text | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| NA | Word knowledge game | U4 P2 | *Un discurso sobre la unión (speech)* |
| VG | Tráfico de palabras (persuasive text) | U4 P RT | *Solidaridad (speech)* |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| P2 Q | Passage and digital dictionary | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| NA | Word knowledge game reteach | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| VGG | En busca de conocimientos (persuasive text) | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P RT | *Futuros Programadores de América (persuasive text)* | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Speech | | |
| VH | La fotosíntesis (diagram) | | |
| VH | La Estatua de la Libertad (diagram) | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (speech) | | |



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| RI.4.4 | | | |
|---|---|---|---|
| Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P2 | *Éxito (speech)* | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (speech) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Procedural text | | |
| VH | Cómo resistir la gravedad (flowchart) | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Cómo hacer un electroimán (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | Taller de conocimientos (procedural text) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |



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## RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U6 GO | Explanatory text | | |
| VH | Red alimentaria de Yellowstone (food web) | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| NA | Word knowledge game reteach | | |
| P2 Q | Passage and digital dictionary | | |
| VGG | Taller de conocimientos (explanatory text) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | ISIP RC | L1-2, L2-3: Find and summarize the main idea and details in a text while maintaining the meaning |



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## RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Antigua* | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| U1 GO | Biography | ISIP RC | L1-2, L2-3: Summarize while keeping the meaning |
| VH | El fracaso del ladrón (illustration) | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| VH | Esclavos de Egipto (illustration) | C13 RC | L1: Characteristics of nonfiction genres (informative article) |
| VH VD | Compare and contrast (themes) | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| MP | La vida de Miguel de Cervantes, el verdadero Quijote (biography) | C14 RC | L1-2: Find the main idea in nonfiction texts |
| MP VD | Compare and contrast (themes) | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| GES | Sócrates, una vida llena de reflexión (biography) | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| P2 | *Platón, en busca de la justicia* (biography) | C15 RC | L1-2: Identify and analyze the main idea of procedural texts |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | C15 RC | L1-2: Characteristics of nonfiction genres (procedural text) |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U1 P2 | *Platón, en busca de la justicia (biography)* |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| GESSR | Biography and informative article (free choice) | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| U2 GO | Informative article | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |



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## RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VH | La idea de Beto (comic strip) | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| VH | Galileo y el telescopio (historical figure) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| VH VD | Compare and contrast (character and historical figure) | U4 P2 | *Un discurso sobre la unión (speech)* |
| MP | La historia del vuelo humano (informative article) | U4 P RT | *Solidaridad (speech)* |
| MP VD | Compare and contrast (character and historical figure) | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| GES | La teoría de la Tierra plana: una falacia moderna (informative article) | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Biography and informative article (free choice) | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Persuasive text | | |
| VH | Alanzita (neighborhood) | | |
| VH | Alanza (big city) | | |
| VH VD | Compare and contrast (author's perspective) | | |



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## RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| MP | Por favor, reciclen (persuasive text) | | |
| MP VD | Compare and contrast (author's perspective) | | |
| GES | Email – Para: Mario y Perla (persuasive text) | | |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Persuasive text and speech (free choice) | | |
| U4 GO | Speech | | |
| VH | La fotosíntesis (diagram) | | |
| VH | La Estatua de la Libertad (diagram) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Un discurso a mi papá (speech) | | |
| MP VD | Compare and contrast (author's purpose) | | |
| GES | Estimado soñador (speech) | | |
| P2 | *Un discurso sobre la unión* (speech) | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |



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## RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P RT | *Solidaridad* (speech) | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Persuasive text and speech (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Procedural text | | |
| VH | Cómo resistir la gravedad (flowchart) | | |
| VH VD | Compare and contrast (message and main idea) | | |
| MP | Cómo hacer un aerodeslizador de mesa (procedural text) | | |
| MP VD | Compare and contrast (message and main idea) | | |
| GES | Un jardín vertical (procedural text) | | |
| P2 | *Cómo hacer un electroimán* (procedural text) | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Procedural and explanatory text (free choice) | | |
| U6 GO | Explanatory text | | |
| VH | Red alimentaria de Yellowstone (food web) | | |



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## RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VH VD | Compare and contrast (summary) | | |
| MP | La partida de los lobos de Yellowstone (explanatory text) | | |
| MP VD | Compare and contrast (summary) | | |
| GES | Cómo nace una estrella (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone* (explanatory text) | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *Antídotos para la plaga del plástico* (explanatory text) | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Procedural and explanatory text (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| WOG | *El mundo de los géneros: Época Moderna* | C14 RC | L1-4: Make connections between texts (compare and contrast) |



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## RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U3 GO | Persuasive text | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| VH | Alanzita (neighborhood) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| VH | Alanza (big city) | U4 P2 | *Un discurso sobre la unión (speech)* |
| VH VD | Compare and contrast (author's perspective) | U4 P RT | *Solidaridad (speech)* |
| MP | Por favor, reciclen (persuasive text) | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP VD | Compare and contrast (author's perspective) | | |
| GES | Email – Para: Mario y Perla (persuasive text) | | |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| GO | Persuasive text review | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Persuasive text and speech (free choice) | | |
| U4 GO | Speech | | |
| VH | La fotosíntesis (diagram) | | |
| VH | La Estatua de la Libertad (diagram) | | |
| VH VD | Compare and contrast (author's purpose) | | |



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| RI.4.6 | | | |
|---|---|---|---|
| Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| MP | Un discurso a mi papá (speech) | | |
| MP VD | Compare and contrast (author's purpose) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Estimado soñador (speech) | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| GO | Speech review | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Persuasive text and speech (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## Integration of Knowledge and Ideas

| RI.4.7 | | | |
|---|---|---|---|
| Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP RC | L1-2, L2-3: Find and summarize the main idea and details in a text while maintaining the meaning |
| U1 GO | Biography | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| VH | El fracaso del ladrón (illustration) | ISIP RC | L1-2, L2-3: Summarize while keeping the meaning |
| VH | Esclavos de Egipto (illustration) | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| MP | La vida de Miguel de Cervantes, el verdadero Quijote (biography) | ISIP RC | L1-2, L2-3: Read to make inferences using multiple text features |
| P2 | *Platón, en busca de la justicia* (biography) | ISIP RC | L1-2, L2-3: Making conclusions and providing evidence from a text to support comprehension |
| P2 Q | Passage and digital dictionary | ISIP RC | L1-2, L2-3: Drawing conclusions and providing evidence |
| P RT | *Lady Trieu, guerrera vietnamita* (biography) | C13 RC | L1: Identify main idea and details |
| P RT Q | Passage and digital dictionary | C13 RC | L1: Characteristics of nonfiction genres (informative article) |
| U2 GO | Informative article | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| VH | Galileo y el telescopio (historical figure) | C14 RC | L1-2: Find the main idea in nonfiction texts |
| MP | La historia del vuelo humano (informative article) | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna* (informative article) | C14 RC | L1-4: Make connections between texts (compare and contrast) |


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## RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P2 Q | Passage and digital dictionary | C15 RC | L1-2: Identify and analyze the main idea of procedural texts |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | C15 RC | L1-2: Characteristics of nonfiction genres (procedural text) |
| P RT Q | Passage and digital dictionary | U1 P2 | *Platón, en busca de la justicia (biography)* |
| WOG | *El mundo de los géneros: Época Moderna* | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| U3 GO | Persuasive text | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| VH | Alanzita (neighborhood) | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| VH | Alanza (big city) | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| MP | Por favor, reciclen (persuasive text) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | U4 P2 | *Un discurso sobre la unión (speech)* |
| P2 Q | Passage and digital dictionary | U4 P RT | *Solidaridad (speech)* |
| P RT | *Futuros Programadores de América (persuasive text)* | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| P RT Q | Passage and digital dictionary | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| U4 GO | Speech | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| VH | La fotosíntesis (diagram) | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| VH | La Estatua de la Libertad (diagram) | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |



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## RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| MP | Un discurso a mi papá (speech) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Procedural text | | |
| VH | Cómo resistir la gravedad (flowchart) | | |
| MP | Cómo hacer un aerodeslizador de mesa (procedural text) | | |
| P2 | *Cómo hacer un electroimán (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Explanatory text | | |
| VH | Red alimentaria de Yellowstone (food web) | | |



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## RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| MP | La partida de los lobos de Yellowstone (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RI.4.8

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| WOG | *El mundo de los géneros: Época Moderna* | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| U3 GO | Persuasive text | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| VH | Alanzita (neighborhood) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| VH | Alanza (big city) | U4 P2 | *Un discurso sobre la unión (speech)* |
| VH VD | Compare and contrast (author's perspective) | U4 P RT | *Solidaridad (speech)* |



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| RI.4.8 | | | |
|---|---|---|---|
| Explain how an author uses reasons and evidence to support particular points in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| MP | Por favor, reciclen (persuasive text) | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP VD | Compare and contrast (author's perspective) | | |
| GES | Email – Para: Mario y Perla (persuasive text) | | |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| GO | Persuasive text review | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Persuasive text and speech (free choice) | | |
| U4 GO | Speech | | |
| VH | La fotosíntesis (diagram) | | |
| VH | La Estatua de la Libertad (diagram) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Un discurso a mi papá (speech) | | |
| MP VD | Compare and contrast (author's purpose) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Estimado soñador (speech) | | |



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| RI.4.8 | | | |
|---|---|---|---|
| Explain how an author uses reasons and evidence to support particular points in a text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P2 | *Un discurso sobre la unión (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| GO | Speech review | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Persuasive text and speech (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

| RI.4.9 | | | |
|---|---|---|---|
| Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP RC | L1-2, L2-3: Find and summarize the main idea and details in a text while maintaining the meaning |
| | | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| | | ISIP RC | L1-2, L2-3: Summarize while keeping the meaning |
| | | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| | | ISIP RC | L1-2, L2-3: Read to make inferences using multiple text features |
| | | ISIP RC | L1-2, L2-3: Making conclusions and providing evidence from a text to support comprehension |


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| RI.4.9 | | | |
|---|---|---|---|
| Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP RC | L1-2, L2-3: Drawing conclusions and providing evidence |
| | | C13 RC | L1: Characteristics of nonfiction genres (informative article) |
| | | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| | | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C15 RC | L1-2: Identify and analyze the main idea of procedural texts |
| | | C15 RC | L1-2: Characteristics of nonfiction genres (procedural text) |
| | | C15 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |



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| RI.4.9 | | | |
|---|---|---|---|
| Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |

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

| RI.4.10 | | | |
|---|---|---|---|
| By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L1-4, L2-3: Reading with fluency |
| ISIP ER | Oral fluency subtest | ISIP P | Progress Monitoring Passages 1-30 |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | ISIP ORF DAP | Fiction (15 passages) |
| | | ISIP ORF DAP | Nonfiction (15 passages) |
| | | U1 P2 | *Platón, en busca de la justicia (biography)* |
| | | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |



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| RI.4.10 | | | |
|---|---|---|---|
| By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| | | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| | | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| | | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| | | U4 P2 | *Un discurso sobre la unión (speech)* |
| | | U4 P RT | *Solidaridad (speech)* |
| | | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| | | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| | | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| | | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| | | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |



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## Reading Standards: Foundational Skills

### Phonics and Word Recognition

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.

| RF.4.3.a | | | |
|---|---|---|---|
| Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Vocabulary subtest | ISIP VOC | L1-2, L2-3: Use and search antonyms using a dictionary |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP VOC | L1-2, L2-3: Use and search synonyms using a dictionary |
| U1 GO | Play and biography | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| NA | Word knowledge game | C13 VOC | L1-4: Learn antonyms |
| VG | Castillo de vocabulario (play) | C13 VOC | L1-2: Learn homonym words |
| P1 | *La aventura de los galeotes (play)* | C13 VOC | L1-2: Learn prefixes and their meaning |
| P1 Q | Passage and digital dictionary | C13 VOC | L1-2: Learn suffixes and their meaning |
| VG | Castillo de vocabulario (biography) | C13 VOC | L1-2: Learn words with Greek roots |
| P2 | *Platón, en busca de la justicia (biography)* | C14 VOC | L1-2: Learn analogies with antonyms |
| P2 Q | Passage and digital dictionary | C14 VOC | L1: Learn homonym words |
| NA | Word knowledge game reteach | C14 VOC | L1-4: Use context clues |
| VGG | Castillo de conocimientos (biography and play) | C14 VOC | L1-2: Learn prefixes and their meanings |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | C14 VOC | L3-4: Learn suffixes and their meanings |
| P RT Q | Passage and digital dictionary | C15 VOC | L1-2: Learn word families |


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| RF.4.3.a | | | |
|---|---|---|---|
| Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U2 GO | Myth/legend and informative article | C15 VOC | L1-4: Use context clues |
| NA | Word knowledge game | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| VG | Castillo de vocabulario (myth) | C15 VOC | L1-4: Learn words with Greek and Latin roots |
| P1 | *El reto de Madre Sol (myth)* | U1 P1 | *La aventura de los galeotes (play)* |
| P1 Q | Passage and digital dictionary | U1 P2 | *Platón, en busca de la justicia (biography)* |
| VG | Castillo de vocabulario (informative article) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* | U2 P1 | *El reto de Madre Sol (myth)* |
| P2 Q | Passage and digital dictionary | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| NA | Word knowledge game reteach | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| VGG | Castillo de conocimientos (informative article and myth) | U3 P1 | *La Raya (lyric poetry)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| P RT Q | Passage and digital dictionary | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| WOG | *El mundo de los géneros: Época Moderna* | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| U3 GO | Lyric poetry/free verse and persuasive text | U4 P2 | *Un discurso sobre la unión (speech)* |
| NA | Word knowledge game | U4 P RT | *Solidaridad (speech)* |
| VG | Tráfico de palabras (lyric poetry) | U5 P1 | *El Tubo del Tiempo (science fiction)* |


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| RF.4.3.a | | | |
|---|---|---|---|
| Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 | *La Raya (lyric poetry)* | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| P1 Q | Passage and digital dictionary | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| VG | Tráfico de palabras (persuasive text) | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P2 Q | Passage and digital dictionary | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (persuasive text and lyric poetry) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| NA | Word knowledge game reteach | | |


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| RF.4.3.a | | | |
|---|---|---|---|
| Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Cómo hacer un electroimán (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |


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| RF.4.3.a | | | |
|---|---|---|---|
| Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| NA | Word knowledge game reteach | | |
| P2 Q | Passage and digital dictionary | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

| RF.4.3.c | | | |
|---|---|---|---|
| Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Vocabulary subtest | C13 VOC | L1-2: Learn prefixes and their meaning |
| WOG | *El mundo de los géneros: Época Antigua* | C13 VOC | L1-2: Learn suffixes and their meaning |
| U1 GO | Play and biography | C13 VOC | L1-2: Learn words with Greek roots |



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| RF.4.3.c | | | |
|---|---|---|---|
| Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| NA | Word knowledge game | C14 VOC | L1-2: Learn prefixes and their meanings |
| VG | Castillo de vocabulario (play) | C14 VOC | L3-4: Learn suffixes and their meanings |
| P1 | *La aventura de los galeotes (play)* | C15 VOC | L1-2: Learn word families |
| P1 Q | Passage and digital dictionary | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| VG | Castillo de vocabulario (biography) | C15 VOC | L1-4: Learn words with Greek and Latin roots |
| P2 | *Platón, en busca de la justicia (biography)* | U1 P1 | *La aventura de los galeotes (play)* |
| P2 Q | Passage and digital dictionary | U1 P2 | *Platón, en busca de la justicia (biography)* |
| NA | Word knowledge game reteach | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| VGG | Castillo de conocimientos (biography and play) | U2 P1 | *El reto de Madre Sol (myth)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| P RT Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| U2 GO | Myth/legend and informative article | U3 P1 | *La Raya (lyric poetry)* |
| NA | Word knowledge game | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| VG | Castillo de vocabulario (myth) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P1 | *El reto de Madre Sol* (myth) | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| P1 Q | Passage and digital dictionary | U4 P2 | *Un discurso sobre la unión (speech)* |
| VG | Castillo de vocabulario (informative article) | U4 P RT | *Solidaridad (speech)* |



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|---|---|---|---|
| Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna* (informative article) | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| P2 Q | Passage and digital dictionary | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| NA | Word knowledge game reteach | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| VGG | Castillo de conocimientos (informative article and myth) | U6 P1 | *El regreso del reino (fantasy)* |
| P RT | *El origen del fuego y su uso por los humanos* (informative article) | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| P RT Q | Passage and digital dictionary | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| WOG | *El mundo de los géneros: Época Moderna* | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| NA | Word knowledge game | | |
| U3 GO | Lyric poetry/free verse and persuasive text | | |
| VG | Tráfico de palabras (lyric poetry) | | |
| P1 | *La Raya* (lyric poetry) | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (persuasive text) | | |
| P2 | *Estimada profesora Piernavieja* (persuasive text) | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (persuasive text and lyric poetry) | | |



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| RF.4.3.c | | | |
|---|---|---|---|
| Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *Futuros Programadores de América* (persuasive text) | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio* (realistic fiction) | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Un discurso sobre la unión* (speech) | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad* (speech) | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |



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| RF.4.3.c | | | |
|---|---|---|---|
| Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 | *El Tubo del Tiempo* (science fiction) | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Cómo hacer un electroimán* (procedural text) | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar* (procedural text) | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El regreso del reino* (fantasy) | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone* (explanatory text) | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |



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| RF.4.3.c | | | |
|---|---|---|---|
| Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

**Fluency**

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

| RF.4.4.a | | | |
|---|---|---|---|
| Read grade-level text with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L1-4, L2-3: Reading with fluency |
| ISIP ER | Oral fluency subtest | ISIP P | Progress Monitoring Passages 1-30 |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | ISIP ORF DAP | Fiction (15 passages) |
| | | ISIP ORF DAP | Nonfiction (15 passages) |
| | | U1 P1 | *La aventura de los galeotes (play)* |
| | | U1 P2 | *Platón, en busca de la justicia (biography)* |
| | | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| | | U2 P1 | *El reto de Madre Sol (myth)* |



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| RF.4.4.a | | | |
|---|---|---|---|
| Read grade-level text with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| | | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| | | U3 P1 | *La Raya (lyric poetry)* |
| | | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| | | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| | | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| | | U4 P2 | *Un discurso sobre la unión (speech)* |
| | | U4 P RT | *Solidaridad (speech)* |
| | | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| | | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| | | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| | | U6 P1 | *El regreso del reino (fantasy)* |
| | | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| | | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| | | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |



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| RF.4.4.b | | | |
|---|---|---|---|
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L1-4, L2-3: Reading with fluency |
| ISIP ER | Oral fluency subtest | ISIP P | Progress Monitoring Passages 1-30 |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | ISIP ORF DAP | Fiction (15 passages) |
| | | ISIP ORF DAP | Nonfiction (15 passages) |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Priority Practice (4th grade) |
| | | ISIP ORF | Rate Chart (4th grade) |
| | | U1 P1 | *La aventura de los galeotes (play)* |
| | | U1 P2 | *Platón, en busca de la justicia (biography)* |
| | | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| | | U2 P1 | *El reto de Madre Sol (myth)* |
| | | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| | | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |



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| RF.4.4.b | | | |
|---|---|---|---|
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | U3 P1 | *La Raya (lyric poetry)* |
| | | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| | | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| | | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| | | U4 P2 | *Un discurso sobre la unión (speech)* |
| | | U4 P RT | *Solidaridad (speech)* |
| | | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| | | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| | | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| | | U6 P1 | *El regreso del reino (fantasy)* |
| | | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| | | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| | | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |

| RF.4.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP VOC | L1-2, L2-3: Use and search antonyms using a dictionary |



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| RF.4.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U1 GO | Play and biography | ISIP VOC | L1-2, L2-3: Use and search synonyms using a dictionary |
| VH | El fracaso del ladrón (illustration) | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| VH | Esclavos de Egipto (illustration) | ISIP RC | L1-2, L2-3: Find and summarize the main idea and details in a text while maintaining the meaning |
| VH VD | Compare and contrast (themes) | ISIP RC | L1-2, L2-3: Making conclusions and providing evidence from a text to support comprehension |
| MP | Frente a la tormenta (play) | ISIP RC | L1-2, L2-3: Read to make inferences using multiple text features |
| MP | La vida de Miguel de Cervantes, el verdadero Quijote (biography) | ISIP RC | L1-2, L2-3: Summarize while keeping the meaning |
| MP VD | Compare and contrast (themes) | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| GES | Don Quijote y la Hidra (play) | ISIP RC | L1-2, L2-3: Drawing conclusions and providing evidence |
| P1 | *La aventura de los galeotes (play)* | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| P1 Q | Passage and digital dictionary | ISP F | L1-4, L2-3: Read with fluency |
| GES | Sócrates, una vida llena de reflexión (biography) | C13 VOC | L1-4: Learn antonyms |
| P2 | *Platón, en busca de la justicia (biography)* | C13 VOC | L1-2: Learn homonyms words |
| P2 Q | Passage and digital dictionary | C13 VOC | L1-2: Learn prefixes and their meaning |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | C13 VOC | L1-2: Learn suffixes and their meaning |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | C13 VOC | L1-2: Learn words with Greek roots |
| P RT Q | Passage and digital dictionary | C13 RC | L1: Identify main idea and details |



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| RF.4.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | C13 RC | L1: Characteristics of fiction genres (myth) |
| GESSR | Play, biography, myth/legend, and informative article (free choice) | C13 RC | L1: Characteristics of nonfiction genres (informative article) |
| U2 GO | Myth/legend and informative article | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| VH | La idea de Beto (comic strip) | C14 VOC | L1-2: Learn analogies with antonyms |
| VH | Galileo y el telescopio (historical figure) | C14 VOC | L1: Learn homonyms words |
| VH VD | Compare and contrast (character and historical figure) | C14 VOC | L1-4: Use context clues |
| MP | El mito de Dédalo e Ícaro (myth) | C14 VOC | L1-4: Learn prefixes and their meanings |
| MP | La historia del vuelo humano (informative article) | C14 RC | L1-2: Find the main idea in nonfiction texts |
| MP VD | Compare and contrast (character and historical figure) | C14 RC | L1-2: Sensory or figurative language |
| GES | El mito de Prometeo (myth) | C14 RC | L1: Characteristics of fiction genres (realistic fiction) |
| P1 | *El reto de Madre Sol (myth)* | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| P1 Q | Passage and digital dictionary | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| GES | La teoría de la Tierra plana: una falacia moderna (informative article) | C15 VOC | L1-2: Learn word families |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* | C15 VOC | L1-4: Use context clues |
| P2 Q | Passage and digital dictionary | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | C15 VOC | L1-4: Learn words with Greek and Latin roots |


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| RF.4.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | C15 RC | L1-2: Summarize fantasy texts |
| P RT Q | Passage and digital dictionary | C15 RC | L1-2: Identify and analyze the main idea of procedural texts |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | C15 RC | L1-2: Characteristics of fiction genres (fantasy) |
| GESSR | Play, biography, myth/legend, and informative article (free choice) | C15 RC | L1-2: Characteristics of nonfiction genres (procedural text) |
| WOG | *El mundo de los géneros: Época Moderna* | C15 RC | L1-4: Make connections between texts (compare and contrast) |
| U3 GO | Lyric poetry/free verse and persuasive text | U1 P1 | *La aventura de los galeotes (play)* |
| VH | Alanzita (neighborhood) | U1 P2 | *Platón, en busca de la justicia (biography)* |
| VH | Alanza (big city) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| VH VD | Compare and contrast (author's perspective) | U2 P1 | *El reto de Madre Sol (myth)* |
| MP | Rogelio Robles Respaldiza (lyric poetry) | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| MP | Por favor, reciclen (persuasive text) | U2 P RT | El origen del fuego y su uso por los humanos (informative article) |
| MP VD | Compare and contrast (author's perspective) | U3 P1 | *La Raya (lyric poetry)* |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| P1 | *La Raya (lyric poetry)* | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P1 Q | Passage and digital dictionary | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |



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|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GES | Email – Para: Mario y Perla (persuasive text) | U4 P2 | *Un discurso sobre la unión (speech)* |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | U4 P RT | *Solidaridad (speech)* |
| P2 Q | Passage and digital dictionary | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| P RT | *Futuros Programadores de América (persuasive text)* | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P RT Q | Passage and digital dictionary | U6 P1 | *El regreso del reino (fantasy)* |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| U4 GO | Realistic fiction and speech | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| VH | La fotosíntesis (diagram) | | |
| VH | La Estatua de la Libertad (diagram) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Papazilla (realistic fiction) | | |
| MP | Un discurso a mi papá (speech) | | |
| MP VD | Compare and contrast (author's purpose) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |



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|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 Q | Passage and digital dictionary | | |
| GES | Estimado soñador (speech) | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| VH | El aterrizaje (comic book) | | |
| VH | Cómo resistir la gravedad (flowchart) | | |
| VH VD | Compare and contrast (message and main idea) | | |
| MP | La invasión (science fiction) | | |
| MP | Cómo hacer un aerodeslizador de mesa (procedural text) | | |
| MP VD | Compare and contrast (message and main idea) | | |



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| RF.4.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GES | La mano amiga (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Un jardín vertical (procedural text) | | |
| P2 | *Cómo hacer un electroimán (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Science fiction, procedural text, fantasy, and explanatory text (free choice) | | |
| U6 GO | Fantasy and explanatory text | | |
| VH | La búsqueda de Elaria (illustrated story) | | |
| VH | Red alimentaria de Yellowstone (food web) | | |
| VH VD | Compare and contrast (summary) | | |
| MP | Las lágrimas de la dragona (fantasy) | | |
| MP | La partida de los lobos de Yellowstone (explanatory text) | | |



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| RF.4.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| MP VD | Compare and contrast (summary) | | |
| GES | Colorandia (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Cómo nace una estrella (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Science fiction, procedural text, fantasy, and explanatory text (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## Writing Standards

### Types of Texts and Purposes

| W.4.1 | | | |
|---|---|---|---|
| Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.4.1.a | | | |
|---|---|---|---|
| Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.1.b | | | |
|---|---|---|---|
| Provide reasons that are supported by facts and details. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.4.1.c | | | |
|---|---|---|---|
| Link opinion and reasons using words and phrases (e.g., a fin de, asimismo). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.1.d | | | |
|---|---|---|---|
| Provide a concluding statement or section related to the opinion presented. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.4.2 | | | |
|---|---|---|---|
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |



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| W.4.2 | | | |
|---|---|---|---|
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.4.2.a | | | |
|---|---|---|---|
| Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |



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## W.4.2.a

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.4.2.b

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.2.c | | | |
|---|---|---|---|
| Link ideas within categories of information using words and phrases (e.g., otro, por ejemplo, también, porque). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.2.d | | | |
|---|---|---|---|
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.2.e | | | |
|---|---|---|---|
| Provide a concluding statement or section related to the information or explanation presented. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.3 | | | |
|---|---|---|---|
| Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.3.a | | | |
|---|---|---|---|
| Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.3.b | | | |
|---|---|---|---|
| Use dialogue and description to develop experiences and events or show the responses of characters to situations. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.4.3.c | | | |
|---|---|---|---|
| Use a variety of transitional words and phrases to manage the sequence of events. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |



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| W.4.3.c | | | |
|---|---|---|---|
| Use a variety of transitional words and phrases to manage the sequence of events. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.3.d | | | |
|---|---|---|---|
| Use concrete words and phrases and sensory details to convey experiences and events precisely. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.3.e | | | |
|---|---|---|---|
| Provide a conclusion that follows from the narrated experiences or events. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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**Production and Distribution of Writing**

| W.4.4 | | | |
|---|---|---|---|
| Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |



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## W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |



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| W.4.5 | | | |
|---|---|---|---|
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |



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## W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.4.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |



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## W.4.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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**Research to Build and Present Knowledge**

| W.4.7 | | | |
|---|---|---|---|
| Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |



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| W.4.7 | | | |
|---|---|---|---|
| Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.4.8 | | | |
|---|---|---|---|
| Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |



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| W.4.8 | | | |
|---|---|---|---|
| Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.4.9 | | | |
|---|---|---|---|
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |



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| W.4.9 | | | |
|---|---|---|---|
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.4.9.a | | | |
|---|---|---|---|
| Apply grade 4 Reading standards to literature. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |



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| W.4.9.a | | | |
|---|---|---|---|
| Apply grade 4 Reading standards to literature. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.4.9.b | | | |
|---|---|---|---|
| Apply grade 4 Reading standards to informational texts. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |



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| W.4.9.b | | | |
|---|---|---|---|
| Apply grade 4 Reading standards to informational texts. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## Speaking and Listening Standards

### Comprehension and Collaboration

| SL.4.1 | | | |
|---|---|---|---|
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |



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| SL.4.1 | | | |
|---|---|---|---|
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## SL.4.1.a

Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP RC | L1-2, L2-3: Find and summarize the main idea and details in a text while maintaining the meaning |
| | | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| | | ISIP RC | L1-2, L2-3: Summarize while keeping the meaning |
| | | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| | | ISIP RC | L1-2, L2-3: Read to make inferences using multiple text features |
| | | ISIP RC | L1-2, L2-3: Drawing conclusions and providing evidence |
| | | ISIP RC | L1-2, L2-3: Making conclusions and providing evidence from a text to support comprehension |
| | | C13 RC | L1: Identify main idea and details |
| | | C13 RC | L1: Characteristics of fiction genres (myth) |
| | | C13 RC | L1: Characteristics of nonfiction genres (informative article) |
| | | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C14 RC | L1-2: Find the main idea in nonfiction texts |
| | | C14 RC | L1-2: Sensory or figurative language |
| | | C14 RC | L1: Characteristics of fiction genres (realistic fiction) |
| | | C14 RC | L2: Characteristics of nonfiction genres (speech) |



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## SL.4.1.a

Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C15 RC | L1-2: Summarize fantasy texts |
| | | C15 RC | L1-2: Identify and analyze the main idea of procedural texts |
| | | C15 RC | L1-2: Characteristics of fiction genres (fantasy) |
| | | C15 RC | L1-2: Characteristics of nonfiction genres (procedural text) |
| | | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |



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## SL.4.1.a

Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| | | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |



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| SL.4.1.b | | | |
|---|---|---|---|
| Follow agreed-upon rules for discussions and carry out assigned roles. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |



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## SL.4.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## SL.4.1.c

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISP VOC | L1-2, L2-3: Use and search antonyms using a dictionary |
| | | ISP VOC | L1-2, L2-3: Use and search synonyms using a dictionary |
| | | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| | | ISIP RC | L1-2, L2-3: Find and summarize the main idea and details in a text while maintaining the meaning |
| | | ISIP RC | L1-2, L2-3: Making conclusions and providing evidence from a text to support comprehension |
| | | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| | | ISIP RC | L1-2, L2-3: Summarize while keeping the meaning |



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## SL.4.1.c

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| | | ISIP RC | L1-2, L2-3: Read to make inferences using multiple text features |
| | | ISIP RC | L1-2, L2-3: Drawing conclusions and providing evidence |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISP F | L1-4, L2-3: Read with fluency |
| | | C13 VOC | L1-4: Learn antonyms |
| | | C13 VOC | L1-2: Learn homonym words |
| | | C13 VOC | L1-2: Learn prefixes and their meaning |
| | | C13 VOC | L1-2: Learn suffixes and their meaning |
| | | C13 VOC | L1-2: Learn words with Greek roots |
| | | C14 VOC | L1-2: Learn analogies with antonyms |
| | | C14 VOC | L1: Learn homonym words |
| | | C14 VOC | L1-4: Use context clues |
| | | C14 VOC | L1-2: Learn prefixes and their meanings |
| | | C14 VOC | L3-4: Learn suffixes and their meanings |
| | | C15 VOC | L1-2: Learn word families |
| | | C15 VOC | L1-4: Use context clues |



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## SL.4.1.c

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| | | C15 VOC | L1-4: Learn words with Greek and Latin roots |
| | | C13 RC | L1: Identify main idea and details |
| | | C13 RC | L1: Characteristics of fiction genres (myth) |
| | | C13 RC | L1: Characteristics of nonfiction genres (informative article) |
| | | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C14 RC | L1-2: Find the main idea in nonfiction texts |
| | | C14 RC | L1-2: Sensory or figurative language |
| | | C14 RC | L1: Characteristics of fiction genres (realistic fiction) |
| | | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| | | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C15 RC | L1-2: Summarize fantasy texts |
| | | C15 RC | L1-2: Identify and analyze the main idea of procedural texts |
| | | C15 RC | L1-2: Characteristics of fiction genres (fantasy) |
| | | C15 RC | L1-2: Characteristics of nonfiction genres (procedural text) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |



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## SL.4.1.c

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |



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## SL.4.1.c

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| | | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |

## SL.4.1.d

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISP VOC | L1-2, L2-3: Use and search antonyms using a dictionary |
| | | ISP VOC | L1-2, L2-3: Use and search synonyms using a dictionary |
| | | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| | | ISIP RC | L1-2, L2-3: Find and summarize the main idea and details in a text while maintaining the meaning |
| | | ISIP RC | L1-2, L2-3: Making conclusions and providing evidence from a text to support comprehension |
| | | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |



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| SL.4.1.d | | | |
|---|---|---|---|
| Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP RC | L1-2, L2-3: Summarize while keeping the meaning |
| | | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| | | ISIP RC | L1-2, L2-3: Read to make inferences using multiple text features |
| | | ISIP RC | L1-2, L2-3: Drawing conclusions and providing evidence |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISP F | L1-4, L2-3: Read with fluency |
| | | C13 VOC | L1-4: Learn antonyms |
| | | C13 VOC | L1-2: Learn homonym words |
| | | C13 VOC | L1-2: Learn prefixes and their meaning |
| | | C13 VOC | L1-2: Learn suffixes and their meaning |
| | | C13 VOC | L1-2: Learn words with Greek roots |
| | | C14 VOC | L1-2: Learn analogies with antonyms |
| | | C14 VOC | L1: Learn homonym words |
| | | C14 VOC | L1-4: Use context clues |
| | | C14 VOC | L1-2: Learn prefixes and their meanings |
| | | C14 VOC | L3-4: Learn suffixes and their meanings |
| | | C15 VOC | L1-2: Learn word families |
| | | C15 VOC | L1-4: Use context clues |



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| SL.4.1.d | | | |
|---|---|---|---|
| Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| | | C15 VOC | L1-4: Learn words with Greek and Latin roots |
| | | C13 RC | L1: Identify main idea and details |
| | | C13 RC | L1: Characteristics of fiction genres (myth) |
| | | C13 RC | L1: Characteristics of nonfiction genres (informative article) |
| | | C13 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C14 RC | L1-2: Find the main idea in nonfiction texts |
| | | C14 RC | L1-2: Sensory or figurative language |
| | | C14 RC | L1: Characteristics of fiction genres (realistic fiction) |
| | | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| | | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C15 RC | L1-2: Summarize fantasy texts |
| | | C15 RC | L1-2: Identify and analyze the main idea of procedural texts |
| | | C15 RC | L1-2: Characteristics of fiction genres (fantasy) |
| | | C15 RC | L1-2: Characteristics of nonfiction genres (procedural text) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |



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| SL.4.1.d | | | |
|---|---|---|---|
| Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |


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## SL.4.1.d

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| | | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |

## SL.4.2

Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | ISIP RC | L1-2, L2-3: Find and summarize the main idea and details in a text while maintaining the meaning |
| WOG | *El mundo de los géneros: Época Futura* | ISIP RC | L1-2, L2-3: Summarize while keeping the meaning |
| U6 GO | Fantasy and explanatory text | ISIP RC | L1-2, L2-3: Find and summarize main idea and details |
| VH | La búsqueda de Elaria (illustrated story) | C15 RC | L1-2: Summarize fantasy texts |
| VH | Red alimentaria de Yellowstone (food web) | C12 WE | L28: *¡Una misión increíble!* (summary) |
| VH VD | Compare and contrast (summary) | U6 P1 | *El regreso del reino (fantasy)* |
| MP | Las lágrimas de la dragona (fantasy) | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| MP | La partida de los lobos de Yellowstone (explanatory text) | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |



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## SL.4.2

Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| MP VD | Compare and contrast (summary) | C15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | C14 RC | L2: Characteristics of nonfiction genres (speech) |
| WOG | *El mundo de los géneros: Época Moderna* | C14 RC | L1-4: Make connections between texts (compare and contrast) |
| U3 GO | Persuasive text | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| VH | Alanzita (neighborhood) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| VH | Alanza (big city) | U4 P2 | *Un discurso sobre la unión (speech)* |



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| SL.4.3 | | | |
|---|---|---|---|
| Identify the reasons and evidence a speaker provides to support particular points. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VH VD | Compare and contrast (author's perspective) | U4 P RT | *Solidaridad (speech)* |
| MP | Por favor, reciclen (persuasive text) | C14 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP VD | Compare and contrast (author's perspective) | | |
| GES | Email – Para: Mario y Perla (persuasive text) | | |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| GO | Persuasive text review | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Persuasive text and speech (free choice) | | |
| U4 GO | Speech | | |
| VH | La fotosíntesis (diagram) | | |
| VH | La Estatua de la Libertad (diagram) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Un discurso a mi papá (speech) | | |
| MP VD | Compare and contrast (author's purpose) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |



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| SL.4.3 | | | |
|---|---|---|---|
| Identify the reasons and evidence a speaker provides to support particular points. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GES | Estimado soñador (speech) | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| GO | Speech review | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Persuasive text and speech (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

**Presentation of Knowledge and Ideas**

| SL.4.4 | | | |
|---|---|---|---|
| Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |



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## SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |



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## SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |



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| SL.4.5 | | | |
|---|---|---|---|
| Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| SL.4.6* | | | |
|---|---|---|---|
| Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal Spanish when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) (*This standard has been modified to comply with Spanish language by Istation). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |



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| SL.4.6* | | | |
|---|---|---|---|
| Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal Spanish when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) (*This standard has been modified to comply with Spanish language by Istation). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## Language Standards

### Conventions of Standard Spanish*

L.4.1: Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

| L.4.1.b | | | |
|---|---|---|---|
| Form and use the progressive verb tenses (e.g., Yo estaba caminando; Yo estoy caminando; Yo estaré caminando). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | VC | Words (verbs) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |



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## L.4.1.b

Form and use the progressive verb tenses (e.g., Yo estaba caminando; Yo estoy caminando; Yo estaré caminando).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## L.4.1.c

Use modal auxiliaries (e.g., puedo, debo, deseo) to convey various conditions.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | VC | Words (verbs) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## L.4.1.d

Order adjectives within sentences according to conventional patterns (e.g., una pequeña bolsa roja instead of una roja bolsa pequeña).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |



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## L.4.1.d

Order adjectives within sentences according to conventional patterns (e.g., una pequeña bolsa roja instead of una roja bolsa pequeña).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | VC | Words (prepositions and sizes; emotions) |
| | | VC | Words (primary and secondary colors) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## L.4.1.e

Form and use prepositional phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | VC | Words (prepositions and sizes) |



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| L.4.1.e | | | |
|---|---|---|---|
| Form and use prepositional phrases. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| L.4.1.f | | | |
|---|---|---|---|
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |



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| L.4.1.f | | | |
|---|---|---|---|
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| L.4.1.g | | | |
|---|---|---|---|
| Correctly use frequently confused words (e.g., tubo/tuvo; sabia/savia; cocer/coser; echo/hecho). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| U1 GO | Play and biography | C13 VOC | L1-2: Learn homonym words |
| NA | Word knowledge game | C14 VOC | L1: Learn homonym words |
| VG | Castillo de vocabulario (play) | U1 P1 | *La aventura de los galeotes (play)* |
| P1 | *La aventura de los galeotes (play)* | U1 P2 | *Platón, en busca de la justicia (biography)* |
| P1 Q | Passage and digital dictionary | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| VG | Castillo de vocabulario (biography) | U3 P1 | *La Raya (lyric poetry)* |
| P2 | *Platón, en busca de la justicia (biography)* | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| P2 Q | Passage and digital dictionary | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| NA | Word knowledge game reteach | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| VGG | Castillo de conocimientos (biography and play) | | |



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| L.4.1.g | | | |
|---|---|---|---|
| Correctly use frequently confused words (e.g., tubo/tuvo; sabia/savia; cocer/coser; echo/hecho). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Lyric poetry/free verse and persuasive text | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (lyric poetry) | | |
| P1 | *La Raya (lyric poetry)* | | |
| P1 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VG | Tráfico de palabras (persuasive text) | | |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | | |
| P1 Q | Passage and digital dictionary | | |
| VGG | En busca de conocimientos<br>(persuasive text and lyric poetry) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## L.4.1.h

Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |



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| L.4.1.h | | | |
|---|---|---|---|
| Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

L.4.2: Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

| L.4.2.a | | | |
|---|---|---|---|
| Use correct capitalization. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |


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## L.4.2.a

Use correct capitalization.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | VC | Word abbreviations (titles, streets, cardinal directions) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## L.4.2.c

Use a comma before a coordinating conjunction in a compound sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| L.4.2.d | | | |
|---|---|---|---|
| Spell grade-appropriate words correctly, consulting references as needed. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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**Knowledge of Language**

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

| L.4.3.a | | | |
|---|---|---|---|
| Choose words and phrases to convey ideas precisely. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L1-2, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |



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| L.4.3.a | | | |
|---|---|---|---|
| Choose words and phrases to convey ideas precisely. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | VC | Words (verbs) |
| | | VC | Words (prepositions and sizes; emotions) |
| | | VC | Words (primary and secondary colors) |
| | | VC | Word abbreviations (titles, streets, cardinal directions) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| L.4.3.b | | | |
|---|---|---|---|
| Choose punctuation for effect. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| L.4.3.c | | | |
|---|---|---|---|
| Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

**Vocabulary Acquisition and Use**

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

| L.4.4.a | | | |
|---|---|---|---|
| Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telégrafo, fotografía, autógrafo). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Vocabulary subtest | C13 VOC | L1-2: Learn prefixes and their meaning |
| WOG | *El mundo de los géneros: Época Antigua* | C13 VOC | L1-2: Learn suffixes and their meaning |
| U1 GO | Play and biography | C13 VOC | L1-2: Learn words with Greek roots |
| NA | Word knowledge game | C14 VOC | L1-2: Learn prefixes and their meanings |
| VG | Castillo de vocabulario (play) | C14 VOC | L3-4: Learn suffixes and their meanings |


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## L.4.4.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 | *La aventura de los galeotes (play)* | C15 VOC | L1-2: Learn word families |
| P1 Q | Passage and digital dictionary | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| VG | Castillo de vocabulario (biography) | C15 VOC | L1-4: Learn words with Greek and Latin roots |
| P2 | *Platón, en busca de la justicia (biography)* | U1 P1 | *La aventura de los galeotes (play)* |
| P2 Q | Passage and digital dictionary | U1 P2 | *Platón, en busca de la justicia (biography)* |
| NA | Word knowledge game reteach | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| VGG | Castillo de conocimientos (biography and play) | U2 P1 | *El reto de Madre Sol (myth)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| P RT Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| U2 GO | Myth/legend and informative article | U3 P1 | *La Raya (lyric poetry)* |
| NA | Word knowledge game | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| VG | Castillo de vocabulario (myth) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P1 | *El reto de Madre Sol (myth)* | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| P1 Q | Passage and digital dictionary | U4 P2 | *Un discurso sobre la unión (speech)* |
| VG | Castillo de vocabulario (informative article) | U4 P RT | *Solidaridad (speech)* |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| P2 Q | Passage and digital dictionary | U5 P2 | *Cómo hacer un electroimán (procedural text)* |



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## L.4.4.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| NA | Word knowledge game reteach | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| VGG | Castillo de conocimientos (informative article and legend) | U6 P1 | *El regreso del reino (fantasy)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| P RT Q | Passage and digital dictionary | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| WOG | *El mundo de los géneros: Época Moderna* | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| NA | Word knowledge game | | |
| U3 GO | Lyric poetry/free verse and persuasive text | | |
| VG | Tráfico de palabras (lyric poetry) | | |
| P1 | *La Raya (lyric poetry)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (persuasive text) | | |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (persuasive text and lyric poetry) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |



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## L.4.4.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |



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| L.4.4.a | | | |
|---|---|---|---|
| Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telégrafo, fotografía, autógrafo). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Cómo hacer un electroimán (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |



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## L.4.4.a

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## L.4.4.b

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Vocabulary subtest | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| WOG | *El mundo de los géneros: Época Antigua* | C13 VOC | L1-2: Learn homonym words |
| U1 GO | Play and biography | C14 VOC | L1: Learn homonym words |
| NA | Word knowledge game | C14 VOC | L1-4: Use context clues |
| VG | Castillo de vocabulario (play) | C15 VOC | L1-4: Use context clues |
| P1 | *La aventura de los galeotes (play)* | U1 P1 | *La aventura de los galeotes (play)* |
| P1 Q | Passage and digital dictionary | U1 P2 | *Platón, en busca de la justicia (biography)* |
| VG | Castillo de vocabulario (biography) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P2 | *Platón, en busca de la justicia (biography)* | U2 P1 | *El reto de Madre Sol (myth)* |



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## L.4.4.b

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P2 Q | Passage and digital dictionary | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| NA | Word knowledge game reteach | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| VGG | Castillo de conocimientos (biography and play) | U3 P1 | *La Raya (lyric poetry)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| P RT Q | Passage and digital dictionary | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| U2 GO | Myth/legend and informative article | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| NA | Word knowledge game | U4 P2 | *Un discurso sobre la unión (speech)* |
| VG | Castillo de vocabulario (myth) | U4 P RT | *Solidaridad (speech)* |
| P1 | *El reto de Madre Sol (myth)* | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| P1 Q | Passage and digital dictionary | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| VG | Castillo de vocabulario (informative article) | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* | U6 P1 | *El regreso del reino (fantasy)* |
| P2 Q | Passage and digital dictionary | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| NA | Word knowledge game reteach | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| VGG | Castillo de conocimientos (informative article and legend) | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |



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| L.4.4.b | | | |
|---|---|---|---|
| Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U3 GO | Lyric poetry/free verse and persuasive text | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (lyric poetry) | | |
| P1 | *La Raya (lyric poetry)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (persuasive text) | | |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos<br>(persuasive text and lyric poetry) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |



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| L.4.4.b | | | |
|---|---|---|---|
| Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P2 | *Un discurso sobre la unión (speech)* | | |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Cómo hacer un electroimán (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |



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| L.4.4.b | | | |
|---|---|---|---|
| Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| NA | Word knowledge game reteach | | |
| P2 Q | Passage and digital dictionary | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## L.4.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Vocabulary subtest | ISIP VOC | L1-2, L2-3: Use and search antonyms using a dictionary |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP VOC | L1-2, L2-3: Use and search synonyms using a dictionary |
| U1 GO | Play and biography | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| NA | Word knowledge game | C13 VOC | L1-4: Learn antonyms |
| VG | Castillo de vocabulario (play) | C13 VOC | L1-2: Learn homonym words |
| P1 | *La aventura de los galeotes (play)* | C13 VOC | L1-2: Learn prefixes and their meaning |
| P1 Q | Passage and digital dictionary | C13 VOC | L1-2: Learn suffixes and their meaning |
| VG | Castillo de vocabulario (biography) | C13 VOC | L1-2: Learn words with Greek roots |
| P2 | *Platón, en busca de la justicia (biography)* | C14 VOC | L1-2: Learn analogies with antonyms |
| P2 Q | Passage and digital dictionary | C14 VOC | L1: Learn homonym words |
| NA | Word knowledge game reteach | C14 VOC | L1-2: Learn prefixes and their meanings |
| VGG | Castillo de conocimientos (biography and play) | C14 VOC | L3-4: Learn suffixes and their meanings |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | C15 VOC | L1-2: Learn word families |
| P RT Q | Passage and digital dictionary | C15 VOC | L1-4: Use context clues |
| U2 GO | Myth/legend and informative article | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| NA | Word knowledge game | C15 VOC | L1-4: Learn words with Greek and Latin roots |
| VG | Castillo de vocabulario (myth) | U1 P1 | *La aventura de los galeotes (play)* |



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## L.4.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 | *El reto de Madre Sol (myth)* | U1 P2 | *Platón, en busca de la justicia (biography)* |
| P1 Q | Passage and digital dictionary | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| VG | Castillo de vocabulario (informative article) | U2 P1 | *El reto de Madre Sol (myth)* |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| P2 Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| NA | Word knowledge game reteach | U3 P1 | *La Raya (lyric poetry)* |
| VGG | Castillo de conocimientos (informative article and myth) | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P RT Q | Passage and digital dictionary | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| WOG | *El mundo de los géneros: Época Moderna* | U4 P2 | *Un discurso sobre la unión (speech)* |
| U3 GO | Lyric poetry/free verse and persuasive text | U4 P RT | *Solidaridad (speech)* |
| NA | Word knowledge game | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| VG | Tráfico de palabras (lyric poetry) | U5 P2 | *Cómo hacer un electroimán (procedural text)* |
| P1 | *La Raya (lyric poetry)* | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P1 Q | Passage and digital dictionary | U6 P1 | *El regreso del reino (fantasy)* |
| VG | Tráfico de palabras (persuasive text) | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |



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## L.4.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P2 Q | Passage and digital dictionary | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (persuasive text and lyric poetry) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |



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## L.4.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Cómo hacer un electroimán (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |



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| L.4.4.c | | | |
|---|---|---|---|
| Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

| L.4.5.a | | | |
|---|---|---|---|
| Explain the meaning of simple similes and metaphors (e.g., tan bonito como una fotografía) in context. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Moderna* | C17 RC | L1-4: Identify and understand sensory or figurative language |
| U3 GO | Lyric poetry/free verse and persuasive text | VOC C18 | L1-2: Identify and use idioms and puns |
| MP | Rogelio Robles Respaldiza (lyric poetry) | U3 P1 | *La Raya (lyric poetry)* |



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## L.4.5.a

Explain the meaning of simple similes and metaphors (e.g., tan bonito como una fotografía) in context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| MP | Por favor, reciclen (persuasive text) | U3 P1 | *La Raya (lyric poetry)* |
| MP VD | Compare and contrast (author's perspective) | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| NA | Word knowledge game | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | C14 | Reading Genres – passages (Leyendo géneros – pasajes) |
| VG | Tráfico de palabras (lyric poetry) | | |
| P1 | *La Raya (lyric poetry)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (persuasive text) | | |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (persuasive text and lyric poetry) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Lyric poetry/free verse and persuasive text | | |



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## L.4.5.a

Explain the meaning of simple similes and metaphors (e.g., tan bonito como una fotografía) in context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| IPE | Reading Genres – passages<br>(Leyendo géneros – pasajes) | | |

## L.4.5.c

Demonstrate understanding of words by relating them to their synonyms and antonyms.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Vocabulary subtest | ISIP VOC | L1-2, L2-3: Use and search antonyms using a dictionary |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP VOC | L1-2, L2-3: Use and search synonyms using a dictionary |
| U1 GO | Play and biography | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| NA | Word knowledge game | C13 VOC | L1-4: Learn antonyms |
| VG | Castillo de vocabulario (play) | C13 VOC | L1-2: Learn homonym words |
| P1 | *La aventura de los galeotes (play)* | C13 VOC | L1-2: Learn prefixes and their meaning |
| P1 Q | Passage and digital dictionary | C13 VOC | L1-2: Learn suffixes and their meaning |
| VG | Castillo de vocabulario (biography) | C13 VOC | L1-2: Learn words with Greek roots |
| P2 | *Platón, en busca de la justicia (biography)* | C14 VOC | L1-2: Learn analogies with antonyms |
| P2 Q | Passage and digital dictionary | C14 VOC | L1: Learn homonym words |
| NA | Word knowledge game reteach | C14 VOC | L1-2: Learn prefixes and their meanings |
| VGG | Castillo de conocimientos (biography and play) | C14 VOC | L3-4: Learn suffixes and their meanings |



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| L.4.5.c | | | |
|---|---|---|---|
| Demonstrate understanding of words by relating them to their synonyms and antonyms. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | C15 VOC | L1-2: Learn word families |
| P RT Q | Passage and digital dictionary | C15 VOC | L1-4: Use context clues |
| U2 GO | Myth/legend and informative article | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| NA | Word knowledge game | C15 VOC | L1-4: Learn words with Greek and Latin roots |
| VG | Castillo de vocabulario (myth) | U1 P1 | *La aventura de los galeotes (play)* |
| P1 | *El reto de Madre Sol (myth)* | U1 P2 | *Platón, en busca de la justicia (biography)* |
| P1 Q | Passage and digital dictionary | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| VG | Castillo de vocabulario (informative article) | U2 P1 | *El reto de Madre Sol (myth)* |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |
| P2 Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| NA | Word knowledge game reteach | U3 P1 | *La Raya (lyric poetry)* |
| VGG | Castillo de conocimientos (informative article and myth) | U3 P2 | *Estimada profesora Piernavieja (persuasive text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P RT Q | Passage and digital dictionary | U4 P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* |
| WOG | *El mundo de los géneros: Época Moderna* | U4 P2 | *Un discurso sobre la unión (speech)* |
| U3 GO | Lyric poetry/free verse and persuasive text | U4 P RT | *Solidaridad (speech)* |
| NA | Word knowledge game | U5 P1 | *El Tubo del Tiempo (science fiction)* |
| VG | Tráfico de palabras (lyric poetry) | U5 P2 | *Cómo hacer un electroimán (procedural text)* |



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| L.4.5.c | | | |
|---|---|---|---|
| Demonstrate understanding of words by relating them to their synonyms and antonyms. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 | *La Raya (lyric poetry)* | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P1 Q | Passage and digital dictionary | U6 P1 | *El regreso del reino (fantasy)* |
| VG | Tráfico de palabras (persuasive text) | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| P2 | *Estimada profesora Piernavieja (persuasive text)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P2 Q | Passage and digital dictionary | C13-15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| NA | Word knowledge game reteach | | |
| VGG | En busca de conocimientos (persuasive text and lyric poetry) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *Doña Zoraida, la bruja del barrio (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Un discurso sobre la unión (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |



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| L.4.5.c | | | |
|---|---|---|---|
| Demonstrate understanding of words by relating them to their synonyms and antonyms. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *El Tubo del Tiempo (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Cómo hacer un electroimán (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |



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## L.4.5.c

Demonstrate understanding of words by relating them to their synonyms and antonyms.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El regreso del reino (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## L.4.6

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., emocionado, afligido, eufórico) and that are basic to a particular topic (e.g., vida silvestre, conservación, and en peligro de extinción when discussing animal preservation).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Vocabulary subtest | ISIP VOC | L1-2, L2-3: Use and search antonyms using a dictionary |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP VOC | L1-2, L2-3: Use and search synonyms using a dictionary |



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## L.4.6

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., emocionado, afligido, eufórico) and that are basic to a particular topic (e.g., vida silvestre, conservación, and en peligro de extinción when discussing animal preservation).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U2 GO | Myth/legend and informative article | ISIP VOC | L1-2, L2-3: Identify homonym words (homophones and homographs) |
| NA | Word knowledge game | C13 VOC | L1-4: Learn antonyms |
| VG | Castillo de vocabulario (myth) | C13 VOC | L1-2: Learn homonym words |
| P1 | *El reto de Madre Sol (myth)* | C13 VOC | L1-2: Learn prefixes and their meaning |
| P1 Q | Passage and digital dictionary | C13 VOC | L1-2: Learn suffixes and their meaning |
| VG | Castillo de vocabulario (informative article) | C13 VOC | L1-2: Learn words with Greek roots |
| P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* | C14 VOC | L1-2: Learn analogies with antonyms |
| P2 Q | Passage and digital dictionary | C14 VOC | L1: Learn homonym words |
| NA | Word knowledge game reteach | C14 VOC | L1-2: Learn prefixes and their meanings |
| VGG | Castillo de conocimientos (informative article and myth) | C14 VOC | L3-4: Learn suffixes and their meanings |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | C15 VOC | L1-2: Learn word families |
| P RT Q | Passage and digital dictionary | C15 VOC | L1-4: Use context clues |
| WOG | *El mundo de los géneros: Época Futura* | C15 VOC | L1: Learn suffixes, roots, and their meanings |
| U6 GO | Fantasy and explanatory text | C15 VOC | L1-4: Learn words with Greek and Latin roots |
| NA | Word knowledge game | U2 P1 | *El reto de Madre Sol (myth)* |
| VG | El Tragapalabras (fantasy) | U2 P2 | *Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)* |



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## L.4.6

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., emocionado, afligido, eufórico) and that are basic to a particular topic (e.g., vida silvestre, conservación, and en peligro de extinción when discussing animal preservation).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 | *El regreso del reino (fantasy)* | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| P1 Q | Passage and digital dictionary | U6 P1 | *El regreso del reino (fantasy)* |
| VG | El Tragapalabras (explanatory text) | U6 P2 | *El regreso de los lobos a Yellowstone (explanatory text)* |
| P2 | *El regreso de los lobos a Yellowstone (explanatory text)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P2 Q | Passage and digital dictionary | C13 | Reading Genres – passages (Leyendo géneros – pasajes) |
| NA | Word knowledge game reteach | C15 | Reading Genres – passages (Leyendo géneros – pasajes) |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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# Grade 5

## Reading Standards for Literature

### Key Ideas and Details

| RL.5.1 | | | |
|---|---|---|---|
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Comprehension subtest | ISIP RC | L3-4, L2-3: Learn how to make inferences |
| WOG | *El mundo de los géneros: Época Antigua* | C16 RC | L1: Genre characteristics (legend) |
| U1 GO | Play | C16 RC | L3-4: Make connections between texts (compare and contrast) |
| MP | La dama del nombre masculino (play) | C17 RC | L1: Genre characteristics (realistic fiction) |
| GES | Don Quijote y la Hidra (play) | C17 RC | L2: Genre characteristics (speech) |
| P1 | *Una obra maestra (play)* | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| P1 Q | Passage and digital dictionary | C18 RC | L1-2: Genre characteristics (fantasy) |
| GESSR | Play and myth/legend (free choice) | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| U2 GO | Myth/legend | U1 P | *Una obra maestra (play)* |
| MP | La melodía del coquí (legend) | U2 P | *El origen del mar (legend)* |
| GES | El mito de Prometeo (myth) | U3 P | *Unidos, siempre unidos (free verse)* |
| P1 | *El origen del mar (legend)* | U4 P | *El comienzo (realistic fiction)* |
| P1 Q | Passage and digital dictionary | U5 P | *De la oscuridad a la claridad (science fiction)* |



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| RL.5.1 | | | |
|---|---|---|---|
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GESSR | Play and myth/legend (free choice) | U6 P | *El rescate (fantasy)* |
| WOG | *El mundo de los géneros: Época Moderna* | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| U3 GO | Lyric poetry/free verse | | |
| MP | Tecnología, siempre tecnología (free verse) | | |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | | |
| P1 | *Unidos, siempre unidos (free verse)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Poetry and realistic fiction (free choice) | | |
| U4 GO | Realistic fiction and speech | | |
| MP | Otra vez, soy el niño nuevo (realistic fiction) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Realistic fiction and poetry (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| VH | El útimo minuto (comic strip) | | |
| MP | Al alcance de la mano (science fiction) | | |



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## RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| GES | La mano amiga (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Science fiction and fantasy (free choice) | | |
| U6 GO | Fantasy and explanatory text | | |
| VH | El remolino (illustrated story) | | |
| MP | Atrapado (fantasy) | | |
| GES | Colorandia (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Fantasy and science fiction (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RL.5.2

Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Antigua* | C16 RC | L1: Genre characteristics (legend) |
| U1 GO | Play | C17 RC | L1: Genre characteristics (realistic fiction) |



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## RL.5.2

Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VH | El mundo de la química (illustration) | C18 RC | L1-2: Genre characteristics (fantasy) |
| VH | La aritmética, mi pasión (illustration) | U1 P1 | *Una obra maestra (play)* |
| MP | La dama del nombre masculino (play) | U2 P1 | *El origen del mar (legend)* |
| GES | Don Quijote y la Hidra (play) | U3 P1 | *Unidos, siempre unidos (free verse)* |
| P1 | *Una obra maestra (play)* | U4 P1 | *El comienzo (realistic fiction)* |
| GESSR | Play and myth/legend | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| U2 GO | Myth/legend | U6 P1 | El rescate (fantasy) |
| MP | La melodía del coquí (legend) | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| GES | El mito de Prometeo (myth) | | |
| P1 | *El origen del mar (legend)* | | |
| GESSR | Play and myth/legend | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Poetry (free verse) | | |
| MP | Tecnología, siempre tecnología (free verse) | | |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | | |
| P1 | *Unidos, siempre unidos (free verse)* | | |
| GESSR | Poetry (lyric/free verse) and realistic fiction | | |
| U4 GO | Realistic fiction | | |



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## RL.5.2

Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| MP | Otra vez, soy el niño nuevo (realistic fiction) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| GESSR | Poetry (lyric/free verse) and realistic fiction | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction | | |
| VH | El útimo minuto (comic strip) | | |
| MP | Al alcance de la mano (science fiction) | | |
| GES | La mano amiga (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| GESSR | Science fiction and fantasy | | |
| U6 GO | Fantasy | | |
| VH | El remolino (illustrated story) | | |
| MP | Atrapado (fantasy) | | |
| GES | Colorandia (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| GESSR | Science fiction and fantasy | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Antigua* | C16 RC | L1: Genre characteristics (legend) |
| U1 GO | Play | C17 RC | L1: Genre characteristics (realistic fiction) |
| VH | El mundo de la química (illustration) | C18 RC | L1-2: Genre characteristics (fantasy) |
| VH | La aritmética, mi pasión (illustration) | U1 P1 | *Una obra maestra (play)* |
| MP | La dama del nombre masculino (play) | U2 P1 | *El origen del mar (legend)* |
| GES | Don Quijote y la Hidra (play) | U3 P1 | *Unidos, siempre unidos (free verse)* |
| P1 | *Una obra maestra (play)* | U4 P1 | *El comienzo (realistic fiction)* |
| GESSR | Play | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| U2 GO | Myth/legend | U6 P1 | El rescate (fantasy) |
| MP | La melodía del coquí (legend) | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| GES | El mito de Prometeo (myth) | | |
| P1 | *El origen del mar (legend)* | | |
| GESSR | Myth/legend | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Poetry (free verse) | | |
| MP | Tecnología, siempre tecnología (free verse) | | |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | | |
| P1 | *Unidos, siempre unidos (free verse)* | | |



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| RL.5.3 | | | |
|---|---|---|---|
| Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GESSR | Poetry (lyric/free verse) | | |
| U4 GO | Realistic fiction | | |
| MP | Otra vez, soy el niño nuevo (realistic fiction) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| GESSR | Realistic fiction | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction | | |
| VH | El útimo minuto (comic strip) | | |
| MP | Al alcance de la mano (science fiction) | | |
| GES | La mano amiga (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| GESSR | Science fiction | | |
| U6 GO | Fantasy | | |
| VH | El remolino (illustrated story) | | |
| MP | Atrapado (fantasy) | | |
| GES | Colorandia (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |



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| RL.5.3 | | | |
|---|---|---|---|
| Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GESSR | Fantasy | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

**Craft and Structure**

| RL.5.4 | | | |
|---|---|---|---|
| Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Vocabulary subtest | ISIP VOC | L3-4, L2-3 Identify homonyms (homophones and homographs) |
| WOG | *El mundo de los géneros: Época Antigua* | VOC C16 | L1-2: Learn word families |
| U1 GO | Play | VOC C17 | L1-2: Learn homonym words |
| NA | Word knowledge game | VOC C17 | L1-4: Use context clues |
| VG | Castillo de vocabulario (play) | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| P1 | *Una obra maestra (play)* | VOC C18 | L1-2: Learn word families |
| P1 Q | Passage and digital dictionary | VOC C18 | L1-4: Use context clues |
| GO | Play review | VOC C18 | L1-2: Identify and use idioms and puns |
| VGG | Castillo de conocimientos (play) | VOC C18 | L1-2: Learn Greek and Latin root words |
| U2 GO | Myth/legend | U1 P1 | *Una obra maestra (play)* |


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## RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| NA | Word knowledge game | U2 P1 | *El origen del mar (legend)* |
| VG | Castillo de vocabulario (legend) | U3 P1 | *Unidos, siempre unidos (free verse)* |
| P1 | *El origen del mar (legend)* | U4 P1 | *El comienzo (realistic fiction)* |
| P1 Q | Passage and digital dictionary | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| GO | Myth/legend review | U6 P1 | *El rescate (fantasy)* |
| VGG | Castillo de conocimientos (legend) | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Lyric poetry/free verse | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (free verse) | | |
| P1 | *Unidos, siempre unidos (free verse)* | | |
| P1 Q | Passage and digital dictionary | | |
| GO | Lyric poetry/free verse review | | |
| VGG | En busca de conocimientos (free verse) | | |
| U4 GO | Realistic fiction | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |



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## RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 Q | Passage and digital dictionary | | |
| GO | Realistic fiction review | | |
| VGG | En busca de conocimientos (realistic fiction) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GO | Science fiction review | | |
| VGG | Taller de conocimientos (science fiction) | | |
| U6 GO | Fantasy | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| GO | Fantasy review | | |
| VGG | Taller de conocimientos (fantasy) | | |



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## RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RL.5.5

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | C16 RC | L1: Genre characteristics (legend) |
| WOG | *El mundo de los géneros: Época Antigua* | C17 RC | L1: Genre characteristics (realistic fiction) |
| U1 GO | Play | C17 RC | L1-4: Identify and understand sensory or figurative language |
| MP | La dama del nombre masculino (play) | C18 RC | L1-2: Genre characteristics (fantasy) |
| GES | Don Quijote y la Hidra (play) | U1 P1 | *Una obra maestra (play)* |
| P1 | *Una obra maestra (play)* | U3 P1 | *Unidos, siempre unidos (free verse)* |
| P1 Q | Passage and digital dictionary | U6 P1 | *El rescate (fantasy)* |
| GESSR | Play (free choice) | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Poetry (free verse) and persuasive text | | |
| MP | Tecnología, siempre tecnología (free verse) | | |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | | |



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## RL.5.5

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 | *Unidos, siempre unidos (free verse)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Poetry (lyric poetry/free verse) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U6 GO | Fantasy | | |
| VH | El remolino (illustrated story) | | |
| MP | Atrapado (fantasy) | | |
| GES | Colorandia (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Fantasy | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RL.5.6

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Moderna* | C17 RC | L1-4: Identify and understand sensory or figurative language |



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| RL.5.6 | | | |
|---|---|---|---|
| Describe how a narrator's or speaker's point of view influences how events are described. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U3 GO | Lyric poetry/free verse and persuasive text | C17 RC | L1: Genre characteristics (realistic fiction) |
| VH | Proyecto de Mario (students' project) | C17 RC | L2: Genre characteristics (speech) |
| VH | Proyecto de Pedro (students' project) | U3 P1 | *Unidos, siempre unidos (free verse)* |
| VH VD | Compare and contrast (author's perspective) | U3 P2 | *A través de otro lente (persuasive text)* |
| MP | Tecnología, siempre tecnología (free verse) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| MP VD | Compare and contrast (author's perspective) | U4 P1 | *El comienzo (realistic fiction)* |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | U4 P2 | *Éxito (speech)* |
| P1 | *Unidos, siempre unidos (free verse)* | U4 P RT | *Solidaridad (speech)* |
| P1 Q | Passage and digital dictionary | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| GESSR | Poetry and realistic fiction (free choice) | | |
| U4 GO | Realistic fiction and speech | | |
| VH | Presentación de Samantha (students' presentation) | | |
| VH | Presentación de Abigail (students' presentation) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Otra vez, soy el niño nuevo (realistic fiction) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |



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| RL.5.6 | | | |
|---|---|---|---|
| Describe how a narrator's or speaker's point of view influences how events are described. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GESSR | Realistic fiction and poetry (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

### Integration of Knowledge and Ideas

| RL.5.7 | | | |
|---|---|---|---|
| Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Antigua* | C16 RC | L1: Identify and analyze author's purpose |
| U1 GO | Play and biography | C16 RC | L1: Genre characteristics (legend) |
| VH | El mundo de la química (illustration) | C17 RC | L1: Genre characteristics (realistic fiction) |
| VH | La aritmética, mi pasión (illustration) | C18 RC | L1-2: Genre characteristics (fantasy) |
| VH VD | Compare and contrast (themes) | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP | La dama del nombre masculino (play) | | |
| GES | Don Quijote y la Hidra (play) | | |
| P1 | *Una obra maestra (play)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Sócrates, una vida llena de reflexión (biography) | | |
| GESSR | Play and myth/legend (free choice) | | |



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## RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U2 GO | Myth/legend | | |
| VH | Mapa de la ciudad perdida de Atlantis (map) | | |
| VH | Mapa de la ruta hacia la India (map) | | |
| VH VD | Compare and contrast (genre characteristics) | | |
| MP | La melodía del coquí (legend) | | |
| GES | El mito de Prometeo (myth) | | |
| P1 | *El origen del mar (legend)* | | |
| P1 Q | Instructions and corrective feedback | | |
| GESSR | Play and myth/legend (free choice) | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Lyric poetry/free verse | | |
| VH | Proyecto de Mario (students' project) | | |
| VH | Proyecto de Pedro (students' project) | | |
| VH VD | Compare and contrast (author's perspective) | | |
| MP | Tecnología, siempre tecnología (free verse) | | |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | | |
| P1 | *Unidos, siempre unidos (free verse)* | | |
| P1 Q | Passage and digital dictionary | | |



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## RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| GESSR | Poetry and realistic fiction (free choice) | | |
| U4 GO | Realistic fiction | | |
| VH | Presentación de Samantha (students' presentation) | | |
| VH | Presentación de Abigail (students' presentation) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Otra vez, soy el niño nuevo (realistic fiction) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Realistic fiction and poetry (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction | | |
| VH | El útimo minuto (comic strip) | | |
| VH | Cómo hacer té de sol (presentation) | | |
| VH VD | Compare and contrast (message and main idea) | | |
| MP | Al alcance de la mano (science fiction) | | |
| GES | La mano amiga (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |



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## RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 Q | Passage and digital dictionary | | |
| GESSR | Science fiction and fantasy (free choice) | | |
| U6 GO | Fantasy and explanatory text | | |
| VH | El remolino (illustrated story) | | |
| VH | Parches de basura (thematic map) | | |
| VH VD | Compare and contrast (summary) | | |
| MP | Atrapado (fantasy, illustration) | | |
| GES | Colorandia (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| GESSR | Fantasy and science fiction (free choice) | | |
| C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C16 RC | L3-4: Make connections between texts (compare and contrast) |



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| RL.5.9 | | | |
|---|---|---|---|
| Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |

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

| RL.5.10 | | | |
|---|---|---|---|
| By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L5-8, L2-3: Reading with fluency |
| ISIP ER | Oral fluency subtest | ISIP P | Progress Monitoring Passages 1-30 |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | ISIP ORF DAP | Fiction (16 passages) |
| | | ISIP ORF DAP | Nonfiction (14 passages) |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |



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## Reading Standards for Informational Text

### Key Ideas and Details

| RI.5.1 | | | |
|---|---|---|---|
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Comprehension subtest | ISIP RC | L3-4, L2-3: Learn how to make inferences |
| WOG | *El mundo de los géneros: Época Antigua* | C16 RC | L2: Genre characteristics (informative article) |
| U1 GO | Biography | C16 RC | L1-2: Make connections between informational texts (compare and contrast) |
| MP | Los principios químicos y la tabla periódica (biography) | C16 RC | L3-4: Make connections between texts (compare and contrast) |
| GES | Sócrates, una vida llena de reflexión (biography) | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | C18 RC | L1-2: Genre characteristics (procedural text) |
| P2 Q | Passage and digital dictionary | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U1 P | *El autor misterioso detrás de la aritmética (biography)* |
| P RT Q | Passage and digital dictionary | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| GESSR | Biography and informative article (free choice) | U2 P | *El enigma de la extinción de la megafauna (informative article)* |
| U2 GO | Informative article | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| MP | El origen del agua en el planeta (informative article) | U3 P | *A través de otro lente (persuasive text)* |
| GES | La teoría de la Tierra plana: una falacia moderna (informative article) | U3 P RT | *Futuros Programadores de América (persuasive text)* |


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| RI.5.1 | | | |
|---|---|---|---|
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U4 P | *Éxito (speech)* |
| P2 Q | Passage and digital dictionary | U4 P RT | *Solidaridad (speech)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U5 P | *Horno solar portátil (procedural text)* |
| P RT Q | Passage and digital dictionary | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| GESSR | Informative article and biography (free choice) | U6 P | *Sopa tóxica en los océanos (explanatory text)* |
| WOG | *El mundo de los géneros: Época Moderna* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| U3 GO | Persuasive text | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP | ¡Reciclando para un futuro mejor! (persuasive text) | | |
| P2 | *A través de otro lente (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Persuasive text and speech (free choice) | | |
| U4 GO | Speech | | |
| MP | Retos (speech) | | |
| GES | Estimado soñador (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |



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| RI.5.1 | | | |
|---|---|---|---|
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Speech and persuasive text (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Procedural text | | |
| VH | Cómo hacer té de sol (presentation) | | |
| MP | Crea tu propio cargador solar portátil (procedural text) | | |
| GES | Un jardín vertical (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Procedural text and explanatory text (free choice) | | |
| U6 GO | Fantasy and explanatory text | | |
| VH | El remolino (illustrated story) | | |
| VH | Parches de basura (thematic map) | | |
| MP | Impacto del plástico en los océanos (explanatory text) | | |
| GES | Cómo nace una estrella (explanatory text) | | |



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## RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Explanatory text and procedural text free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | ISIP RC | L3-4, L2-3: Identify the main idea and details |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP RC | L3-4, L23: Identify details to write a summary |
| U1 GO | Biography | C16 RC | L1: Identify important details to write a summary of a fictional text |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| P2 Q | Passage and digital dictionary | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| P RT Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |



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| RI.5.2 | | | |
|---|---|---|---|
| Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U2 GO | Informative article | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P2 Q | Passage and digital dictionary | C16 and 18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Biography and informative article (free choice) | | |
| U6 GO | Explanatory text | | |
| VH | Cómo hacer té de sol (presentation) | | |
| MP | Crea tu propio cargador solar portátil (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Explanatory text (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | C16 RC | L2: Genre characteristics (informative article) |
| WOG | *El mundo de los géneros: Época Antigua* | C16 RC | L1-2: Make connections between informational texts (compare and contrast) |
| U1 GO | Biography | C16 RC | L3-4: Make connections between texts (compare and contrast) |
| MP | Los principios químicos y la tabla periódica (biography) | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| MP VD | Compare and contrast (themes) | C18 RC | L1-2: Genre characteristics (procedural text) |
| GES | Sócrates, una vida llena de reflexión (biography) | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| GESSR | Biography and informative article (free choice) | U5 P2 | *Horno solar portátil (procedural text)* |
| U2 GO | Informative article | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| MP | El origen del agua en el planeta (informative article) | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| MP VD | Compare and contrast (genre characteristics) | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| GES | La teoría de la Tierra plana: una falacia moderna (informative article) | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |



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## RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P2 | *El enigma de la extinción de la megafauna (informative article)* | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Biography and informative article (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Procedural text | | |
| VH | Cómo hacer té de sol (presentation) | | |
| VH VD | Compare and contrast (message and main idea) | | |
| MP | Crea tu propio cargador solar portátil (procedural text) | | |
| MP VD | Compare and contrast (message and main idea) | | |
| GES | Un jardín vertical (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| GESSR | Procedural text and explanatory text (free choice) | | |
| U6 GO | Explanatory text | | |
| VH | Parches de basura (thematic map) | | |



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| RI.5.3 | | | |
|---|---|---|---|
| Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VH VD | Compare and contrast (summary) | | |
| MP | Impacto del plástico en los océanos (explanatory text) | | |
| MP VD | Compare and contrast (summary) | | |
| GES | Cómo nace una estrella (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| GESSR | Explanatory text and procedural text (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

### Craft and Structure

| RI.5.4 | | | |
|---|---|---|---|
| Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Vocabulary subtest | ISIP VOC | L3-4, L2-3 Identify homonyms (homophones and homographs) |
| WOG | *El mundo de los géneros: Época Antigua* | VOC C16 | L1-2: Learn word families |
| U1 GO | Biography | VOC C17 | L1-2: Learn homonym words |
| NA | Word knowledge game | VOC C17 | L1-4: Use context clues |


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## RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VG | Castillo de vocabulario (biography) | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | VOC C18 | L1-2: Learn word families |
| P2 Q | Passage and digital dictionary | VOC C18 | L1-4: Use context clues |
| NA | Word knowledge game reteach | VOC C18 | L1-2: Identify and use idioms and puns |
| GO | Biography review | VOC C18 | L1-2: Learn Greek and Latin root words |
| VGG | Castillo de conocimientos (biography) | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P RT Q | Passage and digital dictionary | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| U2 GO | Informative article | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| NA | Word knowledge game | U3 P2 | *A través de otro lente (persuasive text)* |
| VG | Castillo de vocabulario (informative article) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U4 P2 | *Éxito (speech)* |
| P2 Q | Passage and digital dictionary | U4 P RT | *Solidaridad (speech)* |
| NA | Word knowledge game reteach | U5 P2 | *Horno solar portátil (procedural text)* |
| GO | Informative article | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| VGG | Castillo de conocimientos (informative article) | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |



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| RI.5.4 | | | |
|---|---|---|---|
| Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT Q | Passage and digital dictionary | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Persuasive text | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (persuasive text) | | |
| P2 | *A través de otro lente (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Persuasive text | | |
| VGG | En busca de conocimientos (persuasive text) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |


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| RI.5.4 | | | |
|---|---|---|---|
| Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GO | Speech | | |
| VGG | En busca de conocimientos (speech) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos (procedural text) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| P1 Q | Passage and digital dictionary | | |



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## RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | C16 RC | L2: Genre characteristics (informative article) |
| WOG | *El mundo de los géneros: Época Antigua* | C16 RC | L1-2: Make connections between informational texts (compare and contrast) |
| U1 GO | Biography | C16 RC | L3-4: Make connections between texts (compare and contrast) |



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## RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| MP | Los principios químicos y la tabla periódica (biography) | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| MP VD | Compare and contrast (themes) | C18 RC | L1-2: Genre characteristics (procedural text) |
| GES | Sócrates, una vida llena de reflexión (biography) | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| GESSR | Biography and informative article (free choice) | U5 P2 | *Horno solar portátil (procedural text)* |
| U2 GO | Informative article | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| MP | El origen del agua en el planeta (informative article) | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| MP VD | Compare and contrast (genre characteristics) | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| GES | La teoría de la Tierra plana: una falacia moderna (informative article) | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |



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## RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| GESSR | Biography and informative article (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Procedural text | | |
| VH | Cómo hacer té de sol (presentation) | | |
| VH VD | Compare and contrast (message and main idea) | | |
| MP | Crea tu propio cargador solar portátil (procedural text) | | |
| MP VD | Compare and contrast (message and main idea) | | |
| GES | Un jardín vertical (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| GESSR | Procedural text and explanatory text (free choice) | | |
| U6 GO | Explanatory text | | |
| VH | Parches de basura (thematic map) | | |
| VH VD | Compare and contrast (summary) | | |
| MP | Impacto del plástico en los océanos (explanatory text) | | |
| MP VD | Compare and contrast (summary) | | |
| GES | Cómo nace una estrella (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |



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## RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| GESSR | Procedural text and explanatory text (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C16 RC | L1-4: Make connections between informational texts (compare and contrast) |
| | | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C18 RC | L1-2: Genre characteristics (procedural text) |
| | | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| | | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| | | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| | | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| | | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |



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| RI.5.6 | | | |
|---|---|---|---|
| Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | U3 P2 | *A través de otro lente (persuasive text)* |
| | | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| | | U4 P2 | *Éxito (speech)* |
| | | U4 P RT | *Solidaridad (speech)* |
| | | U5 P2 | *Horno solar portátil (procedural text)* |
| | | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| | | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |

**Integration of Knowledge and Ideas**

| RI.5.7 | | | |
|---|---|---|---|
| Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Comprehension subtest | ISIP RC | L3-4, L2-3: Identify the main idea and details |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP RC | L3-4, L23: Identify details to write a summary |
| U1 GO | Biography | ISIP RC | L3-4, L2-3: Learn how to make inferences |
| MP | Los principios químicos y la tabla periódica (biography) | C16 RC | L1: Identify and analyze author's purpose |



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| RI.5.7 | | | |
|---|---|---|---|
| Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GES | Sócrates, una vida llena de reflexión (biography) | C16 RC | L2: Genre characteristics (informative article) |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | C16 RC | L1-2: Make connections between informational texts (compare and contrast) |
| P2 Q | Passage and digital dictionary | C16 RC | L3-4: Make connections between texts (compare and contrast) |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | C17 RC | L2: Genre characteristics (speech) |
| P RT Q | Passage and digital dictionary | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| GESSR | Biography and informative article (free choice) | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| U2 GO | Informative article | C18 RC | Summarize fantasy text |
| MP | El origen del agua en el planeta (informative article) | C18 RC | L1-2: Identify and analyze main idea in procedural texts |
| GES | La teoría de la Tierra plana: una falacia moderna (informative article) | C18 RC | L1-2: Genre characteristics (procedural text) |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| P2 Q | Passage and digital dictionary | U1 P | *El autor misterioso detrás de la aritmética (biography)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P RT Q | Passage and digital dictionary | U2 P | *El enigma de la extinción de la megafauna (informative article)* |
| GESSR | Informative article and biography (free choice) | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| WOG | *El mundo de los géneros: Época Moderna* | U3 P | *A través de otro lente (persuasive text)* |
| U3 GO | Persuasive text | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| MP | ¡Reciclando para un futuro mejor! (persuasive text) | U4 P | *Éxito (speech)* |



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## RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P2 | *A través de otro lente (persuasive text)* | U4 P RT | *Solidaridad (speech)* |
| P2 Q | Passage and digital dictionary | U5 P | *Horno solar portátil (procedural text)* |
| P RT | *Futuros Programadores de América (persuasive text)* | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P RT Q | Passage and digital dictionary | U6 P | *Sopa tóxica en los océanos (explanatory text)* |
| GESSR | Persuasive text and speech (free choice) | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| U4 GO | Speech | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP | Retos (speech) | | |
| GES | Estimado soñador (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Speech and persuasive text (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Procedural text | | |
| VH | Cómo hacer té de sol (presentation) | | |
| MP | Crea tu propio cargador solar portátil (procedural text) | | |
| GES | Un jardín vertical (procedural text) | | |



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| RI.5.7 | | | |
|---|---|---|---|
| Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Procedural text and explanatory text (free choice) | | |
| U6 GO | Fantasy and explanatory text | | |
| VH | El remolino (illustrated story) | | |
| VH | Parches de basura (thematic map) | | |
| MP | Impacto del plástico en los océanos (explanatory text) | | |
| GES | Cómo nace una estrella (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Explanatory text and procedural text free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Moderna* | C17 RC | L2: Genre characteristics (speech) |
| U3 GO | Persuasive text | U3 P2 | *A través de otro lente (persuasive text)* |
| VH | Proyecto de Mario (students' project) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| VH | Proyecto de Pedro (students' project) | U4 P2 | *Éxito (speech)* |
| VH VD | Compare and contrast (author's perspective) | U4 P RT | *Solidaridad (speech)* |
| MP | ¡Reciclando para un futuro mejor! (persuasive text) | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| MP VD | Compare and contrast (author's perspective) | | |
| GES | Email – Para: Mario y Perla (persuasive text) | | |
| P2 | *A través de otro lente (persuasive text)* | | |
| P1 Q | Passage and digital dictionary | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Persuasive text and speech (free choice) | | |
| U4 GO | Speech | | |
| VH | Presentación de Samantha (students' presentation) | | |
| VH | Presentación de Abigail (students' presentation) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Retos (speech) | | |



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## RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| MP VD | Compare and contrast (author's purpose) | | |
| GES | Estimado soñador (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| GESSR | Persuasive text and speech (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## RI.5.9

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C16 RC | L2: Genre characteristics (informative article) |
| | | C16 RC | L1-2: Make connections between informational texts (compare and contrast) |
| | | C16 RC | L3-4: Make connections between texts (compare and contrast) |
| | | C17 RC | L2: Genre characteristics (speech) |



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| RI.5.9 | | | |
|---|---|---|---|
| Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C18 RC | L1-2: Identify and analyze main idea in procedural texts |
| | | C18 RC | L1-2: Genre characteristics (procedural text) |
| | | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |



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| RI.5.9 | | | |
|---|---|---|---|
| Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |

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

| RI.5.10 | | | |
|---|---|---|---|
| By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L5-8, L2-3: Reading with fluency |
| ISIP ER | Oral fluency subtest | ISIP P | Progress Monitoring Passages 1-30 |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | ISIP ORF DAP | Fiction (16 passages) |
| | | ISIP ORF DAP | Nonfiction (14 passages) |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |



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## Reading Standards: Foundational Skills

### Phonics and Word Recognition

| RF.5.3 | | | |
|---|---|---|---|
| Know and apply grade-level phonics and word analysis skills in decoding words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Vocabulary subtest | ISIP VOC | L3-4, L2-3 Identify homonyms (homophones and homographs) |
| WOG | *El mundo de los géneros: Época Antigua* | VOC C16 | L1-2: Learn word families |
| U1 GO | Play and biography | VOC C17 | L1-2: Learn homonym words |
| NA | Word knowledge game | VOC C17 | L1-4: Use context clues |
| VG | Castillo de vocabulario (play) | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| P1 | *Una obra maestra (play)* | VOC C18 | L1-2: Learn word families |
| P1 Q | Passage and digital dictionary | VOC C18 | L1-4: Use context clues |
| VG | Castillo de vocabulario (biography) | VOC C18 | L1-2: Identify and use idioms and puns |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | VOC C18 | L1-2: Learn Greek and Latin root words |
| P2 Q | Passage and digital dictionary | U1 P1 | *Una obra maestra (play)* |
| NA | Word knowledge game reteach | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| GO | Biography and play review | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| VGG | Castillo de conocimientos (biography and play) | U2 P1 | *El origen del mar (legend)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| P RT Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |


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| RF.5.3 | | | |
|---|---|---|---|
| Know and apply grade-level phonics and word analysis skills in decoding words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U2 GO | Myth/legend and informative article | U3 P1 | *Unidos, siempre unidos (free verse)* |
| NA | Word knowledge game | U3 P2 | *A través de otro lente (persuasive text)* |
| VG | Castillo de vocabulario (legend) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P1 | *El origen del mar (legend)* | U4 P1 | *El comienzo (realistic fiction)* |
| P1 Q | Passage and digital dictionary | U4 P2 | *Éxito (speech)* |
| VG | Castillo de vocabulario (informative article) | U4 P RT | *Solidaridad (speech)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| P2 Q | Passage and digital dictionary | U5 P2 | *Horno solar portátil (procedural text)* |
| NA | Word knowledge game reteach | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| GO | Informative article and myth/legend review | U6 P1 | *El rescate (fantasy)* |
| VGG | Castillo de conocimientos (informative article and legend) | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P RT Q | Passage and digital dictionary | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Lyric poetry/free verse and persuasive text | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (free verse) | | |
| P1 | *Unidos, siempre unidos (free verse)* | | |



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| RF.5.3 | | | |
|---|---|---|---|
| Know and apply grade-level phonics and word analysis skills in decoding words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (persuasive text) | | |
| P2 | *A través de otro lente (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Persuasive text and lyric poetry/free verse review | | |
| VGG | En busca de conocimientos<br>(persuasive text and free verse | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |



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| RF.5.3 | | | |
|---|---|---|---|
| Know and apply grade-level phonics and word analysis skills in decoding words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GO | Speech and realistic fiction review | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |



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| RF.5.3 | | | |
|---|---|---|---|
| Know and apply grade-level phonics and word analysis skills in decoding words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## RF.5.3.a

Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Vocabulary subtest | ISIP VOC | L3-4, L2-3 Identify homonyms (homophones and homographs) |
| WOG | *El mundo de los géneros: Época Antigua* | VOC C16 | L1-2: Learn word families |
| U1 GO | Play and biography | VOC C17 | L1-2: Learn homonym words |
| NA | Word knowledge game | VOC C17 | L1-4: Use context clues |
| VG | Castillo de vocabulario (play) | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| P1 | *Una obra maestra (play)* | VOC C18 | L1-2: Learn word families |
| P1 Q | Passage and digital dictionary | VOC C18 | L1-4: Use context clues |
| VG | Castillo de vocabulario (biography) | VOC C18 | L1-2: Identify and use idioms and puns |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | VOC C18 | L1-2: Learn Greek and Latin root words |
| P2 Q | Passage and digital dictionary | U1 P1 | *Una obra maestra (play)* |
| NA | Word knowledge game reteach | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| GO | Biography and play review | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| VGG | Castillo de conocimientos (biography and play) | U2 P1 | *El origen del mar (legend)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| P RT Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| U2 GO | Myth/legend and informative article | U3 P1 | *Unidos, siempre unidos (free verse)* |
| NA | Word knowledge game | U3 P2 | *A través de otro lente (persuasive text)* |



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## RF.5.3.a

Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VG | Castillo de vocabulario (legend) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P1 | *El origen del mar (legend)* | U4 P1 | *El comienzo (realistic fiction)* |
| P1 Q | Passage and digital dictionary | U4 P2 | *Éxito (speech)* |
| VG | Castillo de vocabulario (informative article) | U4 P RT | *Solidaridad (speech)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| P2 Q | Passage and digital dictionary | U5 P2 | *Horno solar portátil (procedural text)* |
| NA | Word knowledge game reteach | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| GO | Informative article and myth/legend review | U6 P1 | *El rescate (fantasy)* |
| VGG | Castillo de conocimientos (informative article and legend) | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P RT Q | Passage and digital dictionary | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Lyric poetry/free verse and persuasive text | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (free verse) | | |
| P1 | *Unidos, siempre unidos (free verse)* | | |
| P1 Q | Passage and digital dictionary | | |



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| RF.5.3.a | | | |
|---|---|---|---|
| Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VG | Tráfico de palabras (persuasive text) | | |
| P2 | *A través de otro lente (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Persuasive text and lyric poetry/free verse review | | |
| VGG | En busca de conocimientos<br>(persuasive text and free verse | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |



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## RF.5.3.a

Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| GO | Speech and realistic fiction review | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |



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## RF.5.3.a

Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## Fluency

| RF.5.4 | | | |
|---|---|---|---|
| Read with sufficient accuracy and fluency to support comprehension. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L5-8, L2-3: Reading with fluency |
| ISIP ER | Oral fluency subtest | ISIP P | Progress Monitoring Passages 1-30 |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | ISIP ORF DAP | Fiction (16 passages) |
| | | ISIP ORF DAP | Nonfiction (14 passages) |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Priority Practice (5th grade) |
| | | ISIP ORF | Rate Chart (5th grade) |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |

| RF.5.4.a | | | |
|---|---|---|---|
| Read grade-level text with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L5-8, L2-3: Reading with fluency |



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| RF.5.4.a | | | |
|---|---|---|---|
| Read grade-level text with purpose and understanding. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Oral fluency subtest | ISIP P | Progress Monitoring Passages 1-30 |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | ISIP ORF DAP | Fiction (16 passages) |
| | | ISIP ORF DAP | Nonfiction (14 passages) |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |

| RF.5.4.b | | | |
|---|---|---|---|
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Text fluency subtest | ISIP F | L5-8, L2-3: Reading with fluency |
| ISIP ER | Oral fluency subtest | ISIP P | Progress Monitoring Passages 1-30 |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | ISIP ORF DAP | Fiction (16 passages) |
| | | ISIP ORF DAP | Nonfiction (14 passages) |
| | | ISIP ORF | Hasbrouck & Tindal Compiled ORF Norms |
| | | ISIP ORF | Priority – Accuracy |
| | | ISIP ORF | Priority – Rate |
| | | ISIP ORF | Priority – Prosody |
| | | ISIP ORF | Progress Monitoring Instructions |
| | | ISIP ORF | Priority Practice (5th grade) |


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| RF.5.4.b | | | |
|---|---|---|---|
| Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP ORF | Rate Chart (5th grade) |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |

| RF.5.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP ER | Comprehension subtest | ISIP RC | L3-4, L2-3: Identify the main idea and details |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP RC | L3-4, L2-3: Identify how to draw conclusions |
| U1 GO | Play and biography | ISIP RC | L3-4, L2-3: Learn how to make inferences |
| VH | El mundo de la química (illustration) | ISIP RC | L3-4, L23: Identify details to write a summary |
| VH | La aritmética, mi pasión (illustration) | C16 RC | L1: Identify important details to write a summary of a fictional text |
| MP | La dama del nombre masculino (play) | ISIP F | L5-8, L2-3: Reading with fluency |
| MP | Los principios químicos y la tabla periódica (biography) | C16 RC | L1: Identify important details to write a summary of a fictional text |
| GES | Don Quijote y la Hidra (play) | C16 RC | L1: identify and analyze author's purpose |
| P1 | *Una obra maestra (play)* | C16 RC | L1: Genre characteristics (legend) |
| GES | Sócrates, una vida llena de reflexión (biography) | C16 RC | L2: Genre characteristics (informative article) |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | C16 RC | L1-2: Make connections between informational texts (compare and contrast) |


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| RF.5.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | C16 RC | L3-4: Make connections between texts (compare and contrast) |
| GESSR | Play, biography, myth/legend, and informative article (free choice) | C17 RC | L1: Genre characteristics (realistic fiction) |
| U2 GO | Myth/legend and informative article | C17 RC | L2: Genre characteristics (speech) |
| VH | Mapa de la ciudad perdida de Atlantis (map) | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| VH | Mapa de la ruta hacia la India (map) | C18 RC | L1-2: Identify and analyze main idea in procedural texts |
| MP | La melodía del coquí (legend) | C18 RC | Summarize fantasy text |
| MP | El origen del agua en el planeta (informative article) | C18 RC | L1-2: Genre characteristics (fantasy) |
| GES | El mito de Prometeo (myth) | C18 RC | L1-2: Genre characteristics (procedural text) |
| P1 | *El origen del mar (legend)* | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| GES | La teoría de la Tierra plana: una falacia moderna (informative article) | U1 P1 | *Una obra maestra (play)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| GESSR | Play, biography, myth/legend, and informative article (free choice) | U2 P1 | *El origen del mar (legend)* |
| WOG | *El mundo de los géneros: Época Moderna* | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| U3 GO | Lyric poetry/free verse and persuasive text | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| VH | Proyecto de Mario (students' project) | U3 P1 | *Unidos, siempre unidos (free verse)* |


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| RF.5.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VH | Proyecto de Pedro (students' project) | U3 P2 | *A través de otro lente (persuasive text)* |
| MP | Tecnología, siempre tecnología (free verse) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| MP | ¡Reciclando para un futuro mejor! (persuasive text) | U4 P1 | *El comienzo (realistic fiction)* |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | U4 P2 | *Éxito (speech)* |
| P1 | *Unidos, siempre unidos (free verse)* | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| GES | Email – Para: Mario y Perla (persuasive text) | U5 P2 | *Horno solar portátil (procedural text)* |
| P2 | *A través de otro lente (persuasive text)* | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P RT | *Futuros Programadores de América (persuasive text)* | U6 P1 | *El rescate (fantasy)* |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| U4 GO | Realistic fiction and speech | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| VH | Presentación de Samantha (students' presentation) | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| VH | Presentación de Abigail (students' presentation) | | |
| MP | Otra vez, soy el niño nuevo (realistic fiction) | | |
| MP | Retos (speech) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| GES | Estimado soñador (speech) | | |
| P2 | *Éxito (speech)* | | |



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| RF.5.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *Solidaridad (speech)* | | |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| VH | El útimo minuto (comic strip) | | |
| VH | Cómo hacer té de sol (presentation) | | |
| MP | Al alcance de la mano (science fiction) | | |
| MP | Crea tu propio cargador solar portátil (procedural text) | | |
| GES | La mano amiga (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| GES | Un jardín vertical (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| GESSR | Science fiction, procedural text, fantasy, and explanatory text (free choice) | | |
| U6 GO | Fantasy and explanatory text | | |
| VH | El remolino (illustrated story) | | |
| VH | Parches de basura (thematic map) | | |



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| RF.5.4.c | | | |
|---|---|---|---|
| Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| MP | Atrapado (fantasy) | | |
| MP | Impacto del plástico en los océanos (explanatory text) | | |
| GES | Colorandia (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| GES | Cómo nace una estrella (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| GESSR | Science fiction, procedural text, fantasy, and explanatory text (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## Writing Standards

### Types of Texts and Purposes

| W.5.1 | | | |
|---|---|---|---|
| Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L30: El mundo a tu alrededor: La Luna (comparative essay) |
| | | C12 WE | L37: La Tierra: La atmósfera (speech) |



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## W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L40: ¡Pon de tu parte! (persuasive speech) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.5.1.a

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L30: El mundo a tu alrededor: La Luna (comparative essay) |
| | | C12 WE | L37: La Tierra: La atmósfera (speech) |
| | | C12 WE | L40: ¡Pon de tu parte! (persuasive speech) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.5.1.b

Provide logically ordered reasons that are supported by facts and details.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L30: El mundo a tu alrededor: La Luna (comparative essay) |



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| W.5.1.b | | | |
|---|---|---|---|
| Provide logically ordered reasons that are supported by facts and details. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L37: La Tierra: La atmósfera (speech) |
| | | C12 WE | L40: ¡Pon de tu parte! (persuasive speech) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.5.1.c | | | |
|---|---|---|---|
| Link opinion and reasons using words, phrases, and clauses (e.g., por ejemplo, además, en adición). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L3-4, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C18 G | L1: Identify and use conjunctive adverbs |
| | | C12 WE | L30: El mundo a tu alrededor: La Luna (comparative essay) |
| | | C12 WE | L37: La Tierra: La atmósfera (speech) |
| | | C12 WE | L40: ¡Pon de tu parte! (persuasive speech) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.5.1.d | | | |
|---|---|---|---|
| Provide a concluding statement or section related to the opinion presented. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L3-4, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C18 G | L1: Identify and use conjunctive adverbs |
| | | C12 WE | L30: El mundo a tu alrededor: La Luna (comparative essay) |
| | | C12 WE | L37: La Tierra: La atmósfera (speech) |
| | | C12 WE | L40: ¡Pon de tu parte! (persuasive speech) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.5.2 | | | |
|---|---|---|---|
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |



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| W.5.2 | | | |
|---|---|---|---|
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.5.2.a | | | |
|---|---|---|---|
| Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report or fiction story) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |



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## W.5.2.a

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.5.2.b

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

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report or fiction story) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |



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| W.5.2.b | | | |
|---|---|---|---|
| Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.5.2.c | | | |
|---|---|---|---|
| Link ideas within and across categories of information using words, phrases, and clauses (e.g., por el contrario, especialmente). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L3-4, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C18 G | L1: Identify and use conjunctive adverbs |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report or fiction story) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |



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| W.5.2.c | | | |
|---|---|---|---|
| Link ideas within and across categories of information using words, phrases, and clauses (e.g., por el contrario, especialmente). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.5.2.d | | | |
|---|---|---|---|
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP VOC | L3-4, L2-3: Identify synonyms |
| | | ISIP VOC | L3-4, L2-3: Identify antonyms |
| | | ISIP VOC | L3-4, L2-3 Identify homonyms (homophones and homographs) |
| | | ISIP S | L3-4, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | VOC C16 | L1-2: Learn synonyms |
| | | VOC C16 | L3-4: Learn nouns with antonyms |
| | | VOC C16 | L1-2: Learn adjectives with antonyms |
| | | VOC C16 | L1-2: Learn word families |
| | | VOC C16 | L1-2: Learn prefixes and their meaning |
| | | VOC C16 | L1-2: Learn suffixes and their meaning |
| | | VOC C16 | L1-2: Learn suffixes, roots, and their meaning |
| | | VOC C17 | L1-4: Learn Greek and Latin root words |



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| W.5.2.d | | | |
|---|---|---|---|
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | VOC C17 | L1-2: Learn homonym words |
| | | VOC C17 | L1-4: Use context clues |
| | | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| | | VOC C18 | L1-2: Learn word families |
| | | VOC C18 | L1-4: Use context clues |
| | | VOC C18 | L1-2: Identify and use idioms and puns |
| | | C18 G | L1: Identify and use conjunctive adverbs |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |



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## W.5.2.e

Provide a concluding statement or section related to the information or explanation presented.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report or fiction story) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |



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## W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.5.3.a

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |



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## W.5.3.a

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.5.3.b

Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |



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| W.5.3.b | | | |
|---|---|---|---|
| Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| W.5.3.c | | | |
|---|---|---|---|
| Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L1-2, L2-3: Use and recognize different conjunctions |
| | | ISIP S | L3-4, L2-3: Identify words, transitions, phrases, and conjunctions |



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| W.5.3.c | | | |
|---|---|---|---|
| Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C18 G | L1: Identify and use conjunctive adverbs |
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.5.3.d | | | |
|---|---|---|---|
| Use concrete words and phrases and sensory details to convey experiences and events precisely. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP VOC | L3-4, L2-3: Identify synonyms |
| | | ISIP VOC | L3-4, L2-3: Identify antonyms |
| | | ISIP VOC | L3-4, L2-3 Identify homonyms (homophones and homographs) |
| | | ISIP S | L3-4, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | VOC C16 | L1-2: Learn synonyms |
| | | VOC C16 | L3-4: Learn nouns with antonyms |
| | | VOC C16 | L1-2: Learn adjectives with antonyms |
| | | VOC C16 | L1-2: Learn word families |
| | | VOC C16 | L1-2: Learn prefixes and their meaning |
| | | VOC C16 | L1-2: Learn suffixes and their meaning |
| | | VOC C16 | L1-2: Learn suffixes, roots, and their meaning |
| | | VOC C17 | L1-4: Learn Greek and Latin root words |
| | | VOC C17 | L1-2: Learn homonym words |
| | | VOC C17 | L1-4: Use context clues |
| | | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| | | VOC C18 | L1-2: Learn word families |
| | | VOC C18 | L1-4: Use context clues |



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| W.5.3.d | | | |
|---|---|---|---|
| Use concrete words and phrases and sensory details to convey experiences and events precisely. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | VOC C18 | L1-2: Identify and use idioms and puns |
| | | C18 G | L1: Identify and use conjunctive adverbs |
| | | C11 WE | L22: *Los incendios forestales* (fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |



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| W.5.3.e | | | |
|---|---|---|---|
| Provide a conclusion that follows from the narrated experiences or events. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L3-4, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L22: *Los incendios forestales* (news report or fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

**Production and Distribution of Writing**

| W.5.4 | | | |
|---|---|---|---|
| Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |



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| W.5.4 | | | |
|---|---|---|---|
| Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |



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## W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |



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## W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |



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| W.5.6 | | | |
|---|---|---|---|
| With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

### Research to Build and Present Knowledge

| W.5.7 | | | |
|---|---|---|---|
| Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |



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| W.5.7 | | | |
|---|---|---|---|
| Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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| W.5.8 | | | |
|---|---|---|---|
| Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |



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## W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |



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| W.5.9 | | | |
|---|---|---|---|
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## W.5.9.a

Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L22: *Los incendios forestales* (news report or fiction story) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## W.5.9.b

Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |



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| W.5.9.b | | | |
|---|---|---|---|
| Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

**Production and Distribution of Writing**

| W.5.10 | | | |
|---|---|---|---|
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |



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| W.5.10 | | | |
|---|---|---|---|
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |



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| W.5.10 | | | |
|---|---|---|---|
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## Speaking and Listening Standards

### Comprehension and Collaboration

| SL.5.1 | | | |
|---|---|---|---|
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |



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| SL.5.1 | | | |
|---|---|---|---|
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## SL.5.1.a

Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP RC | L3-4, L2-3: Identify the main idea and details |
| | | ISIP RC | L3-4, L23: Identify details to write a summary |
| | | C16 RC | L1: Identify important details to write a summary of a fictional text |
| | | C16 RC | L1: Identify and analyze author's purpose |
| | | C16 RC | L1: Genre characteristics (legend) |
| | | C16 RC | L2: Genre characteristics (informative article) |
| | | C16 RC | L1-2: Make connections between informational texts (compare and contrast) |
| | | C16 RC | L3-4: Make connections between texts (compare and contrast) |
| | | C17 RC | L1: Genre characteristics (realistic fiction) |
| | | C17 RC | L2: Genre characteristics (speech) |
| | | C17 RC | L1-4: Identify and understand sensory or figurative language |
| | | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C18 RC | L1-2: Identify and analyze main idea in procedural texts |
| | | C18 RC | Summarize fantasy text |
| | | C18 RC | L1-2: Genre characteristics (fantasy) |



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## SL.5.1.a

Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C18 RC | L1-2: Genre characteristics (procedural text) |
| | | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |



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## SL.5.1.a

Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| | | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |

## SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |



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| SL.5.1.b | | | |
|---|---|---|---|
| Follow agreed-upon rules for discussions and carry out assigned roles. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |



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## SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Antigua* | ISP VOC | L3-4, L2-3: Identify antonyms |
| U1 GO | Play and biography | ISP VOC | L3-4, L2-3: Identify synonyms |
| VH | El mundo de la química (illustration) | ISIP VOC | L3-4, L2-3: Identify homonym words (homophones and homographs) |
| VH | La aritmética, mi pasión (illustration) | ISIP S | L3-4, L2-3: Identify words, transitions, phrases, and conjunctions |
| VH VD | Compare and contrast (themes) | ISIP RC | L3-4, L2-3: Identify the main idea and details |
| MP | La dama del nombre masculino (play) | ISIP RC | L3-4, L2-3: Identify how to draw conclusions |
| MP | Los principios químicos y la tabla periódica (biography) | ISIP RC | L3-4, L2-3: Learn how to make inferences |
| MP VD | Compare and contrast (themes) | ISIP RC | L3-4, L2-3: Identify details to write a summary |
| NA | Word knowledge game | ISIP F | L5-8, L2-3: Reading with fluency |
| GES | Don Quijote y la Hidra (play) | C16 VOC | L1-2: Learn synonyms |
| VG | Castillo de vocabulario (play) | C16 VOC | L1-2: Learn adjectives with antonyms |
| P1 | *Una obra maestra (play)* | C16 VOC | L3-4: Learn nouns with antonyms |



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Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 Q | Passage and digital dictionary | C16 VOC | L1-2: Learn word families |
| GES | Sócrates, una vida llena de reflexión (biography) | C16 VOC | L1-2: Learn prefixes and their meaning |
| VG | Castillo de vocabulario (biography) | C16 VOC | L1-2: Learn suffixes and their meaning |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | C16 VOC | L1-2: Learn suffixes, roots, and their meaning |
| P2 Q | Passage and digital dictionary | C17 VOC | L1-4: Learn Greek and Latin root words |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | C17 VOC | L1-2: Learn homonym words |
| NA | Word knowledge game reteach | C17 VOC | L1-4: Use context clues |
| GO | Biography and play review | C17 VOC | L1-2: Understand or infer the meaning of unknown words |
| VGG | Castillo de conocimientos (biography and play) | C18 VOC | L1-2: Identify and use idioms and puns |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | C18 VOC | L1-2: Learn Greek and Latin root words |
| P RT Q | Passage and digital dictionary | C18 VOC | L1-4: Use context clues |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | C18 VOC | L1-2: Learn word families |
| GESSR | Play, biography, myth/legend, and informative article (free choice) | C16 RC | L1: Identify and analyze author's purpose |
| U2 GO | Myth/legend and informative article | C16 RC | L1: Genre characteristics (legend) |
| VH | Mapa de la ciudad perdida de Atlantis (map) | C16 RC | L2: Genre characteristics (informative article) |
| VH | Mapa de la ruta hacia la India (map) | C16 RC | L1-2: Make connections between informational texts (compare and contrast) |



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## SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VH VD | Compare and contrast (genre characteristics) | C16 RC | L3-4: Make connections between texts (compare and contrast) |
| MP | La melodía del coquí (legend) | C17 RC | L1: Genre characteristics (realistic fiction) |
| MP | El origen del agua en el planeta (informative article) | C17 RC | L2: Genre characteristics (speech) |
| MP VD | Compare and contrast (genre characteristics) | C17 RC | L1-4: Identify and understand sensory or figurative language |
| NA | Word knowledge game | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| GES | El mito de Prometeo (myth) | C18 RC | L1-2: Identify and analyze main idea in procedural texts |
| VG | Castillo de vocabulario (legend) | C18 RC | Summarize fantasy text |
| P1 | *El origen del mar (legend)* | C18 RC | L1-2: Genre characteristics (fantasy) |
| P1 Q | Passage and digital dictionary | C18 RC | L1-2: Genre characteristics (procedural text) |
| GES | La teoría de la Tierra plana: una falacia moderna (informative article) | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| VG | Castillo de vocabulario (informative article) | C11 WE | L21: *El bosque amazónico* (informative) |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | C11 WE | L22: *Los incendios forestales* (news report) |
| P2 Q | Passage and digital dictionary | C11 WE | L23: *El regalo del desierto* (informative letter) |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| NA | Word knowledge game reteach | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |



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Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| GO | Informative article and myth/legend review | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| VGG | Castillo de conocimientos (informative article and legend) | C12 WE | L27: *Exploración del espacio* (biography) |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | C12 WE | L28: *¡Una misión increíble!* (summary) |
| P RT Q | Passage and digital dictionary | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| GESSR | Play, biography, myth/legend, and informative article (free choice) | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| WOG | *El mundo de los géneros: Época Moderna* | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| U3 GO | Lyric poetry/free verse and persuasive text | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| VH | Proyecto de Mario (students' project) | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| VH | Proyecto de Pedro (students' project) | C12 WE | L35: *Los recursos naturales* (magazine article) |
| VH VD | Compare and contrast (author's perspective) | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| MP | Tecnología, siempre tecnología (free verse) | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| MP | ¡Reciclando para un futuro mejor! (persuasive text) | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| MP VD | Compare and contrast (author's perspective) | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| NA | Word knowledge game | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |



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Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | C18 G | L1: Identify and use titles and punctuation marks |
| VG | Tráfico de palabras (free verse) | C18 G | L1: Identify and use conjunctive adverbs |
| P1 | *Unidos, siempre unidos (free verse)* | C18 G | L2: Identify and use subordinate conjunctions |
| P1 Q | Passage and digital dictionary | C11 | Lectoclub (Libros) |
| GES | Email – Para: Mario y Perla (persuasive text) | C12 B | Reading the World – books (Leo el Mundo – libros) |
| VG | Tráfico de palabras (persuasive text) | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| P2 | *A través de otro lente (persuasive text)* | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| NA | Word knowledge game reteach | | |
| GO | Persuasive text and lyric poetry/free verse review | | |
| VGG | En busca de conocimientos (persuasive text and free verse) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | | |



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|---|---|---|---|
| Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U4 GO | Realistic fiction and speech | | |
| VH | Presentación de Samantha (students' presentation) | | |
| VH | Presentación de Abigail (students' presentation) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Otra vez, soy el niño nuevo (realistic fiction) | | |
| MP | Retos (speech) | | |
| MP VD | Compare and contrast (author's purpose) | | |
| NA | Word knowledge game | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Estimado soñador (speech) | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |



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| Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| NA | Word knowledge game reteach | | |
| GO | Speech and realistic fiction review | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| VH | El útimo minuto (comic strip) | | |
| VH | Cómo hacer té de sol (presentation) | | |
| VH VD | Compare and contrast (message and main idea) | | |
| MP | Al alcance de la mano (science fiction) | | |
| MP | Crea tu propio cargador solar portátil (procedural text) | | |
| MP VD | Compare and contrast (message and main idea) | | |
| NA | Word knowledge game | | |



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Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| GES | La mano amiga (science fiction) | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Un jardín vertical (procedural text) | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Science fiction, procedural text, fantasy, and explanatory text (free choice) | | |



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Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U6 GO | Fantasy and explanatory text | | |
| VH | El remolino (illustrated story) | | |
| VH | Parches de basura (thematic map) | | |
| VH VD | Compare and contrast (summary) | | |
| MP | Atrapado (fantasy) | | |
| MP | Impacto del plástico en los océanos (explanatory text) | | |
| MP VD | Compare and contrast (summary) | | |
| NA | Word knowledge game | | |
| GES | Colorandia (fantasy) | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Cómo nace una estrella (explanatory text) | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |



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Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| NA | Word knowledge game reteach | | |
| GO | Explanatory text and fantasy review | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Science fiction, procedural text, fantasy, and explanatory text (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Antigua* | ISP VOC | L3-4, L2-3: Identify antonyms |
| U1 GO | Play and biography | ISP VOC | L3-4, L2-3: Identify synonyms |
| VH | El mundo de la química (illustration) | ISIP VOC | L3-4, L2-3: Identify homonym words (homophones and homographs) |
| VH | La aritmética, mi pasión (illustration) | ISIP S | L3-4, L2-3: Identify words, transitions, phrases, and conjunctions |



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|---|---|---|---|
| Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VH VD | Compare and contrast (themes) | ISIP RC | L3-4, L2-3: Identify the main idea and details |
| MP | La dama del nombre masculino (play) | ISIP RC | L3-4, L2-3: Identify how to draw conclusions |
| MP | Los principios químicos y la tabla periódica (biography) | ISIP RC | L3-4, L2-3: Learn how to make inferences |
| MP VD | Compare and contrast (themes) | ISIP RC | L3-4, L2-3: Identify details to write a summary |
| NA | Word knowledge game | ISIP F | L5-8, L2-3: Reading with fluency |
| GES | Don Quijote y la Hidra (play) | C16 VOC | L1-2: Learn synonyms |
| VG | Castillo de vocabulario (play) | C16 VOC | L1-2: Learn adjectives with antonyms |
| P1 | *Una obra maestra (play)* | C16 VOC | L3-4: Learn nouns with antonyms |
| P1 Q | Passage and digital dictionary | C16 VOC | L1-2: Learn word families |
| GES | Sócrates, una vida llena de reflexión (biography) | C16 VOC | L1-2: Learn prefixes and their meaning |
| VG | Castillo de vocabulario (biography) | C16 VOC | L1-2: Learn suffixes and their meaning |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | C16 VOC | L1-2: Learn suffixes, roots, and their meaning |
| P2 Q | Passage and digital dictionary | C17 VOC | L1-4: Learn Greek and Latin root words |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | C17 VOC | L1-2: Learn homonym words |
| NA | Word knowledge game reteach | C17 VOC | L1-4: Use context clues |
| GO | Biography and play review | C17 VOC | L1-2: Understand or infer the meaning of unknown words |
| VGG | Castillo de conocimientos (biography and play) | C18 VOC | L1-2: Identify and use idioms and puns |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | C18 VOC | L1-2: Learn Greek and Latin root words |



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| SL.5.1.d | | | |
|---|---|---|---|
| Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT Q | Passage and digital dictionary | C18 VOC | L1-4: Use context clues |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | C18 VOC | L1-2: Learn word families |
| GESSR | Play, biography, myth/legend, and informative article (free choice) | C16 RC | L1: Identify and analyze author's purpose |
| U2 GO | Myth/legend and informative article | C16 RC | L1: Genre characteristics (legend) |
| VH | Mapa de la ciudad perdida de Atlantis (map) | C16 RC | L2: Genre characteristics (informative article) |
| VH | Mapa de la ruta hacia la India (map) | C16 RC | L1-2: Make connections between informational texts (compare and contrast) |
| VH VD | Compare and contrast (genre characteristics) | C16 RC | L3-4: Make connections between texts (compare and contrast) |
| MP | La melodía del coquí (legend) | C17 RC | L1: Genre characteristics (realistic fiction) |
| MP | El origen del agua en el planeta (informative article) | C17 RC | L2: Genre characteristics (speech) |
| MP VD | Compare and contrast (genre characteristics) | C17 RC | L1-4: Identify and understand sensory or figurative language |
| NA | Word knowledge game | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| GES | El mito de Prometeo (myth) | C18 RC | L1-2: Identify and analyze main idea in procedural texts |
| VG | Castillo de vocabulario (legend) | C18 RC | Summarize fantasy text |
| P1 | *El origen del mar (legend)* | C18 RC | L1-2: Genre characteristics (fantasy) |
| P1 Q | Passage and digital dictionary | C18 RC | L1-2: Genre characteristics (procedural text) |



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|---|---|---|---|
| Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GES | La teoría de la Tierra plana: una falacia moderna (informative article) | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| VG | Castillo de vocabulario (informative article) | C11 WE | L21: *El bosque amazónico* (informative) |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | C11 WE | L22: *Los incendios forestales* (news report) |
| P2 Q | Passage and digital dictionary | C11 WE | L23: *El regalo del desierto* (informative letter) |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| NA | Word knowledge game reteach | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| GO | Informative article and myth/legend review | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| VGG | Castillo de conocimientos (informative article and legend) | C12 WE | L27: *Exploración del espacio* (biography) |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | C12 WE | L28: *¡Una misión increíble!* (summary) |
| P RT Q | Passage and digital dictionary | C12 WE | *L29: La Tierra: El día, la noche y las estaciones (weather letter)* |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | C12 WE | *L30: El mundo a tu alrededor: La Luna (comparative essay)* |
| GESSR | Play, biography, myth/legend, and informative article (free choice) | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| WOG | *El mundo de los géneros: Época Moderna* | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| U3 GO | Lyric poetry/free verse and persuasive text | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| VH | Proyecto de Mario (students' project) | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| VH | Proyecto de Pedro (students' project) | C12 WE | L35: *Los recursos naturales* (magazine article) |



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|---|---|---|---|
| Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VH VD | Compare and contrast (author's perspective) | C12 WE | L36: ¡*La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| MP | Tecnología, siempre tecnología (free verse) | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| MP | ¡Reciclando para un futuro mejor! (persuasive text) | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| MP VD | Compare and contrast (author's perspective) | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| NA | Word knowledge game | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | C18 G | L1: Identify and use titles and punctuation marks |
| VG | Tráfico de palabras (free verse) | C18 G | L1: Identify and use conjunctive adverbs |
| P1 | *Unidos, siempre unidos (free verse)* | C18 G | L2: Identify and use subordinate conjunctions |
| P1 Q | Passage and digital dictionary | C11 | Lectoclub (Libros) |
| GES | Email – Para: Mario y Perla (persuasive text) | C12 B | Reading the World – books (Leo el Mundo – libros) |
| VG | Tráfico de palabras (persuasive text) | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| P2 | *A través de otro lente (persuasive text)* | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| NA | Word knowledge game reteach | | |
| GO | Persuasive text and lyric poetry/free verse review | | |
| VGG | En busca de conocimientos (persuasive text and free verse) | | |



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|---|---|---|---|
| Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | | |
| U4 GO | Realistic fiction and speech | | |
| VH | Presentación de Samantha (students' presentation) | | |
| VH | Presentación de Abigail (students' presentation) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Otra vez, soy el niño nuevo (realistic fiction) | | |
| MP | Retos (speech) | | |
| MP VD | Compare and contrast (author's purpose) | | |
| NA | Word knowledge game | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Estimado soñador (speech) | | |



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|---|---|---|---|
| Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| NA | Word knowledge game reteach | | |
| GO | Speech and realistic fiction review | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| VH | El útimo minuto (comic strip) | | |
| VH | Cómo hacer té de sol (presentation) | | |
| VH VD | Compare and contrast (message and main idea) | | |
| MP | Al alcance de la mano (science fiction) | | |



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| SL.5.1.d | | | |
|---|---|---|---|
| Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| MP | Crea tu propio cargador solar portátil (procedural text) | | |
| MP VD | Compare and contrast (message and main idea) | | |
| NA | Word knowledge game | | |
| GES | La mano amiga (science fiction) | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Un jardín vertical (procedural text) | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |



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| SL.5.1.d | | | |
|---|---|---|---|
| Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Science fiction, procedural text, fantasy, and explanatory text (free choice) | | |
| U6 GO | Fantasy and explanatory text | | |
| VH | El remolino (illustrated story) | | |
| VH | Parches de basura (thematic map) | | |
| VH VD | Compare and contrast (summary) | | |
| MP | Atrapado (fantasy) | | |
| MP | Impacto del plástico en los océanos (explanatory text) | | |
| MP VD | Compare and contrast (summary) | | |
| NA | Word knowledge game | | |
| GES | Colorandia (fantasy) | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Cómo nace una estrella (explanatory text) | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |



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| SL.5.1.d | | | |
|---|---|---|---|
| Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| NA | Word knowledge game reteach | | |
| GO | Explanatory text and fantasy review | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Science fiction, procedural text, fantasy, and explanatory text (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

| SL.5.2 | | | |
|---|---|---|---|
| Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Comprehension subtest | ISIP RC | L3-4, L2-3: Identify the main idea and details |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP RC | L3-4, L23: Identify details to write a summary |



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## SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U1 GO | Play and biography | C16 RC | L1: Identify important details to write a summary of a fictional text |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| P2 Q | Passage and digital dictionary | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| P RT Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| U2 GO | Myth/legend and informative article | U6 P1 | *El rescate (fantasy)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| P2 Q | Passage and digital dictionary | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | C16 and 18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U4 GO | Realistic fiction and speech | | |
| VH | Presentación de Samantha (students' presentation) | | |
| VH | Presentación de Abigail (students' presentation) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U6 GO | Fantasy and explanatory text | | |



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| SL.5.2 | | | |
|---|---|---|---|
| Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VH | El útimo minuto (comic strip) | | |
| VH | Cómo hacer té de sol (presentation) | | |
| VH VD | Compare and contrast (message and main idea) | | |
| MP | Al alcance de la mano (science fiction) | | |
| MP | Crea tu propio cargador solar portátil (procedural text) | | |
| MP VD | Compare and contrast (message and main idea) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Comprehension subtest | ISIP RC | L3-4, L2-3: Identify the main idea and details |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP RC | L3-4, L23: Identify details to write a summary |
| U1 GO | Play and biography | C16 RC | L1: Identify important details to write a summary of a fictional text |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| P2 Q | Passage and digital dictionary | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| P RT Q | Passage and digital dictionary | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| U2 GO | Myth/legend and informative article | U6 P1 | *El rescate (fantasy)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| P2 Q | Passage and digital dictionary | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | C16 and 18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U4 GO | Realistic fiction and speech | | |
| VH | Presentación de Samantha (students' presentation) | | |
| VH | Presentación de Abigail (students' presentation) | | |
| VH VD | Compare and contrast (author's purpose) | | |



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| SL.5.3 | | | |
|---|---|---|---|
| Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U6 GO | Fantasy and explanatory text | | |
| VH | El útimo minuto (comic strip) | | |
| VH | Cómo hacer té de sol (presentation) | | |
| VH VD | Compare and contrast (message and main idea) | | |
| MP | Al alcance de la mano (science fiction) | | |
| MP | Crea tu propio cargador solar portátil (procedural text) | | |
| MP VD | Compare and contrast (message and main idea) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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**Presentation of Knowledge and Ideas**

| SL.5.4 | | | |
|---|---|---|---|
| Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |



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## SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |



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| SL.5.5 | | | |
|---|---|---|---|
| Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## Language Standards

### Conventions of Standard Spanish*

L.5.1: Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

| L.5.1.a | | | |
|---|---|---|---|
| Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C18 G | L1: Identify and use subordinate conjunctions to form complex sentences |
| | | C18 G | L2: Identify and use subordinate conjunctions |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| | | VC | Words (prepositions and sizes) |



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| L.5.1.b | | | |
|---|---|---|---|
| Form and use the perfect (e.g., Yo había caminado; Yo he caminado; Yo habré caminado) verb tenses. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| | | VC | Words (verbs) |

| L.5.1.c | | | |
|---|---|---|---|
| Use verb tense to convey various times, sequences, states, and conditions. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| | | VC | Words (verbs) |



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| L.5.1.d | | | |
|---|---|---|---|
| Recognize and correct inappropriate shifts in verb tense. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |
| | | VC | Words (verbs) |

L.5.2: Demonstrate command of the conventions of standard Spanish punctuation, and spelling when writing.

| L.5.2.a | | | |
|---|---|---|---|
| Use punctuation to separate items in a series. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |



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| L.5.2.a | | | |
|---|---|---|---|
| Use punctuation to separate items in a series. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

| L.5.2.b | | | |
|---|---|---|---|
| Use a comma to separate an introductory element from the rest of the sentence. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L21: *El bosque amazónico* (informative) |



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| L.5.2.b | | | |
|---|---|---|---|
| Use a comma to separate an introductory element from the rest of the sentence. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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## L.5.2.c

Use a comma to set off the words yes and no (e.g., Sí, gracias), to set off a tag question from the rest of the sentence (e.g., Es verdad, ¿no?), and to indicate direct address (e.g., ¿Eres tú, Esteban?).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |



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## L.5.2.c

Use a comma to set off the words yes and no (e.g., Sí, gracias), to set off a tag question from the rest of the sentence (e.g., Es verdad, ¿no?), and to indicate direct address (e.g., ¿Eres tú, Esteban?).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

## L.5.2.e

Spell grade-appropriate words correctly, consulting references as needed.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |



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| L.5.2.e | | | |
|---|---|---|---|
| Spell grade-appropriate words correctly, consulting references as needed. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |



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**Knowledge of Language**

L.5.3: Use knowledge of language when writing, speaking, reading, or listening.

| L.5.3.a | | | |
|---|---|---|---|
| Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | ISIP S | L3-4, L2-3: Identify words, transitions, phrases, and conjunctions |
| | | C11 WE | L21: *El bosque amazónico* (informative) |
| | | C11 WE | L22: *Los incendios forestales* (news report) |
| | | C11 WE | L23: *El regalo del desierto* (informative letter) |
| | | C11 WE | L24: *Los monos aulladores – parte 1* (diary of an adventure) |
| | | C11 WE | L25: *Los monos aulladores – parte 2* (letter to a hero) |
| | | C12 WE | L26: *Nuestro sistema solar* (descriptive) |
| | | C12 WE | L27: *Exploración del espacio* (biography) |
| | | C12 WE | L28: *¡Una misión increíble!* (summary) |
| | | C12 WE | L29: *La Tierra: El día, la noche y las estaciones* (weather letter) |
| | | C12 WE | L30: *El mundo a tu alrededor: La Luna* (comparative essay) |
| | | C12 WE | L31: *La Tierra: Las rocas y el suelo* (email) |
| | | C12 WE | L32: *La Tierra: Una superficie cambiante* (pamphlet) |
| | | C12 WE | L33: *Cazadores de fósiles* (predictive) |



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| L.5.3.a | | | |
|---|---|---|---|
| Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| | | C12 WE | L34: *De paseo por el Gran Cañón del Colorado* (newspaper article) |
| | | C12 WE | L35: *Los recursos naturales* (magazine article) |
| | | C12 WE | L36: *¡La mejor feria científica de la escuela Los Nogales!* (recommendation or referral) |
| | | C12 WE | L37: *La Tierra: La atmósfera* (speech) |
| | | C12 WE | L38: *El increíble ciclo del agua* (poster) |
| | | C12 WE | L39: *Reporteros del tiempo* (imaginary story) |
| | | C12 WE | L40: *¡Pon de tu parte!* (persuasive speech) |
| | | C11 | Lectoclub (Libros) |
| | | C12 B | Reading the World – books (Leo el Mundo – libros) |
| | | C12 P | Reading the World – passages (Leo el Mundo – pasajes) |

**Vocabulary Acquisition and Use**

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

| L.5.4.a | | | |
|---|---|---|---|
| Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Vocabulary subtest | C16 RC | L1: Genre characteristics (legend) |



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## L.5.4.a

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Antigua* | C16 RC | L2: Genre characteristics (informative article) |
| U1 GO | Play and biography | C16 RC | L1-2: Make connections between informational texts (compare and contrast) |
| NA | Word knowledge game reteach | C16 RC | L3-4: Make connections between texts (compare and contrast) |
| VG | Castillo de vocabulario (play) | C17 RC | L1: Genre characteristics (realistic fiction) |
| P1 | *Una obra maestra (play)* | C17 RC | L2: Genre characteristics (speech) |
| P1 Q | Passage and digital dictionary | C17 RC | L1-4: Make connections between texts (compare and contrast) |
| VG | Castillo de vocabulario (biography) | C18 RC | L1-2: Genre characteristics (fantasy) |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | C18 RC | L1-2: Genre characteristics (procedural text) |
| P2 Q | Passage and digital dictionary | C18 RC | L1-4: Make connections between texts (compare and contrast) |
| NA | Word knowledge game reteach | U1 P1 | *Una obra maestra (play)* |
| GO | Biography and play review | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| VGG | Castillo de conocimientos (biography and play) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U2 P1 | *El origen del mar (legend)* |
| P RT Q | Passage and digital dictionary | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| U2 GO | Myth/legend and informative article | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |



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| L.5.4.a | | | |
|---|---|---|---|
| Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| NA | Word knowledge game | U3 P1 | *Unidos, siempre unidos (free verse)* |
| VG | Castillo de vocabulario (legend) | U3 P2 | *A través de otro lente (persuasive text)* |
| P1 | *El origen del mar (legend)* | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P1 Q | Passage and digital dictionary | U4 P1 | *El comienzo (realistic fiction)* |
| VG | Castillo de vocabulario (informative article) | U4 P2 | *Éxito (speech)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U4 P RT | *Solidaridad (speech)* |
| P2 Q | Passage and digital dictionary | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| NA | Word knowledge game reteach | U5 P2 | *Horno solar portátil (procedural text)* |
| GO | Informative article and myth/legend review | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| VGG | Castillo de conocimientos (informative article and legend) | U6 P1 | *El rescate (fantasy)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| P RT Q | Passage and digital dictionary | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| WOG | *El mundo de los géneros: Época Moderna* | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| U3 GO | Lyric poetry/free verse and persuasive text | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (free verse) | | |
| P1 | *Unidos, siempre unidos (free verse)* | | |



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| L.5.4.a | | | |
|---|---|---|---|
| Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (persuasive text) | | |
| P2 | *A través de otro lente (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Persuasive text and lyric poetry/free verse review | | |
| VGG | En busca de conocimientos (persuasive text and free verse) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |



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| L.5.4.a | | | |
|---|---|---|---|
| Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| GO | Speech and realistic fiction review | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |



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| L.5.4.a | | | |
|---|---|---|---|
| Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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| L.5.4.b | | | |
|---|---|---|---|
| Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., fotografía, fotosíntesis). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| ISIP AR | Vocabulary subtest | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| WOG | *El mundo de los géneros: Época Antigua* | VOC C16 | L1-2: Learn prefixes and their meaning |
| U1 GO | Play and biography | VOC C16 | L1-2: Learn suffixes and their meaning |
| NA | Word knowledge game reteach | VOC C16 | L1-2: Learn suffixes, roots, and their meaning |
| VG | Castillo de vocabulario (play) | VOC C17 | L1-4: Learn Greek and Latin root words |
| P1 | *Una obra maestra (play)* | VOC C18 | L1-2: Learn Greek and Latin root words |
| P1 Q | Passage and digital dictionary | U1 P1 | *Una obra maestra (play)* |
| VG | Castillo de vocabulario (biography) | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P2 Q | Passage and digital dictionary | U2 P1 | *El origen del mar (legend)* |
| NA | Word knowledge game reteach | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| GO | Biography and play review | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| VGG | Castillo de conocimientos (biography and play) | U3 P1 | *Unidos, siempre unidos (free verse)* |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | U3 P2 | *A través de otro lente (persuasive text)* |
| P RT Q | Passage and digital dictionary | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| U2 GO | Myth/legend and informative article | U4 P1 | *El comienzo (realistic fiction)* |
| NA | Word knowledge game | U4 P2 | *Éxito (speech)* |



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| L.5.4.b | | | |
|---|---|---|---|
| Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., fotografía, fotosíntesis). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VG | Castillo de vocabulario (legend) | U4 P RT | *Solidaridad (speech)* |
| P1 | *El origen del mar (legend)* | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| P1 Q | Passage and digital dictionary | U5 P2 | *Horno solar portátil (procedural text)* |
| VG | Castillo de vocabulario (informative article) | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U6 P1 | *El rescate (fantasy)* |
| P2 Q | Passage and digital dictionary | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| NA | Word knowledge game reteach | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| GO | Informative article and myth/legend review | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| VGG | Castillo de conocimientos (informative article and legend) | | |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Moderna* | | |
| U3 GO | Lyric poetry/free verse and persuasive text | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (free verse) | | |
| P1 | *Unidos, siempre unidos (free verse)* | | |
| P1 Q | Passage and digital dictionary | | |



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| L.5.4.b | | | |
|---|---|---|---|
| Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., fotografía, fotosíntesis). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VG | Tráfico de palabras (persuasive text) | | |
| P2 | *A través de otro lente (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Persuasive text and lyric poetry/free verse review | | |
| VGG | En busca de conocimientos<br>(persuasive text and free verse) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Speech and realistic fiction review | | |



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| L.5.4.b | | | |
|---|---|---|---|
| Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., fotografía, fotosíntesis). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |



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| L.5.4.b | | | |
|---|---|---|---|
| Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., fotografía, fotosíntesis). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## L.5.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Vocabulary subtest | ISIP VOC | L3-4, L2-3: Identify synonyms |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP VOC | L3-4, L2-3: Identify antonyms |
| U1 GO | Play and biography | ISIP VOC | L3-4, L2-3 Identify homonyms (homophones and homographs) |
| NA | Word knowledge game | VOC C16 | L1-2: Learn synonyms |
| VG | Castillo de vocabulario (play) | VOC C16 | L3-4: Learn nouns with antonyms |
| P1 | *Una obra maestra (play)* | VOC C16 | L1-2: Learn adjectives with antonyms |
| P1 Q | Passage and digital dictionary | VOC C16 | L1-2: Learn word families |
| VG | Castillo de vocabulario (biography) | VOC C16 | L1-2: Learn prefixes and their meaning |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | VOC C16 | L1-2: Learn suffixes and their meaning |
| P2 Q | Passage and digital dictionary | VOC C16 | L1-2: Learn suffixes, roots, and their meaning |
| NA | Word knowledge game reteach | VOC C17 | L1-4: Learn Greek and Latin root words |
| GO | Biography and play review | VOC C17 | L1-2: Learn homonym words |
| VGG | Castillo de conocimientos (biography and play) | VOC C17 | L1-4: Use context clues |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| P RT Q | Passage and digital dictionary | VOC C18 | L1-2: Learn word families |
| U2 GO | Myth/legend and informative article | VOC C18 | L1-4: Use context clues |
| NA | Word knowledge game | VOC C18 | L1-2: Identify and use idioms and puns |



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## L.5.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VG | Castillo de vocabulario (legend) | VOC C18 | L1-2: Learn Greek and Latin root words |
| P1 | *El origen del mar (legend)* | U1 P1 | *Una obra maestra (play)* |
| P1 Q | Passage and digital dictionary | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| VG | Castillo de vocabulario (informative article) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U2 P1 | *El origen del mar (legend)* |
| P2 Q | Passage and digital dictionary | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| NA | Word knowledge game reteach | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| GO | Informative article and myth/legend review | U3 P1 | *Unidos, siempre unidos (free verse)* |
| VGG | Castillo de conocimientos (informative article and legend) | U3 P2 | *A través de otro lente (persuasive text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P RT Q | Passage and digital dictionary | U4 P1 | *El comienzo (realistic fiction)* |
| WOG | *El mundo de los géneros: Época Moderna* | U4 P2 | *Éxito (speech)* |
| U3 GO | Lyric poetry/free verse and persuasive text | U4 P RT | *Solidaridad (speech)* |
| NA | Word knowledge game | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| VG | Tráfico de palabras (free verse) | U5 P2 | *Horno solar portátil (procedural text)* |
| P1 | *Unidos, siempre unidos (free verse)* | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |



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## L.5.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 Q | Passage and digital dictionary | U6 P1 | *El rescate (fantasy)* |
| VG | Tráfico de palabras (persuasive text) | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| P2 | *A través de otro lente (persuasive text)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P2 Q | Passage and digital dictionary | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| NA | Word knowledge game reteach | | |
| GO | Persuasive text and lyric poetry/free verse review | | |
| VGG | En busca de conocimientos<br>(persuasive text and free verse | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |



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## L.5.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| NA | Word knowledge game reteach | | |
| GO | Speech and realistic fiction review | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |



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## L.5.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

| L.5.5.a | | | |
|---|---|---|---|
| Interpret figurative language, including similes and metaphors, in context. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| WOG | *El mundo de los géneros: Época Moderna* | C17 RC | L1-4: Identify and understand sensory or figurative language |
| U3 GO | Lyric poetry/free verse and persuasive text | C17 RC | L1: Genre characteristics (realistic fiction) |
| VH | Proyecto de Mario (students' project) | C17 RC | L2: Genre characteristics (speech) |
| VH | Proyecto de Pedro (students' project) | U3 P1 | *Unidos, siempre unidos (free verse)* |
| VH VD | Compare and contrast (author's perspective) | U3 P2 | *A través de otro lente (persuasive text)* |
| MP | Tecnología, siempre tecnología (free verse) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| MP | ¡Reciclando para un futuro mejor! (persuasive text) | U4 P1 | *El comienzo (realistic fiction)* |
| MP VD | Compare and contrast (author's perspective) | U4 P2 | *Éxito (speech)* |
| GES | Rosaleda (lyric poetry) and Nuestro ambiente (free verse) | U4 P RT | *Solidaridad (speech)* |
| P1 | *Unidos, siempre unidos (free verse)* | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| P1 Q | Passage and digital dictionary | | |
| GES | Email – Para: Mario y Perla (persuasive text) | | |
| P2 | *A través de otro lente (persuasive text)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |



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| L.5.5.a | | | |
|---|---|---|---|
| Interpret figurative language, including similes and metaphors, in context. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | | |
| U4 GO | Realistic fiction and speech | | |
| VH | Presentación de Samantha (students' presentation) | | |
| VH | Presentación de Abigail (students' presentation) | | |
| VH VD | Compare and contrast (author's purpose) | | |
| MP | Otra vez, soy el niño nuevo (realistic fiction) | | |
| MP | Retos (speech) | | |
| MP VD | Compare and contrast (author's purpose) | | |
| GES | Odi y el niño gigante (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| GES | Estimado soñador (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| P1 and 2 | Compare and contrast quiz (instructions and feedback) | | |
| P RT | *Solidaridad (speech)* | | |



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## L.5.5.a

Interpret figurative language, including similes and metaphors, in context.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P RT Q | Passage and digital dictionary | | |
| P1 and RT | Compare and contrast quiz (instructions and feedback) | | |
| GESSR | Poetry, persuasive text, realistic fiction, and speech (free choice) | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## L.5.5.b

Recognize and explain the meaning of common idioms, adages, and proverbs.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Moderna* | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| U3 GO | Lyric poetry/free verse and persuasive text | VOC C18 | L1-2: Identify and use idioms and puns |
| P1 | *Unidos, siempre unidos (free verse)* | U3 P1 | *Unidos, siempre unidos (free verse)* |
| P1 Q | Passage and digital dictionary | U3 P2 | *A través de otro lente (persuasive text)* |
| VG | Tráfico de palabras (persuasive text) | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P2 | *A través de otro lente (persuasive text)* | U4 P1 | *El comienzo (realistic fiction)* |
| P2 Q | Passage and digital dictionary | U4 P2 | *Éxito (speech)* |
| VGG | En busca de conocimientos (persuasive text and free verse) | U4 P RT | *Solidaridad (speech)* |
| P RT | *Futuros Programadores de América (persuasive text)* | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |



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## L.5.5.b

Recognize and explain the meaning of common idioms, adages, and proverbs.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## L.5.5.c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Vocabulary subtest | ISIP VOC | L3-4, L2-3: Identify synonyms |
| WOG | *El mundo de los géneros: Época Antigua* | ISIP VOC | L3-4, L2-3: Identify antonyms |



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| L.5.5.c | | | |
|---|---|---|---|
| Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U1 GO | Play and biography | ISIP VOC | L3-4, L2-3 Identify homonyms (homophones and homographs) |
| NA | Word knowledge game | VOC C16 | L1-2: Learn synonyms |
| VG | Castillo de vocabulario (play) | VOC C16 | L3-4: Learn nouns with antonyms |
| P1 | *Una obra maestra (play)* | VOC C16 | L1-2: Learn adjectives with antonyms |
| P1 Q | Passage and digital dictionary | VOC C16 | L1-2: Learn word families |
| VG | Castillo de vocabulario (biography) | VOC C16 | L1-2: Learn prefixes and their meaning |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | VOC C16 | L1-2: Learn suffixes and their meaning |
| P2 Q | Passage and digital dictionary | VOC C16 | L1-2: Learn suffixes, roots, and their meaning |
| NA | Word knowledge game reteach | VOC C17 | L1-4: Learn Greek and Latin root words |
| GO | Biography and play review | VOC C17 | L1-2: Learn homonym words |
| VGG | Castillo de conocimientos (biography and play) | VOC C17 | L1-4: Use context clues |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| P RT Q | Passage and digital dictionary | VOC C18 | L1-2: Learn word families |
| U2 GO | Myth/legend and informative article | VOC C18 | L1-4: Use context clues |
| NA | Word knowledge game | VOC C18 | L1-2: Identify and use idioms and puns |
| VG | Castillo de vocabulario (legend) | VOC C18 | L1-2: Learn Greek and Latin root words |
| P1 | *El origen del mar (legend)* | U1 P1 | *Una obra maestra (play)* |
| P1 Q | Passage and digital dictionary | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |


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| L.5.5.c | | | |
|---|---|---|---|
| Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| VG | Castillo de vocabulario (informative article) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U2 P1 | *El origen del mar (legend)* |
| P2 Q | Passage and digital dictionary | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| NA | Word knowledge game reteach | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| GO | Informative article and myth/legend review | U3 P1 | *Unidos, siempre unidos (free verse)* |
| VGG | Castillo de conocimientos (informative article and legend) | U3 P2 | *A través de otro lente (persuasive text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P RT Q | Passage and digital dictionary | U4 P1 | *El comienzo (realistic fiction)* |
| WOG | *El mundo de los géneros: Época Moderna* | U4 P2 | *Éxito (speech)* |
| U3 GO | Lyric poetry/free verse and persuasive text | U4 P RT | *Solidaridad (speech)* |
| NA | Word knowledge game | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| VG | Tráfico de palabras (free verse) | U5 P2 | *Horno solar portátil (procedural text)* |
| P1 | *Unidos, siempre unidos (free verse)* | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P1 Q | Passage and digital dictionary | U6 P1 | *El rescate (fantasy)* |
| VG | Tráfico de palabras (persuasive text) | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| P2 | *A través de otro lente (persuasive text)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |



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| L.5.5.c | | | |
|---|---|---|---|
| Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P2 Q | Passage and digital dictionary | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| NA | Word knowledge game reteach | | |
| GO | Persuasive text and lyric poetry/free verse review | | |
| VGG | En busca de conocimientos<br>(persuasive text and free verse | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Speech and realistic fiction review | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |



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| L.5.5.c | | | |
|---|---|---|---|
| Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |



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## L.5.5.c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico (explanatory text)* | | |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |

## L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., además, sin embargo, aunque, no obstante, de manera similar, además, así mismo).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| ISIP AR | Vocabulary subtest | ISIP VOC | L3-4, L2-3: Identify synonyms |



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## L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., además, sin embargo, aunque, no obstante, de manera similar, además, así mismo).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| WOG | *El mundo de los géneros: Época Antigua* | ISIP VOC | L3-4, L2-3: Identify antonyms |
| U1 GO | Play and biography | ISIP VOC | L3-4, L2-3 Identify homonyms (homophones and homographs) |
| NA | Word knowledge game | VOC C16 | L1-2: Learn synonyms |
| VG | Castillo de vocabulario (play) | VOC C16 | L3-4: Learn nouns with antonyms |
| P1 | *Una obra maestra (play)* | VOC C16 | L1-2: Learn adjectives with antonyms |
| P1 Q | Passage and digital dictionary | VOC C16 | L1-2: Learn word families |
| VG | Castillo de vocabulario (biography) | VOC C16 | L1-2: Learn prefixes and their meaning |
| P2 | *El autor misterioso detrás de la aritmética (biography)* | VOC C16 | L1-2: Learn suffixes and their meaning |
| P2 Q | Passage and digital dictionary | VOC C16 | L1-2: Learn suffixes, roots, and their meaning |
| NA | Word knowledge game reteach | VOC C17 | L1-4: Learn Greek and Latin root words |
| GO | Biography and play review | VOC C17 | L1-2: Learn homonym words |
| VGG | Castillo de conocimientos (biography and play) | VOC C17 | L1-4: Use context clues |
| P RT | *Lady Trieu, guerrera vietnamita (biography)* | VOC C17 | L1-2: Understand or infer the meaning of unknown words |
| P RT Q | Passage and digital dictionary | VOC C18 | L1-2: Learn word families |
| U2 GO | Myth/legend and informative article | VOC C18 | L1-4: Use context clues |
| NA | Word knowledge game | VOC C18 | L1-2: Identify and use idioms and puns |



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## L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., además, sin embargo, aunque, no obstante, de manera similar, además, así mismo).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| VG | Castillo de vocabulario (legend) | VOC C18 | L1-2: Learn Greek and Latin root words |
| P1 | *El origen del mar (legend)* | U1 P1 | *Una obra maestra (play)* |
| P1 Q | Passage and digital dictionary | U1 P2 | *El autor misterioso detrás de la aritmética (biography)* |
| VG | Castillo de vocabulario (informative article) | U1 P RT | *Lady Trieu, guerrera vietnamita (biography)* |
| P2 | *El enigma de la extinción de la megafauna (informative article)* | U2 P1 | *El origen del mar (legend)* |
| P2 Q | Passage and digital dictionary | U2 P2 | *El enigma de la extinción de la megafauna (informative article)* |
| NA | Word knowledge game reteach | U2 P RT | *El origen del fuego y su uso por los humanos (informative article)* |
| GO | Informative article and myth/legend review | U3 P1 | *Unidos, siempre unidos (free verse)* |
| VGG | Castillo de conocimientos (informative article and legend) | U3 P2 | *A través de otro lente (persuasive text)* |
| P RT | *El origen del fuego y su uso por los humanos (informative article)* | U3 P RT | *Futuros Programadores de América (persuasive text)* |
| P RT Q | Passage and digital dictionary | U4 P1 | *El comienzo (realistic fiction)* |
| WOG | *El mundo de los géneros: Época Moderna* | U4 P2 | *Éxito (speech)* |
| U3 GO | Lyric poetry/free verse and persuasive text | U4 P RT | *Solidaridad (speech)* |
| NA | Word knowledge game | U5 P1 | *De la oscuridad a la claridad (science fiction)* |
| VG | Tráfico de palabras (free verse) | U5 P2 | *Horno solar portátil (procedural text)* |



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## L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., además, sin embargo, aunque, no obstante, de manera similar, además, así mismo).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P1 | *Unidos, siempre unidos (free verse)* | U5 P RT | *Cómo hacer un circuito solar (procedural text)* |
| P1 Q | Passage and digital dictionary | U6 P1 | *El rescate (fantasy)* |
| VG | Tráfico de palabras (persuasive text) | U6 P2 | *Sopa tóxica en los océanos (explanatory text)* |
| P2 | *A través de otro lente (persuasive text)* | U6 P RT | *Antídotos para la plaga del plástico (explanatory text)* |
| P2 Q | Passage and digital dictionary | C16-18 | Reading Genres – passages (Leyendo géneros – pasajes) |
| NA | Word knowledge game reteach | | |
| GO | Persuasive text and lyric poetry/free verse review | | |
| VGG | En busca de conocimientos<br>(persuasive text and free verse | | |
| P RT | *Futuros Programadores de América (persuasive text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U4 GO | Realistic fiction and speech | | |
| NA | Word knowledge game | | |
| VG | Tráfico de palabras (realistic fiction) | | |
| P1 | *El comienzo (realistic fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | Tráfico de palabras (speech) | | |



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## L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., además, sin embargo, aunque, no obstante, de manera similar, además, así mismo).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| P2 | *Éxito (speech)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Speech and realistic fiction review | | |
| VGG | En busca de conocimientos (speech and realistic fiction) | | |
| P RT | *Solidaridad (speech)* | | |
| P RT Q | Passage and digital dictionary | | |
| WOG | *El mundo de los géneros: Época Futura* | | |
| U5 GO | Science fiction and procedural text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (science fiction) | | |
| P1 | *De la oscuridad a la claridad (science fiction)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (procedural text) | | |
| P2 | *Horno solar portátil (procedural text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |



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## L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., además, sin embargo, aunque, no obstante, de manera similar, además, así mismo).

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos<br>(procedural text and science fiction) | | |
| P RT | *Cómo hacer un circuito solar (procedural text)* | | |
| P RT Q | Passage and digital dictionary | | |
| U6 GO | Fantasy and explanatory text | | |
| NA | Word knowledge game | | |
| VG | El Tragapalabras (fantasy) | | |
| P1 | *El rescate (fantasy)* | | |
| P1 Q | Passage and digital dictionary | | |
| VG | El Tragapalabras (explanatory text) | | |
| P2 | *Sopa tóxica en los océanos (explanatory text)* | | |
| P2 Q | Passage and digital dictionary | | |
| NA | Word knowledge game reteach | | |
| GO | Procedural text and science fiction review | | |
| VGG | Taller de conocimientos (explanatory text and fantasy) | | |
| P RT | *Antídotos para la plaga del plástico*<br>*(explanatory text)* | | |



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| L.5.6 | | | |
|---|---|---|---|
| Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., además, sin embargo, aunque, no obstante, de manera similar, además, así mismo). | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| P RT Q | Passage and digital dictionary | | |
| IPE | Reading Genres – passages (Leyendo géneros – pasajes) | | |



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## Appendix

### Classroom Resources

| Books – Cycles 1 to 12 | |
|---|---|
| **Code** | **Resources** |
| CR | Cycle 1: *Árbol y abejas, Elsa y su elefante, Iván y su iguana, Mi orca, Unicornios y uñas rosadas* |
| CR | Cycle 1: *El libro de la letra Aa, El libro de la letra Ee, El libro de la letra Ii, El libro de la letra Oo, El libro de la letra Uu* |
| CR | Cycle 2: *Mango y manzana; La sala; Piña para Petra; Pepe; El lobo de Lalo; Sami; Sami, el sapo; Lalo; Las lupas* |
| CR | Cycle 3: *Los timbales de Tito, La rana, Raúl lavó la ropa, La meta, Las nubes, El té, Dos dados, La moto, La rutina* |
| CR | Cycle 4: *La casa del conejo, Día de campo, Los cien cerditos, Benito y su bebé, El faro de Félix, Ceci y Carlos, El bebé baila, Mi abuelo barbudo y yo, ¡A comer tacos!* |
| CR | Cycle 5: *Las joyas, El rescate, Las golosinas, Jezabel y su tortuga, Gema y Gerardo, Chico y su tarántula, Chile y chocolate, Chencha y Chole, El jaguar y el mono* |
| CR | Cycle 6: *Los niños de Ñuble; ¡Vamos a la escuela!; El viejo; ¡Ven a cantar!; Lluvia y sol; La visita especial; Mi amiga Yuri; ¡Vamos a pintar!; El agua* |
| CR | Cycle 7: *¿Qué era eso?; Haciendo botas; Zorro y zorrillo; El maestro; El helado; La mujer policía; El perro arrugado; ¡A limpiar!; El huracán* |
| CR | Cycle 8: *En el kiosco; ¡Exploremos Honduras!; Xavier y Ximena; El viaje a Kenia; Wilson y Wilfredo; ¡Vamos a México!; Competencias en Kobe; El viaje a Kuwait* |
| CR | Cycle 9: *Manchitas y Memo; Los gatitos; ¿Dónde viven? Los gérmenes; Vamos al dentista; ¡Todos ayudamos!; Un lugar para la imaginación; Estudiando en otro país; El ayudante de la clase; Lola no quiere ir a la escuela; Rojo va a la escuela* |
| CR | Cycle 10: *Un día de nieve; Tormenta de nieve; ¿Cómo se forman las montañas?; ¿Quién nos sigue?; Las arañas; El caldo milagroso; Luisito, el ayudante del maestro; Serenatas con amor; ¡No lo olvidaré!; Cartas a un soldado; Mochilas Esperanza* |
| CR | Cycle 11: *Mascotas, El bosque amazónico en peligro, Los incendios forestales, El regalo del desierto, Los monos aulladores (parte 1 y 2), Elisa la Mentirosa, La bruja Filomena, La leyenda de la Llorona, Lulo el Travieso, Alma Flor Ada, Sonia Sotomayor* |
| CR | Cycle 12: *El mundo a tu alrededor: Nuestro sistema solar; Exploración del espacio; Una misión increíble; La Tierra: El día, la noche y las estaciones; Las estaciones en el campo; El mundo a tu alrededor: La luna; Miremos desde arriba* |


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## Books – Cycles 1 to 12

| Code | Resources |
|---|---|
| CR | Cycle 12: *La Tierra: Las rocas y el suelo; La Tierra: Una superficie cambiante; ¡Pon de tu parte!; Cazadores de fósiles: En busca del dinosaurio; De paseo por el Gran Cañón del Colorado; Los recursos naturales; ¡La mejor feria científica de la escuela Los Nogales!* |
| CR | Cycle 12: *La Tierra: La atmósfera, El increíble ciclo del agua, Reporteros del tiempo* |

## Passages – Cycles 13 to 18

| Code | Resources |
|---|---|
| CR | Cycle 13: *La aventura de los galeotes; Platón, en busca de la justicia; El reto de Madre Sol; Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna* |
| CR | Cycle 14: *La Raya; Estimada profesora Piernavieja; Doña Zoraida, la bruja del barrio; Un discurso sobre la unión* |
| CR | Cycle 15: *El Tubo del Tiempo, Cómo hacer un electroimán, El regreso del reino, El regreso de los lobos a Yellowstone* |
| CR | Cycle 16: *Una obra maestra, El autor misterioso detrás de la aritmética, El origen del mar, El enigma de la extinción de la megafauna* |
| CR | Cycle 17: *Unidos, siempre unidos; A través de otro lente; El comienzo; Éxito* |
| CR | Cycle 18: *De la oscuridad a la claridad, Horno solar portátil, El rescate, Sopa tóxica en los océanos* |
| CR | Cycles 13 and 16: *Lady Trieu, guerrera vietnamita; El origen del fuego y su uso por los humanos* |
| CR | Cycles 14 and 17: *Futuros Programadores de América, Solidaridad* |
| CR | Cycles 15 and 18: *Cómo hacer un circuito solar, Antídotos para la plaga del plástico* |


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| Vocabulary Cards | |
|---|---|
| **Code** | **Resources** |
| CR | Cycle 1: Letter cards (Aa, Ee, Ii, Oo, Uu) |
| CR | Cycle 2: Letter cards (Mm, Pp, Ll, Ss) |
| CR | Cycle 3: Letter cards (Tt, Rr, Nn, Dd) |
| CR | Cycle 4: Letter cards (Cc, Ff, Bb) |
| CR | Cycle 5: Letter cards (Jj, Gg, Ch ch) |
| CR | Cycle 6: Letter cards (Ññ, Vv, LLll, Yy) |
| CR | Cycle 7: Letter cards (Qq, Zz, Hh, rr) |
| CR | Cycle 8: Letter cards (Kk, Xx, Ww) |
| CR | VC: verbs, animals, body parts, days of the week, months of the year, types of clothing, primary and secondary colors |
| CR | VC: community jobs and professions, the family, emotions, the home, prepositions and sizes, school supplies, geometric figures |

### School to Home Resources

| Cycle 1 | |
|---|---|
| **Code** | **Resources** |
| PP | Identify parts of a book |
| B | Elsa y su elefante (color and black & white copy) |
| PP | Recognize the vowels |
| B | El libro de la letra Aa (color and black & white copy) |
| B | El libro de la letra Ee (color and black & white copy) |


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## Cycle 1

| Code | Resources |
|---|---|
| B | El libro de la letra Ii (color and black & white copy) |
| B | El libro de la letra Oo (color and black & white copy) |
| B | El libro de la letra Uu (color and black & white copy) |

## Cycle 2

| Code | Resources |
|---|---|
| PP | Combine syllables m, p, l, s |
| B | Pepe (color and black & white copy) |
| PP | Space between words |
| B | Piña para Petra (color and black & white copy) |
| B | Mango y manzana (color and black & white copy) |

## Cycle 3

| Code | Resources |
|---|---|
| PP | Identify the initial sound of a word with the letters t, r, n, d |
| B | Los timbales de Tito (color and black & white copy) |
| PP | Identify the title, the author, and the illustrator |
| B | Raúl lavó la ropa (color and black & white copy) |


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## Cycle 4

| Code | Resources |
|---|---|
| PP | Read left to right |
| B | La casa del conejo (color and black & white copy) |
| PP | Recognize consonants sounds with letters c (hard sound), c (soft sound), f, b |
| B | Los cien cerditos (color and black & white copy) |

## Cycle 5

| Code | Resources |
|---|---|
| PP | Combine syllables with the letters j, g, /j/, g, /g/, ch |
| B | Gema y Gerardo (color and black & white copy) |
| PP | Recognize upper- and lowercase letters |
| B | Las golosinas (color and black & white copy) |

## Cycle 6

| Code | Resources |
|---|---|
| PP | Combine syllables with the letters n, v, ll, y |
| B | La visita especial (color and black & white copy) |
| PP | Recognize the consonants n, v, ll, y |
| B | El agua (color and black & white copy) |


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## Cycle 7

| Code | Resources |
|---|---|
| PP | Recognize the consonants q, z, h, rr |
| B | El huracán (color and black & white copy) |
| PP | Recognize the punctuation symbols |
| B | ¿Qué era eso? (color and black & white copy) |

## Cycle 8

| Code | Resources |
|---|---|
| PP | Combine syllables to form words with the letters k, x, w |
| B | Xavier y Ximena (color and black & white copy) |
| PP | Recognize the consonants k, x, w |
| B | Wilson y Wilfredo (color and black & white copy) |

## Cycle 9

| Code | Resources |
|---|---|
| PP | Find main idea |
| B | Manchitas y Memo (color and black & white copy) |
| PP | Identify adjectives |
| B | Los gatitos (color and black & white copy) |


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## Cycle 10

| Code | Resources |
|---|---|
| PP | Identify main idea |
| B | ¿Cómo se forman las montañas? (color and black & white copy) |
| PP | Identify character traits |
| B | ¿Quién nos sigue? (color and black & white copy) |

## Cycle 11

| Code | Resources |
|---|---|
| PP | Make inferences |
| B | El regalo del desierto (color and black & white copy) |
| PP | Review grammar |
| B | Los incendios forestales (color and black & white copy) |

## Cycle 12

| Code | Resources |
|---|---|
| PP | Identify main idea and details |
| B | El mundo a tu alrededor: Nuestro sistema solar (color copy only) |
| PP | Summary |
| B | ¡Una misión increíble! (color copy only) |


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| Cycle 13 | |
|---|---|
| **Code** | **Resources** |
| PP | Identify genre characteristics (myths) |
| PP | Compare and contrast (myths) |

| Cycle 14 | |
|---|---|
| **Code** | **Resources** |
| PP | Compare and contrast (lyric poetry) |
| PP | Identify genre characteristics (speech) |

| Cycle 15 | |
|---|---|
| **Code** | **Resources** |
| PP | Compare and contrast (procedural text) |

| Cycle 16 | |
|---|---|
| **Code** | **Resources** |
| PP | Compare and contrast (informational text) |


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| Cycle 17 | |
|---|---|
| **Code** | **Resources** |
| PP | Compare and contrast (speeches) |

| Cycle 18 | |
|---|---|
| **Code** | **Resources** |
| PP | Compare and contrast (explanatory text) |



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