

CONTRACT AMENDMENT NO. 3

GLOBAL TECH ACADEMY

In accordance with Article IX of the Terms and Conditions of the Contract (“Contract”), dated July 1, 2018, between EASTERN MICHIGAN UNIVERSITY BOARD OF REGENTS (“University Board”) and GLOBAL TECH ACADEMY (the “Academy”), the parties wish to amend the Contract by adding grades 6 through 8 using a “brick and mortar”, traditional (non-blended, non-virtual) model and thereby amending Schedules 7c (Educational Programs), 7d (Curriculum), 7f (Application and Enrollment of Students) and Schedule 7h (Age and/or Grade Range of Pupils).

Therefore, the parties make the following amendments to the Contract:

- Schedule 7c: A new Schedule 7c, attached as Tab A, replaces the current Schedule 7c in its entirety. This Amendment is made to add, using a “brick and mortar”, traditional (non-blended, non-virtual) model, grade 6 during the 2020-2021 academic year, grade 7 during the 2021-2022 academic year, and grade 8 during the 2022-2023 academic year.
- Schedule 7d: A new Schedule 7d, attached as Tab B, replaces the current Schedule 7d in its entirety. This Amendment is made to add, using a “brick and mortar”, traditional (non-blended, non-virtual) model, grade 6 during the 2020-2021 academic year, grade 7 during the 2021-2022 academic year, and grade 8 during the 2022-2023 academic year.
- Schedule 7f: A new Schedule 7f, attached as Tab C, replaces the current Schedule 7f in its entirety. This Amendment is made to add, using a “brick and mortar”, traditional (non-blended, non-virtual) model, grade 6 during the 2020-2021 academic year, grade 7 during the 2021-2022 academic year, and grade 8 during the 2022-2023 academic year. The enrollment capacity is also raised to 300 pupils to accommodate the 6-8 grade expansion.
- Schedule 7h: A new Schedule 7h, attached as Tab D, replaces the current Schedule 7h in its entirety. This Amendment is made to add, using a “brick and mortar”, traditional (non-blended, non-virtual) model, grade 6 during the 2020-2021 academic year, grade 7 during the 2021-2022 academic year, and grade 8 during the 2022-2023 academic year.

All relevant documents are attached to this Amendment.

This Amendment is hereby approved by the University Board and the Academy through their authorized designees.

[Malverne C. Winborne \(Oct 7, 2020 10:35 EDT\)](#)

By: Malverne Winborne, Director
University Charter Schools Office
Designee of the University Board

Dated: 10-7-2020

[paula kauffman \(Oct 7, 2020 10:19 EDT\)](#)

Dated: 10-7-20

By: Academy Board President
Designee of the Academy Board

TAB A

Schedule 7C: EDUCATIONAL PROGRAMS

SECTION c
Educational Programs

MISSION STATEMENT

The Academy's mission is to promote lifelong learning by nurturing academic excellence, positive character and an appreciation of cultures.

BELIEFS

- ❖ All students are entitled to reach their highest potential and must be encouraged to strive for excellence through a meaningful educational experience.
- ❖ Academic work must be challenging for all students, taking them above and beyond state standards and tapping into their diverse learning styles.
- ❖ The Academy should provide an environment where students are comfortable with their unique heritage regardless of their ethnicity, religion, race or background.
- ❖ Learning is enhanced by diversity and the Academy must promote multicultural awareness.
- ❖ To be effective, the Academy must provide a safe, orderly and positive learning environment.
- ❖ Parents are partners in the learning process and educational success is most often achieved when parents seize opportunities for involvement and support.
- ❖ The Academy and community should be in a partnership that shares the responsibility of educating its citizens.
- ❖ Learning is a lifelong process.

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APPROACHES TO STUDENT LEARNING

Program Delivery

In order to develop independent learners capable of solving the intricate problems of the twenty-first century, the Academy implements an integrated, inquiry-based approach to the Michigan Academic Standards (“MAS”). Academy coursework design meets the demands of being both college and career ready. Students’ academic work, as well as all Academy-related non-classroom activities, reinforces the interrelated skills and techniques that promote learning across all disciplines to prepare learners for the rigorous demands of the global workplace. Assignments encourage students to draw upon past experiences and develop real problem-solving skills that are cross-disciplinary in nature.

The Academy strives to cultivate a family environment in which students can grow and explore learning. Students learn from each other and recognize an individual’s unique gifts and qualities.

The Academy is designing and implementing curriculum, instructional strategies and assessments responsive to the needs, background, interests and abilities of students through differentiated instruction (Tomlinson & Allan, 2000). Through smaller class settings, student-centered learning and various research-based practices, the Academy creates engaged and committed learners. Differentiated instruction supports and incorporates many effective traditional methods and strategies as well as combines aspects of critical thinking, interdisciplinary instruction and several non-linguistic representations.

In addition, the Academy uses a variety of instructional strategies such as reader’s and writer’s workshop, cooperative learning, individualized instruction and the use of inquiry-based learning. Another research-based practice the Academy utilizes to support the needs of diverse learners is the Sheltered Instructional Observational Protocol (“SIOP”) model, which identifies instructional features of high-quality lessons (Echevarria, Vogt, & Short, 2012). The theory behind this model is that language acquisition is enhanced through meaningful use and interaction with the English language. Through the study of content, students interact with English in a meaningful way with material that is relevant to the students’ schooling. All content lessons incorporate activities in the language processes; listening, speaking, reading and writing. The teachers make the content comprehensible for all students through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary, adapted texts, cooperative learning, peer tutoring and native language support.

The curriculum for all content areas is based on the research done by Grant Wiggins’ Backwards by Design and Heidi Hayes and Jacobs’ Curriculum Mapping. The units contain the Big Ideas, Essential Questions, Vocabulary, Objectives, Student Friendly Learning Targets, Common Local Assessments and Model Activities based on the MAS. The tenets of backwards by design in practice for student learning are; all students should consistently experience curricula rooted in the important ideas of a discipline that require them to make meaning of information and think at high levels; students need opportunities to learn the basics and opportunities to apply them in meaningful ways; and balance for student construction of meaning and teacher guidance. The units are in an online system developed by the Rubicon Company called Atlas, which allows for teachers to access this information in school and at home. The curriculum is supported by textbooks and

other resources needed to be successful, but the primary goal of the curriculum is mastery of the MAS using materials from a variety of resources.

The start of effective teaching begins with teachers who have high subject knowledge and are able to convey the knowledge to all levels of learners. In addition, the teachers create a positive learning environment where every child feels safe to learn. To accomplish this task, the Academy has a three-step hiring process, and additional professional development is provided through experts in both differentiated instruction and Champs. The lessons developed for the teachers to use are modeled by instructional coaches as they work with teachers and referenced in the curriculum system, Atlas. The lessons are specific in objective—not only the content objective, but the language objective as well—as it is critical that the students become proficient in both language and content. Each unit has a sequential model of lessons with flexibility built in to fit the needs of the teachers’ specific students – whether whole class, individual or group work.

Character Education

The Academy places an emphasis on character development and cultural awareness on a global scale. Students learn about the values of respect, responsibility, integrity, commitment, appreciation, cooperation, creativity, curiosity, empathy and tolerance, which are integrated into the curriculum.

CURRICULUM GOALS, INSTRUCTION AND ASSESSMENT

The Academy implements a curriculum aligned to the MAS for math, English language arts (“ELA”), science and social studies. The curriculum is enhanced by extracurricular activities such as arts offerings to cater to the holistic needs of students in the 21st Century. Technology is also central to Academy pedagogy. Teachers utilize computer and smart board-based strategies to prepare students for the technological demands of the future. The Academy seamlessly integrates technology to enhance the student learning experience.

The Academy curriculum follows the MAS with a clear intention to maintain academic rigor to provide the knowledge and skills required to be college and career ready. By achieving state benchmarks, the Academy teaching methodology embeds character values with academic training to develop student competency as well as curiosity. All stakeholders review the curriculum annually, and modifications are made on the continuum to meet both standardized requirements as well as individual student needs.

Academic Excellence

The Academy is committed to teaching and enforcing high-quality academic standards. It is the goal of the Academy’s academic program to encourage each student to reach his/her maximum learning potential in all subject areas. The Academy will achieve this level of excellence by providing an instructional program that directly meets the needs of every student.

Curriculum Goals

Curriculum, instruction and assessment are continuously strengthened to enable students to be:

- ❖ intellectually, physically and emotionally healthy
- ❖ globally competitive
- ❖ engaged, responsible and informed citizens
- ❖ college and career ready
- ❖ able to demonstrate persistence and effort, a passion for lifelong learning

To accomplish these ends, the program is designed so learners seamlessly transition from one level to another and adapts to each child’s developmental phase and readiness. The curriculum follows the high Standards of Quality, Key Developmental Indicators and aligns with the MAS. Curriculum maps are used by the teaching staff to guide daily planning and the development of lessons and activities.

It is important for students to think critically and develop excellent communication skills. The Academy focuses on creating inquiry-based lessons and engaging in activities with a trans-disciplinary curriculum that involves an important element: guided inquiry. Through inquiry, the student learns to negotiate the world around them. Students’ imagination and creativity flourish as they question and think while learning how the world works. Through a fine-tuned balance of academics and creativity, the Academy students become equipped with 21st Century learning skills and prepared to conquer the challenges that lie ahead.

Moodle Nexus Learning Management System (“LMS”) and Teacher Portal are utilized to store, organize and assess the written curriculum. The Teacher Portal provides a curriculum course map, outlines and activities for each unit and provides the scope and sequence of each grade level curriculum. The standards are aligned for each course both vertically and horizontally. Teachers access the Moodle Nexus site to develop, implement and guide daily instruction.

Academy teachers will ultimately be accessing digital curriculum for all curricula as the academy moves forward with a curriculum Review and Renewal process.

English Language Arts

The ELA program of the Academy embraces the philosophy and premise of the Michigan Department of Education (“MDE”) and the MAS.

The Academy’s goals for ELA are to educate students who are able to:

1. Read and analyze a variety of classic and contemporary literature and other texts for a variety of purposes and learn about literary history and theory. In addition, vocabulary is enhanced through text-based study while independent reading is encouraged through the Accelerated Reader program.
2. Investigate universal truths, enduring issues and recurring themes as a means to define and investigate important issues and problems, using both primary texts from history and science in addition to informational texts from a variety of print, visual and electronic media.
3. Write in a variety of contexts and genres for different audiences using the writing process while developing an understanding that writing is a recursive process that occurs in a variety of contexts and for a variety of purposes.
4. Engage intelligently in collaborative discourse and debate as well as presentations that encourage students to think critically and argue effectively using cited source material to frame arguments about matters of universal concern.
5. Master the tools and practices of inquiry and research by writing formal research papers with correct documentation as required by the intellectual demands of being both college and career ready.
6. The goal of the Academy’s ELA program is to develop individuals who are effective communicators with the ability to express ideas and make important contributions to the world.

K-5 English Language Arts

Benchmark Literacy program is a comprehensive, research-proven program that empowers both experienced and beginning teachers with best-practice tools for vertically aligned K-5 reading, writing, speaking, listening and language instruction:

- ❖ 30 weeks of comprehension-focused instruction
- ❖ Pre-, ongoing, and post-assessment
- ❖ Gradual-release mini-lessons with built-in choice
- ❖ High-quality informational, narrative, and opinion/argument texts
- ❖ Complex texts for close reading applying text-dependent strategies
- ❖ Differentiated support for English learners and special needs students
- ❖ Customized professional development services
- ❖ State-of-the-art interactive technology
- ❖ Builds foundational skills—such as phonics, word study and fluency—to produce proficient readers
- ❖ Scaffolds ALL students to access complex informational and literary texts during whole-group
 - ▶ lessons during weeks 1 and 2
- ❖ Guides students to use text evidence in close reading
- ❖ Provides opportunities for students to develop collaborative conversations
- ❖ Develops writers by teaching writing process and writing to sources

Reading and writing are emphasized using the Readers and Writers workshop allowing flexibility to differentiate instruction as well as providing teachers with time needed to work with students in small group when needed.

6-8 English Language Arts

English language arts curriculum is compiled through a collaborative process including English language development for all students grades 6–8. Curricular resources and assessments are retained in Moodle Nexus where teachers can revise, improve and renew curriculum based on state standards. Using the backwards design process teachers tailor instruction to meet the needs of students preparing them for the College and Career Readiness Standards.

Mathematics

The advances of technology have profoundly influenced society. The world today increasingly depends upon information processing to solve problems. These developments in technology create professions requiring abilities and skills in mathematics, problem-solving and decision-making. To meet these needs, the Academy provides a comprehensive curriculum that teaches the fundamentals of mathematics, develops critical thinking and nurtures logical reasoning.

The overall goal of the mathematics program is to establish a solid foundation on which to develop skills for students at each grade level. The program strives to have students become mathematical problem solvers and develop mathematical reasoning skills. The curriculum includes a broad range of content, focusing on the knowledge of concepts and the ability to apply concepts to real-world situations.

The course sequencing is designed to produce mathematically literate people who:

1. Value mathematics.
2. Have confidence in the ability to do mathematics, demonstrating conceptual understanding and proficiency in operating skills.
3. Apply conceptual understandings, operational skills and technological tools to problem solving.
4. Communicate mathematical ideas orally and in writing.
5. Reason mathematically.
6. Understanding mathematical vocabulary.
7. Practice with real world situations.

K-5 Mathematics

The mathematics program lays the groundwork for mathematical literacy at an early age. The students are introduced to strands in algebra, data and probability, geometry, measurement, numeration, patterns and functions. The instruction is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills.

6-8 Mathematics

The secondary mathematics program prepares students for life after high school, in college and in the career world, by demonstrating the many applications of mathematics. Students apply mathematical reasoning skills to other subject areas and solve real-world problems. The mathematics program at the Academy helps students develop a large mathematic vocabulary and enhances the ability to express mathematical ideas.

Social Studies

The social studies program focuses on building skills and competent knowledge in areas such as the Core Democratic Values, broad geographic perspectives based on the Five Themes of Geography (i.e. location, place, human environmental interactions, movement and regions), as well as an in-depth understanding of national and world history. The Academy is committed to the development of information processing, critical thinking skills, persuasive argument and research abilities.

The content and literacy standards of the MAS are incorporated into the social studies program. The social studies curriculum utilizes both textbooks and primary source documents that are intended to be models for articulating desired results and assessment processes.

The Academy's goals for social studies are to educate students who are able to:

1. Use knowledge of the past to construct meaningful understanding of diverse cultural heritage and inform civic judgments.
2. Utilize spatial patterns on earth to understand processes that shape human environments and make decisions about society.
3. Apply the knowledge of American government and politics to make informed decisions about governing communities.
4. Evaluate how the production, distribution and consumption of goods and services are used to make personal and societal decisions about the use of scarce resources.
5. Incorporate the use of social science investigation to answer complex questions about how and why members of society act and react to events of both the past and present and how those decisions impact the future.
6. Analyze public issues and construct and express thoughtful positions on these issues using textual evidence from primary sources as evidence in both written and spoken arguments.

K-5 Social Studies

The elementary social studies curriculum is a spiraled approach that develops the child's sense of the surrounding world from an ever-widening perspective. This begins with an emphasis on family and relationships and then moves into community development. The curriculum then progresses onto the State of Michigan, U.S. regions and then to early U.S. history. The middle school social studies curriculum continues with further exploration of U.S. history to the Reconstruction period and explores each of the world hemispheres to develop global perspectives.

6-8 Social Studies

Grade 6: Students develop global competencies for active, informed citizenship. myWorld Interactive emphasizes project-based learning to explore the world's places, systems, and cultures. The program is available as World Geography Survey, or Eastern and Western Hemisphere editions. Each includes strong ELA/literacy connections and multiple teaching options. Lessons promote critical thinking, problem solving, evidence-based reasoning, and communications skills. myWorld Interactive is the student-

centered world geography curriculum that helps you implement your state's standards and the College, Career, and Civic Life (C3) Framework for Social Studies.

Grade 7: Students develop global competencies for active, informed citizenship. myWorld Interactive emphasizes project-based learning to explore world history, global turning points, and historical narratives. The program is available as World History survey or Early Ages edition. myWorld Interactive includes strong ELA/literacy connections and multiple teaching options. Lessons promote critical thinking, problem solving, evidence-based reasoning, and communications skills. myWorld Interactive is the student-centered world history curriculum that helps you implement your state's standards and the College, Career, and Civic Life (C3) Framework for Social Studies.

Grade 8: Interactive American History: myWorld Interactive emphasizes active inquiry, strong literacy connections, and a wide range of teaching options. The program is available as American History survey or Beginnings to 1877 edition. myWorld Interactive promotes critical thinking, problem solving, evidence-based reasoning, and communications skills. It's the student-centered American history curriculum that helps you implement your state's standards and the College, Career, and Civic Life (C3) Framework for Social Studies.

Science

The science program embraces the philosophy and premise of the MAS and the Next Generation Science Standards (“NGSS”).

The Academy’s goals for science are to educate students who are able to:

1. Experience the richness and excitement of understanding the natural world and doing science as scientists.
2. Use appropriate habits of mind and understandings of the nature of science and scientific principles in making personal decisions.
3. Engage intelligently in public discourse and debate about matters of scientific and technological concern.
4. Increase understanding of economic productivity and personal responsibility through knowledge and skills.

K-5 TCI Science

The elementary science program engages students in scientific inquiry. Students use inquiry to develop questions and apply skills to plan how to find answers to the questions. This leads to opportunities such as conducting investigations through research, experiments and interviews with experts. Students then reflect on the learning and share the outcomes of discoveries.

6-8 Science It’s About Time Project-Based Inquiry Science™ (“PBIS”)

Each unit of PBIS begins with a Big Question or Big Challenge and learning experiences in the unit are sequenced to first help learners understand the project question or challenge, become interested in it, and identify the ways it is meaningful to their lives. Then the Big Question or Big Challenge of the unit drives inquiry throughout the unit. When students see the relevance of science to their lives, students become engaged in learning and gain a deep, long-term understanding of middle-school-level science content and practices, and learn how to use that content and those practices to solve problems.

Arabic Language

The Academy has developed a comprehensive kindergarten through eighth grade standards- based Arabic curriculum focused on Michigan’s 5 Cs (i.e. Communication, Cultures, Connections, Comparisons and Communities). The Arabic language courses provide students with the tools necessary to communicate in real-life situations, to enhance cultural awareness and to inspire lifelong learning in a global society.

Arabic is provided and offered as a mandatory foreign language to all students on a daily basis. Proficiency levels are based on American Council of the Foreign Languages’ (“ACTFL”) pyramid beginning with novice (e.g., low, mid and high), continuing on to intermediate (e.g., low, mid and high) and ending with pre-advanced (e.g., low, mid and high).

Arabic thematic unit materials have been developed and are used in the classrooms. One theme per month is covered for eight consecutive months, allowing the month of June for review. Arabic language skills are developed sequentially and progressively from letters to words, phrases, sentences, paragraphs and final essay compositions. Unit assessments are teacher-made assessments and used with every unit. Furthermore, two proficiency assessments are given to measure annual progress in listening, reading and writing language skills.

The Arabic language curriculum:

1. Provides assessment goals at each proficiency level aligned with national and state standards.
2. Provides a progression of communicative functions in the target language.
3. Recommends opportunities for authentic practice in communication.
4. Provides resources on a variety of cultural topics.
5. Promotes divergent and critical thinking.
6. Identifies cross-curricular activities.
7. Supports academic achievement in other disciplines.
8. Reinforces skills in the students' first language (reading comprehension, grammar/mechanics and writing/speaking).
9. Promotes awareness of a diverse multicultural society.
10. Provides opportunities for interpersonal interaction using the target language with native speakers.
11. Prepares the students to be global citizens by broadening the students' understanding of the world.

Curriculum Programs and Resources:

Our K-8 curriculum utilizes the following resources to ensure each individual student reaches his/her maximum learning potential in all subject areas:

Curriculum Resource	Online/Print	Grade Levels
English Language Arts		
<i>Benchmark Literacy Program</i>	Print / online	K-5
<i>Lexia</i>	Online	K-5
<i>CollegeBoard SpringBoard ELA</i>	Print / online	6-8
Mathematics		
<i>Bridges Mathematics</i>	Print/Online	K-5
<i>Agile Mind Mathematics</i>	Print/Online	6-8
Science		
<i>TCI- Teacher Curriculum Institute</i>	Print/Online	K-5
<i>IAT- It's About Time</i>	Online	6-8
Social Studies		
<i>RESA ISD</i>	Print	K-5
<i>Pearson MyWorld Interactive</i>	Print/Online	6-8
ELL Supplementary		
<i>Let's Go!! Inside Phonics</i>	Print	K-5
<i>EDGE & Inside Phonics</i>	Print	6-8
Arabic		

GEE Arabic Curriculum	Print/Online	K-8
Art		
GEE Art Curriculum	Print	K-8
PE/Hygiene		
GEE Physical Education & Health Curriculum	Print	K-8
Technology		
Code.org	Online	K-8

Extra-curricular activities to be offered

Co-curricular and the extra-curricular programs are integral parts of the Academy and provide a rich variety of activities for children to participate in after the academic program has finished, and during school hours. Sports teams, Robotics clubs and other engaging educational activities are encouraged to enhance the personal, social and physical skills of students as well as to support students while exploring various global cultures and strengthening cognitive skills.

Technology

The Academy's guidelines for technology instruction are designed to equip students with the technology skills to use 21st Century tools to develop learning skills. The Academy has identified key computer technology topics with which students demonstrate proficiency as students' progress through the grades:

- ❖ Use technology for creative self-expression
- ❖ Create original drawings
- ❖ Produce creative writing (fiction, poetry, personal experiences)
- ❖ Locate, organize, analyze, evaluate, synthesize & use information
- ❖ Use keywords & phrases to search the library catalogue, online databases, or the Internet
- ❖ Gather reference material from an online database.
- ❖ Capture, save and credit graphics
- ❖ Capture & transfer text from an online source to a word processor
- ❖ Process data and report results
- ❖ Create a graphic organizer for research notes
- ❖ Report research results through a variety of means
- ❖ Insert data in a data table
- ❖ Create graph of data (bar, line, or circle graph; glyph)
- ❖ Create a data table
- ❖ Communicate conclusions, solutions, or decisions based on data
- ❖ Understand/adhere to district & school procedures
- ❖ Practice safe searching and communications techniques
- ❖ Work cooperatively and collaboratively with others when using technology
- ❖ Demonstrate proper usage of equipment (computers and peripherals)
- ❖ Describe uses of technology in society
- ❖ Collaborate in pairs or larger groups on presentations
- ❖ Collaborate globally on projects
- ❖ Publish & share original creative work - Create a brochure, newsletter, book, or flyer
- ❖ Publish & share research results with audience of peers and others
- ❖ Learn about other cultures through the Internet (Library of Congress, Wikipedia)
- ❖ Interact with other cultures through collaborative web-based applications (skype, email, FaceTime)
- ❖ Turn on/off a computer properly
- ❖ Save/retrieve work from desktop files
- ❖ Identify parts of the computer
- ❖ Handle CDs and storage devices properly
- ❖ Launch/close applications on hard drive & CD/DVDs

- ❖ Use computer terms: menu, icon, scroll bar, cursor, etc.
- ❖ Use mouse skills (single, double, right/left clicks).
- ❖ Locate/use basic keyboard pads (enter, space bar, shift, backspace, tab...)
- ❖ Keyboard awareness: correct side of keyboard, home row
- ❖ Keyboard awareness: correct fingering, posture, touch typing
- ❖ Save/retrieve work on a network
- ❖ Understand appropriate use of 'save' and 'save as'
- ❖ Log in with account name and password
- ❖ Undo/redo
- ❖ Enter/delete text
- ❖ Select text/format with font options
- ❖ Edit alignment/justification, line spacing, and margins
- ❖ Understand a site is a collection of related pages
- ❖ Understand basic components of a web browser
- ❖ Standard website navigation (links, icons, menus)
- ❖ Access/use drawing program (tools, text, animations)
- ❖ Manipulate a graphic
- ❖ Use Netiquette at all times
- ❖ Cyberbullying - identify instances and solutions
- ❖ Start/open and plan a presentation
- ❖ Add text and graphics
- ❖ Add appropriate transitions and/or animations
- ❖ Add appropriate sound effects and/or video/music
- ❖ Troubleshoot basic technology problems (reboot, check power, etc.)

Physical Education/Health Education Curriculum

The physical education curriculum is based on Michigan's physical education content expectations. The Academy uses GEE Physical Education Curriculum. The curriculum is aligned to national and state standards. This curriculum is developed to instruct students in physical education and promote lifelong physical activity. The health education program includes requirements set forth by the State of Michigan. The Academy uses the Michigan Model for Health™, which has been developed by Michigan educators to meet the state requirements for teaching health.

Art Curriculum

The art curriculum follows the MAS for Visual Arts, Music, Dance and Theatre for credit guidelines. To ensure students have a foundation and experience in the creative/artistic process, the units are developed as either stand-alone units or units that are incorporated into the core content curriculum. Each unit includes opportunities to engage in the dynamic artistic process using questions, problems, reflections and revisions to craft and shape the artistic vision. Students explore the history of artistic expression from a variety of time periods and cultures to develop a critical stance. Additionally, students use a variety of mediums (e.g., sculpture, painting, photography, calligraphy, graphic arts and textile design) to draft preliminary designs and revise/edit the preliminary work to meet the demands of a particular technique or concept. Students also engage in collaborative discussion and critiques to better refine creative work.

Special Populations

Literacy is the cornerstone of academic achievement at the Academy. The Academy develops and nurtures all students to attain the proficiency necessary for success in all academic areas. The Academy expects that for some students, English constitutes a second language. As such, the curriculum's emphasis on multi-faceted learning is ideal for such a student. The Academy has additional resources in place for English Language Learners ("ELL"). The Academy utilizes the SIOP model to organize instruction to support ELL in the acquisition of the knowledge and skills needed to be college and career ready. The Academy follows the Response to Intervention ("RtI") process to meet the needs of at-risk, ELL and special education students. In order to service special populations, the Academy collects data from teacher input, parental input, district/state assessment scores, reading specialist summaries, grade level test scores, student work samples and outside agency input and records the strengths/weaknesses of the student. To meet the needs of gifted and talented students, the Academy offers dual enrollment and AP opportunities.

Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team, and together the team will make decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the MDE. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act ("IDEIA") and state law and regulations.

The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA and reviewed on an annual basis or more frequently as determined by the IEP team.

Educational Development Plan ("EDP")/Career College Transition

The Academy supports its vision by developing lifelong learners. All middle school students develop career awareness through the EDP. The EDP is designed to increase self-awareness through hands-on activities, critical thinking and self-analysis of personal career goals.

In addition, a mentoring program is facilitated by middle school teachers. Mentor teachers serve as class sponsors, provide students with an open forum in a small group atmosphere, promote student involvement, increase student motivation and mentor students in academics, character education and social development.

Educational Assessment Plan

Grade Level	Assessment	When Administered
K-8	Northwest Evaluation Association™ (“NWEA™”) Measures of Academic Progress® (“MAP®”) reading and math	Fall, winter and spring
3-8	State Assessment	Spring
K-8	WIDA	Spring
K-8	Unit Common Assessments	Throughout the year

Assessments are used to guide instruction for teachers, students and parents to plan learning throughout the school year. Each assessment provides teachers, students and parents with targets that prepare students for the challenges of college, work and life. The assessments are given at designated times throughout the school year and students receive regular feedback on academic progress. The Academy-based summative and formative assessments include developed pre- and post-unit assessments for all core content areas to determine students’ progress in mastering the MAS. In addition, teachers meet biweekly in data teams to review students’ progress toward the mastery of standards and develop tiered instruction to meet the needs of both struggling students and students who need to be challenged. Finally, grade level lead teachers report progress of students on a month basis in building data teams to ensure adequate measures are taken to ensure students’ growth.

The NWEA MAP assessment is the primary diagnostic and interim assessment used to determine the academic strengths and weaknesses of students. The detailed reports inform the administrator, teacher, parent and student of the areas of strength as well as areas where academic support is needed. Teachers and students develop an individual learning plan with annual goals for each student after the administration of the NWEA MAP assessment. The NWEA MAP assessment assists teachers and students in determining the focused areas of study for improvement during the year. Students are then assessed in the spring of the same school year to determine academic progress. This data is also used in the classroom and with online programs, such as Study Island® and Accelerated Reader™. The online programs, accessed both at Academy and home, are used to improve mastery of concepts on specific standards.

In addition to standardized assessments and teacher-created formative and/or summative assessments, students are encouraged to ask questions, to inquire, explore and research in order to develop a broader sense of the world. With the support of instructional staff, students are able to make connections between the theoretical learning of the classroom and the application required in the community outside the Academy.

Educational Programs Evaluation

The Purpose and Focus of Curriculum Development and Review/Renewal

Curriculum development and renewal is a dynamic and continuous process in which the Curriculum and Instruction team plans with a content committee representing teachers, instructional coaches, administrators, curriculum directors and academic coordinators. The team evaluates the educational programs in a systematic and data-driven way. This process helps ensure that the curricula expectations for the academy are rigorous, relevant and transparent. In addition, it guarantees that the curriculum is aligned with state and national standards. Preparing and inspiring students to realize their potential and to prepare them to be ready to enhance the global community is the primary focus of the work.

The academy strives to establish and implement a five-year review process grounded in the following research and best practices. Five characteristics of an effective curriculum are that it is meaningful, coherent, articulated, aligned, and promotes high standards for all students:

- ❖ A meaningful curriculum focuses on the rigor derived through the development of fundamental knowledge and skills necessary to succeed in a changing society and world.
- ❖ A coherent curriculum provides opportunities at each grade level to develop student cognitive skills through rich tasks that demand critical thinking.
- ❖ In an articulated curriculum, learning at different grade levels is appropriately sequenced and related.
- ❖ An aligned curriculum connects the written curriculum, what is taught and learned in classrooms, and the assessment practices.
- ❖ High standards for student learning include public knowledge of learning goals and sharing criteria and models of success.

This five-year review process requires a cycle of review that includes a year of evaluation or preparation for review, the year of the review itself, is followed by three years of implementation. While a five-year cycle is practicable, it is not adequate in its responsiveness to the continuously changing global community or expectations. In addition, the five-year process alone is not sufficient in its response to the immediate needs of students and teachers alike as they implement the curriculum. Since the curriculum should be based on the mission, goals and needs of the academies, state and national standards, which are linked to state assessments as well as the aspirations of the community, it is imperative that the review process align itself with the SIP (school improvement plan) expectations for continuous improvement. Therefore, the five-year process will also be supplemented with annual vertical analysis and program review based on each academies vertical analysis and program review data. The data from the school analysis will be used to update and renew curriculum.

During the development and review of a curriculum important it is important that the following questions be considered:

To what extent have we provided rigorous and relevant curriculum?

Is the curriculum comprehensive, including academics, arts, and personal wellness?

Are the learned skills and concepts transferable to real world applications?

Is the curriculum inquiry-based?

Does the curriculum provide for 21st Century skills?

- Problem solving
- Communication
- Critical thinking and adaptability
- Collaboration and teamwork
- Leadership

To what extent does the curriculum support high expectations for all learners?

Does the curriculum cultivate student interests, strengths and abilities?

Does the curriculum apply varied styles and approaches?

Is there evidence of an understanding of preferred strategies?

Does the curriculum meet individual needs?

To what extent does the curriculum support dynamic teaching?

Does the teaching promote a student-centered approach?

Is the teaching skillful?

Is the teaching engaging?

Is the teaching data-driven?

Is the teaching reflective and collaborative?

Is the teaching personalized?

These overarching questions guide the curriculum review process. With the mission in mind, the Curriculum Leadership, including input from the GEE curriculum and instruction team, academic coordinators, principals, content specialists, and teachers integrate and align 1) the long standing curriculum expectations/research that guides the five-year review process, 2) our current mission framework, as well as 3) current research in curriculum design and review. Additionally, they derive a contemporary definition of high quality curriculum built around five indicators that form the foundation of the review process: (i) Content Skills and Understandings, (ii) Curricular Maps, Units/Modules and Pacing Guides Development, (iii) Assured Learning Experiences, (iv) Assessment/Data, and (v) Curriculum Alignment.

TAB B

Schedule 7D: CURRICULUM

SECTION d
Curriculum



GLOBAL TECH ACADEMY K-8 CURRICULUM

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CURRICULUM

Overview

The Academy has adopted Academy written curriculum housed in Moodle Nexus; Benchmark Advance English language arts for grades K-5, CollegeBoard SpringBoard ELA for grades 6-8, TCI™ science for grades K-5, IAT for 6-8 Science, Bridges To Mathematics for grades K-5, AgileMind Mathematics for grades 6-8, Rubiconatlas RESA Social Studies for K-5, and Pearson My World Interactive for 6-8 Social Studies. The curriculum for all subjects and courses identified in this schedule is available electronically and accessible at the following links:

❖ [Rubicon Atlas](#)

❖ [Pearson MyWorld](#)

❖ [Benchmark Advance Education Company](#)

❖ [SpringBoard ELA](#)

❖ [Bridges to Mathematics](#)

❖ [Agile Mind Mathematics](#)

❖ [TCI](#)

❖ [It's About Time Activate Learning](#)

The following subjects/courses are offered at the Academy.

Course	K	1	2	3	4	5	6	7	8
English Language Arts	X	X	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X	X	X
Social Studies	X	X	X	X	X	X	X	X	X
Physical Education & Health	X	X	X	X	X	X	X	X	X
Art	X	X	X	X	X	X	X	X	X
Technology	X	X	X	X	X	X	X	X	X
Spanish (Descubre el Espanol)	X	X	X	X	X	X	X	X	X

LANGUAGE ARTS

Benchmark Advance Grade K Strategies and Skill

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
1. Rules at Home and School	1	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify the Main Topic Identify Characters in a Story Describe the Relationship Between the Photographs and the Text Describe the Relationships Between Illustrations and the Story Compare and Contrast Informational Text and Realistic Fiction 	N/A	Daily Writing to Sources	Use Nouns	<ul style="list-style-type: none"> Number of Words Return Sweep 	<ul style="list-style-type: none"> Recognize Rhyme Syllable Blending Recognize and Produce Rhyme Phoneme Isolation 	Letter Recognition	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	N/A	sea	<ul style="list-style-type: none"> Nouns to Name Things Action Verbs Sentences Nouns Action Verbs
	2	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify the Author's Reasons Identify Parts of a Book Use Text Features: Glossary Make Connections Between Illustrations and Text Compare and Contrast Two Texts on the Same Topic 	N/A	Daily Writing to Sources	Use Verbs	<ul style="list-style-type: none"> Punctuation Left-to-Right Progression 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Categorization 	m/m/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	I	pay attention, listen carefully	<ul style="list-style-type: none"> Verbs to Show School Rules Nouns to Name Things Nouns Plural Nouns Action Verbs
	3	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Events Identify the Author and Illustrator and Define Their Roles Identify Characters in a Story Make Connections Between Illustrations and Events in the Text Compare and Contrast a Story and an Informational Text 	N/A	Daily Writing to Sources	<ul style="list-style-type: none"> Use Nouns Use Verbs 	<ul style="list-style-type: none"> Words Separated by Spaces One-to-One Match 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending 	a/a/	<ul style="list-style-type: none"> Read on-level text with expression. Expression—Dramatic Expression* Inflection / Intonation—Pitch* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	I, like	jumping	<ul style="list-style-type: none"> Nouns Nouns and Verbs Verbs Verbs to Complete a Sentence Multiple Verbs in a Sentence

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
2. Every Story Has Characters	1	Visualize	<ul style="list-style-type: none"> • Listen and Retell Key Events • Identify Genre: Fable • Identify and Describe Story Characters • Identify Major Story Events • Compare and Contrast Adventures 	Shades of Meaning	Daily Writing to Sources	Form Regular Plural Nouns	<ul style="list-style-type: none"> • Left-to-Right Progression • Return Sweep 	<ul style="list-style-type: none"> • Phoneme Isolation • Blend Onset and Rime 	s/s/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	the, we	laughed, shouted, crawled, raced, roared, cried, whispered, walked, skipped, shoe, trousers, pants, shirt, blouse, jeans, skirt, socks, belt, hat, coat	<ul style="list-style-type: none"> • Plural Nouns • Action Verbs • Sorting Nouns Into Categories • Nouns: Clothing Words • Action Verbs
	2	Visualize	<ul style="list-style-type: none"> • Listen and Retell Key Events • Identify and Describe Story Characters • Identify Story Events • Compare 	Shades of Meaning	Daily Writing to Sources	Understand and Use Question Words	<ul style="list-style-type: none"> • First Word • Last Word 	<ul style="list-style-type: none"> • Phoneme Isolation • Blend Onset and Rime 	t/t/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to 	go, see	running, walk, growled, grumbled, cried, run, whispered, argued, apple, pie, plate	<ul style="list-style-type: none"> • Verbs • Nouns to Name Things • Nouns • Adjectives • Sequence of Events
	3	Visualize	<ul style="list-style-type: none"> • Listen and Retell Key Events • Describe Story Characters • Identify Story Events • Compare and Contrast Characters 	Shades of Meaning	Daily Writing to Sources	<ul style="list-style-type: none"> • Form Regular Plural Nouns • Understand and Use Question Words 	<ul style="list-style-type: none"> • Uppercase and Lowercase Letters • Words Separated By Spaces 	<ul style="list-style-type: none"> • Phoneme Isolation • Blend Onset and Rime 	n/n/	<ul style="list-style-type: none"> • Read on-level text with expression. • Expression—Characterization/Feelings* • Inflection/Intonation—Stress* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	go, I, like, see, the, we	asked, quacked, barked, meowed, grunted, said, walk, run, crawl, jog, sheep, cows, pigs, horses, goats, chickens, ducks	<ul style="list-style-type: none"> • Action Verbs • The Article "The" • Question Word "Who" • Opposites • Verbs Relating to Food

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
3. Plants and Animals Have Needs	1	Determine Text Importance	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify and Describe the Sequence of Events • Make Connections Between Illustrations and Events in the Text • Identify Author's Reasons 	Use Context Clues	Daily Writing to Sources	Capitalization	<ul style="list-style-type: none"> • Punctuation • First Word, Last Word 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Substitution 	i/i/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	can, she	fertile, space, ripe, spring, summer	<ul style="list-style-type: none"> • Adjectives • Question Words • Verbs • Plural Nouns • Sequence Words
	2	Determine Text Importance	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify and Describe the Sequence of Events • Make Connections Between Illustrations and Events in the Text • Identify Author's Reasons • Use Text 	Use Context Clues	Daily Writing to Sources	Capitalization	<ul style="list-style-type: none"> • End Punctuation • First/Last Letter in a Word 	<ul style="list-style-type: none"> • Phoneme Isolation • Distinguish Syllables in Spoken Words • Phoneme Segmentation 	f/f/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	a, is	space, sunlight, sugar, seeds, sprout	<ul style="list-style-type: none"> • Verbs • Nouns to Name Things • Nouns Relating to Plants • Plural Nouns • Sentences
	3	Determine Text Importance	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify Author's Reasons • Use Text Features: Labels • Compare and Contrast Two Texts on the Same Topic 	N/A	Daily Writing to Sources	<ul style="list-style-type: none"> • Capitalization • Produce Complete Sentences 	<ul style="list-style-type: none"> • Punctuation in a Title • Left-to-Right Progression 	<ul style="list-style-type: none"> • Phoneme Isolation • Distinguish Syllables in Spoken Words • Phoneme Substitution 	p/p/	<ul style="list-style-type: none"> • Read on-level text with expression. • Pausing—Full Stop* • Inflection/Intonation—Stress* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get 	a, can, go, is, see, she, the, we	food, shelter, water, space, survive, food, grow	<ul style="list-style-type: none"> • Plural Nouns • Nouns and Verbs • Sentences • Nouns: Categories • Nouns: Shelter Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
4. Writers Tell Many Stories	1	Make Inferences/ Predictions	<ul style="list-style-type: none"> Listen and Retell Key Events Make, Confirm, and Revise Predictions Compare and Contrast the Adventures of Two Characters 	<ul style="list-style-type: none"> Inflections Clarify New Meanings for Familiar Words 	Daily Writing to Sources	Use Prepositions	<ul style="list-style-type: none"> Identify Period and Question Mark Identify First and Last Letters in Words 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending 	o/o/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	he, has	right, itsy, bitsy, big, large, huge, giant	<ul style="list-style-type: none"> Nouns and Adjectives Action Verbs Prepositions Action Verbs Conjunctions and and but
	2	Make Inferences/ Predictions	<ul style="list-style-type: none"> Listen and Retell Key Events Make, Confirm, and Revise Predictions Compare and Contrast Two Fictional Texts Identify Story Elements Identify the Role of Author and Illustrator 	<ul style="list-style-type: none"> Use Inflections to Understand Word Meaning Identify Real- Life Connections Between Words and Their Use 	Daily Writing to Sources	Recognize and Name End Punctuation	<ul style="list-style-type: none"> Identify Exclamation Marks Spoken Words Represented in Written Language 	<ul style="list-style-type: none"> Phoneme Isolation Blend Onset and Rime 	c/k/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	little, play	white, brown, gray, red, pink, mop, broom, sponge, sweeper, vacuum, pail, brush, soap	<ul style="list-style-type: none"> Verbs Question Words Color Words End Punctuation Verbs with -ed
	3	Make Inferences/ Predictions	<ul style="list-style-type: none"> Listen and Retell Key Events Compare and Contrast Two Stories Identify Story Elements Identify the Role of Author and Illustrator 	Clarify New Meanings for Familiar Words	Process Writing: Narrative	<ul style="list-style-type: none"> Use Prepositions Recognize and Name End Punctuation 	<ul style="list-style-type: none"> Story Title and Beginning of Text Return Sweep 	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Isolation Blend Onset and Rime 	h/h/	<ul style="list-style-type: none"> Read on-level text with expression. Expression— Characterization/ Feelings* Inflection/ Intonation— Stress* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	a, has, his, he, little, play, she	pool, trumpeted, reached, girl, toad, home	<ul style="list-style-type: none"> Verbs Nouns Sequence Sentences Opposites

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
5. Technology at Home and School	1	Summarize/ Synthesize	<ul style="list-style-type: none"> • Listen and Retell Key Details • Illustrations and Captions • Identify Story Characters and Events • Use Illustrations to Compare and Contrast Story Characters and Setting • Compare and Contrast an Informational Text and Story 	Identify New Meanings for Familiar Words	Shared Writing	Use Noun	<ul style="list-style-type: none"> • Words Are Separated by Spaces • First Word, Last Word 	<ul style="list-style-type: none"> • Phoneme Isolation • Distinguish Syllables • Phoneme Addition 	b/b/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	and, you	fly, trip, Mars, Earth	<ul style="list-style-type: none"> • Understand End Punctuation • Verbs • Opposites • Preposition On • Nouns
	2	Summarize/ Synthesize	<ul style="list-style-type: none"> • Listen and Retell Key Details • Illustrations and Captions • Identify Author's Reasons • Compare and Contrast a Story and an Informational Text • Make Connections Between Information in the Text and the Photos 	<ul style="list-style-type: none"> • Relate Words to Their Opposites • Identify New Meanings for Familiar Words 	Shared Writing	Use Verbs	<ul style="list-style-type: none"> • Read Left to Right • Upper- and Lowercase Letters 	<ul style="list-style-type: none"> • Phoneme Isolation • Distinguish Syllables in Spoken Words • Phoneme Addition 	u/u/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	big, with	watch, tag, Mars, Earth	<ul style="list-style-type: none"> • Time Words • Nouns: Technology in the Home • Nouns: Technology in the Home • Verbs in a Sentence • Verbs: Past and Present
	3	Summarize/ Synthesize	<ul style="list-style-type: none"> • Listen and Retell Key Events • Identify Story Characters and Events • Describe the Relationship Between Story Illustrations and Text • Compare and Contrast Two Texts on the Same Topic 	Sort Objects Into Categories	Process Writing: Opinion	<ul style="list-style-type: none"> • Use Nouns • Use Verbs 	<ul style="list-style-type: none"> • Punctuation • Words Are Separated by Spaces 	<ul style="list-style-type: none"> • Phoneme Isolation • Distinguish Syllables in Spoken Words • Phoneme Substitution 	r/r/	<ul style="list-style-type: none"> • Read on-level text with expression. • Pausing—Full Stop* • Expression—Dramatic Expression* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	and, big, has, he, little, play, with, you	computer, TV, phone, hopscotch, ringtoss, swing, slide, past, future, present	<ul style="list-style-type: none"> • Proper Nouns • Prepositions • Sequence Events • Sort Words Into Categories • Write to Sources: Opinion

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
6. Stories Have a Message	1	Make Connections	<ul style="list-style-type: none"> • Listen and Retell Key Events • Identify Story Elements • Identify the Central Message • Listen and Retell Story Elements • Make Connections Between Illustrations and Events • Make Inferences About Characters • Compare and Contrast Experiences of Characters 	<ul style="list-style-type: none"> • Relate Words to Their Opposites • Shades of Meaning 	Shared Writing	Form Regular Plural Nouns	<ul style="list-style-type: none"> • Identify Exclamation Marks • One-To-One Match 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending 	c/c/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	for, no	open, close, small, big, indoors, outdoors, laughed, cried, sunny, rainy, happy, sad	<ul style="list-style-type: none"> • End Punctuation • Action Verbs • Nouns • Nouns and Conjunctions • Verbs to Express Action
	2	Make Connections	<ul style="list-style-type: none"> • Listen and Retell Key Events • Find Text Evidence: Central Message • Find Text Evidence Using Illustrations and Events • Find Text Evidence About Characters • Compare and Contrast Characters 	<ul style="list-style-type: none"> • Relate Words to Their Opposites • Use Inflections to Understand Word Meaning 	Writing: Author Study	Understand and Use Question Words	<ul style="list-style-type: none"> • Left to Right and Top to Bottom Progression • Uppercase Letters 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Substitution • Blend Onset and Rime 	g/g/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	jump, one	peeped, huffed, puffed, slammed, knocked, looked, shouted, up, down, little, big, strong, weak, inside, outside, quiet, noisy, whispered, shouted, under, over, good, better, best	<ul style="list-style-type: none"> • Verbs • Ordinal Numbers to Express Sequence • Singular and Plural Nouns • Feeling Words • Verbs That Show Action
	3	Make Connections	<ul style="list-style-type: none"> • Listen and Retell Key Events • Find Text Evidence: Story Elements • Find Text Evidence: Central Message • Compare and Contrast Characters 	Identify New Meanings for Familiar Words	Writing: Author Study	<ul style="list-style-type: none"> • Form Regular Plural Nouns • Understand and Use Question Words 	<ul style="list-style-type: none"> • Title and Beginning of Text • Spoken Words Represented in Written Language 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Blend Onset and Rime 	d/d/	<ul style="list-style-type: none"> • Read on-level text with expression. • Expression — Characterization/ Feelings* • Inflection/ Intonation — Volume* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	and, jump, one, you	letter, grew, play, shaking, toys, money, toast, honey, milk, cookies	<ul style="list-style-type: none"> • End Punctuation • Question Words • Question Words • Noun Categories • Past Tense Verbs

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
7. Holidays and Celebrations	1	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify Cause and Effect Relationships • Listen and Retell Key Details • Identify Opinions and Reasons • Use Text Evidence: Captions and Labels • Compare and Contrast Informational Texts 	<ul style="list-style-type: none"> • Relate Adjectives to Their Opposites • Use Context Clues 	Daily Writing to Sources	Use Prepositions	Story Title	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Phoneme Substitution 	w/w/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	are, have	fast, cold, hot, different, same, weak, strong, sick, healthy, big, phonograph, movies, inventor, noon, midnight	<ul style="list-style-type: none"> • End Punctuation • Verbs to Show Action • Nouns: People, Places, and Things • End Punctuation • Proper Nouns
	2	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify Cause and Effect • Describe the Relationship Between Text and Illustrations • Find Text Evidence: Author's Reasons • Compare and Contrast: Informational Text 	<ul style="list-style-type: none"> • Use Inflections to Understand Word Meaning • Use Context Clues 	Process Writing: Personal Narrative	Produce Complete Sentences	<ul style="list-style-type: none"> • First/Last Letter in a Word • Return Sweep 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Phoneme Addition • Phoneme Substitution 	l/l/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	said, two	ended, explained, invented, helped, believed, wanted, saved, lived, worked, enslaved, veterans, war, holidays, celebrate, honor, courage	<ul style="list-style-type: none"> • Verbs • Adjectives to Describe • Proper Nouns: People • Sentences • Proper Nouns: People, Places, and Things
	3	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Describe Relationships Between Text and Illustrations • Identify Author's Purpose • Compare and Contrast Two Nonfiction Texts 	Sort Words Into Categories	Process Writing: Personal Narrative	<ul style="list-style-type: none"> • Use Prepositions • Produce Complete Sentences 	<ul style="list-style-type: none"> • Upper- and Lowercase Letters • Return Sweep 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Distinguish Syllables in Spoken Words • Phoneme Substitution 	i/j/	<ul style="list-style-type: none"> • Read on-level text with expression. • Inflection/ Intonation—Volume • Expression—Characterization/ Feelings 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	are, for, have, jump, no, one, said, two	baseball, football, helmet, soccer, ball, people, places, events, birthday, fireworks, sunshine, cupcake, football, bathtub, raindrop	<ul style="list-style-type: none"> • Pronoun "I" • Plural Nouns • Verbs Relating to Celebrations • Action Verbs • Sentences

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
8. Weather and Seasons	1	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> • Listen and Retell Key Details • Listen to and Identify Cause and Effect • Identify the Setting • Use Illustrations and Text to Understand Story Events • Compare and Contrast Selections 	<ul style="list-style-type: none"> • Sort Words Into Categories • Identify New Meaning for Familiar Words • Use Context Clues 	Daily Writing to Sources	Capitalization	<ul style="list-style-type: none"> • Question Marks • Words Separated by Spaces 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Addition • Blend Onset and Rime 	k/k/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	look, me	alike, different, struggled, trudged, howled, sugar, beautiful, blanketed, peering, sun, rain, wind, clouds, snow, storm, thunder, lightning	<ul style="list-style-type: none"> • Nouns • End Punctuation • Adjectives: Weather Words • Nouns: Clothing Words • Verbs to Name Things
	2	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> • Listen and Retell Key Details • Cause and Effect • Main Topic and Key Details • Describe the Connection Between Pieces of Information in the Text • Compare and Contrast Two Informational Texts 	<ul style="list-style-type: none"> • Sort Words Into Categories • Use Context Clues 	Process Writing: Informative	Recognize and Name End Punctuation	<ul style="list-style-type: none"> • One-to-One Match • First Word, Last Word 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Substitution • Blend Onset and Rime 	y/y/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	come, here	ice, cold, hockey, snow, seasons, activities, summer, seasons, hiking, fall, football, winter, spring, skiing, baseball, blizzard, temperature,	<ul style="list-style-type: none"> • Adjectives to Describe Weather • Nouns • Nouns: Clothing Words • Sentences • Verbs
	3	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> • Listen and Retell Key Events • Describe Sequence of Events • Compare and Contrast Two Nonfiction Texts 	Identify New Meaning for Familiar Words	Process Writing: Informative	<ul style="list-style-type: none"> • Capitalization • Recognize and Name End Punctuation 	<ul style="list-style-type: none"> • Return Sweep • Spoken Words Represented by Written Language 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Blend Onset and Rime 	v/v/, q/kw/	<ul style="list-style-type: none"> • Read on-level text with expression. • Inflection/ Intonation— Volume • Expression— Characterization/ Feeling 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	are, come, have, here, look, me, said, two	play, fall, better, quietly, down, frown	<ul style="list-style-type: none"> • Nouns: Clothing Words • End Punctuation • Nouns • Sentences • Nouns

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
9. Meeting Our Needs and Wants	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Details Make Connections Between Illustrations and Text Listen and Retell Story Events Identify Text Structure: Problem and Solution Make Inferences About Characters Compare and Contrast: Make Text-to- Text Connections 	Sort Words Into Categories	Daily Writing to Sources	Expand Complete Sentences	<ul style="list-style-type: none"> Spaces Between Words First Word, Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Syllable Blending Phoneme Substitution Phoneme Blending 	x/ks/, z/z/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	my, to	uniforms, helmets, jackets, lights, sirens, hoses, ladders, before, after, great, best, hot, huge, short, easy	<ul style="list-style-type: none"> Action Verbs Nouns Nouns: Jobs Sequence of Events Verbs to Show Jobs
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Details Find Text Evidence: Compare and Contrast Text Structure Find Text Evidence: Make Connections Between Illustrations and Text Find Text Evidence: Text Features Compare and Contrast Realistic Fiction and Informational Text 	<ul style="list-style-type: none"> Context Clues Antonyms 	Process Writing: Opinion Text	Understand and Use Question Words	<ul style="list-style-type: none"> Left-to-Right Progression Upper- and Lowercase Letters 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long a (final - e)	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	of, what	needs, wants, shelter, afford, first, last, hot, cold, easier, harder, different, up, down, everything, nothing, homes, food, clothing	<ul style="list-style-type: none"> Verbs Related to Needs Nouns Related to Needs Nouns: Needs and Wants Sentences Nouns
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Story Events Find Text Evidence: Identify Problem-Solution Text Structure Find Text Evidence: Make Inferences About Characters Compare and Contrast Informational Text and Fiction 	Sort Words Into Categories	Process Writing: Opinion Text	<ul style="list-style-type: none"> Expand Complete Sentences Understand and Use Question Words 	<ul style="list-style-type: none"> Punctuation Spaces Separate Words 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long o (final - e)	<ul style="list-style-type: none"> Read on-level text with expression. Pausing— Full Stop* Expression— Characterization/ Feelings* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	come, here, look, me, my, of, to, what	jeans, sweater, newspaper, hat, flowers, apples, blackberry, lawn, melons, posters, too, two, no, know, blue, blew, red, read	<ul style="list-style-type: none"> Nouns to Show Needs and Wants End Punctuation Nouns to Name Things Verbs Sentences

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
10. Forces and Motion	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Use Graphic Features: Locate Information in Maps Describe the Relationship Between Images and Text Identify Relationships in a Text: Cause and Effect Use Text Features: Captions and Labels Compare and Contrast Two Texts 	Relate Adjectives to Their Opposites	Daily Writing to Sources	Expand Complete Sentences	<ul style="list-style-type: none"> Word and Letter Names Title and Beginning of Text 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long i (final -e)	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	put, want	up, down, rise, easy, hard, woman, basket, moon, person, broom, cobwebs, sky	<ul style="list-style-type: none"> Plural Nouns Verbs to Show Movement Opposites Nouns Verbs Relating to Transportation
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Find Text Evidence: Identify and Describe Cause and Effect Relationships Find Text Evidence: Make Connections Between Illustrations and Text Use Text Features Compare and Contrast Two Informational Texts 	<ul style="list-style-type: none"> Identify Real-Life Connections Between Words and Their Use Relate Words to Their Opposites 	Process Writing: Informative Text	Use Prepositions	<ul style="list-style-type: none"> Punctuation Written Language 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long u (final -e)	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	saw, this	push, pull, opposites, antonyms, away, toward, up, down, big, small, take, outside, inside	<ul style="list-style-type: none"> Verbs Nouns Opposites Sentences Adjectives
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Use Text Structure: Cause and Effect Use Text Features: Table of Contents Find Text Evidence: Describe Relationships Between Illustrations and Text Compare and Contrast Two Informational Texts 	N/A	Process Writing: Informative Text	<ul style="list-style-type: none"> Expand Complete Sentences Use Prepositions 	<ul style="list-style-type: none"> Return Sweep Upper- and Lowercase Letters 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Addition Phoneme Substitution 	Long e (final -e, e)	<ul style="list-style-type: none"> Read on-level text with expression. Pausing—Full Stop* Inflection/Intonation—Pitch* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	my, of, put, saw, this, to, want, what	across, around, up	<ul style="list-style-type: none"> Prepositions Prepositions: Positive Words Sentence Structure Direction Words Sentences

Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade K

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Ready to Advance
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 28–29, 81, 89, 90–91, 96, 97, 101 Unit 2: 136–137, 143, 165, 166–167, 173, 174–175, 180–181, 203, 211, 224–225 Unit 3: 65, 101 Unit 4: 127, 128–129, 158–159, 165, 180–181, 186–187, 204–205 Unit 5: 21, 22–23, 29, 89 Unit 6: 120–121, 127, 128–129, 136, 143, 158–159, 165, 166–167, 174–175, 180–181, 190–191, 211 Unit 8: 135, 137, 141, 179, 195, 196–197, 202, 210, 215 Unit 9: 22–23, 27, 28–29, 82–83, 89, 90–91, 97</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Backpack</i> (A/1) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2) Unit 4: <i>The Three Tates</i> (A/1), <i>I Like</i> (B/2), <i>Wishing With Pennies</i> (B/2), <i>Sam Sleeps</i> (C/4) Unit 6: <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>The Crow and the Pitcher</i> (C/4), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>Costume Party</i> (C/3), <i>A Party for Rabbit</i> (C/3) Unit 9: <i>Can We Have a Pet?</i> (C/4) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Magnets</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Hickory Dickory Dock</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 16 Unit 2: 22, 28, 31 Unit 3: 40 Unit 4: 46 Unit 5: 64 Unit 6: 70, 76, 78 Unit 7: 88, 90 Unit 8: 100, 102 Unit 9: 112, 114 Unit 10: 124, 126</p>
RL.K.2	With prompting and support, retell familiar stories, including key details.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 21, 82–83 Unit 2: 119, 120–121, 126, 134, 147, 158–159, 172, 196–197, 204–205 Unit 4: 120–121, 135, 196–197 Unit 5: 21, 82–83, 88, 96 Unit 6: 120–121, 128–129, 156, 158–159, 194, 196–197, 204–205 Unit 8: 135, 196–197, 211 Unit 9: 21, 81, 82–83</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Backpack</i> (A/1) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2), <i>Goldilocks and the Three Bears</i> (B/2), <i>Tim's Trip</i> (B/2), <i>Jin and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tates</i> (A/1), <i>Hat Day at the Zoo</i> (B/2), <i>I Like</i> (B/2), <i>Two Owls in Paris</i> (B/2), <i>Frank in a Tank</i> (C/3), <i>Sam Sleeps</i> (C/4) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>The Crow and the Pitcher</i> (C/4), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>Jin and Pedro Celebrate</i> (B/2), <i>Costume Party</i> (C/3), <i>A Party for Rabbit</i> (C/3), <i>The Best Thanksgiving Ever</i> (D/5) Unit 8: <i>Sam Can't Sleep</i> (C/3), <i>Rainy Day</i>, <i>Sunny Day</i> (D/5) Unit 9: <i>The Yard Sale</i> (D/6) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Hickory Dickory Dock</i> (D/6), <i>Jack Be Nimble</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 6: 75, 77 Unit 7: 87, 89 Unit 8: 99, 101 Unit 9: 111, 113 Unit 10: 123, 125</p>
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 42, 80, 97 Unit 2: 128–129, 135, 136–137, 143, 148–149, 156, 158–159, 165, 166–167, 174–175, 194, 202, 204–205, 210, 211, 215, 221 Unit 3: 27 Unit 4: 126, 135, 136–137, 148–149, 156, 157, 166–167, 172, 194, 202, 204–205, 210 Unit 5: 22–23, 27, 80, 81, 90–91 Unit 6: 119, 126, 127, 134, 135, 136, 142, 157, 164, 180–181, 194, 196–197, 211 Unit 7: 27 Unit 8: 136, 194, 204–205 Unit 9: 27, 28–29, 80, 81, 88, 96</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Backpack</i> (A/1) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2), <i>Goldilocks and the Three Bears</i> (B/2), <i>Tim's Trip</i> (B/2), <i>Jin and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tates</i> (A/1), <i>Hat Day at the Zoo</i> (B/2), <i>I Like</i> (B/2), <i>Two Owls in Paris</i> (B/2), <i>Wishing With Pennies</i> (B/2), <i>Sam Sleeps</i> (C/4) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>My Day at the Capital</i> (B/2), <i>Jin and Pedro Celebrate</i> (B/2), <i>The Best Thanksgiving Ever</i> (D/5) Unit 8: <i>Sam Can't Sleep</i> (C/3), <i>Rainy Day</i>, <i>Sunny Day</i> (D/5) Unit 9: <i>The Yard Sale</i> (D/6) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Jack Be Nimble</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 21, 22, 28, 31 Unit 3: 40 Unit 4: 46 Unit 6: 75, 77 Unit 7: 87, 89 Unit 8: 99, 101 Unit 9: 111, 113 Unit 10: 123, 125</p>

Craft and Structure		Benchmark Ready to Advance
RL.K.4	Ask and answer questions about unknown words in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 27, 33, 88, 107 Unit 2: 142 Unit 3: 33, 71 Unit 4: 142–143, 173, 203 Unit 6: 137, 143 Unit 7: 33 Unit 8: 136–137, 143, 194, 203 Unit 9: 33</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2), <i>Goldilocks and the Three Bears</i> (B/2) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tates</i> (A/1), <i>Hat Day at the Zoo</i> (B/2), <i>I Like</i> (B/2), <i>Two Owls in Paris</i> (B/2), <i>Wishing With Pennies</i> (B/2), <i>Frank in a Tank</i> (C/3), <i>Sam Sleeps</i> (C/4) Unit 5: <i>On the Playground</i> (B/2), <i>Clock Watch</i> (C/3) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>The Crow and the Pitcher</i> (C/4), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>Jin and Pedro Celebrate</i> (B/2), <i>Costume Party</i> (C/3), <i>A Party for Rabbit</i> (C/3) Unit 8: <i>Rainy Day</i>, <i>Sunny Day</i> (D/5) Unit 9: <i>Can We Have a Pet?</i> (C/4), <i>The Yard Sale</i> (D/6) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Hickory Dickory Dock</i> (D/6), <i>Jack Be Nimble</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 6: 77 Unit 7: 89 Unit 8: 101 Unit 9: 113 Unit 10: 125</p>
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 21 Unit 2: 127, 135, 156, 180–181 Unit 3: 27, 65 Unit 4: 135, 141, 147, 179, 196–197 Unit 5: 21, 27, 65 Unit 6: 158–159, 197, 215 Unit 8: 135 Unit 9: 21, 22–23, 90–91, 97, 101 Unit 10: 141</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Hat Day at the Zoo</i> (B/2) Unit 7: <i>A Party for Rabbit</i> (C/3), <i>The Best Thanksgiving Ever</i> (D/5) Unit 9: <i>Can We Have a Pet?</i> (C/4)</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 90–91 Unit 2: 158–159 Unit 4: 174–175, 194, 211</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Tim's Trip</i> (B/2) Unit 4: <i>Two Owls in Paris</i> (B/2), <i>Frank in a Tank</i> (C/3) Unit 8: <i>Rainy Day</i>, <i>Sunny Day</i> (D/5) Unit 10: <i>Jack Be Nimble</i> (D/6)</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
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).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 24–25, 42, 80, 88, 89, 98–99, 104–105 Unit 3: 33, 107 Unit 4: 119, 128–129, 134, 141, 156, 164, 174–175, 179, 180–181, 195, 211, 215 Unit 5: 28, 33, 80, 97 Unit 6: 118, 119, 136, 141, 156, 174–175, 195, 202, 215 Unit 8: 136, 141, 142, 144–145, 179, 195, 202 Unit 9: 4, 27, 30–31 Unit 10: 141, 215</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Families Have Rules</i> (C/3) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Goldilocks and the Three Bears</i> (B/2), <i>Jin and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>Wishing With Pennies</i> (B/2) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Crow and the Pitcher</i> (C/4) Unit 7: <i>Costume Party</i> (C/3) Unit 8: <i>Sam Can't Sleep</i> (C/3) Unit 9: <i>Jobs in a Community</i> (D/6), <i>The Yard Sale</i> (D/6) Unit 10: <i>How Animals Move</i> (C/3), <i>Hickory Dickory Dock</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 16 Unit 2: 22, 28 Unit 3: 40 Unit 4: 46 Unit 6: 70 Unit 7: 88, 90 Unit 8: 100</p>
RL.K.8	(Not applicable to literature)	
RL.K.9	With prompting and support, compare and contrast the	TEACHER RESOURCE SYSTEM: Unit 1: 36–37, 102–103 Unit 2: 148–149, 186–187, 216–217 Unit 4: 148–149, 186–187, 216–217 Unit 6: 148–149, 186–187, 216–217 Unit 8: 216–217
Range of Reading and Level of Text		Benchmark Ready to Advance
RL.K.10	Actively engage in group reading activities with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 21, 82–83 Unit 2: 120–121, 196–197, 224–225 Unit 4: 120–121, 158–159 Unit 5: 82–83 Unit 6: 118, 120–121, 152–153, 190–191, 196–197, 224–225 Unit 8: 135, 196–197, 224–225 Unit 9: 82–83
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		Benchmark Ready to Advance
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 5, 20, 50, 51, 52–53, 58, 59, 65, 66–67, 71, 72–73, 76–77, 110–111 Unit 3: 14–15, 20, 22–23, 29, 38–39, 51, 52–53, 59, 60–61, 66–67, 72–73, 90–91, 97 Unit 5: 6–7, 20, 52–53 Unit 7: 20, 21, 38–39, 50, 58, 101 Unit 8: 126, 134, 164 Unit 9: 6–7, 13, 14–15, 20, 44–45, 51, 52–53, 59, 66–67, 72–73 Unit 10: 127, 128–129, 136–137, 166–167, 173, 180–181, 203, 204–205, 211</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Good Citizens Can Help</i> (A/1) Unit 3: <i>Animal Colors</i> (A/1), <i>Animal Treats</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Let's Go</i> (B/2), <i>Old and New</i> (B/2), <i>On the Playground</i> (B/2) Unit 7: <i>The Flag</i> (B/2) Unit 8: <i>A Week of Weather</i> (B/2), <i>Let's Look Outside</i> (B/2), <i>Life With Our Sun</i> (C/3) Unit 9: <i>Clothes</i> (C/3), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5), <i>Using Magnets</i> (E/8)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10 Unit 3: 34, 37 Unit 4: 52 Unit 5: 58 Unit 7: 82 Unit 8: 94 Unit 6: 106 Unit 10: 118</p>

RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 13, 44–45 Unit 3: 6–7, 12, 21, 43, 44–45, 50, 58, 82–83, 88, 96 Unit 5: 6–7, 44–45, 58, 101 Unit 7: 6–7, 21, 44–45, 82–83 Unit 8: 120–121, 156, 166–167 Unit 9: 6–7, 42, 44–45, 58 Unit 10: 120–121, 134, 135, 158–159, 164, 196–197, 210</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2), <i>Eating Well</i> (B/2), <i>Families Have Rules</i> (C/3) Unit 3: <i>Animal Colors</i> (A/1), <i>The Best Things in Nature Are Blue</i> (A/1), <i>My Bird-Watching Journal</i> (A/1), <i>Look at the Animals</i> (C/4), <i>Animal Treats</i> (C/4), <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Old and New</i> (B/2), <i>On the Playground</i> (B/2), <i>Clock Watch</i> (C/3), <i>Making a House</i> (C/4), <i>Technology Brings Us Together</i> (D/6) Unit 7: <i>The Flag</i> (B/2), <i>My Day at the Capital</i> (B/2), <i>At the Birthday Party</i> (C/3), <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>A Week of Weather</i> (B/2), <i>Let's Look Outside</i> (B/2), <i>Life With Our Sun</i> (C/3), <i>All Weather Is Fun!</i> (C/3), <i>My Weather Log</i> (C/3), <i>The Seasons</i> (D/5) Unit 9: <i>Saturday with Dad</i> (B/2), <i>Clothes</i> (C/3), <i>Needs and Wants</i> (C/4), <i>Jobs at School</i> (C/4), <i>Can We Have a Pet?</i> (C/4), <i>Jobs in a Community</i> (D/6), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>Magnets</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5), <i>Using Magnets</i> (E/8)</p> <p>READER'S THEATER HANDBOOK: Unit 8: 97</p>
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 13, 42, 51 Unit 5: 12, 60–61 Unit 7: 14–15, 42, 52–53, 65 Unit 8: 174–175, 180–181 Unit 9: 42 Unit 10: 156, 166–167, 203</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Good Citizens Can Help</i> (A/1), <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2), <i>Eating Well</i> (B/2) Unit 3: <i>Animal Homes</i> (B/2), <i>At the Pond</i> (B/2), <i>Look at the Animals</i> (C/4) Unit 5: <i>Old and New</i> (B/2), <i>Schools Then and Now</i> (B/2), <i>On the Playground</i> (B/2), <i>Clock Watch</i> (C/3), <i>Making a House</i> (C/4) Unit 7: <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>My Weather Log</i> (C/3) Unit 9: <i>Saturday with Dad</i> (B/2), <i>Clothes</i> (C/3), <i>Can We Have a Pet?</i> (C/4), <i>Jobs in a Community</i> (D/6), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>Magnets</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5)</p>
Craft and Structure		Benchmark Ready to Advance
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 71 Unit 3: 28, 59, 89 Unit 5: 107 Unit 7: 29, 59, 71, 107 Unit 8: 173 Unit 9: 13, 51 Unit 10: 136–137, 165</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>Good Citizens Can Help</i> (A/1), <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2), <i>Families Have Rules</i> (C/3) Unit 3: <i>Animal Colors</i> (A/1), <i>The Best Things in Nature Are Blue</i> (A/1), <i>My Bird-Watching Journal</i> (A/1), <i>Animal Homes</i> (B/2), <i>At the Pond</i> (B/2), <i>Look at the Animals</i> (C/4), <i>Animal Treats</i> (C/4), <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Let's Go</i> (B/2), <i>Old and New</i> (B/2), <i>Schools Then and Now</i> (B/2), <i>Making a House</i> (C/4) Unit 7: <i>The Flag</i> (B/2), <i>My Day at the Capital</i> (B/2), <i>At the Birthday Party</i> (C/3), <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>A Week of Weather</i> (B/2), <i>Let's Look Outside</i> (B/2), <i>The Seasons</i> (D/5) Unit 9: <i>Clothes</i> (C/3), <i>Needs and Wants</i> (C/4), <i>Jobs at School</i> (C/4), <i>Jobs in a Community</i> (D/6), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>Magnets</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5), <i>Using Magnets</i> (E/8)</p>
RI.K.5	Identify the front cover, back cover, and title page of a book.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 51, 59, 66–67 Unit 3: 29 Unit 5: 14–15 Unit 7: 6–7, 28 Unit 10: 135, 143, 180–181, 194, 196–197, 204–205</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Look at the Animals</i> (C/4) Unit 5: <i>Making a House</i> (C/4) Unit 7: <i>The Flag</i> (B/2) Unit 8: <i>Let's Look Outside</i> (B/2)</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 51 Unit 7: 22–23</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2) Unit 3: <i>Animal Homes</i> (B/2) Unit 7: <i>At the Birthday Party</i> (C/3) Unit 9: <i>Clothes</i> (C/3), <i>Needs and Wants</i> (C/4), <i>Jobs at School</i> (C/4)</p> <p>READER'S THEATER HANDBOOK: Unit 6: 81 Unit 7: 81, 82</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
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).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4, 13, 16–17, 43, 60–61, 68–69 Unit 3: 5, 14–15, 21, 42, 43, 60–61, 66–67, 81, 97 Unit 5: 4, 5, 16–17, 43 Unit 7: 4, 5, 14–15, 30–31, 43, 60–61, 97 Unit 8: 118, 119, 157, 172 Unit 9: 14–15, 42, 43, 60–61, 65 Unit 10: 119, 128–129, 156, 157, 174–175, 179, 194, 195, 211</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>Good Citizens Can Help</i> (A/1), <i>Eating Well</i> (B/2), <i>Families Have Rules</i> (C/3), <i>My Bird-Watching Journal</i> (A/1) Unit 3: <i>At the Pond</i> (B/2), <i>Animal Treats</i> (C/4), <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Let's Go</i> (B/2), <i>Schools Then and Now</i> (B/2), <i>Clock Watch</i> (C/3) Unit 7: <i>At the Birthday Party</i> (C/3) Unit 8: <i>A Week of Weather</i> (B/2), <i>Life With Our Sun</i> (C/3), <i>All Weather Is Fun!</i> (C/3), <i>My Weather Log</i> (C/3), <i>The Seasons</i> (D/5) Unit 9: <i>Saturday with Dad</i> (B/2) Unit 10: <i>Using Magnets</i> (E/8)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 34 Unit 5: 58 Unit 8: 94</p>

RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 52–53 Unit 3: 22–23, 52–53, 80, 90–91 Unit 5: 66–67 Unit 7: 22–23, 42, 66–67, 80, 90–91 Unit 8: 128–129, 156 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>The Best Things in Nature Are Blue</i> (A/1) Unit 5: <i>Technology Brings Us Together</i> (D/6) Unit 8: <i>All Weather Is Fun!</i> (C/3) Unit 9: <i>Needs and Wants</i> (C/4) READER'S THEATER HANDBOOK: Unit 8: 94
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TEACHER RESOURCE SYSTEM: Unit 1: 34–35, 72–73 Unit 3: 34–35, 72–73, 102–103 Unit 5: 34–35, 72–73, 102–103 Unit 7: 34–35, 72–73, 102–103 Unit 8: 148–149, 186–187 Unit 9: 34–35, 52–53, 72–73, 102–103 Unit 10: 148–149, 186–187, 216–217
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.K.10	Actively engage in group reading activities with purpose and understanding	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 13, 44–45, 76–77, 110–111 Unit 3: 6–7, 21, 38–39, 44–45, 82–83 Unit 5: 6–7, 44–45 Unit 7: 4, 5, 6–7, 12, 21, 38–39, 43, 44–45, 81, 82–83, 88 Unit 8: 120–121, 128–129, 158–159 Unit 9: 5, 6–7, 12, 13, 44–45, 50 Unit 10: 120–121, 135, 158–159, 196–197, 216–217
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		Benchmark Ready to Advance
RF.K.1	Demonstrate understanding of the organization and basic features of print	TEACHER RESOURCE SYSTEM: Unit 4: 119, 157, 195 Unit 6: 119, 141, 195 Unit 10: 157, 179
RF.K.1a	Follow words from left to right, top to bottom, and page by page.	TEACHER RESOURCE SYSTEM: Unit 1: 5, 27, 34–35, 60–61, 65, 81, 97, 101, 102–103, 107 Unit 2: 119, 141 Unit 3: 5, 12, 20, 27, 34–35, 43, 50, 58, 65, 71, 81, 96, 101, 107 Unit 4: 152–153, 215 Unit 5: 43, 50, 76–77, 81, 90–91, 96, 107 Unit 6: 135, 142, 148–149, 152–153, 157, 190–191, 204–205, 211, 224–225 Unit 7: 14–15, 21, 22–23, 27, 33, 38–39, 43, 58, 60–61, 65, 71, 76–77, 81, 90–91, 96, 97, 101, 107, 110–111 Unit 8: 128–129, 166–167, 174–175, 195, 204–205, 221 Unit 9: 5, 12, 20, 21, 33, 43, 50, 65, 81, 90–91, 97, 101, 107 Unit 10: 153, 158–159, 195, 211, 224 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Families Have Rules</i> (C/3) Unit 9: <i>Jobs at School</i> (C/4), <i>Can We Have a Pet?</i> (C/4), <i>Jobs in a Community</i> (D/6) READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	TEACHER RESOURCE SYSTEM: Unit 3: 65, 101 Unit 4: 179 Unit 8: 157, 215 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 3, 649, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73 Unit 7: 81, 82, 83, 84, 85 Unit 8: 93, 94, 95, 96, 97 Unit 9: 105, 106, 107, 108, 109 Unit 10: 117, 118, 119, 120, 121
RF.K.1c	Understand that words are separated by spaces in print.	TEACHER RESOURCE SYSTEM: Unit 1: 81 Unit 2: 215 Unit 5: 5, 101 Unit 8: 141 Unit 9: 5, 101 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73 Unit 7: 81, 82, 83, 84, 85 Unit 8: 93, 94, 95, 96, 97 Unit 9: 105, 106, 107, 108, 109 Unit 10: 117, 118, 119, 120, 121
RF.K.1d	Recognize and name all upper- and lowercase letters of the	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12, 18–19, 20, 26, 38–39, 96 Unit 2: 195 Unit 4: 141 Unit 5: 65 Unit 6: 179, 81 Unit 10: 215
Phonological Awareness		Benchmark Ready to Advance
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	TEACHER RESOURCE SYSTEM: Unit 2: 157 Unit 8: 221
RF.K.2a	Recognize and produce rhyming words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 26, 27, 33, 38–39, 43, 71, 101 Unit 3: 65, 71 Unit 4: 141, 147, 179, 185 Unit 6: 179, 215, 221 Unit 7: 107 Unit 8: 179, 185 Unit 9: 101 Unit 10: 141
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19 Unit 3: 64, 100 Unit 4: 147 Unit 5: 26, 64, 100 Unit 7: 26, 100 Unit 8: 214
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken	TEACHER RESOURCE SYSTEM: Unit 1: 86–87, 94–95 Unit 2: 132–133, 152–153, 190–191, 224–225 Unit 3: 10–11, 38–39, 48–49, 50, 56–57, 86–87, 94–95 Unit 4: 190–191, 224–225 Unit 6: 190–191, 224–225 Unit 8: 152–153, 190–191, 214, 224–225 Unit 9: 56–57, 94–95 Unit 10: 132–133, 170–171

RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	TEACHER RESOURCE SYSTEM: Unit 1: 38–39, 48–49, 50, 56–57, 64, 76–77, 86–87, 94–95, 100 Unit 2: 124–125, 132–133, 140, 162–163, 170–171, 178, 185, 190–191, 200–201, 202, 208–209, 214 Unit 3: 10–11, 12, 18–19, 26, 48–49, 56–57, 64, 86–87, 88, 94–95 Unit 4: 124–125, 132–133, 140, 147, 152–153, 162–163, 164, 170–171, 178, 190–191, 200–201, 208–209, 214, 221 Unit 5: 10–11, 12, 18–19, 33, 48–49, 50, 56–57, 71, 86–87, 88, 94–95, 107 Unit 6: 124–125, 126, 132–133, 140, 152–153, 162–163, 170–171, 185, 200–201, 208–209, 214 Unit 7: 10–11, 12, 18–19, 33, 48–49, 50, 56–57, 86–87, 94–95 Unit 8: 124–125, 132–133, 152–153, 162–163, 170–171, 178, 185, 190–191, 200–201, 208–209, 224–225 Unit 9: 10–11, 18–19, 48–49, 86–87, 88, 107 Unit 10: 124–125, 162–163, 200–201, 208–209
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TEACHER RESOURCE SYSTEM: Unit 1: 110–111 Unit 2: 221 Unit 3: 76–77, 110–111 Unit 5: 38–39, 50, 76–77, 110–111 Unit 6: 126, 178 Unit 7: 38–39, 64, 71, 76–77, 110–111 Unit 8: 140, 147, 178 Unit 9: 26, 64, 76–77, 100, 110–111 Unit 10: 140, 147, 152–153, 178, 185, 190–191, 214, 224–225
Phonics and Word Recognition		Benchmark Ready to Advance
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 48–49, 50, 56–57, 64, 70, 76–77, 86–87, 94–95, 100, 106, 110–111 Unit 2: 124–125, 126, 132–133, 140, 146, 152–153, 162–163, 170–171, 178, 184, 190–191, 200–201, 208–209, 214, 220, 224–225 Unit 3: 10–11, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 71, 86–87, 94–95, 100, 106 Unit 4: 124–125, 132–133, 140, 146, 162–163, 170–171, 178, 184, 185, 200–201, 202, 208–209, 214, 220 Unit 5: 10–11, 18–19, 26, 32, 33, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 88, 94–95, 100, 106, 110–111 Unit 6: 124–125, 132–133, 140, 146, 152–153, 162–163, 164, 170–171, 178, 184, 190–191, 200–201, 202, 208–209, 214, 220, 224–225 Unit 7: 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 76–77, 86–87, 88, 94–95, 100, 106 Unit 8: 124–125, 126, 132–133, 140, 146, 162–163, 164, 170–171, 178, 184, 200–201, 202, 208–209, 214, 220, 224–225 Unit 9: 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 100, 106, 110–111 Unit 10: 124–125, 132–133, 140, 146, 152–153, 162–163, 170–171, 178, 184, 200–201, 208–209, 214, 220
RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 88, 106, 107 Unit 2: 146, 164, 184, 220 Unit 3: 32, 33, 70, 107 Unit 4: 124–125, 126, 132–133, 140, 146, 152–153, 170–171, 178, 184, 200–201, 208–209, 214, 220 Unit 5: 32, 48–49, 50, 56–57, 64, 70, 71, 76–77, 106 Unit 6: 124–125, 132–133, 140, 146, 147, 152–153, 184 Unit 7: 32, 70, 106 Unit 8: 132–133, 140, 146, 184, 220 Unit 9: 32, 48–49, 50, 56–57, 70, 71, 86–87, 88, 94–95, 106 Unit 10: 124–125, 126, 132–133, 146, 162–163, 164, 170–171, 184, 185, 200–201, 202, 208–209, 220
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	TEACHER RESOURCE SYSTEM: Unit 1: 32, 48–49, 56–57, 58, 64, 70, 76–77, 100, 106, 110–111 Unit 2: 124–125, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 Unit 3: 18–19, 20, 26, 32, 38–39, 58, 64, 70, 76–77, 96, 100, 110–111 Unit 4: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 172, 178, 184, 200–201, 208–209, 210, 214, 220, 224–225 Unit 5: 10–11, 18–19, 20, 26, 32, 38–39, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 94–95, 96, 100, 106, 110–111 Unit 6: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 Unit 7: 10–11, 18–19, 20, 26, 32, 38–39, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 94–95, 96, 100, 106, 110–111 Unit 8: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 Unit 9: 10–11, 18–19, 20, 26, 32, 38–39, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 94–95, 96, 100, 106, 110–111 Unit 10: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37, 40, 41, 42, 43 Unit 4: 46, 47, 48, 49, 52, 53, 54, 55 Unit 5: 58, 59, 60, 61, 64, 65, 66, 67 Unit 6: 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 106 Unit 2: 146, 184, 220 Unit 3: 32, 70, 106 Unit 4: 146, 184, 220 Unit 5: 32, 70, 106 Unit 6: 146, 184 Unit 7: 32, 38–39, 70, 76–77, 106 Unit 8: 178, 220 Unit 9: 26, 32, 76–77, 106, 110 Unit 10: 126, 146, 152–153, 184, 190–191, 220, 224–225
Fluency		Benchmark Ready to Advance
RF.K.4	Read emergent-reader texts with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 12, 33, 43, 50, 58, 65, 71, 76–77, 81, 96, 101, 107, 110–111 Unit 2: 119, 126, 134, 141, 147, 152–153, 157, 164, 172, 179, 185, 190–191, 195, 210, 215, 221, 224–225 Unit 3: 5, 12, 20, 27, 33, 38–39, 43, 58, 65, 71, 76–77, 81, 88, 96, 101, 107, 110–111 Unit 4: 119, 126, 134, 152–153, 164, 172, 179, 185, 190–191, 195, 202, 210, 215, 221, 224–225 Unit 5: 5, 20, 27, 33, 38–39, 43, 58, 65, 71, 76–77, 81, 88, 96, 101, 110–111 Unit 6: 119, 126, 134, 141, 147, 157, 164, 172, 179, 185, 190–191, 195, 202, 210, 215, 221, 224–225 Unit 7: 20, 27, 33, 38–39, 43, 50, 65, 71, 76–77, 107, 110–111 Unit 8: 134, 147, 152–153, 185, 190–191, 215, 221, 224–225 Unit 9: 5, 12, 27, 38–39, 50, 58, 65, 71, 76–77, 81, 88, 96, 101, 107 Unit 10: 119, 126, 147, 152–153, 157, 164, 172, 179, 185, 190–191, 195, 202, 210, 215, 220, 224–225 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127, 110–111

WRITING STANDARDS

Types and Purposes		Benchmark Ready to Advance
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., My favorite book is . . .).	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 54–55, 92–93, 108–109 Unit 2: 130–131, 188–189 Unit 3: 24–25, 54–55 Unit 4: 150–151, 176–177 Unit 5: 30–31, 68–69, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 6: 138–139, 150–151 Unit 7: 24–25 Unit 8: 150–151 Unit 9: 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 10: 150–151
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.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 36–37, 46–47, 68–69, 74–75, 84–85 Unit 2: 122–123, 138–139, 150–151, 160–161, 168–169, 182–183 Unit 3: 8–9, 36–37, 46–47, 62–63, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 4: 122–123, 144–145, 160–161, 168–169, 188–189 Unit 5: 8–9, 36–37, 46–47, 54–55, 62–63 Unit 6: 122–123 Unit 7: 8–9, 16–17, 36–37 Unit 8: 122–123, 130–131, 138–139, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 9: 8–9, 16–17, 24–25 Unit 10: 122–123, 138–139, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223
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.	TEACHER RESOURCE SYSTEM: Unit 1: 24–25, 62–63, 98–99, 104–105 Unit 2: 144–145, 176–177, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 3: 16–17, 30–31, 68–69 Unit 4: 130–131, 138–139, 182–183, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 5: 16–17, 24–25, 74–75 Unit 6: 130–131, 144–145, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 7: 30–31, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 8: 144–145 Unit 9: 30–31 Unit 10: 130–131, 144–145
Production and Distribution of Writing		Benchmark Ready to Advance
W.K.4	(Begins in grade 3)	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	TEACHER RESOURCE SYSTEM: Unit 7: 84–85, 92–93, 98–99 Unit 8: 198–199, 206–207, 212–213 Unit 9: 84–85, 92–93, 98–99 Unit 10: 188–189, 198–199, 206–207, 212–213
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.	TEACHER RESOURCE SYSTEM: Unit 7: 104–105 Unit 8: 218–219 Unit 9: 104–105 Unit 10: 218–219
Research to Build and Present Knowledge		Benchmark Ready to Advance
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).	TEACHER RESOURCE SYSTEM: Unit 6: 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 8: 168–169 Unit 9: 54–55 Unit 10: 168–169
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 84–85, 98–99, 104–105 Unit 3: 16–17, 46–47, 98–99 Unit 4: 122–123 Unit 5: 16–17, 30–31, 46–47 Unit 6: 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 7: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105 Unit 8: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219 Unit 9: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105 Unit 10: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219
W.K.9	(Begins in grade 4)	

Range of Writing		Benchmark Ready to Advance
W.K.10	(Begins in grade 3)	
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	TEACHER RESOURCE SYSTEM: Unit 1: 112–113 Unit 5: 112–113 Unit 6: 216–217 Unit 7: 112–113
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	TEACHER RESOURCE SYSTEM: Unit 1: 4, 5, 12, 20, 27, 43, 51, 58, 60–61, 65, 66–67, 71, 80, 81, 88, 96, 97, 101, 102–103 Unit 2: 118, 141, 148–149, 157, 165, 172, 194, 222–223 Unit 3: 5, 20, 21, 42, 43, 58, 80, 81, 96, 108–109 Unit 4: 118, 119, 120–121, 126, 147, 148–149, 164, 172, 174–175, 185, 194, 222–223, 226–227 Unit 5: 20, 34–35, 43, 58, 60–61, 81, 108–109 Unit 6: 135, 142, 203, 204–205, 211 Unit 7: 14–15, 22–23, 65, 97, 108–109 Unit 8: 142, 204–205, 222–223, 226–227 Unit 9: 20, 43, 58, 60–61, 80, 81, 96, 97, 108–109 Unit 10: 118, 174–175, 204–205, 222–223 READER'S THEATER HANDBOOK: Unit 6: 79 Unit 7: 91 Unit 8: 103 Unit 9: 115 Unit 10: 127
SL.K.1b	Continue a conversation through multiple exchanges.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 21, 42, 44–45, 60–61, 66–67, 80, 82–83 Unit 2: 118, 134, 135, 156, 185, 194, 210 Unit 3: 4, 6–7, 42, 44–45, 80 Unit 4: 118, 120–121, 134, 156, 157, 158–159, 194, 195, 202, 206–207, 210, 215, 221, 226–227 Unit 5: 4, 6–7, 21, 28, 34–35, 42, 44–45, 60–61, 80, 82–83, 90–91 Unit 6: 118, 119, 120–121, 126, 127, 141, 147, 164, 172, 179, 185, 194, 195 Unit 7: 4, 6–7, 42, 46–47, 54–55, 60–61, 80, 82–83, 84–85 Unit 8: 118, 120–121, 135, 147, 158–159, 166–167, 174–175, 194 Unit 9: 5, 6–7, 21, 42, 44–45, 52–53, 60–61, 80, 82–83, 90–91 Unit 10: 118, 119, 126, 134, 135, 141, 165, 166–167, 172, 174–175, 179, 186–187, 194, 195, 216–217, 220, 226–227 READER'S THEATER HANDBOOK: Unit 6: 79 Unit 7: 91 Unit 8: 103 Unit 9: 115 Unit 10: 127
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.	TEACHER RESOURCE SYSTEM: Unit 1: 4, 28–29, 66–67, 80, 112–113 Unit 2: 118, 120–121, 127, 128–129, 158–159, 216–217, 226–227 Unit 3: 4, 12, 82–83 Unit 4: 118, 136–137, 166–167, 196–197, 203, 226–227 Unit 5: 4, 28–29, 44–45, 82–83, 89, 90–91, 97, 102–103, 112–113 Unit 6: 118, 128–129, 148–149, 156, 158–159, 166–167, 180–181, 186–187, 216–217, 226–227 Unit 7: 4, 12, 20, 62–63, 65, 80, 88, 90–91, 96, 101 Unit 8: 118, 119, 120–121, 126, 128–129, 134, 141, 148–149, 156, 157, 164, 172, 179, 186–187, 194, 195, 196–197, 202, 210, 211, 215 Unit 9: 4, 80, 83, 112–113 Unit 10: 118, 120–121, 127, 128–129, 136–137, 142–143, 148–149, 156, 203
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	TEACHER RESOURCE SYSTEM: Unit 1: 13, 34–35, 44–45, 50, 72–73, 89, 90–91, 97, 112–113 Unit 2: 127, 128–129, 174–175, 180–181, 186–187, 196–197, 204–205, 211, 216–217, 226–227 Unit 3: 4, 29, 34–35, 44–45, 51, 52–53, 60–61, 66–67, 72–73, 89, 97, 102–103, 112–113 Unit 4: 136–137, 158–159, 166–167, 173, 203, 204–205, 211, 216–217, 226–227 Unit 5: 13, 14–15, 22–23, 51, 52–53, 59, 66–67, 72–73, 82–83, 97, 102–103, 112–113 Unit 6: 128–129, 136, 148–149, 166–167, 173, 174–175, 180–181, 186–187, 196–197, 216–217, 226–227 Unit 7: 5, 21, 27, 34–35, 43, 50, 58, 65, 72–73, 81, 82–83, 96, 101, 112–113 Unit 8: 137, 148–149, 158–159, 186–187, 196–197, 216–217, 226–227 Unit 9: 72–73, 83, 112–113 Unit 10: 128–129, 158–159, 180–181, 196–197, 211, 216–217, 226–227
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	TEACHER RESOURCE SYSTEM: Unit 1: 72–73, 112–113 Unit 2: 119, 126, 164, 179, 186–187, 195, 198–199, 206–207, 215, 226–227 Unit 3: 28, 50, 72–73, 84–85, 88, 92–93, 112–113 Unit 4: 186–187, 198–199, 206–207, 226–227 Unit 5: 12, 50, 72–73, 84–85, 92–93, 112–113 Unit 6: 186–187, 226–227 Unit 7: 44–45, 72–73, 112–113 Unit 8: 186–187, 196–197, 226–227 Unit 9: 12, 50, 72–73, 112–113 Unit 10: 186–187, 226–227
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	TEACHER RESOURCE SYSTEM: Unit 1: 66–67, 112–113 Unit 2: 202, 226–227 Unit 3: 27, 65, 101, 112–113 Unit 4: 158–159, 226–227 Unit 5: 27, 65, 72–73, 101, 112–113 Unit 6: 134, 157, 172, 202, 210, 215, 221, 226–227 Unit 7: 44–45, 62–63, 72–73, 112–113 Unit 8: 147, 185, 221, 226–227 Unit 9: 65, 101, 112–113 Unit 10: 164, 180–181, 186–187, 202, 210, 226–227 READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 2: 21, 25, 31 Unit 3: 37, 42, 43 Unit 4: 49, 55 Unit 5: 61, 67 Unit 6: 73 Unit 7: 85, 90 Unit 8: 97, 100 Unit 9: 109 Unit 10: 121

LANGUAGE STANDARDS

Conventions of Standard English		Benchmark Ready to Advance
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
L.K.1a	Print many upper- and lowercase letters.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 46–47, 54–55, 62–63, 68–69, 74–75, 76–77, 84–85, 86–87, 92–93, 94–95, 98–99, 104–105, 108–109, 110–111 Unit 2: 122–123, 130–131, 138–139, 144–145, 150–151, 152–153, 160–161, 162, 168–169, 170, 176–177, 182–183, 188–189, 200–201, 208–209, 211, 218–219, 224–225 Unit 3: 8–9, 10–11, 18–19, 24–25, 30–31, 36–37, 38–39, 46–47, 48–49, 54–55, 56–57, 62–63, 68–69, 74–75, 76–77, 98–99, 104–105, 110–111 Unit 4: 122–123, 124–125, 130–131, 138–139, 144–145, 150–151, 160–161, 162–163, 168–169, 176–177, 182–183, 188–189, 190–191, 198–199, 212–213, 218–219 Unit 5: 24–25, 30–31, 36–37, 38–39, 46–47, 48–49, 54–55, 62–63, 68–69, 74–75, 92–93, 98–99, 104–105 Unit 6: 122–123, 130–131, 138–139, 144–145, 150–151, 152–153, 162–163, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223, 224–225 Unit 7: 8–9, 16–17, 24–25, 30–31, 36–37, 38–39, 46–47, 54–55, 68–69, 74–75, 76–77, 84–85, 92–93, 98–99, 104–105, 110–111 Unit 8: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 190–191, 198–199, 206–207, 212–213, 218–219 Unit 9: 8–9, 16–17, 24–25, 30–31, 36–37, 38–39, 46–47, 54–55, 62–63, 68–69, 74–75, 76–77, 84–85, 92–93, 98–99, 104–105 Unit 10: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 198–199, 206–207, 218–219</p> <p>LANGUAGE MINI-LESSONS HANDBOOK: 2-3 (Use Capital Letters), Language BLM 1</p>
L.K.1b	Use frequently occurring nouns and verbs.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 24–25, 30–31, 36–37, 47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 4: 221 Unit 5: 9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>At the Birthday Party</i> (C/3) LANGUAGE MINI-LESSONS HANDBOOK: 4-5 (Use Nouns and Verbs), Language BLM 2</p>
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 122–123, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207 Unit 6: 122–123, 130–131, 138–139, 144–145, 150–151, 152–153, 199, 206–207 Unit 9: 33</p> <p>LANGUAGE MINI-LESSONS HANDBOOK: 6-7 (Form Regular Plural Nouns), Language BLM 3</p>
L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 160–161, 168–169, 176–177, 182–183, 188–189, 211, 218–219 Unit 6: 160–161, 168–169, 176–177, 182–183, 188–189, 212–213, 218–219 Unit 8: 119 Unit 9: 47, 54–55, 62–63, 68–69, 74–75, 98–99, 104–105</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 27 LANGUAGE MINI-LESSONS HANDBOOK: 8-9 (Use Question Words), Language BLM 4</p>
L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<p>TEACHER RESOURCE SYSTEM: Unit 4: 123, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207 Unit 7: 9, 16–17, 24–25, 30–31, 36–37, 84–85, 92–93 Unit 10: 161, 168–169, 176–177, 182–183, 188–189, 212–213, 218–219</p> <p>LANGUAGE MINI-LESSONS HANDBOOK: 10-11 (Use Prepositions), Language BLM 5</p>
L.K.1f	Produce and expand complete sentences in shared language activities.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 54–55, 62–63, 68–69, 74–75, 98–99, 104–105 Unit 7: 47, 54–55, 62–63, 68–69, 74–75, 98–99, 104–105 Unit 9: 9, 16–17, 24–25, 30–31, 36–37, 84–85, 92–93 Unit 10: 122–123, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207</p> <p>LANGUAGE MINI-LESSONS HANDBOOK: 12-13 (Produce Complete Sentences), 14-15 (Expand Complete Sentences), Language BLM 6, Language BLM 7</p>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2a	Capitalize the first word in a sentence and the pronoun I.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 9, 16–17, 24–25, 30–31, 36–37, 85, 92–93 Unit 8: 123, 130–131, 138–139, 144–145, 150–151, 206–207</p> <p>LANGUAGE MINI-LESSONS HANDBOOK: 2-3 (Use Capital Letters), Language BLM 1</p>
L.K.2b	Recognize and name end punctuation.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 43, 81 Unit 4: 119, 157, 160–161, 168–169, 176–177, 182–183, 188–189, 212–213, 218–219 Unit 5: 5, 12 Unit 7: 98–99 Unit 8: 119, 161, 168–169, 176–177, 182–183, 188–189, 195, 212–213, 218–219 Unit 9: 5, 43 Unit 10: 119, 157</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 11, 12, 15, 17, 18 Unit 2: 27 Unit 3: 33, 35, 36 Unit 7: 81, 83, 84, 88 Unit 8: 93, 94, 95, 96</p> <p>LANGUAGE MINI-LESSONS HANDBOOK: 16-17 (Use End Punctuation), Language BLM 8</p>
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 106 Unit 2: 146, 184, 220 Unit 3: 32, 70, 106 Unit 4: 146, 184, 220 Unit 5: 32, 70, 106 Unit 6: 146, 184, 220 Unit 7: 32, 70, 106 Unit 8: 220 Unit 9: 32, 70, 106 Unit 10: 146, 184, 220</p> <p>LANGUAGE MINI-LESSONS HANDBOOK: 18-19 (Spell Words), Language BLM 9</p>
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 106 Unit 2: 146, 184, 220 Unit 3: 32, 70, 106 Unit 4: 146, 184, 220 Unit 5: 32, 38–39, 70, 106 Unit 6: 146, 184, 220 Unit 7: 32, 38–39, 70, 106 Unit 8: 146, 184, 220 Unit 9: 32, 38–39, 70, 106 Unit 10: 146, 184, 220</p> <p>LANGUAGE MINI-LESSONS HANDBOOK: 18-19 (Spell Words), Language BLM 9</p>

Knowledge of Language		Benchmark Ready to Advance
L.K.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	TEACHER RESOURCE SYSTEM: Unit 3: 28 Unit 7: 59 Unit 8: 173 Unit 9: 51
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	TEACHER RESOURCE SYSTEM: Unit 4: 142–143, 203 Unit 5: 13, 42, 59 Unit 6: 203 Unit 8: 143, 203 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>King Midas's Gold</i> (A/1), <i>We Fish</i> (B/2), <i>Jin and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tates</i> (A/1) Unit 5: <i>On the Playground</i> (B/2) Unit 6: <i>The Fox and the Crow</i> (B/2), <i>Why the Sea is Salty</i> (C/3), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 8: <i>The Seasons</i> (D/5) Unit 9: <i>Jobs at School</i> (C/4), <i>Jobs in a Community</i> (D/6) Unit 10: <i>Magnets</i> (C/3), <i>Jack Be Nimble</i> (D/6)
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	TEACHER RESOURCE SYSTEM: Unit 4: 127, 165 Unit 6: 165 Unit 7: 51 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Families Have Rules</i> (C/3) Unit 2: <i>The Elves and the Shoemaker</i> (A/1), <i>Tim's Trip</i> (B/2) Unit 4: <i>Frank in a Tank</i> (C/3) Unit 6: <i>Stone Soup</i> (C/3) Unit 7: <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>Rainy Day, Sunny Day</i> (D/5) Unit 9: <i>Jobs at School</i> (C/4)
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	TEACHER RESOURCE SYSTEM: Unit 5: 42
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TEACHER RESOURCE SYSTEM: Unit 2: 147 Unit 4: 185 Unit 5: 29, 89 Unit 7: 89 Unit 8: 127, 165, 185 Unit 9: 13, 71, 89 Unit 10: 147 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Good Citizens Can Help</i> (A/1), <i>Eating Well</i> (B/2) Unit 2: <i>Peter and the Wolf</i> (A/1), <i>Goldilocks and the Three Bears</i> (B/2) Unit 3: <i>Animal Colors</i> (A/1), <i>My Bird-Watching Journal</i> (A/1), <i>Animal Homes</i> (B/2), <i>At the Pond</i> (B/2), <i>Look at the Animals</i> (C/4), <i>Animal Treats</i> (C/4) Unit 4: <i>I Like</i> (B/2) Unit 5: <i>Let's Go</i> (B/2), <i>Technology Brings Us Together</i> (D/6) Unit 6: <i>The Blind Men and the Elephant</i> (B/2) Unit 7: <i>The Flag</i> (B/2), <i>A Party for Rabbit</i> (C/3), <i>The Best Thanksgiving Ever</i> (D/5) Unit 8: <i>A Week of Weather</i> (B/2) Unit 9: <i>Clothes</i> (C/3), <i>Can We Have a Pet?</i> (C/4), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5)
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	TEACHER RESOURCE SYSTEM: Unit 4: 147 Unit 5: 51 Unit 6: 137, 143, 173 Unit 7: 13 Unit 8: 221 Unit 9: 33, 59 Unit 10: 142, 173, 185 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Sam Sleeps</i> (C/4) Unit 5: <i>Clock Watch</i> (C/3) Unit 8: <i>All Weather Is Fun!</i> (C/3) Unit 10: <i>Little Cat Goes Fast</i> (D/5)
L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	TEACHER RESOURCE SYSTEM: Unit 2: 185, 221 Unit 3: 89 Unit 4: 173 Unit 6: 147, 221 Unit 10: 165, 220 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>My Backpack</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2) Unit 3: <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Schools Then and Now</i> (B/2), <i>Making a House</i> (C/4) Unit 6: <i>The Crow and the Pitcher</i> (C/4) Unit 7: <i>My Day at the Capital</i> (B/2), <i>At the Birthday Party</i> (C/3), <i>Costume Party</i> (C/3) Unit 8: <i>Sam Can't Sleep</i> (C/3) Unit 9: <i>Saturday with Dad</i> (B/2), <i>Needs and Wants</i> (C/4)
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	TEACHER RESOURCE SYSTEM: Unit 2: 142, 173, 203 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Jin and Pedro Celebrate</i> (B/2) Unit 8: <i>Let's Look Outside</i> (B/2) Unit 10: <i>Hickory Dickory Dock</i> (D/6), <i>Using Magnets</i> (E/8)
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	TEACHER RESOURCE SYSTEM: Unit 2: 142, 173 Unit 3: 28, 59 Unit 4: 127, 142–143, 165 Unit 5: 29, 51, 59, 89 Unit 6: 137, 143, 165, 173, 185, 202, 203, 210 Unit 8: 126, 127, 137, 141, 143, 147, 164, 172, 202, 210, 215, 221 Unit 9: 51, 59, 89 Unit 10: 142, 147, 165, 172, 173, 202, 220 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Book</i> (A/1) Unit 2: <i>The Enormous Turnip</i> (A/1) Unit 3: <i>The Best Things in Nature Are Blue</i> (A/1) Unit 4: <i>Two Owls in Paris</i> (B/2) Unit 5: <i>Old and New</i> (B/2) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2) Unit 8: <i>Life With Our Sun</i> (C/3), <i>My Weather Log</i> (C/3) Unit 9: <i>The Yard Sale</i> (D/6) Unit 10: <i>How Animals Move</i> (C/3) READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 2: 25, 31 Unit 3: 37, 43 Unit 4: 49, 55 Unit 5: 61, 67 Unit 6: 73, 78–79 Unit 7: 85, 90–91 Unit 8: 97, 102, 103 Unit 9: 109, 114–115 Unit 10: 121, 126–127

Benchmark Advance Grade 1 Strategies and Skill

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
1. Being a Good Community Member	1	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Reasons That Support Key Points Use Illustrations and Photos to Describe Key Ideas Text Structure: Cause and Effect Ask and Answer Questions for Clarification Compare and Contrast Two Informational Texts 	N/A	Daily Writing to Sources	Use Common and Proper Nouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Short a	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	bake, black, can, had, has, pack, ran, see, she, track	roots, flowers, fruits	<ul style="list-style-type: none"> Use Nouns to Name Things Nouns to Name People Kinds of Nouns Use Simple Sentences Use Proper Nouns
	2	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Reasons That Support Key Points Use Illustrations and Photos to Describe Key Ideas Use Text Features: Table of Contents Compare and Contrast Two Informational Texts 	Use Context Clues	Daily Writing to Sources	Verb Tenses	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Addition 	Short i	Read on-level text at an appropriate pace.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	big, him, hit, kick, kids, lids, little, slip, win, you	citizen, honest, respect, rule, decisions, responsible, money, dollar	<ul style="list-style-type: none"> Use Verbs in Story: Present Continuous Understand Subject and Verb Agreement Use Verbs: Inside/Outside and Present Continuous Use Question Marks Use Simple Sentences
	3	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Reasons That Support Key Points Use Illustrations and Photos to Describe Key Ideas Find Text Evidence: Cause and Effect Use Text Features: Glossary Compare and Contrast Two Informational Texts Compare and Contrast an Informational Text and a Biography 	N/A	Daily Writing to Sources	<ul style="list-style-type: none"> Use Common and Proper Nouns Verb Tenses 	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Recognize and Produce Rhyme Phoneme Blending Phoneme Substitution Phoneme Segmentation 	Short o	<ul style="list-style-type: none"> Read on-level text with accuracy. Expression/Characterization/Feelings* Inflection/Intonation—Pitch* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	box, doll, hot, job, jump, lock, mop, one, rock, top	work, together	<ul style="list-style-type: none"> Use Pronouns: He/She Use Proper Nouns Use Past Tense Verbs Use Pronouns: He/She/It/They Use Simple Past

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
2. Many Kinds of Characters	1	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Details Describe Characters Identify and Describe Characters Describe Major Events in a Story Compare and Contrast a Character in a Fairy Tale and a Fable 	Shades of Meaning Among Verbs	Daily Writing to Sources	Singular Nouns with Matching Verbs	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Short e	Read on-level text with expression and appropriate pacing.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	ten, jet, fed, neck, let, mess, bed, next, look, are	yelled, replied, wailed, demanded, explained, run, walk, skip, castle, knight, dragon	<ul style="list-style-type: none"> Adjectives Related to the Story Simple Past Noun and Verb Agreement Plural Nouns Adjectives: Color and Size
	2	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Details Describe Setting Describe Character Use Illustrations to Describe Characters Describe Major Events in a Story Compare and Contrast Two Fairy Tales 	Multiple-Meaning Words	Daily Writing to Sources	Use Articles and Demonstratives	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Short u	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	come, cup, cut, duck, dull, here, nut, pull, rug, truck	longed, hard, bat, tortoise, fur	<ul style="list-style-type: none"> Adjectives Pronouns Nouns Sounds Words Prepositions
	3	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Details Listen and Retell Key Story Events Identify Sensory Words and Phrases Describe Characters Describe Major Events in a Story Compare and Contrast Two Fairy Tales 	Shades of Meaning Among Verbs	Daily Writing to Sources	<ul style="list-style-type: none"> Articles and Demonstratives Singular and Plural Nouns with Matching Verbs 	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution 	l- Blends	<ul style="list-style-type: none"> Read on-level text at appropriate rate and phrasing. Pausing—Short Pause* Speed/Pacing—Fast* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	class, clock, flag, flat, glad, glass, plan, plant, put, what	cried, said, called, barked, meowed, shouted, whispered, dog, sits, begs, gives a paw, follows	<ul style="list-style-type: none"> Pronouns Sequence Signal Words Verbs Nouns Comparison Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
3. Plants and Animals Grow and Change	1	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Details Listen and Retell Story Events Make Inferences About Characters Describe Author's Purpose Using Illustrations and Events Compare and Contrast an Informational Text and a Folktale 	Make Connections Between Words and Their Use	Daily Writing to Sources	Singular and Plural Nouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	r-Blends: br, cr, dr, fr, gr, pr, tr	Read on-level text with appropriate expression and rate.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	dress, brim, drill, crab, press, grab, trick, trim, which, went	breathe, shrink, caterpillar, butterfly, spin	<ul style="list-style-type: none"> Sequence Words Simple Past Verbs Adjectives Pronouns
	2	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Ideas Analyze Author's Purpose Describe Sequence of Events Compare and Contrast Informational and Narrative Texts Use a Flowchart 	Make Connections Between Words and Their Use	Daily Writing to Sources	Personal, Possessive, and Indefinite Pronouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	s-Blends: sk, sl, sm, sn, sp, st, sw	Read on-level text with appropriate phrasing and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	last, skip, step, sleep, skin, smell, fast, stop, out, was	tree, order, grow, sunflower, seeds, ground	<ul style="list-style-type: none"> Singular and Plural Nouns: Domain-Specific (Science) Singular and Plural Nouns: Domain-Specific (Life Cycle) Noun and Verb Agreement Prepositions Sequence Words
	3	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Story Events Describe Story Events Use Illustrations to Understand Story Events Compare and Contrast Informational and Narrative Texts 	Define Words by Category	Process Writing: Narrative	Personal, Possessive, and Indefinite Pronouns	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Recognize and Produce Rhyme Phoneme Substitution 	Final Consonant Blends: nd, nk, nt, mp, st	<ul style="list-style-type: none"> Read on-level text with appropriate intonation and accuracy. Phrasing—High-Frequency Word Phrases* Expression—Characterization/Feelings* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	jump, and, pink, hand, nest, went, sink, bump, who, good	duck, duckling, fluffy, swan, Eagle, chicken, canary, ducklings, bugs, plants	<ul style="list-style-type: none"> Noun and Verb Agreement Questions with Can Adjectives Color Words Opposites

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
4. Stories Have a Narrator	1	Make Inferences/Predictions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Who Is Telling the Story Describe Major Events in the Story Understanding Sensory Language Draw Inferences About Characters Compare and Contrast the Adventures of Two Characters 	N/A	Daily Writing to Sources	Use Adjectives	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Identity Phoneme Blending Phoneme Substitution Phoneme Segmentation 	Consonant Digraphs th, sh, ng	Read on-level text with appropriate pacing and rhythm.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	bath, bring, our, ship, shop, shut, sing, these, thing, wish	quiet, delicious, crunch, crack, dark, bright, neighbors	<ul style="list-style-type: none"> Pronouns Sentence Structure Verbs Adjectives Descriptive Words
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> Describe Major Events in the Story Identify Words and Phrases That Appeal to the Senses Draw Inferences About Characters Compare and Contrast Stories Describe Setting Listen and Retell Key Ideas 	Use Context Clues	Daily Writing to Sources	Use Commas in Dates and in a Series	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Addition Phoneme Segmentation 	Consonant Digraphs ch, tch, wh	Reread for accuracy.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	chop, lunch, while, catch, white, check, watch, bunch, hurl, once	admiring, feasting, sly, vet, dog, farm	<ul style="list-style-type: none"> Verbs Questions Proper Nouns Sound Words Verb Tense
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Who Is Telling the Story Draw Inferences About Character Compare and Contrast Characters Identify Setting 	Context Clues	Process Writing: Informational Text	<ul style="list-style-type: none"> Use Adjectives Use Commas in Dates and in a Series 	N/A	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Substitution Phoneme Segmentation 	Three-Letter Blends scr, spl, spr, squ, str	<ul style="list-style-type: none"> Read on-level text with expression and appropriate phrasing. Inflection/Intonation—Pitch* Expression—Dramatic Expression* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	split, strap, scrub, squid, spring, stretch, scratch, splash, because, when	stealthily, perched, rafters, wriggled, washed, went, brought, baked, fetched, sat, told	<ul style="list-style-type: none"> Verb Tense Rhyming Words Pronouns Describing Words Prepositions

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
5. Technology at Work	1	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Use Photographs to Identify Key Details Describe Sequence of Events Understand the Connections Between Details Compare and Contrast Real and Imaginary Robots 	Sort Words Into Categories	Daily Writing to Sources	Different Kinds of Sentences	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Isolation 	Long a (final - e)	Read with appropriate phrasing and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	take, made, came, plate, brave, game, trade, plane, right, start	small computers, wheels, hands, face, move, hold, lift, deliver, job, chores	<ul style="list-style-type: none"> Verb Tenses: Present Tense Verbs Technology Words Verb Tenses: Past Tense Adjectives
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Ideas Use Photographs to Describe Work Settings Describe Sequence of Events Compare and Contrast Two Informational Texts Use Sidebars 	<ul style="list-style-type: none"> Sort Words Into Categories Affixes 	Daily Writing to Sources	Use Prepositions	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Isolation 	Long o (final - e)	Read with appropriate intonation and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	home, broke, rode, those, spoke, hole, nose, rope, how, under	work, teacher, cartoonists, firefighters, pilots, computer, flight controls, wheel, headsets, radios, phone, tablet	<ul style="list-style-type: none"> Adjectives Pronouns Verbs Technology Words Verb and Noun Agreement
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Use Details to Describe Setting Make Inferences Compare and Contrast An Informational Text and a Rhyming Story Explain Author's Word Choice 	Distinguish Shades of Meaning Among Verbs	Process Writing: Opinion Text	<ul style="list-style-type: none"> Use Different Kinds of Sentences Use Prepositions 	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	Soft c, g	<ul style="list-style-type: none"> Read with appropriate pacing and intonation. Inflection/Intonation—Volume* Expression—Anticipation/Mood* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	gem, cent, race, page, dance, strange, face, cage, far, try	cries, says, said, cried, screamed, e-mail, text message	<ul style="list-style-type: none"> Sentence Structure: Subject + Verb + Object Commands Use Verbs Sentence Structure: Prepositional Phrase + Subject + Verb Use Rhyming Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
6. Stories Teach Many Lessons	1	Make Connections	<ul style="list-style-type: none"> • Listen and Retell Key Details • Describe Character • Describe Sequence of Events • Understand the Central Message • Compare and Contrast Characters in Two Literary Texts 	Use Context Clues	Daily Writing to Sources	Use Simple and Compound Sentences	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Phoneme Categorization • Phoneme Blending • Phoneme Substitution • Phoneme Isolation 	Long i (final -e)	Read on-level text with appropriate phrasing.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	mine, nice, line, ride, time, white, slice, bike, after, call	flock, village, graze, scolded, tugboat, ship, small, big, ant, crumb	<ul style="list-style-type: none"> • Pronouns • Adjectives: Adjective + Noun • Describing Words • Adjectives: Superlatives • Adjectives: Be + Adjective
	2	Make Connections	<ul style="list-style-type: none"> • Listen and Retell Key Ideas • Describe Character • Describe Sequence of Events • Understand the Central Message • Compare and Contrast Characters and Central Message in Two Literary Texts 	<ul style="list-style-type: none"> • Use Context Clues • Use Affixes to Clarify Word Meaning 	Process Writing: Personal Narrative	Use Conjunctions	N/A	<ul style="list-style-type: none"> • Phoneme Categorization • Phoneme Blending • Phoneme Substitution • Phoneme Isolation 	Long e (final -e)	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	these, use, cute, Pete, Steve, flute, tune, huge, long, off	lucky, shiny, greedy, gaze, look, reflections, peer, groom, trots, growls, barks	<ul style="list-style-type: none"> • Adjectives with Too • Adjectives to Describe Characters • Nouns • Seasons • Verb Tenses
	3	Make Connections	<ul style="list-style-type: none"> • Listen and Retell Key Story Events • Describe Characters • Describe Sequence of Events • Identify the Central Message • Compare and Contrast the Central Message in Two Literary Texts 	Inflected Endings	Process Writing: Personal Narrative	<ul style="list-style-type: none"> • Use Conjunctions • Use Simple and Compound Sentences 	N/A	<ul style="list-style-type: none"> • Phoneme Categorization • Phoneme Blending • Phoneme Substitution • Phoneme Segmentation 	Long a Vowel Teams (ai, ay)	<ul style="list-style-type: none"> • Read on-level text with expression. • Inflection/ Intonation—Stress* • Phrasing—Prepositional Phrases* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	stay, paint, mail, way, rain, spray, trail, pay, year, live	telling, hiding, listening, walking, spots, stripes	<ul style="list-style-type: none"> • Opposites • Verbs: Describe Actions in a Story • Sentence Structure • Verbs: Animal Movements • Plurals

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
7. Past, Present, and Future	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Listen and Retell Key Story Events • Describe Key Ideas • Identify Text Structure: Sequence • Use Text Features: Captions • Use Text Features: Time Line • Compare and Contrast Two Informational Texts 	N/A	Daily Writing to Sources	Possessive Nouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Phoneme Categorization • Phoneme Substitution 	Long o Vowel Teams and Single Letters	Read on-level text with appropriate phrasing and expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	soap, go, coat, no, road, flows, show, grow, found, your	wheel, car, horse	<ul style="list-style-type: none"> • Verb Tense • Compound Sentences • Education Words • Pronouns • Prepositions
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Distinguish Between Information in Pictures and Text • Find Text Evidence: Sequence of Events • Use Text Features: Glossary • Find Text Evidence: Time Lines • Compare and Contrast Two Informational Texts 	Use Context Clues to Define Unfamiliar Words	Process Writing: Informational Text	Singular and Plural Nouns with Matching Verbs	N/A	<ul style="list-style-type: none"> • Phoneme Categorization • Phoneme Blending • Phoneme Segmentation • Phoneme Substitution 	Long e Vowel Teams and Single Letters	Read on-level text with appropriate phrasing and rate.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	brief, each, field, fleas, need, people, seat, we, wheels, where	events, astronauts, future, past, toys, games	<ul style="list-style-type: none"> • Prepositions • Sentence Structure • Time Words • Verb Tense: Past and Future • Verb Tense: Past Tense
	3	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Distinguish Between Information in Pictures and Text • Describe Connections Between Ideas • Find Text Evidence: Captions • Compare and Contrast Two Informational Texts 	Use Context Clues	Process Writing: Informational Text	<ul style="list-style-type: none"> • Possessive Nouns • Singular and Plural Nouns with Matching Verbs 	N/A	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Phoneme Segmentation • Phoneme Substitution 	Long i Vowel Teams and Single Letters	<ul style="list-style-type: none"> • Read on-level text with appropriate pacing, expression and intonation. • Pausing– Full Stop* • Rate: Speed/Pacing– Varied* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions About Key Details • Ask and Answer Questions to Get Information or to Clarify 	sky, tie, find, high, why, bright, pies, sly, right, country	independence, memorial, laws, presidents, George Washington, Thomas Jefferson, Theodore Roosevelt, Abraham Lincoln	<ul style="list-style-type: none"> • Proper Nouns Related to Washington Monument • Proper Nouns Related To Washington, D.C. • Proper Nouns Related to Memorials and Historic Places • Capital Letters • Noun and Verb Agreement

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
8. Observing the Sky	1	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Describe Major Events in a Story Distinguish Between Information from Pictures and Text Describe Connections Between Events Compare and Contrast a Folktale and an Informational Text 	Multiple-Meaning Words	Daily Writing to Sources	Use Pronouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Identity Phoneme Blending Phoneme Substitution Phoneme Segmentation 	r-Controlled Vowel: /är/	Read on-level text with appropriate phrasing.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	hard, start, park, farm, sharp, yard, dark, part, boy, four	room, rose, bat, stamp, seal, robot, rover, eyes, arm, body, brain	<ul style="list-style-type: none"> Quotation Marks Adjectives Sky Words Conjunctions Sequence Words
	2	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Ideas Distinguish Between Information from Pictures and Text Describe Connections Between Events Compare and Contrast Two Informational Texts Identify Text Structure 	<ul style="list-style-type: none"> Use Context Clues Sensory Words 	Process Writing: Opinion Text	Verb Tense	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	r-Controlled Vowel: /ör/	Read on-level text with appropriate phrasing.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	short, door, born, store, soar, fork, thorn, more, move, change	round, rocky, hot, rough, surface, planets, rotates, wind, clouds	<ul style="list-style-type: none"> Pronouns Adjectives Comparing Words Opposites Verb Tense
	3	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Story Events Describe Major Events in a Story Determine Central Message Compare and Contrast an Informational Text and a Fable 	<ul style="list-style-type: none"> Multiple-Meaning Words Distinguish Shades of Meaning Among Verbs 	Process Writing: Opinion Text	<ul style="list-style-type: none"> Verb Tense Use Pronouns 	N/A	<ul style="list-style-type: none"> Phoneme Identity Phoneme Blending Phoneme Substitution Phoneme Segmentation 	/ür/	<ul style="list-style-type: none"> Read on-level text with appropriate pacing. Rate: Speed/Pacing — Slow* Expression—Characterization/ Feelings* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	turn, first, bird, clerk, nurse, serve, shirt, hurt, earth, every	watch, harder, steps, boasted, argued, said, replied, agreed, energy, heat, light	<ul style="list-style-type: none"> Verbs: Past, Present, Future Nouns Adjectives Verbs Related to the Story Rhyming Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
9. We Use Goods and Services	1	Visualize, Make Inferences/ Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Details Make Connections Between Events in a Text Identify Author's Purpose Identify Author's Reasons Compare and Contrast an Informational Text and an Opinion Text 	Understand Multiple-Meaning Words	Process Writing: Informational Text	Use Commas	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Vowel Pattern /ou/	Read on-level text with appropriate pacing and intonation.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	loud, how, down, count, round, frown, sprout, brown, before, done	milk, good, gate, farmer, cow	<ul style="list-style-type: none"> Verbs Verb Tense Sequence Signal Words Pronouns Sentence Structure
	2	Visualize, Make Inferences/ Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Ideas Identify Author's Reasons Make Connections Between Information in a Text Describe the Connection Between Individuals Compare and Contrast Opinion Texts 	<ul style="list-style-type: none"> Root Words and Their Inflectional Endings Multiple-Meaning Words 	Process Writing: Informational Report	Adjectives	N/A	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Categorization Phoneme Addition 	Vowel Pattern /oi/	Read on-level text with appropriate expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	join, toy, coin, boy, spoil, joy, point, moist, walk, buy	Eating, Helping, Saving, Using, making, riding, having, work, take, bring, grab, well, dentist, office, teeth	<ul style="list-style-type: none"> Sentence Structure Multiple Meaning Words Categories Noun and Verb Agreement Nouns
	3	Visualize, Make Inferences/ Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Events Use Illustrations to Describe Characters Describe Characters Use Illustrations To Describe Events Identify the Central Message Compare and Contrast an Opinion Text and a Story 	Use Context Clues	Process Writing: Informational Report	<ul style="list-style-type: none"> Use Commas Adjectives 	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Subtraction 	Vowel Pattern //, / o /	<ul style="list-style-type: none"> Read on-level text with appropriate expression. Prosody: Phrasing– Subject/ Predicate* Speed/Pacing– Fast* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	soon, hook, good, bloom, smooth, wood, shook, tooth, does, another	vegetarians, vegetables, meat, fish, eggs, plants	<ul style="list-style-type: none"> Prepositions: to, at Punctuation Transition Words Describing Words Prepositions: in, on

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
10. Exploring Sound and Light	1	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Words and Phrases That Appeal to the Senses Draw Inferences About Elements in a Poem Use Illustrations To Understand Text Compare and Contrast a Poem and an Informational Text 	Use Context Clues	Process Writing: Sensory Poem	N/A	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Addition 	Silent Letters	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	gnat, knight, knob, know, sign, wrap, wrist, wrong	create, wiggle, animal, frog, goose, duck, bear, mouse	<ul style="list-style-type: none"> Sound Words Sentence Structure: Complex Sentences Cause-and-Effect Signal Words Pronouns Sentence Structure: Commands
	2	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Words and Phrases That Appeal to the Senses Draw Inferences About Story Elements Identify Compare and Contrast Text Structure Compare and Contrast a Rhyming Narrative and a Poem 	<ul style="list-style-type: none"> Multiple-Meaning Words Make Connections Between Words and Their Use 	Process Writing: Acrostic Poem	N/A	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Vowel Sound /d/	Read dialogue with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	caught, chalk, draw, father, fault, never, small, taught, yawn	right, clear, blue, glasses, thunder, crashing, swishing, tapping, band	<ul style="list-style-type: none"> Contractions Adjectives Sound Words Sentence Patterns Verbs
	3	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Use Text Features to Locate Key Facts Use Illustrations to Understand Text Compare and Contrast a Rhyming Narrative and an Informational Text 	<ul style="list-style-type: none"> Use Context Clues Affixes 	Reflect on Writing	N/A	N/A	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Categorization Phoneme Subtraction 	Long e Spelled -y, -ey	<ul style="list-style-type: none"> Read on-level text with appropriate phrasing and expression. Speed/Pacing–Slow* Expression–Dramatic Expression* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	lucky, valley, windy, hockey, easy, turkey, penny, chimney	objects, things, solid, shiny, mirrors, snowy, cloudy, shadow, light	<ul style="list-style-type: none"> Verb Tense Opposites Adjectives Compound Nouns Sentence Patterns

Benchmark Advance: Correlation to the MAS ELA Standards for Grade 1

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Ready to Advance
RL.1.1	Ask and answer questions about key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 65, 96, 103 Unit 2: 160–161, 198–199 Unit 3: 81, 96 Unit 4: 168–169, 214–215 Unit 5: 21, 80, 90–91 Unit 6: 168–169 Unit 7: 27, 65, 103 Unit 8: 121, 128, 136, 181, 197, 204, 212 Unit 9: 98–99</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Remember the Rules</i> (E/7) Unit 2: <i>A Tug of War</i> (C/3), <i>Poor Turkey Girl</i> (C/4), <i>Hansel and Gretel</i> (D/5), <i>Neighbors at Play</i> (D/6), <i>Clean Up! Our Earth Day Project</i> (E/7), <i>The Princess and the Pea</i> (E/7), <i>City Mouse and Country Mouse</i> (F/10) Unit 3: <i>Johnny Appleseed</i> (D/5), <i>A Frog Someday</i> (F/9), <i>Little Lion</i> (F/9), <i>How Raven Became Black...</i> (F/10) Unit 4: <i>The Fourth! Our Show</i> (E/7), <i>Who Will Bell the Cat?</i> (E/8), <i>Old MacDonald</i> (F/10), <i>A New Friend</i> (G/11), <i>Mutt in Michigan</i> (G/11) Unit 6: <i>The Milkmaid and Her Pail</i> (F/10), <i>The Boy Who Cried Wolf</i> (G/11), <i>The Emperor's New Clothes</i> (G/11), <i>Dog and His Reflection</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14) Unit 7: <i>The Old Gray Mare</i> (G/12) Unit 8: <i>Ready for Fall</i> (F/10), <i>The Courageous Soldier</i> (G/12), <i>Star Light, Star Bright</i> (H/13), <i>Demeter and Persephone</i> (H/13), <i>Stormy Stuart</i> (I/16) Unit 9: <i>Choices Choices</i> (G/12), <i>The Farm Stand Mystery</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 12, 15, 19 Unit 2: 22, 24, 27, 31 Unit 3: 34, 36, 39, 43 Unit 4: 46, 48, 51, 55 Unit 5: 58, 60, 63, 67 Unit 6: 70, 72–73, 75, 79 Unit 7: 82, 84, 87, 91 Unit 8: 94, 96, 99, 103 Unit 9: 106, 108, 111, 115 Unit 10: 118, 120, 123, 127</p>
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 27 Unit 2: 122–123, 137, 160–161, 198–199 Unit 3: 21, 28–29, 82–83, 89 Unit 4: 121, 122–123, 128, 137, 143, 159, 160–161, 166, 174, 197, 198–199, 204, 212, 219 Unit 5: 21, 27, 65, 82–83, 103 Unit 6: 121, 122–123, 137, 144–145, 158, 160–161, 182–183, 196, 198–199, 206–207, 214–215 Unit 8: 122–123, 198–199, 214–215 Unit 9: 82–83, 98–99 Unit 10: 122–123, 143, 159, 160–161, 174, 181, 219</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Remember the Rules</i> (E/7) Unit 2: <i>A Tug of War</i> (C/3), <i>Poor Turkey Girl</i> (C/4), <i>Hansel and Gretel</i> (D/5), <i>Hercules and the Stables</i> (D/5), <i>Chicken Little</i> (D/5), <i>Neighbors at Play</i> (D/6), <i>Issun Boshi</i> (D/6), <i>Clean Up! Our Earth Day Project</i> (E/7), <i>The Princess and the Pea</i> (E/7), <i>Cinderella</i> (E/8), <i>City Mouse and Country Mouse</i> (F/10), <i>The Little Red Hen</i> (F/10) Unit 3: <i>Johnny Appleseed</i> (D/5), <i>Baby Bumblebee</i> (E/8), <i>A Frog Someday</i> (F/9), <i>Little Lion</i> (F/9), <i>How Raven Became Black...</i> (F/10) Unit 4: <i>How the Camel Got Its Hump</i> (D/5), <i>The Fourth! Our Show</i> (E/7), <i>Who Will Bell the Cat?</i> (E/8), <i>Tim and Maya in China</i> (E/8), <i>Liam's Library</i> (F/9), <i>The Crowded Hut</i> (F/9), <i>Old MacDonald</i> (F/10), <i>A New Friend</i> (G/11), <i>Mutt in Michigan</i> (G/11), <i>Albert's Nest</i> (G/11), <i>The Gingerbread Man</i> (H/14) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E/8), <i>The Wind and the Sun</i> (F/9), <i>The Milkmaid and Her Pail</i> (F/10), <i>How Bear Lost His Tail</i> (F/10), <i>The Emperor's New Clothes</i> (G/11), <i>The Ugly Duckling</i> (G/12), <i>Dog and His Reflection</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14), <i>How Elephant Made Peanut Butter</i> (I/15), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 7: <i>The Old Gray Mare</i> (G/12), <i>A Throne for the King</i> (I/16) Unit 8: <i>The Courageous Soldier</i> (G/12), <i>Hurricane Diary</i> (G/12), <i>Demeter and Persephone</i> (H/13), <i>Stormy Stuart</i> (I/16), <i>Why the Sky Is Far Away</i> (J/18) Unit 9: <i>Choices Choices</i> (G/12), <i>Shopping with the Nicholas Family</i> (H/13), <i>The Farm Stand Mystery</i> (H/14), <i>How I Started a Clothing Drive</i> (I/15) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 11 Unit 2: 21, 23 Unit 3: 33, 35 Unit 4: 45, 47</p>
RL.1.3	Describe characters, settings, and major events in a story, using key details.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 138–139, 145, 158, 167, 168–169, 176–177, 182–183, 196, 206–207, 214–215 Unit 3: 22–23, 27, 65, 81, 88, 90–91, 96 Unit 4: 138–139, 158, 168–169, 176–177, 182–183, 196, 206–207, 214–215 Unit 5: 22–23, 27, 28–29, 65, 103 Unit 6: 130–131, 138–139, 158, 168–169, 176–177, 196, 213 Unit 8: 130–131, 206–207 Unit 9: 89, 90–91 Unit 10: 130–131, 158, 169, 182–183</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>A Tug of War</i> (C/3), <i>Hansel and Gretel</i> (D/5), <i>Hercules and the Stables</i> (D/5), <i>Chicken Little</i> (D/5), <i>Neighbors at Play</i> (D/6), <i>Issun Boshi</i> (D/6), <i>The Princess and the Pea</i> (E/7), <i>Cinderella</i> (E/8), <i>City Mouse and Country Mouse</i> (F/10), <i>The Little Red Hen</i> (F/10) Unit 3: <i>Johnny Appleseed</i> (D/5), <i>Baby Bumblebee</i> (E/8), <i>A Frog Someday</i> (F/9), <i>How Raven Became Black...</i> (F/10) Unit 4: <i>How the Camel Got Its Hump</i> (D/5), <i>The Fourth! Our Show</i> (E/7), <i>Who Will Bell the Cat?</i> (E/8), <i>Tim and Maya in China</i> (E/8), <i>Liam's Library</i> (F/9), <i>The Crowded Hut</i> (F/9), <i>Mojave Mutt</i> (F/10), <i>Mutt in Michigan</i> (G/11), <i>Albert's Nest</i> (G/11), <i>The Gingerbread Man</i> (H/14) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E/8), <i>The Wind and the Sun</i> (F/9), <i>The Milkmaid and Her Pail</i> (F/10), <i>How Bear Lost His Tail</i> (F/10), <i>The Boy Who Cried Wolf</i> (G/11), <i>The Emperor's New Clothes</i> (G/11), <i>The Ugly Duckling</i> (G/12), <i>Dog and His Reflection</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14), <i>How Elephant Made Peanut Butter</i> (I/15), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 7: <i>The Old Gray Mare</i> (G/12), <i>A Throne for the King</i> (I/16) Unit 8: <i>Ready for Fall</i> (F/10), <i>The Courageous Soldier</i> (G/12), <i>Star Light, Star Bright</i> (H/13), <i>Demeter and Persephone</i> (H/13), <i>Stormy Stuart</i> (I/16), <i>Why the Sky Is Far Away</i> (J/18) Unit 9: <i>Choices Choices</i> (G/12), <i>The Farm Stand Mystery</i> (H/14) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 11, 15, 17, 18 Unit 2: 21, 23, 29, 30 Unit 3: 33, 35, 39, 41, 42 Unit 4: 45, 47, 51, 53, 54 Unit 5: 57, 59, 63, 64–65, 66 Unit 6: 69, 71, 77, 78 Unit 7: 81, 83, 87, 89, 90, Unit 8: 93, 95, 100–101 102 Unit 9: 105, 107, 111, 112–113, 114 Unit 10: 117, 119,</p>

Craft and Structure		Benchmark Ready to Advance
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 205, 213 Unit 4: 144–145, 158, 167 Unit 5: 97 Unit 10: 129, 158, 167</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3) Unit 2: <i>Poor Turkey Girl</i> (C/4), <i>Hansel and Gretel</i> (D/5), <i>Hercules and the Stables</i> (D/5), <i>Chicken Little</i> (D/5), <i>Neighbors at Play</i> (D/6), <i>Issun Boshi</i> (D/6), <i>City Mouse and Country Mouse</i> (F/10), <i>The Little Red Hen</i> (F/10) Unit 3: <i>Baby Bumblebee</i> (E/8), <i>A Frog Someday</i> (F/9), <i>Little Lion</i> (F/9), <i>How Raven Became Black...</i> (F/10), <i>Watch a Butterfly Grow</i> (H/13) Unit 4: <i>How the Camel Got Its Hump</i> (D/5), <i>Who Will Bell the Cat?</i> (E/8), <i>Liam's Library</i> (F/9), <i>The Crowded Hut</i> (F/9), <i>Mojave Mutt</i> (F/10), <i>Old MacDonald</i> (F/10), <i>A New Friend</i> (G/11), <i>Albert's Nest</i> (G/11) Unit 6: <i>The Wind and the Sun</i> (F/9), <i>The Milkmaid and Her Pail</i> (F/10), <i>The Boy Who Cried Wolf</i> (G/11), <i>The Emperor's New Clothes</i> (G/11), <i>The Ugly Duckling</i> (G/12), <i>Dog and His Reflection</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14), <i>How Elephant Made Peanut Butter</i> (I/15), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 7: <i>The Old Gray Mare</i> (G/12), <i>A Throne for the King</i> (I/16) Unit 8: <i>Ready for Fall</i> (F/10), <i>Hurricane Diary</i> (G/12), <i>Star Light, Star Bright</i> (H/13), <i>Demeter and Persephone</i> (H/13), <i>Stormy Stuart</i> (I/16), <i>Why the Sky Is Far Away</i> (J/18) Unit 9: <i>Shopping with the Nicholas Family</i> (H/13), <i>Dollars and Cents</i> (H/14), <i>The Farm Stand Mystery</i> (H/14), <i>Peaches All the Time</i> (I/16) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 27 Unit 4: 47 Unit 5: 59 Unit 6: 75 Unit 8: 95 Unit 9: 107 Unit 10: 119</p>
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 198–199 Unit 3: 28–29, 34–35, 72–73, 104–105 Unit 8: 220–221, 230–231 Unit 9: 104–105 Unit 10: 220–221</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Chicken Little</i> (D/5), <i>Issun Boshi</i> (D/6), <i>Cinderella</i> (E/8) Unit 4: <i>The Crowded Hut</i> (F/9), <i>Mojave Mutt</i> (F/10) Unit 6: <i>The Ugly Duckling</i> (G/12), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14)</p>
RL.1.6	Identify who is telling the story at various points in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 129, 196, 205 Unit 10: 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Little Red Hen</i> (F/10) Unit 3: <i>How Raven Became Black...</i> (F/10) Unit 4: <i>A New Friend</i> (G/11) Unit 6: <i>The Emperor's New Clothes</i> (G/11) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 55 Unit 5: 67</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 33 Unit 2: 121, 128, 136, 143, 159, 166, 174, 176–177, 181, 182–183, 197, 204, 212, 219 Unit 3: 89, 98–99 Unit 4: 130–131, 176–177, 178–179, 182–183, 206–207 Unit 5: 98–99 Unit 6: 138–139, 143, 159, 166, 174, 181, 197, 204, 212, 219 Unit 9: 27, 65, 88, 89, 96, 96, 97 Unit 10: 169</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Poor Turkey Girl</i> (C/4), <i>Hercules and the Stables</i> (D/5) Unit 3: <i>Baby Bumblebee</i> (E/8) Unit 4: <i>How the Camel Got Its Hump</i> (D/5), <i>Tim and Maya in China</i> (E/8), <i>Old MacDonald</i> (F/10), <i>Albert's Nest</i> (G/11), <i>The Gingerbread Man</i> (H/14) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E/8), <i>The Wind and the Sun</i> (F/9), <i>How Bear Lost His Tail</i> (F/10), <i>How Elephant Made Peanut Butter</i> (I/15), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 8: <i>Hurricane Diary</i> (G/12), <i>Why the Sky Is Far Away</i> (J/18) Unit 9: <i>Shopping with the Nicholas Family</i> (H/13)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 33</p>
RL.1.8	(Not applicable to literature)	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 150–151, 188–189, 220–221 Unit 4: 150–151, 152–153, 188–189, 220–221 Unit 6: 150–151, 188–189, 220–221 Unit 10: 188–189</p> <p>READER'S THEATER HANDBOOK: Unit 3: 40 Unit 7: 91</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 149 Unit 10: 124–125, 132–133, 162–163, 170–171</p>

READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		Benchmark Ready to Advance
RI.1.1	Ask and answer questions about key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 5, 12, 13, 21, 43, 44–45, 50, 51, 58, 81, 88 Unit 3: 20, 52–53, 58 Unit 7: 5, 12, 20, 21, 43, 50, 58, 81, 88, 96 Unit 8: 143, 159, 160–161, 166, 219 Unit 9: 5, 12, 20, 22–23, 50, 60–61, 66–67, 80, 103 Unit 10: 137</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3), <i>Helping Friends</i> (C/4), <i>Leaders Can Help</i> (D/5), <i>Rules at School</i> (E/7), <i>Doing Jobs Together</i> (E/8), <i>Helping Animals</i> (E/8), <i>We Have Rules</i> (F/9), <i>Rules</i> (F/10) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>A Seed Needs Help</i> (E/8), <i>Penguins in Antarctica</i> (E/8), <i>Watch a Frog Grow</i> (F/9), <i>How Does a Cactus Grow?</i> (G/11) Unit 5: <i>Communication Then and Now</i> (E/7), <i>People Who Use Magnets at Work</i> (E/8), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12), <i>Communication</i> (H/13) Unit 7: <i>My Time Box</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Predicting the Weather</i> (G/11), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>Providing Services</i> (G/12), <i>Dollars and Cents</i> (H/14), <i>Peaches All the Time</i> (I/16) Unit 10: <i>Heat</i> (G/11), <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Around the World with Music</i> (H/14), <i>Our Sun</i> (I/16)</p> <p>READER'S THEATER HANDBOOK: Unit 8: 95</p>
RI.1.2	Identify the main topic and retell key details of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 13, 20, 21, 44–45, 60–61, 82–83, 98–99 Unit 3: 5, 6–7, 12, 14–15, 20, 43, 44–45, 50, 58, 103 Unit 4: 181 Unit 5: 5, 6–7, 12, 20, 43, 44–45, 50, 58, 81, 88, 96 Unit 7: 6–7, 21, 44–45, 82–83 Unit 8: 137, 168–169 Unit 9: 6–7, 21, 44–45 Unit 10: 121, 136, 137, 197, 198–199, 204, 212</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3), <i>Helping Friends</i> (C/4), <i>Our Families Help</i> (C/4), <i>Leaders Can Help</i> (D/5), <i>The School Day</i> (D/5), <i>Vote!</i> (D/6), <i>Rules at School</i> (E/7), <i>Doing Jobs Together</i> (E/8), <i>Helping Animals</i> (E/8), <i>We Have Rules</i> (F/9), <i>Rules</i> (F/10) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>Every Tree Has a Life Cycle</i> (D/6), <i>A Seed Needs Help</i> (E/8), <i>Penguins in Antarctica</i> (E/8), <i>Watch a Frog Grow</i> (F/9), <i>How Does a Cactus Grow?</i> (G/11), <i>Watch a Butterfly Grow</i> (H/13) Unit 5: <i>Communication Then and Now</i> (E/7), <i>People Who Use Magnets at Work</i> (E/8), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Technology Today</i> (G/12), <i>Communication</i> (H/13), <i>Make a Sundial</i> (H/14) Unit 7: <i>Then and Now</i> (F/10) <i>Famous Landmarks</i> (F/10), <i>Growing Older</i> (G/11), <i>My Time Box</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>Clothes Long Ago</i> (I/15), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>Thunderstorms Are the Best Storms</i> (I/16), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>Providing Services</i> (G/12), <i>Dollars and Cents</i> (H/14), <i>From Farm to Table</i> (I/15), <i>Peaches All the Time</i> (I/16), <i>Using Resources to Build</i> (I/16), <i>Firefighters Need Our Support</i> (J/18), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Light</i> (F/10), <i>Heat</i> (G/11), <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Around the World with Music</i> (H/14), <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Electricity Makes the World Better</i> (I/15), <i>Our Sun</i> (I/16), <i>Looking Into Space</i> (I/16), <i>Benjamin Franklin</i> (J/18), <i>Color</i> (L/24)</p>
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 80, 90–91 Unit 3: 14–15, 42, 52–53 Unit 5: 42, 52–53 Unit 7: 22–23, 42, 51, 90–91 Unit 8: 144–145, 158, 168–169, 182–183, 196 Unit 9: 6–7, 14–15, 42, 60–61, 66–67</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Families Help</i> (C/4), <i>The School Day</i> (D/5), <i>Rules at School</i> (E/7) Unit 3: <i>Every Tree Has a Life Cycle</i> (D/6), <i>Watch a Frog Grow</i> (F/9), <i>Watch a Butterfly Grow</i> (H/13) Unit 5: <i>Communication Then and Now</i> (E/7), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>Ellen Ochoa</i> (F/10), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Technology Today</i> (G/12), <i>Communication</i> (H/13), <i>Make a Sundial</i> (H/14) Unit 7: <i>Then and Now</i> (F/10), <i>Famous Landmarks</i> (F/10), <i>Growing Older</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>Clothes Long Ago</i> (I/15) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>Thunderstorms Are the Best Storms</i> (I/16), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>From Farm to Table</i> (I/15), <i>How I Started a Clothing Drive</i> (I/15), <i>Using Resources to Build</i> (I/16), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Electricity Makes the World Better</i> (I/15), <i>Color</i> (L/24)</p>
Craft and Structure		Benchmark Ready to Advance
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 59 Unit 7: 59, 97 Unit 8: 167, 175</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Families Help</i> (C/4), <i>Doing Jobs Together</i> (E/8), <i>We Have Rules</i> (F/9), <i>Rules</i> (F/10) Unit 2: <i>A Tug of War</i> (C/3) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>Every Tree Has a Life Cycle</i> (D/6), <i>Watch a Frog Grow</i> (F/9), <i>How Does a Cactus Grow?</i> (G/11) Unit 5: <i>People Who Use Magnets at Work</i> (E/8), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Technology Today</i> (G/12), <i>Communication</i> (H/13), <i>Make a Sundial</i> (H/14) Unit 7: <i>Then and Now</i> (F/10), <i>Famous Landmarks</i> (F/10), <i>Growing Older</i> (G/11), <i>My Time Box</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>Clothes Long Ago</i> (I/15), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>The Courageous Soldier</i> (G/12), <i>Thunderstorms Are the Best Storms</i> (I/16), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>From Farm to Table</i> (I/15), <i>How I Started a Clothing Drive</i> (I/15), <i>Using Resources to Build</i> (I/16), <i>Firefighters Need Our Support</i> (J/18), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Light</i> (F/10), <i>Heat</i> (G/11), <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Around the World with Music</i> (H/14), <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Electricity Makes the World Better</i> (I/15), <i>Our Sun</i> (I/16), <i>Looking Into Space</i> (I/16), <i>Benjamin Franklin</i> (J/18)</p>

RI.1.5	Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 66–67, 90–91, 97 Unit 3: 50, 60–61, 80 Unit 5: 66–67 Unit 7: 13, 22–23, 28–29, 34–35, 42, 44–45, 52–53, 60–61, 72–73, 82–83, 89 Unit 9: 44–45 Unit 10: 198–199, 206–207 LEVELED TEXT TEACHER'S GUIDES: Unit 5: <i>Make a Sundial</i> (H/14) Unit 7: <i>Growing Older</i> (G/11), <i>My Time Box</i> (G/11) Unit 8: <i>Thunderstorms Are the Best Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>Using Resources to Build</i> (I/16), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Benjamin Franklin</i> (J/18)
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	TEACHER RESOURCE SYSTEM: Unit 3: 5, 80 Unit 7: 52–53, 67, 80, 98–99 Unit 8: 138–139, 158, 176–177 Unit 10: 138–139 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3), <i>Our Families Help</i> (C/4) Unit 3: <i>A Seed Needs Help</i> (E/8) Unit 5: <i>People Who Use Magnets at Work</i> (E/8), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12) Unit 7: <i>Great People Make America Great</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Storms</i> (I/16) Unit 9: <i>What Are Goods?</i> (G/11), <i>Providing Services</i> (G/12), <i>Dollars and Cents</i> (H/14), <i>From Farm to Table</i> (I/15), <i>Peaches All the Time</i> (I/16) Unit 10: <i>Looking Into Space</i> (I/16)
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 52–53, 80, 89 Unit 3: 66–67, 80 Unit 5: 6–7, 14–15, 42, 60–61 Unit 7: 14–15, 98–99 Unit 8: 160–161 Unit 9: 5, 12, 20, 43, 44–45, 58 Unit 10: 138–139, 196, 214–215 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Have Rules</i> (F/9) Unit 5: <i>Wind</i> (G/12) Unit 7: <i>Then and Now</i> (F/10), <i>Famous Landmarks</i> (F/10) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11) Unit 9: <i>How I Started a Clothing Drive</i> (I/15), <i>Firefighters Need Our Support</i> (J/18) Unit 10: <i>Light</i> (F/10), <i>Heat</i> (G/11), <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Our Sun</i> (I/16), <i>Benjamin Franklin</i> (J/18), <i>Color</i> (L/24)
RI.1.8	Identify the reasons an author gives to support points in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 14–15, 60–61, 98–99 Unit 9: 21, 22–23, 28–29, 42, 50, 52–53 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Helping Friends</i> (C/4), <i>Leaders Can Help</i> (D/5), <i>Vote!</i> (D/6), <i>Rules</i> (F/10) Unit 7: <i>Great People Make America Great</i> (H/13) Unit 9: <i>Firefighters Need Our Support</i> (J/18) Unit 10: <i>Electricity Makes the World Better</i> (I/15)
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TEACHER RESOURCE SYSTEM: Unit 1: 34–35, 72–73, 104–105 Unit 3: 34–35, 71, 72–73, 104–105 Unit 5: 34–35, 72–73, 104–105 Unit 7: 34–35, 72–73, 104–105 Unit 8: 150–151, 188–189 Unit 9: 34–35, 72–73, 80 Unit 10: 150–151, 220–221 READER'S THEATER HANDBOOK: Unit 1: 19 Unit 2: 31 Unit 6: 79
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	
READING STANDARDS: FOUNDATIONAL		
Print Concepts		Benchmark Ready to Advance
RF.1.1	Demonstrate understanding of the organization and basic features of print.	
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TEACHER RESOURCE SYSTEM: Unit 1: 8, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101, 106–107 Unit 2: 124–125, 132–133, 140–141, 146–147, 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 3: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85 Unit 4: 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 190–191 Unit 5: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75 Unit 6: 124–125, 132–133, 140–141, 146–147, 152–153 Unit 7: 8–9, 16–17, 24–25, 30–31, 36–37 Unit 8: 124–125, 132–133, 140–141, 146–147, 152–153 LEVELED TEXT TEACHER'S GUIDES: Unit 9: <i>What Are Goods?</i> (G/11) READER'S THEATER HANDBOOK: Unit 1: 10–11, 12–13 Unit 2: 21, 22, 24–25 Unit 3: 33, 34–35, 36–37 Unit 4: 45, 46–47, 48–49 Unit 5: 57, 58–59, 60–61 Unit 6: 69, 70–71, 72 Unit 7: 81, 82–83, 84–85 Unit 8: 93, 94, 96–97 Unit 9: 105, 106–107, 108–109 Unit 10: 117, 118–119, 120–121
Phonological Awareness		Benchmark Ready to Advance
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 48–49, 112–113 Unit 5: 10–11, 26, 38–39, 48–49, 56–57, 64, 76–77 Unit 6: 126–127, 142, 154–155, 164–165, 180, 202–203, 218 Unit 7: 10–11, 26, 38–39, 48–49, 76–77, 86–87, 112–113

RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 26, 56–57, 76–77, 94–95, 102, 112–113 Unit 2: 126–127, 134–135, 164–165, 172–173, 192–193, 202–203, 210–211, 218, 228–229 Unit 3: 18–19, 26, 56–57, 64, 94–95 Unit 4: 134–135, 142, 172–173, 180, 210–211, 218 Unit 5: 18–19, 38–39, 56–57, 94–95, 102 Unit 6: 134–135, 172–173, 210–211 Unit 7: 18–19, 38–39, 56–57, 76–77, 94–95, 112–113 Unit 8: 134–135, 142, 154–155, 172–173, 180, 210–211, 218 Unit 9: 18–19, 38–39, 56–57, 76–77, 94–95 Unit 10: 126–127, 134–135, 154–155, 172–173, 210–211
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 38–39, 48–49, 56–57, 86–87, 94–95, 102, 112–113 Unit 2: 126–127, 142, 154–155, 164–165, 180, 202–203, 210–211, 218, 228–229 Unit 3: 10–11, 38–39, 48–49, 76–77, 86–87, 114–115 Unit 4: 164–165, 202–203, 218 Unit 5: 10–11, 38–39, 48–49, 86–87 Unit 6: 126–127, 142, 154–155, 164–165, 180, 192–193, 202–203 Unit 7: 10–11, 48–49, 102 Unit 8: 126–127, 142, 164–165, 202–203, 210–211, 218 Unit 9: 10–11, 48–49, 56–57, 64, 86–87, 112–113 Unit 10: 126–127, 154–155, 164–165, 180, 192–193, 202–203, 218, 228–229
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	TEACHER RESOURCE SYSTEM: Unit 1: 26, 64, 112–113 Unit 2: 142, 180, 218, 228–229 Unit 3: 114–115 Unit 4: 154–155, 192–193, 228–229 Unit 5: 112–, 113 Unit 6: 228–229 Unit 7: 64, 102 Unit 8: 154–155, 192–193, 228–229 Unit 9: 10–11, 26, 76–77, 102 Unit 10: 142, 180
Phonics and Word Recognition		Benchmark Ready to Advance
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	TEACHER RESOURCE SYSTEM: Unit 2: 224 Unit 4: 126–127, 142, 148, 154–155, 164–165, 180, 186, 192–193 Unit 10: 128
RF.1.3b	Decode regularly spelled one-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 Unit 2: 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 Unit 3: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 114–115 Unit 4: 126–127, 134–135, 142, 148, 154–155, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 Unit 5: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 108, 112–113 Unit 6: 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 Unit 7: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 Unit 8: 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 Unit 9: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 Unit 10: 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	TEACHER RESOURCE SYSTEM: Unit 5: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 94–95, 112–113 Unit 6: 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 Unit 7: 86–87, 94–95, 102, 112–113 Unit 9: 12 READER'S THEATER HANDBOOK: Unit 4: 45, 46–47, 48–49 Unit 5: 57, 58–59, 60–61 Unit 9: 105, 106–107, 108–109 Unit 10: 117, 118–119, 120–121
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TEACHER RESOURCE SYSTEM: Unit 4: 192–193 Unit 6: 134–135 Unit 7: 112–113 Unit 8: 192–193, 210–211, 228–229 Unit 9: 94–95, 112–113 Unit 10: 172–173, 210–211
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	TEACHER RESOURCE SYSTEM: Unit 4: 172–173 Unit 6: 134–135, 154–155 Unit 7: 94–95, 112–113 Unit 8: 134–135, 154–155, 210–211, 228–229 Unit 9: 18–19, 38–39, 76–77, 94–95, 112–113 Unit 10: 172–173, 192–193, 210–211
RF.1.3f	Read words with inflectional endings.	TEACHER RESOURCE SYSTEM: Unit 2: 172–173, 192–193 Unit 6: 172–173, 192–193, 210–211, 228–229 Unit 9: 18–19, 38–39 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Have Rules</i> (F/9) Unit 7: <i>My Time Box</i> (G/11), <i>Writing About America</i> (H/13) Unit 9: <i>The Farm Stand Mystery</i> (H/14), <i>Using Resources to Build</i> (I/16)
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 112–113 Unit 2: 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229 Unit 3: 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 114–115 Unit 4: 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229 Unit 5: 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 112–113 Unit 6: 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229 Unit 7: 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 112–113 Unit 8: 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229 Unit 9: 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 112–113 Unit 10: 126–127, 128, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229

Fluency		Benchmark Ready to Advance
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	TEACHER RESOURCE SYSTEM: Unit 10: 143
RF.1.4a	Read on-level text with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 5, 12, 20, 27, 32, 33, 58, 65, 70, 71, 81, 88, 96, 103, 108, 109, 112–113 Unit 2: 121, 128, 136, 143, 148, 149, 159, 166, 174, 181, 186, 187, 192–193, 197, 204, 212, 219, 224, 225, 228–229 Unit 3: 5, 20, 27, 32, 33, 43, 50, 58, 65, 70, 71, 81, 88, 96, 108, 111 Unit 4: 121, 136, 143, 148, 149, 159, 181, 186, 187, 197, 204, 212, 219, 225 Unit 5: 5, 12, 20, 27, 32, 33, 43, 50, 58, 65, 70, 71, 81, 88, 96, 103, 108, 109 Unit 6: 121, 128, 136, 143, 148, 149, 159, 166, 174, 181, 186, 187, 197, 204, 212, 219, 224, 225 Unit 7: 5, 12, 20, 27, 32, 33, 38–39, 43, 50, 58, 65, 70, 71, 76–77, 81, 88, 96, 103, 108, 109 Unit 8: 121, 128, 136, 143, 148, 149, 159, 166, 174, 181, 186, 187, 197, 204, 212, 219, 224, 225 Unit 9: 27, 32, 33, 43, 50, 58, 65, 70, 71, 81, 88, 96, 103, 108, 109 Unit 10: 121, 128, 136, 148, 149, 154–155, 159, 166, 181, 186, 204, 219, 224, 225 READER'S THEATER HANDBOOK: Unit 1: 10, 12–13, 15, 16–17, 18 Unit 2: 21, 22–23, 24–25, 27, 28–29, 30–31 Unit 3: 33, 34, 35, 37, 39, 40–41, 42–43 Unit 4: 45, 46–47, 48–49, 51, 52–53, 54–55 Unit 5: 57, 58–59, 60–61, 63, 64–65, 66–67 Unit 6: 69, 70–71, 72–73, 75, 76–77, 78–79 Unit 7: 81, 82–83, 84–85, 87, 88, 89, 90–91, 93, 94–95, 96, 97, 99, 100–101, 102, 103 Unit 9: 105, 106–107, 108–109, 111, 112–113, 114–115 Unit 10: 117, 118–119, 120–121, 123, 124–125, 126–127
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 1: 5, 12, 20, 33, 43, 50, 58, 65, 71, 76–77, 81, 88, 96, 103, 109, 112–113 Unit 2: 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 Unit 3: 5, 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 81, 88, 96, 103, 111, 114–115 Unit 4: 121, 128, 136, 143, 149, 154–155, 159, 174, 181, 187, 192–193, 197, 204, 212, 219, 225 Unit 5: 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 81, 88, 96, 103, 109, 112–113 Unit 6: 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 Unit 7: 5, 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 81, 88, 96, 103, 109, 112–113 Unit 8: 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 Unit 9: 5, 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 81, 96, 103, 109, 112–113 Unit 10: 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 READER'S THEATER HANDBOOK: Unit 1: 9, 15, 16–17, 18 Unit 2: 21, 22–23, 24–25, 27, 28–29, 30–31 Unit 3: 34–35, 36, 39, 40–41, 42–43 Unit 4: 51, 52–53, 54–55 Unit 5: 63, 64–65, 66–67 Unit 6: 69, 70–71, 72–73, 75, 76–77, 78–79 Unit 7: 81, 82–83, 84–85, 87, 88–89, 90–91, 93, 94–95, 96–97, 99, 100–101, 102–103 Unit 9: 111, 112–113, 114–115 Unit 10: 123, 124–125, 126–127
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 1: 59, 88 Unit 2: 212 Unit 4: 175, 213 Unit 6: 129, 174, 175 Unit 8: 174, 175, 204 Unit 10: 136, 144–145, 174, 175, 205 READER'S THEATER HANDBOOK: Unit 1: 15, 16–17, 18, 27, 28–29 Unit 3: 39, 40–41, 42–43 Unit 4: 51, 52–53, 54–55 Unit 5: 63, 64–65, 66–67 Unit 6: 69, 70–71, 72–73, 75, 76–77, 78–79 Unit 7: 81, 82–83, 84–85, 87, 88–89, 90–91, 93, 94–95, 96–97, 99, 100–101, 102–103 Unit 9: 111, 112–113, 114–115 Unit 10: 123, 124–125, 126–127, 212
WRITING STANDARDS		
Types and Purposes		Benchmark Ready to Advance
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.	TEACHER RESOURCE SYSTEM: Unit 1: 68–69, 92–93 Unit 2: 152–153, 170–171, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 3: 30–31, 62–63 Unit 4: 152–153, 184–185 Unit 5: 16–17, 74–75, 84–85, 92–93, 100–101, 106–107, 110–111 Unit 6: 146–147 Unit 8: 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 10: 216–217
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.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 30–31, 36–37, 46–47, 54–55, 74–75, 100–101, 110–111 Unit 2: 124–125, 132–133, 162–163, 178–179, 190–191 Unit 3: 8–9, 24–25, 36–37, 46–47, 84–85, 92–93, 100–101, 106–107, 112–113 Unit 4: 124–125, 140–141, 162–163, 178–179, 190–191 Unit 5: 8–9, 36–37, 46–47, 54–55, 62–63 Unit 6: 124–125, 152–153 Unit 7: 8–9, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101, 106–107, 110–111 Unit 8: 124–125, 132–133, 140–141, 152–153 Unit 9: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101, 106–107, 110–111 Unit 10: 208–209
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.	TEACHER RESOURCE SYSTEM: Unit 1: 24–25, 62–63, 84–85, 106–107 Unit 2: 140–141, 146–147, 184–185 Unit 3: 16–17, 54–55, 68–69, 74–75 Unit 4: 132–133, 146–147, 170–171, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 5: 24–25, 30–31, 68–69 Unit 6: 132–133, 140–141, 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 7: 16–17 Unit 8: 146–147 Unit 10: 200–201
Production and Distribution of Writing		Benchmark Ready to Advance
W.1.4	(Begins in grade 3)	
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.	TEACHER RESOURCE SYSTEM: Unit 2: 222–223 Unit 3: 84–85, 92–93, 100–101, 106–107, 112–113 Unit 4: 226–227 Unit 5: 106–107 Unit 6: 200–201, 208–209, 216–217 Unit 9: 16–17, 36–37, 74, 84–85 Unit 10: 132–133, 140–141, 146–147, 152–153, 170–171, 178–179, 184–185, 190–191, 222–223

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.	TEACHER RESOURCE SYSTEM: Unit 1: 114–115 Unit 2: 230–231 Unit 3: 116–117 Unit 6: 222–223 Unit 7: 114–115 Unit 8: 222–223 Unit 9: 114–115 Unit 10: 152–153, 190–191, 230–231
Research to Build and Present Knowledge		Benchmark Ready to Advance
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).	TEACHER RESOURCE SYSTEM:
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TEACHER RESOURCE SYSTEM: Unit 4: 230–231 Unit 5: 114–115 Unit 7: 114–115 Unit 9: 24–25, 30–31, 114–115
W.1.9	(Begins in grade 4)	
Range of Writing		Benchmark Ready to Advance
W.1.10	(Begins in grade 3)	
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
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.	TEACHER RESOURCE SYSTEM: Unit 2: 230–231 Unit 8: 170–171, 178–179
SL.1.1a	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).	TEACHER RESOURCE SYSTEM: Unit 1: 5, 81, 88, 96, 103, 114–115 Unit 2: 121, 128, 136, 143, 159, 166, 174, 181, 197, 204, 212, 219, 226–227, 230–231 Unit 3: 5, 6–7, 20, 27, 43, 44–45, 50, 58, 65, 81, 88, 89, 96, 116–117 Unit 4: 120, 121, 174, 226–227, 230–231 Unit 5: 6–7, 20, 114–115 Unit 6: 143, 174, 197, 198–199, 226–227, 230–231 Unit 7: 58, 114–115 Unit 8: 136, 181, 184–185, 230–231 Unit 9: 4, 58, 81, 114–115 Unit 10: 230–231 READER'S THEATER HANDBOOK: Unit 1: 13 Unit 2: 25 Unit 3: 37 Unit 4: 49 Unit 5: 61 Unit 6: 73 Unit 7: 85 Unit 8: 97 Unit 9: 109 Unit 10: 121
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 44–45, 82–83, 114–115 Unit 2: 120, 122–123, 160–161 Unit 3: 4, 6–7, 44–45, 116–117 Unit 4: 120, 160–161 Unit 5: 4, 6–7, 110–111, 114–115 Unit 6: 120, 230–231 Unit 7: 6–7, 114–115 Unit 8: 120, 230–231 Unit 9: 4, 21, 110–111, 114–115 Unit 10: 230–231 READER'S THEATER HANDBOOK: Unit 1: 13 Unit 2: 25 Unit 3: 37 Unit 4: 49 Unit 5: 61 Unit 6: 73 Unit 7: 85 Unit 8: 97 Unit 9: 109 Unit 10: 121
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 51 Unit 5: 110–111 READER'S THEATER HANDBOOK: Unit 1: 13 Unit 2: 25 Unit 3: 37 Unit 4: 49 Unit 5: 61 Unit 6: 73 Unit 7: 85 Unit 8: 97 Unit 9: 109 Unit 10: 121
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TEACHER RESOURCE SYSTEM: Unit 1: 4, 5, 42, 51, 80, 82–83, 114–115 Unit 2: 120, 122–123, 158, 160–161, 230–231 Unit 3: 4 Unit 4: 120, 230–231 Unit 5: 4, 21 Unit 6: 120, 198–199, 230–231 Unit 7: 4, 21, 114–115 Unit 8: 120, 162–163 Unit 9: 4, 110–111, 114–115 Unit 10: 120, 122–123, 230–231
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.	TEACHER RESOURCE SYSTEM: Unit 2: 230–231 Unit 4: 230–231 Unit 7: 114–115 Unit 10: 122–123

Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TEACHER RESOURCE SYSTEM: Unit 1: 74–75, 132–133 Unit 2: 146–147, 162–163, 190–191 Unit 6: 230–231 Unit 10: 208–209, 216–217, 226–227
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TEACHER RESOURCE SYSTEM:
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 114–115 Unit 8: 190–191
LANGUAGE STANDARDS		
Conventions of Standard English		Benchmark Ready to Advance
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.1.1a	Print all upper- and lowercase letters.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 56–57, 92–93, 100–101, 106–107, 110–111 Unit 2: 146–147 LEVELED TEXT TEACHER'S GUIDES: Unit 9: <i>Clothes Then and Now</i> (K/20) LANGUAGE MINI-LESSONS HANDBOOK: 2–3 (Use Common and Proper Nouns), Language BLM 1
L.1.1b	Use common, proper, and possessive nouns.	TEACHER RESOURCE SYSTEM: Unit 1: 9, 16–17, 24–25, 30–31, 36–37, 76–77, 84–85, 92–93 Unit 2: 140–141, 152–153, 163 Unit 3: 18–19, 24–25, 38–39 Unit 7: 9, 16–17, 24–25, 30–31, 36–37, 106–107 LANGUAGE MINI-LESSONS HANDBOOK: 2–3 (Use Common and Proper Nouns), 4–5 (Use Possessive Nouns), Language BLM 1, Language BLM 2
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	TEACHER RESOURCE SYSTEM: Unit 2: 125, 132–133, 140–141, 146–147, 172–173, 192–193, 216–217, 222–223 Unit 3: 9, 16–17, 30–31, 36–37, 100–101, 106–107 Unit 4: 210–211, 228–229 Unit 7: 47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101 LANGUAGE MINI-LESSONS HANDBOOK: 6–7 (Use Subject-Verb Agreement), Language BLM 3
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	TEACHER RESOURCE SYSTEM: Unit 3: 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93 Unit 8: 125, 132–133, 140–141, 146–147, 152–153, 216–217, 222–223 LANGUAGE MINI-LESSONS HANDBOOK: 8–9 (Use Pronouns), Language BLM 4
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	TEACHER RESOURCE SYSTEM: Unit 1: 47, 54–55, 62–63, 68–69, 74–75, 100–101, 106–107, 110–111 Unit 4: 134–135, 154–155 Unit 8: 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209 LANGUAGE MINI-LESSONS HANDBOOK: 10–11 (Use Past, Present, and Future Tense), Language BLM 5
L.1.1f	Use frequently occurring adjectives.	TEACHER RESOURCE SYSTEM: Unit 4: 124–125, 132–133, 140–141, 146–147, 152–153, 216–217, 222–223 Unit 8: 167 Unit 9: 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 90–91, 100–101, 106–107 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Helping Animals</i> (E/8) Unit 3: <i>Johnny Appleseed</i> (D/5) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E/8) LANGUAGE MINI-LESSONS HANDBOOK: 12–13 (Use Adjectives), Language BLM 6
L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	TEACHER RESOURCE SYSTEM: Unit 4: 220–221 Unit 6: 132–133, 140–141, 146–147, 152–153, 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 222–223 LANGUAGE MINI-LESSONS HANDBOOK: 14–15 (Produce Complete Compound Sentences), 16–17 (Expand Complete Compound Sentences), 18–19 (Use Conjunctions), Language BLM 7, Language BLM 8, Language BLM 9
L.1.1h	Use determiners (e.g., articles, demonstratives).	TEACHER RESOURCE SYSTEM: Unit 2: 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209 LANGUAGE MINI-LESSONS HANDBOOK: 20–21 (Use Determiners), Language BLM 10

L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).	TEACHER RESOURCE SYSTEM: Unit 5: 47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93 LANGUAGE MINI-LESSONS HANDBOOK: 22–23 (Use Prepositions), Language BLM 11
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TEACHER RESOURCE SYSTEM: Unit 5: 30–31, 36–37, 100–101, 106–107 Unit 6: 124–125, 132–133, 140–141, 146–147, 152–153, 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223 LANGUAGE MINI-LESSONS HANDBOOK: 14-15 (Produce Complete Compound Sentences), 16- 17 (Expand Complete Compound Sentences), 24-25 (Produce Simple Sentences), 26-27 (Expand Simple Sentences), Language BLM 7, Language BLM 8, Language BLM 12, Language BLM 13
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TEACHER RESOURCE SYSTEM: Unit 9: 36–37
L.1.2a	Capitalize dates and names of people.	TEACHER RESOURCE SYSTEM: Unit 1: 84–85, 92–93 Unit 2: 152–153 Unit 6: 216–217 LANGUAGE MINI-LESSONS HANDBOOK: 2–3 (Use Common and Proper Nouns), Language BLM 1
L.1.2b	Use end punctuation for sentences.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 100–101, 106–107 Unit 5: 9, 16–17, 24–25, 30–31, 36–37, 100–101, 106–107 Unit 8: 216–217 LANGUAGE MINI-LESSONS HANDBOOK: 14-15 (Produce Complete Compound Sentences), 16- 17 (Expand Complete Compound Sentences), 24-25 (Produce Simple Sentences), 26-27 (Expand Simple Sentences), Language BLM 7, Language BLM 8, Language BLM 12, Language BLM 13
L.1.2c	Use commas in dates and to separate single words in a series.	TEACHER RESOURCE SYSTEM: Unit 4: 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209 Unit 9: 9, 16–17, 24–25, 30–31, 92–93, 100–101 LANGUAGE MINI-LESSONS HANDBOOK: 28-29 (Use Commas), Language BLM 14
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 108 Unit 2: 148, 186, 224 Unit 3: 18–19, 32, 56–57, 70, 86–87, 94–95, 108 Unit 4: 134–135, 148, 172–173, 186, 210–211 Unit 5: 18–19, 32, 56–57, 70, 94–95, 108 Unit 6: 134–135, 148, 172–173, 186, 210–211, 224 Unit 7: 32, 70, 94–95, 108, 112–113 Unit 8: 142, 148, 186, 224 Unit 9: 18–19, 32, 56–57, 70, 94–95, 108 Unit 10: 134–135, 148, 172–173, 186, 210–211, 224 LANGUAGE MINI-LESSONS HANDBOOK: 30-31 (Use Spelling Strategies), Language BLM 15
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 108 Unit 2: 148, 186, 224 Unit 3: 32, 70, 108 Unit 4: 148, 186, 224 Unit 5: 32, 70, 108 Unit 6: 148, 186, 224 Unit 7: 32, 70, 94–95, 108 Unit 8: 148, 186, 224 Unit 9: 32, 70, 108 Unit 10: 148, 186, 224 LANGUAGE MINI-LESSONS HANDBOOK: 30-31 (Use Spelling Strategies), Language BLM 15
Knowledge of Language		Benchmark Ready to Advance
L.1.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		Benchmark Ready to Advance
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.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 33, 59, 71, 109 Unit 2: 149, 175, 187, 225 Unit 3: 33, 71, 111 Unit 4: 149, 175, 187, 213, 225 Unit 5: 33, 71, 109 Unit 6: 129, 149, 175, 187, 225 Unit 7: 33, 59, 71, 80, 97, 109 Unit 8: 129, 149, 175, 187, 196, 205, 225 Unit 9: 13, 59, 71, 109 Unit 10: 144–145, 149, 175, 187, 196, 205, 225 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Families Help</i> (C/4), <i>Rules</i> (F/10) Unit 2: <i>Poor Turkey Girl</i> (C/4), <i>Hansel and Gretel</i> (D/5), <i>The Little Red Hen</i> (F/10) Unit 4: <i>A New Friend</i> (G/11), <i>Mutt in Michigan</i> (G/11), <i>Albert's Nest</i> (G/11) Unit 5: <i>People Who Use Magnets at Work</i> (E/8), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Communication</i> (H/13) Unit 6: <i>The Wind and the Sun</i> (F/9), <i>The Boy Who Cried Wolf</i> (G/11), <i>The Ugly Duckling</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14) Unit 7: <i>Then and Now</i> (F/10), <i>Matthew Henson</i> (G/12), <i>Early American Portrait Artists</i> (H/13), <i>A Throne for the King</i> (I/16) Unit 8: <i>Summer to Fall</i> (F/10), <i>Ready for Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>Hurricane Diary</i> (G/12), <i>Demeter and Persephone</i> (H/13), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>Choices Choices</i> (G/12), <i>Providing Services</i> (G/12), <i>Shopping with the Nicholas Family</i> (H/13), <i>Dollars and Cents</i> (H/14), <i>Peaches All the Time</i> (I/16), <i>Firefighters Need Our Support</i> (J/18) Unit 10: <i>Light</i> (F/10), <i>Around the World with Music</i> (H/14), <i>Electricity Makes the World Better</i> (I/15), <i>Our Sun</i> (I/16), <i>Benjamin Franklin</i> (J/18) READER'S THEATER HANDBOOK: Unit 1: 11, 12, 15 Unit 2: 23, 24, 27 Unit 3: 35, 36, 39 Unit 4: 48, 51 Unit 5: 60, 63 Unit 6: 71, 72, 75 Unit 7: 83, 84, 87 Unit 8: 95, 96, 99 Unit 9: 107, 108, 111 Unit 10: 120, 123

L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	<p>TEACHER RESOURCE SYSTEM: Unit 5: 51 Unit 6: 167 Unit 7: 56–57, 76–77 Unit 10: 213</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Have Rules</i> (F/9) Unit 2: <i>A Tug of War</i> (C/3), <i>Neighbors at Play</i> (D/6), <i>Clean Up! Our Earth Day Project</i> (E/7) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>A Frog Someday</i> (F/9), <i>How Raven Became Black...</i> (F/10), <i>Watch a Butterfly Grow</i> (H/13) Unit 4: <i>The Fourth! Our Show</i> (E/7), <i>Who Will Bell the Cat?</i> (E/8), <i>Liam's Library</i> (F/9) Unit 6: <i>The Emperor's New Clothes</i> (G/11), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 7: <i>The Old Gray Mare</i> (G/12), <i>Writing About America</i> (H/13), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Star Light, Star Bright</i> (H/13), <i>Why the Sky Is Far Away</i> (J/18) Unit 10: <i>Carver and Edison: Two American Inventors</i> (I/15)</p>
L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<p>TEACHER RESOURCE SYSTEM: Unit 6: 205 Unit 9: 50, 71</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Crowded Hut</i> (F/9) Unit 7: <i>My Time Box</i> (G/11) Unit 9: <i>The Farm Stand Mystery</i> (H/14), <i>Using Resources to Build</i> (I/16)</p>
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 144–145 Unit 5: 13, 59</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>City Mouse and Country Mouse</i> (F/10) Unit 3: <i>Penguins in Antarctica</i> (E/8), <i>Watch a Frog Grow</i> (F/9) Unit 4: <i>How the Camel Got Its Hump</i> (D/5) Unit 5: <i>Jacques Cousteau</i> (G/11) Unit 8: <i>Stormy Stuart</i> (I/16) Unit 10: <i>Sounds</i> (G/12)</p>
L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<p>TEACHER RESOURCE SYSTEM: Unit 3: 97</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Old MacDonald</i> (F/10) Unit 5: <i>Technology Today</i> (G/12) Unit 6: <i>The Milkmaid and Her Pail</i> (F/10), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14) Unit 7: <i>Growing Older</i> (G/11)</p> <p>READER'S THEATER HANDBOOK: Unit 10: 119</p>
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<p>TEACHER RESOURCE SYSTEM: Unit 3: 13, 42, 59 Unit 10: 176–177</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Helping Friends</i> (C/4), <i>Vote!</i> (D/6), <i>Rules at School</i> (E/7), <i>Doing Jobs Together</i> (E/8) Unit 2: <i>Hercules and the Stables</i> (D/5) Unit 3: <i>Baby Bumblebee</i> (E/8), <i>A Seed Needs Help</i> (E/8) Unit 4: <i>Mojave Mutt</i> (F/10) Unit 7: <i>Famous Landmarks</i> (F/10) Unit 8: <i>Thunderstorms Are the Best Storms</i> (I/16) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 47 Unit 5: 59</p>
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 129, 196, 205 Unit 5: 89 Unit 8: 213</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Leaders Can Help</i> (D/5), <i>Remember the Rules</i> (E/7) Unit 2: <i>Issun Boshi</i> (D/6) Unit 6: <i>How Bear Lost His Tail</i> (F/10), <i>Dog and His Reflection</i> (G/12), <i>How Elephant Made Peanut Butter</i> (I/15) Unit 10: <i>Heat</i> (G/11)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 47</p>
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., because).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 129, 130–131, 138–139, 168–169, 175, 206–207, 216–217 Unit 3: 13, 59, 97 Unit 4: 175 Unit 5: 59 Unit 6: 129, 167, 175, 205 Unit 8: 129, 205, 213 Unit 9: 13 Unit 10: 176–177</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3) Unit 2: <i>Chicken Little</i> (D/5) Unit 3: <i>How Does a Cactus Grow?</i> (G/11) Unit 5: <i>Make a Sundial</i> (H/14) Unit 7: <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>Clothes Long Ago</i> (I/15) Unit 8: <i>The Courageous Soldier</i> (G/12) Unit 10: <i>Life in the City</i> (H/13), <i>Looking Into Space</i> (I/16)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 12–13 Unit 2: 24–25 Unit 3: 36–37 Unit 4: 48–49 Unit 5: 60–61 Unit 7: 84–85 Unit 8: 96–97 Unit 9: 108–109 Unit 10: 120–121</p>

Benchmark Advance Grade 2 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain	English Language Development
1. Government at Work	1	Ask Questions	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Recount Story Events Describe the Overall Structure of a Story Acknowledge Differences in the Pointsof View of Characters Compare and Contrast Key Points inTwo Texts on the Same Topic 	Determine the Meaning of Words and Phrases	Writing to Sources: Personal Letter	Understand Collective Nouns	Short Vowels, Initial Blends, Final Blends, Consonant Digraphs	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	run, him, box, flag, jump, stand, wet, this, chest, shop	smoke jumper, rough terrain, parachute, equipment, gear, citizens, symbol	<ul style="list-style-type: none"> Identify Nouns Ask Questions to Understand Narrative Write to Sources Express Events in Sequence with Past Tense Verbs Use Number Adjectives
	2	Ask Questions	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Compare and Contrast Key Points inTwo Texts on the Same Topic Describe the Connection Between a Seriesof Events 	Determine the Meaning of Words and Phrases	Performance Task Practice	Produce Complete Simple Sentences	Closed and Open Syllables	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	go, we, hi, no, she, napkin, dentist, problem, open, silent	government, laws, fine, court, decision, judge	<ul style="list-style-type: none"> Use Adjectives Subjects and Verbs Subject-Verb Agreement Use Collective Nouns Use Prepositional Phrases
	3	Ask Questions	<ul style="list-style-type: none"> Recount Story Events Acknowledge Differences in the Pointsof View of Characters Compare and Contrast Key Points inTwo Texts on the Same Topic 	Distinguish Shades of Meaning	Performance Task Practice	Use Reflexive Pronouns	Long a (ai, a, ea, ay)	<ul style="list-style-type: none"> Expression: Dramatic Expression* Expression: Characterization/Feelings* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	day, rain, mail, play, paint, stay, break, great, chain, say	dangerous, worried, badly, surprise, eager, sad, bothered, dreadfully, unexpected, risky, excited, scorching, miserable, gloomy, heartbroken, attack, code, defeat	<ul style="list-style-type: none"> Identify Verb and Verb Phrases Identify and Use Pronouns Form and Use Regular Past Tense Verbs Use Linking Words Form and Use Irregular Past Tense Verbs

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
2. Characters Facing Challenges	1	Visualize	<ul style="list-style-type: none"> • Recount Story Events • Determine the Central Message • Describe How Characters Respond to Major Events and Challenges • Compare and Contrast Two Versions of the Same Story 	Distinguish Shades of Meaning Among Related Adjectives	Process Writing: Personal Narrative	Form and Use the Past Tense of Irregular Verbs	Long o: oa, o, oe, ow	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Recount or Describe Key Details • Ask and Answer Questions to Gather Information or to Clarify 	float, grow, cold, loaf, going, roast, bow, both, throw, soap	plain, drab, mean, great, beautiful, tall, towering, dingy, good, greeted, mistreated, palace, pledged	<ul style="list-style-type: none"> • Use Pronouns to Recount • Use Adjectives to Describe • Narrative Process Writing • Use Signal Words to Connect Ideas • Use “and” to Link Verbs
	2	Visualize	<ul style="list-style-type: none"> • Recount Story Events • Describe How Characters Respond to Major Events and Challenges • Answer Questions to Demonstrate Understanding of Key Details • Use Illustrations and Text to Demonstrate Understanding of Characters, Setting, or Plot • Determine the Central Message 	Distinguish Shades of Meaning Among Related Verbs	Process Writing: Personal Narrative	Form and Use Adverbs	Long e: ee, ea, e, e_e, y, ey, ie	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Recount or Describe Key Details • Ask and Answer Questions to Gather Information or to Clarify 	tree, need, clean, read, key, happy, funny, leaf, queen, piece	cried, said, yelled, roared, shouted, screamed, rushed, giggle, cackle, plenty, tumbled	<ul style="list-style-type: none"> • Use Words to Link Ideas in a Sentence • Identify Prepositional Phrases in a Sentence • Form and Use Contractions • Use Verbs With Shades of Meaning • Use Regular and Irregular Past Tense Verbs
	3	Visualize	<ul style="list-style-type: none"> • Recount Story Events • Determine the Central Message • Compare and Contrast Two Versions of the Same Story 	Distinguish Shades of Meaning Among Related Verbs	Process Writing: Personal Narrative	<ul style="list-style-type: none"> • Use the Past Tense of Irregular Verbs • Use of Reflexive Pronouns 	Long i: ie, i, y, igh)	<ul style="list-style-type: none"> • Expression: Anticipation/ Mood* • Prosody: Inflection/Intonation— Volume* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Recount or Describe Key Details • Ask and Answer Questions to Gather Information or to Clarify 	child, high, kind, cried, sky, tired, night, light, dry, bright	yelled, cried, roared, said, knocked, sip, drink, gulp, diploma, fierce, guarded	<ul style="list-style-type: none"> • Use Adverbs to Describe Verbs • Use a Verb to Indicate a Command • Use Adjectives • Understand Descriptive Adverbs • Use Adverbs that End In “-ly”

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
3. Plants and Animals in Their Habitats	1	Determine Text Importance	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Use Text Evidence to Draw Inferences Recount Key Story Events Describe the Overall Structure of a Story Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning Among Related Adjectives	Writing to Sources: Informative Report	Produce Complete Compound Sentences	Long u: ew, ue, u, u_e	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	use, few, cute, huge, cube, music, rescue, menu, fuel, January	big, gigantic, huge, large, enormous, delicious, tasty, cold, freezing, chilly, hot, dry, tired, exhausted, drowsy, sleepy, barren, desert, fragile, harsh, huddle	<ul style="list-style-type: none"> Apply Subject-Verb Agreement Use Prepositions and Prepositional Phrases Informative Write to Sources Use Adjectives to Add Details Use Singular and Plural Nouns
	2	Determine Text Importance	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain how Images Contribute to and Clarify a Text Use Text Evidence to Draw Inferences Compare and Contrast Key Points in Two Texts on the Same Topic to Make Connections Across Texts 	Determine the Meaning of Words and Phrases	Writing to Sources: Informative Report	Capitalize Holidays and Geographic Names	r- Controlled Vowel ar	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	car, star, march, smart, hard, farm, large, shark, garden, yard	habitat, grasslands, prairie, savanna, blubber, tundra, coral, shallow, thaws	<ul style="list-style-type: none"> Use Proper Nouns Condense Ideas and Sentences Use Pronouns Use Proper Nouns to Describe Use Adjectives to Add Details
	3	Determine Text Importance	<ul style="list-style-type: none"> Recount Story Events Describe the Overall Structure of a Story Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning Among Related Adjectives	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Create Compound Sentences Check and Correct Capitalization 	r- Controlled Vowels er, ir, ur	<ul style="list-style-type: none"> Prosody: Speed/Pacing– Varied* Inflection and Intonation– Stresses* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	bird, hurt, her, nurse, girl, shirt, burn, third, never, winter	loud, earsplitting, freezing, cool, quiet, silent, hushed, peaceful, hungry, scaring, happy, delighted, afraid, terrified, silly, goofy, hot, fled, peered, terror	<ul style="list-style-type: none"> Use Prepositional Phrases to Describe Time Use Pronouns Recognize Shades of Meaning in Verbs Linking Words Use Prepositional Phrases to Add Details

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
4. Many Characters, Many Points of View	1	Make Inferences/Predictions	<ul style="list-style-type: none"> Recount Story Events Describe the Overall Structure of a Story Acknowledge Differences in the Points of View of Characters Describe How Characters Respond to Major Events and Challenges Compare and Contrast Two Folktales 	Describe How Words and Phrases Supply Rhythm and Meaning in a Story	Writing to Sources: Opinion Essay	Use Adjectives Correctly	r-Controlled Vowel or, oar, ore	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	fork, born, more, store, oars, roar, horn, before, sports, wore	happily, suddenly, admired, boasted, unique	<ul style="list-style-type: none"> Use Pronouns Understand Prepositional Phrases Opinion Write to Sources Use Adjectives to Describe Characters Use Comparative Adjectives and Adverbs
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> Recount Story Events Describe the Overall Structure of a Story Describe How Characters Respond to Major Events and Challenges Compare and Contrast the Central Message in Two Stories 	Identify Real-Life Connections Between Words and Their Uses	Writing to Sources: Opinion Essay	Form and Use Contractions	r-Controlled Vowels ear, eer, ere	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	year, deer, near, clear, here, cheer, fear, ears, hear, steer	stir, mix, swirl, sniff, smell, breathe in, taste, sample, sip, share, dropped, whispered, rubbed, tasty, delicious, begged, begged, feast, spare	<ul style="list-style-type: none"> Use Time Words and Phrases Use Adjectives to Describe Use Time Words to Order Events Use Coordinating Conjunctions Analyze Contractions
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> Recount Story Events Acknowledge Differences in the Points of View of Characters Compare and Contrast Two Versions of the Same Story 	Describe How Words and Phrases Supply Rhythm and Meaning in a Story	Writing to Sources: Opinion Essay	<ul style="list-style-type: none"> Descriptive Words Correct Use of Contractions 	r-Controlled Vowels air, are, ear, ere	<ul style="list-style-type: none"> Inflection and Intonation: Pitch* Expression: Dramatic Expression* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	where, hair, pear, care, share, stairs, square, bear, wear, chair	side, rose, plus, sign, direction, deal, lot, encouragement, insulted, rubble, tidy	<ul style="list-style-type: none"> Irregular Past Tense Verbs Identify Verbs Phrases Use Adjectives to Describe Use Adverbs to Describe Analyze Compound Nouns

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
5. Solving Problems Through Technology	1	Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Explain How Images Contribute to a Text Use Text Evidence to Draw Inferences Compare and Contrast Key Points in Two Biographies About Inventors 	Determine the Meaning of Compound Words	Process Writing: Opinion Essay	Expand Simple and Compound Sentences	Vowel-Consonant and Consonant-le Syllables	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	apple, baseball, hope, inside, little, mistake, purple, shape, table, useful	staircase, outside, streetcar, windshield, forever, snowstorm, headlights, overcoat, accident, grip, noticed	<ul style="list-style-type: none"> Use Possessive Adjective and Possessive Pronouns Use Adjectives Opinion Process Writing Understand Possessive Nouns Use Serial Commas
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to a Text Use Text Evidence to Draw Inferences Compare and Contrast Key Points in Two Texts 	Determine the Meaning of Multiple-Meaning Words	Process Writing: Opinion Essay	Consult Reference Materials to Spell Words Correctly	Vowel Teams /oi/: oi, oy	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	boy, toy, boil, coin, join, enjoy, joyful, point, noise, voice	slide, ring, big, stood, letter, for, benefited, communication, benefited, communication, improvements, tutor	<ul style="list-style-type: none"> Use Past Tense Verbs Identify Nouns and Noun Phrases Use Prepositional Phrases Understand and Use Multiple-Meaning Words Use Irregular Past Tense Verbs
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Compare and Contrast Key Points in Two Texts on the Same Topic 	Determine the Meaning of Compound Words	Process Writing: Opinion Essay	<ul style="list-style-type: none"> Check and Correct Spelling Use of Collective Nouns 	Vowel Teams /ou/: ou, ow	<ul style="list-style-type: none"> Phrasing: Subject/Predicate* Speed/Pacing: Short Pause* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	out, count, round, now, brown, town, mouth, owl, house, cow	classroom, hallway, everything, birthday, treehouse, sunshine, blueberry, assignments, lonely, signal	<ul style="list-style-type: none"> Use Irregular Comparative and Superlative Adjectives Use "And" to Connect Ideas Understand Subject and Object Pronouns Use Technology Nouns Use Adjectives

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
6. Tales to Live By	1	Make Connections	<ul style="list-style-type: none"> Recount Story Events Describe the Overall Structure of a Story Determine the Central Message Acknowledge Differences in the Points of View of Characters Use Text Evidence to Draw Inferences Compare and Contrast the Central Message in Two Stories 	N/A	Writing to Sources: Fictional Diary Entry	Rearrange Simple and Compound Sentences	Vowel Teams /oo/: oo, ui, ew, ue, u, ou, oe	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	new, truth, grew, shoe, July, blue, too, soon, fruit, true	greedy, precious, scrumptious	<ul style="list-style-type: none"> Use Adjectives to Describe Use Irregular Past Tense Verbs Narrative Write to Sources Use Pronouns and Their Antecedents Use Linking Words
	2	Make Connections	<ul style="list-style-type: none"> Recount Story Events Acknowledge Differences in the Points of View of Characters Draw Inferences About Characters Compare and Contrast the Central Message in Two Texts 	Identify Real-Life Connections Between Words and Their Uses	Writing to Sources: Fictional Diary Entry	Choose Between Adjectives and Adverbs	Vowel Teams /oo/: oo, ou	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	book, look, cook, foot, stood, good, shook, could, would, should	wise, selfish, delicious, tasty, healthful, crispy, refreshing, bitter, yummy, bitter, refreshing, selfish	<ul style="list-style-type: none"> Use Adjectives to Compare Identify Idioms Use Serial Commas Use Multiple Adjectives Use Third Person Pronouns
	3	Make Connections	<ul style="list-style-type: none"> Recount Story Events Compare and Contrast Central Messages in Two Stories 	Use a Dictionary to Clarify the Meaning of Unfamiliar Words	Writing to Sources: Fictional Diary Entry	<ul style="list-style-type: none"> Improve Sentence Fluency by Rearranging Sentences Edit for Correct Adjective and Adverb Use 	Vowel Teams /ô/: al, aw, au, (w)	<ul style="list-style-type: none"> Expression: Anticipation/Mood* Phrasing: High-Frequency Words* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	ball, small, straw, draw, fault, tall, walk, talk, salt, launch	pummeled, snickered, dismounted, dodged, stumbled, uneven	<ul style="list-style-type: none"> Use Informal English Use Adverbs Link Verbs with "and" Use Compound Nouns Use Prepositional Phrases

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
7. Investigating the Past	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Describe the Connections Between a Series of Events or Ideas Compare and Contrast the Most Important Points in Texts on the Same Topic 	<ul style="list-style-type: none"> Compare Formal and Informal Uses of Language Distinguish Shades of Meaning Among Related Verbs 	Process Writing: Informative Report	Form and Use Past Tense Irregular Verbs	Compound Words	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	railroad, moonlight, cowboy, bathroom, toothbrush, birthday, doorknob, seashell, snowball, starfish	ambitious, element, ambitious, exhausted, herd	<ul style="list-style-type: none"> Use Proper Nouns Use Cause and Effect Signal Words Informative Write to Sources Understand Prepositional Phrases Use Compound Words
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Describe Connections Between a Series of Events or Ideas Use Key Details in Two Texts to Demonstrate Understanding 	Compare Formal and Informal Uses of Language	Process Writing: Informative Report	Understand Formal Uses of English	Inflectional Endings with Spelling Changes	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	running, hopped, sitting, making, using, taking, liked, raked, winning, smiled	you, your, formal, informal, captured, honor, record, research	<ul style="list-style-type: none"> Use Verbs Use Conjunctions to Link Nouns Use Pronouns Use Multiple Meaning Words Use Technology Words
	3	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning Among Related Adjectives	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Irregular Past Tense Verbs Edit for Formal Use of English 	Related Root Words	<ul style="list-style-type: none"> Speed/Pacing: Slow Phrasing: Compound Sentences 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	add, addition, move, movers, moving, work, worked, forgot, forgotten, forgetful	huge, big, wonderful, amazing, great, break, crush, large, good, record, gigantic, discovery, fossils, protect	<ul style="list-style-type: none"> Use Compound Words Use Irregular Past Tense Verbs Use Pronouns Use Adjectives to Describe Identify and Use Proper Nouns

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
8. Wind and Water Change Earth	1	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Analyze How Reasons Support Specific Points in a Text Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	<ul style="list-style-type: none"> Distinguish Shades of Meaning Compare Formal and Informal Uses of Language 	Process Writing: Informative Essay	Form and Use Irregular Plurals	Irregular Plural Nouns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	feet, teeth, lives, five, sheep, men, women, shelves, children, people	damage, destroy, tears, uproot, toss, level, demolish, spoil, worried, afraid, scared, nervous, terrified, damage, debris, opinion, pollution, unpredictable	<ul style="list-style-type: none"> Use Subject-Verb Agreement Use Nouns Informative Write to Sources Identify and Use Proper Nouns Use Contractions to Explain
	2	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Compare and Contrast the Most Important Points in the Two Texts on the Same Topic 	Compare Formal and Informal Uses of Language	Process Writing: Informative Essay	Form and Use Possessives	Words with -er or -or Endings	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	farmer, teacher, visitor, actor, sailor, baker, writer, doctor, dancer, inventor	our, us, canyons, surrounding	<ul style="list-style-type: none"> Use Prepositions with Objects Use Conjunctions to Link Ideas Recognize Adverbs Use Adjectives to Describe Understand First- and Third- Person Pronouns
	3	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Analyze How Reasons Support Specific Points in a Text 	Distinguish Shades of Meaning Among Related Verbs	Process Writing: Informative Essay	<ul style="list-style-type: none"> Edit to Check Form and Use of Irregular Plurals Edit for Correct Form and Use of Possessives 	Comparatives - er, -est	<ul style="list-style-type: none"> Inflection/Intonation: Pitch Phrasing—Compound Sentences 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	faster, fastest, slower, slowest, newer, newest, colder, coldest, taller, tallest	said, shouted, yelled, answered, argued, cried, exclaimed, insisted, objected, stated, whispered, debate, historic, residents	<ul style="list-style-type: none"> Analyze Adverbs Use Singular and Plural Pronouns Use Text Features Use Nouns Use Prepositional Phrases to Explain

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
9. Buyers and Sellers	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify the Main Purpose of a Text Describe the Overall Structure of a Story Use Information in the Text to Draw Inferences Recount Story Events Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Predict the Meaning of Compound Words	Process Writing: Multimedia Presentation	N/A	Words with -y or -ly Endings	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	happy, slowly, lucky, neatly, funny, likely, messy, quickly, rainy, friendly	handmade, indoors, strawberries, nearby, sidewalk, backpack, sunshine, declared, delectable, delighted, factory	<ul style="list-style-type: none"> Using Singular and Plural Nouns Use Adjectives to Describe Multimedia Writing Use Irregular Past Tense Verbs Use Number Adjectives
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Identify the Main Purpose of a Text Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Identify Real-Life Connections Between Words and Their Use	Process Writing: Multimedia Presentation	N/A	Schwa	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	above, ago, about, ahead, away, alone, alike, awake, along, again	product, resources, taste, cardboard	<ul style="list-style-type: none"> Use Conjunctions to Link Ideas Use Pronouns "You" and "Your" Use Serial Commas Use Nouns Use Words to Signal Steps in a Process
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Recount Story Events Use Information in the Text to Draw Inferences Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Predict the Meaning of Compound Words	Process Writing: Multimedia Presentation	N/A	Silent Letters	<ul style="list-style-type: none"> Pausing—Full Stop* Rate: Speed/Pacing—Slow* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	sign, know, write, thumb, comb, gnat, knock, knife, wrong, climb	eerie, impressed, raid, towered, snowman, newspapers, birdhouse, homework, whiteboard, overnight, classroom, footprint	<ul style="list-style-type: none"> Analyze Irregular Verbs Use Prepositional Phrases to Add Details Use Irregular Past Tense Verbs Analyze Words That Signal Steps in a Process Use End Punctuation

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
10. States of Matter	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify the Main Purpose of a Text Explain How Images Contribute to and Clarify a Text Describe the Steps in a Technical Procedure Describe the Features of Two Procedural Texts 	Use Known Root Words as a Clue to Word Meanings	Process Writing: Acrostic Poem	N/A	Possessives	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	cat's, Mom's, house's, sun's, tree's, boys', doctors', dogs', classes', children's	Useable, reuse, sculptors, sculpture, competition, compete, construction, use, create, knowledge, know, creations, scrapers, ancient, construct, mixture, transformed	<ul style="list-style-type: none"> Analyze Text Features Use Conjunctions Poetry Identify Reflexive Pronouns Use Verbs
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Use Information from the Text to Draw Inferences Use Information from Two Texts to Answer a Question 	Use Known Root Words as a Clue to Word Meanings	Process Writing: Acrostic Poem	N/A	Prefixes un-, re-, dis-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	unsafe, unlock, rehear, reuse, unhappy, unpack, dislike, disagree, reread, distrust	addition, shredding, container, smaller, transformed, severe, transferring	<ul style="list-style-type: none"> Use Serial Commas Use Verbs to Start Sentences Use Pronouns Use the Conjunction "And" to Connect Ideas Use Prefixes Re- and Un-
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Steps in a Technical Procedure Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Identify Real-Life Connections Between Words and Their Uses	Reflect on Writing	N/A	Suffixes -ful, -less	<ul style="list-style-type: none"> Inflection/Intonation-Pitch* Speed/Pacing-Variation* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	careful, useful, helpful, painless, fearless, spotless, colorful, speechless, priceless	mountain, sculpture, attraction, government officials, attraction, jagged, peaks, ruin	<ul style="list-style-type: none"> Use Multiple-Meaning Words Use Common and Proper Nouns Introduce Proper Adjectives Use Past Tense Verbs Use Adjectives to Describe

Benchmark Advance: Correlation to the MAS ELA Standards for Grade 2

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Advance
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 24–25, 50–51, 58–59, 62–63, 66–67, 72–73, 86–87, 88–89, 94–95, 96–97, 100–101, 102–103, 104–105, 110–111, 113 Unit 2: 128–129, 144–145, 157, 168–169, 176–177, 196–197 Unit 3: 24–25, 30–31, 86–87, 94–95, 102–103, 113 Unit 4: 124–125, 128–129, 144–145, 157, 158–159, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 206–207, 214–215, 222–223, 228–229, 233 Unit 6: 124–125, 128–129, 152–153, 158–159, 184–185, 195, 214–215, 222–223, 228–229 Unit 8: 142–143, 182–183, 220–221 Unit 9: 24–25, 32–33, 84–85, 86–87, 94–95, 102–103 Unit 10: 142–143, 157</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20) Unit 3: <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Cat in Boots</i> (H/13), <i>The Three Billy Goats Gruff</i> (I/16), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24) Unit 7: <i>A Bowl of Dust</i> (J/18) Unit 9: <i>Simple Simon</i> (H/NA)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15, 19 Unit 2: 21, 27 Unit 3: 33 Unit 7: 81, 82, 83, 84, 85 Unit 8: 99, 100 Unit 9: 105, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127</p>
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 24–25, 86–87, 94–95 Unit 2: 128–129, 136–137, 144–145, 168–169, 176–177, 206–207, 214–215, 222–223 Unit 4: 158–159, 196–197 Unit 5: 29, 69, 107 Unit 6: 128–129, 136–137, 144–145, 158–159, 168–169, 176–177, 196–197, 204–205, 222–223, 228–229, 233 Unit 9: 24–25</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Alice's Trial</i> (L/24) Unit 2: <i>Turkey Girl</i> (H/14), <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20), <i>John Henry</i> (K/NA) Unit 3: <i>The Ants Have a Picnic</i> (F/9), <i>My First Aquarium</i> (F/10), <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Rapunzel</i> (H/14), <i>Cat in Boots</i> (H/13), <i>The Three Billy Goats Gruff</i> (I/16), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>The Lion and the Mouse</i> (J/NA), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24), <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>A Bowl of Dust</i> (J/18), <i>William's Journal</i> (L/24) Unit 8: <i>Paul Bunyan</i> (J/NA), <i>Neptune and Minerva</i> (M/NA) Unit 9: <i>A Trip to the Market</i> (G/12) Unit 9: <i>Simple Simon</i> (H/NA) Unit 10: <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15, 19 Unit 2: 21, 25, 27, 29, 30, 31 Unit 3: 33, 35, 36, 37, 39, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 8: 93, 94, 95, 96, 97 Unit 9: 111, 112, 113, 114, 115</p>
RL.2.3	Describe how characters in a story respond to major events and challenges.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 68 Unit 2: 148, 150–151, 184–185, 226 Unit 3: 68, 106 Unit 4: 152–153, 158–159, 188, 190–191, 222–223, 226 Unit 5: 107 Unit 6: 134–135, 148, 184–185 Unit 8: 188</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Alice's Trial</i> (L/24) Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>Turkey Girl</i> (H/14), <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20) Unit 3: <i>The Ants Have a Picnic</i> (F/9), <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Rapunzel</i> (H/14), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>The Lion and the Mouse</i> (J/NA), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24), <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>William's Journal</i> (L/24) Unit 8: <i>Paul Bunyan</i> (J/NA) Unit 9: <i>A Trip to the Market</i> (G/12), <i>Simple Simon</i> (H/NA) Unit 10: <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15, 17, 18 Unit 2: 21, 23, 24, 25, 27, 29, 30, 31 Unit 3: 33, 35, 36, 37, 39, 41, 42, 43 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 87, 88, 89, 90, 91 Unit 8: 99, 100 Unit 9: 105 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127</p>
Craft and Structure		Benchmark Advance
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23 Unit 2: 220–221 Unit 3: 22–23, 32–33, 100–101 Unit 4: 149, 150–151, 227 Unit 5: 22–23, 29, 62–63 Unit 6: 227 Unit 7: 22–23, 29, 75 Unit 10: 130–131</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20), <i>John Henry</i> (K/NA) Unit 3: <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Rapunzel</i> (H/14), <i>Cat in Boots</i> (H/13), <i>The Three Billy Goats Gruff</i> (I/16), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>The Lion and the Mouse</i> (J/NA), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24), <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>Finding Fossils</i> (I/15), <i>William's Journal</i> (L/24) Unit 8: <i>Paul Bunyan</i> (J/NA) Unit 9: <i>A Trip to the Market</i> (G/12), <i>Simple Simon</i> (H/NA) Unit 10: <i>Measure Up!</i> (H/13), <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 33, 35, 36, 37 Unit 8: 93, 94, 95, 96, 97 Unit 9: 111, 112, 113, 114, 115</p>

RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 30–31 Unit 2: 126–127 Unit 3: 24–25, 30–31, 86–87, 94–95, 102–103 Unit 4: 128–129, 144–145, 158–159, 168–169, 176–177, 184–185, 206–207, 214–215 Unit 5: 100–101 Unit 6: 134–135, 206–207, 214–215 Unit 9: 30–31, 86–87, 94–95</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Alice's Trial</i> (L/24) Unit 2: <i>Brer Rabbit Hears a Noise</i> (J/18) Unit 4: <i>Cat in Boots</i> (H/13), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18) Unit 7: <i>William's Journal</i> (L/24) Unit 10: <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 5: 63, 64, 65, 66, 67</p>
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 32–33, 102–103 Unit 2: 227 Unit 4: 136–137, 222–223 Unit 6: 149, 150–151, 190–191</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>John Henry</i> (K/NA), <i>Androcles and the Lion</i> (K/20) Unit 6: <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>Charlie's Museum Adventure</i> (I/15)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 19 Unit 2: 23, 25, 31 Unit 3: 33, 35, 36, 37, 39 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 6: 75, 76, 77, 78, 79 Unit 7: 87, 88, 89, 90, 91 Unit 8: 99, 100 Unit 9: 105, 107, 108, 109 Unit 10: 117, 118, 119, 120, 121</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
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.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 190–191, 196–197 Unit 3: 102–103</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>John Henry</i> (K/NA) Unit 4: <i>Rapunzel</i> (H/14), <i>The Three Billy Goats Gruff</i> (I/16) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Bremen Town Musicians</i> (L/24) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>A Bowl of Dust</i> (J/18) Unit 8: <i>Paul Bunyan</i> (J/NA) Unit 9: <i>A Trip to the Market</i> (G/12)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15 Unit 2: 27, 30 Unit 3: 33, 43 Unit 4: 51, 52, 53, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 7: 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100 Unit 10: 117, 118, 119, 120, 121</p>
RL.2.8	(Not applicable to literature)	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 158–159, 228–229 Unit 4: 158–159, 228–229</p> <p>READER'S THEATER HANDBOOK: Unit 2: 21 Unit 4: 45, 46, 49 Unit 5: 67 Unit 6: 79 Unit 7: 85, 91 Unit 8: 97 Unit 9: 111, 112, 113, 114, 115</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
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.	<p>TEACHER RESOURCE SYSTEM: Unit 10: 138–139</p> <p>GRADE 2 TEXTS FOR CLOSE READING: The literature selections in these units reflect the range of genres students will read in the grades 2–3 text complexity band.</p> <p>Unit 1: Government at Work (poetry, historical fiction, realistic fiction, fantasy) Unit 2: Characters Face Many Challenges (fantasy, fairy tales, poetry, fable, fourquoi tale) Unit 3: Plants and Animals in Their Habitat (poetry, fantasy, realistic fiction) Unit 4: Many Characters, Many Points of View (fables, poetry, folktales, pourquoi tale, fractured folktale) Unit 5: Solving Problems through Technology (poetry, realistic fiction) Unit 6: Tales to Live By (fables, myths, pourquoi tales, trickster tale, realistic fiction, poetry) Unit 7: Investigating the Past (poetry, realistic fiction) Unit 8: Wind and Water Change Earth (poetry, realistic fiction, folktale) Unit 9: Buyers and Sellers poetry, fantasy, folktale, realistic fiction) Unit 10: States of Matter (poetry)</p>

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details		Benchmark Ready to Advance
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 8–9, 28, 37, 38–39, 47, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 85, 106, 108–109 Unit 3: 8–9, 16–17, 37, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 108–109 Unit 5: 8–9, 24–25, 32–33, 48–49, 56–57, 70–71, 75, 76–77, 86–87, 94–95, 108–109, 113 Unit 7: 8–9, 48–49, 56–57, 70–71, 76–77, 86–87, 94–95, 102–103, 106, 108–109 Unit 8: 126–127, 128–129, 144–145, 157, 168–169, 176–177, 184–185, 195, 205, 214–215, 228–229, 233 Unit 9: 4–5, 8–9, 16–17, 113 Unit 10: 126–127, 128–129, 144–145, 148, 157, 167, 168–169, 176–177, 182, 184–185, 188, 190–191, 195, 196–197, 205, 220, 233</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 4: <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>George Washington Carver</i> (I/15) Unit 7: <i>Finding Fossils</i> (I/15) Unit 9: <i>Simple Simon Is So Simple!</i> (G/12), <i>Supply and Demand</i> (K/20), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Measure Up!</i> (H/13), <i>The States of Matter</i> (H/14), <i>The States of Matter</i> (I/NA)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9</p>
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 48–49, 56–57 Unit 3: 8–9, 48–49, 56–57 Unit 5: 8–9, 14, 24–25, 37, 48–49, 54–55, 56–57, 86–87, 92–93, 94–95 Unit 7: 8–9, 14, 24–25, 48–49, 56–57, 86–87, 94–95 Unit 8: 128–129, 144–145, 168–169, 176–177, 206–207, 214–215 Unit 9: 8–9, 48–49, 56–57 Unit 10: 128–129, 144–145, 168–169, 176–177, 206–207, 214–215</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10), <i>My Mom, Our Mayor</i> (H/13), <i>All Work, No Play</i> (G/11), <i>Who Makes the Rules?</i> (J/18), <i>The Job of the President of the USA</i> (L/24), <i>Enforcing Rules</i> (M/28) Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13) Unit 3: <i>Food in the Forest</i> (F/9), <i>Living in Joshua Tree</i> (F/10), <i>Plants and Animals in Different Seasons</i> (J/18), <i>Polar Habitat s</i> (M/28) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>Push, Pull, Lift</i> (I/16), <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20), <i>Taking Photographs</i> (M/28) Unit 7: <i>Finding Fossils</i> (I/15), <i>Getting Around the Wild West</i> (J/18), <i>George Catlin</i> (J/18), <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18), <i>Mountains</i> (K/20), <i>Twisters</i> (L/24) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Simple Simon Is So Simple!</i> (G/12), <i>Supply and Demand</i> (K/20), <i>Where Does Food Come From?</i> (M/28), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>Measure Up!</i> (H/13), <i>The States of Matter</i> (H/14), <i>The States of Matter</i> (I/NA), <i>What Is Matter?</i> (J/18), <i>Four Faces in Rock</i> (J/18)</p>
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 70–71 Unit 7: 16–17, 70–71, 102–103 Unit 8: 136–137, 184–185 Unit 9: 64–65 Unit 10: 152–153, 158–159, 222–223</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Who Makes the Rules?</i> (J/18) Unit 3: <i>Food in the Forest</i> (F/9), <i>Living in Joshua Tree</i> (F/10), <i>My First Aquarium</i> (F/10), <i>Polar Habitats</i> (M/28) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>Taking Photographs</i> (M/28) Unit 7: <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18), <i>Twisters</i> (L/24), <i>Neptune and Minerva</i> (M/NA) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Supply and Demand</i> (K/20), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>Measure Up!</i> (H/13), <i>What Is Matter?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 5: 63, 64</p>
Craft and Structure		Benchmark Ready to Advance
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 15, 63 Unit 3: 63 Unit 5: 15 Unit 7: 101 Unit 8: 135, 221 Unit 9: 15, 107</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13), <i>All Work, No Play</i> (G/11), <i>Who Makes the Rules?</i> (J/18), <i>The Job of the President of the USA</i> (L/24) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20), <i>Taking Photographs</i> (M/28) Unit 7: <i>Getting Around the Wild West</i> (J/18), <i>George Catlin</i> (J/18), <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18), <i>Mountains</i> (K/20), <i>Twisters</i> (L/24), <i>Neptune and Minerva</i> (M/NA) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Supply and Demand</i> (K/20), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>The States of Matter</i> (H/14), <i>The States of Matter</i> (I/NA), <i>What Is Matter?</i> (J/18), <i>Four Faces in Rock</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13</p>

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.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 16–17, 64–65 Unit 5: 102–103</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>Simple Machines</i> (K/20) Unit 7: <i>Finding Fossils</i> (I/15), <i>Getting Around the Wild West</i> (J/18) Unit 8: <i>Erosion</i> (J/18), <i>Neptune and Minerva</i> (M/NA) Unit 10: <i>Measure Up!</i> (H/13), <i>The States of Matter</i> (I/NA), <i>What Is Matter?</i> (J/18)</p>
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 64–65 Unit 5: 16–17, 70–71, 102–103 Unit 8: 190–191 Unit 9: 16–17, 70–71 Unit 10: 134–135</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10), <i>The Job of the President of the USA</i> (L/24), <i>Enforcing Rules</i> (M/28) Unit 3: <i>Food in the Forest</i> (F/9), <i>My First Aquarium</i> (F/10), <i>Polar Habitats</i> (M/28) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20) Unit 7: <i>Getting Around the Wild West</i> (J/18)</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 64–65 Unit 5: 30–31, 64–65, 84–85 Unit 7: 15, 64–65 Unit 10: 136–137, 184–185</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Job of the President of the USA</i> (L/24) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 5: <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20), <i>Push, Pull, Lift</i> (I/16), <i>Taking Photographs</i> (M/28) Unit 7: <i>Getting Around the Wild West</i> (J/18), <i>George Catlin</i> (J/18), <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Mountains</i> (K/20), <i>Twisters</i> (L/24) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Where Does Food Come From?</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>Four Faces in Rock</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 10, 12, 13</p>
RI.2.8	Describe how reasons support specific points the author makes in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 64–65 Unit 5: 16–17 Unit 7: 84 Unit 8: 152–153, 222–223, 228–229</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13) Unit 7: <i>George Catlin</i> (J/18) Unit 9: <i>Simple Simon Is So Simple!</i> (G/12)</p>
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 38–39, 76–77, 108–109 Unit 3: 38–39, 76–77, 108–109 Unit 5: 38–39, 76–77, 108–109 Unit 7: 38–39, 108–109 Unit 8: 158–159, 196–197, 228–229 Unit 9: 38–39, 76–77, 108–109 Unit 10: 196–197, 228–229</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
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.	<p>TEACHER RESOURCE SYSTEM:</p> <p>GRADE 2 TEXTS FOR CLOSE READING: The informational texts in these units reflect the range of informational genres students will read in the grades 2–3 text complexity band. Unit 1: Government at Work (informational social studies, technical/procedural text, interview) Unit 2: Characters Face Many Challenges (informational social studies) Unit 3: Plants and Animals in Their Habitat (informational science) Unit 5: Solving Problems through Technology (informational social studies, informational science, biography) Unit 6: Tales to Live By (informational social studies) Unit 7: Investigating the Past (informational social studies, journal entry, diary, biography,) Unit 8: Wind and Water Change Earth (opinion pieces, news articles, informational science,) Unit 9: Buyers and Sellers (informational social studies, technical/procedural texts) Unit 10: States of Matter (informational science, technical/procedural</p>

READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		Benchmark Ready to Advance
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one- syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 12–13, 14, 20–21, 28, 29, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 85, 90–91, 100, 116–117 Unit 2: 132–133, 172–173, 200–201, 210–211, 236–237 Unit 3: 12–13, 20–21, 42–43 Unit 7: 22–23 Unit 8: 142–143, 149 READER'S THEATER HANDBOOK: Unit 6: 69
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	TEACHER RESOURCE SYSTEM: Unit 1: 90–91, 92–93, 98–99, 106, 107, 112, 116–117 Unit 2: 126–127, 132–133, 134–135, 140–141, 142–143, 149, 156, 162–163, 167, 172–173, 174–175, 180–181, 188, 189, 194, 200–201, 205, 210–211, 212–213, 218–219, 226, 227, 232, 236–237 Unit 3: 12–13, 20–21, 28, 29, 36, 42–43, 47, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 4: 132–133, 140–141, 142–143, 148, 156, 162–163, 172–173, 180–181, 188, 189, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 5: 22–23, 52–53, 54–55, 60–61, 68, 69, 74, 80–81, 85, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 6: 132–133, 140–141, 148, 156, 162–163, 167, 172–173, 174–175, 180–181, 188, 189, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 7: 47, 60–61 Unit 8: 149 Unit 10: 142–143
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	TEACHER RESOURCE SYSTEM: Unit 1: 52–53, 60–61, 68, 74, 80–81, 106, 112, 116–117 Unit 2: 148, 156, 162–163, 188, 194, 200–201, 232, 236–237 Unit 3: 12–13, 20–21, 28, 36, 42–43, 68, 74, 80–81, 106, 112, 116–117 Unit 4: 140–141, 148, 156, 162–163, 188, 194, 200–201, 226, 232, 236–237 Unit 5: 12–13, 14, 20–21, 28, 36, 42–43, 80–81, 100, 106, 116–117 Unit 6: 194, 200–201 Unit 7: 28, 52–53, 60–61, 74, 80–81 Unit 8: 172–173, 180–181, 188, 194, 200–201 Unit 9: 52–53, 112, 116–117 Unit 10: 162–163 READER'S THEATER HANDBOOK: Unit 5: 57, 58
RF.2.3d	Decode words with common prefixes and suffixes.	TEACHER RESOURCE SYSTEM: Unit 1: 37, 112 Unit 2: 162–163 Unit 3: 22–23, 36, 37, 74, 112, 116–117 Unit 4: 156, 162–163, 194, 200–201, 232, 236–237 Unit 5: 37, 54–55 Unit 6: 194 Unit 7: 37, 90–91, 98–99, 106, 112, 116–117 Unit 8: 172–173, 180–181, 188, 194, 200–201, 210–211, 226, 232, 236–237 Unit 9: 12–13, 20–21, 28, 36, 42–43, 100 Unit 10: 172–173, 180–181, 188, 189, 194, 200–201, 205, 210–211, 212–213, 218–219, 220, 226, 227, 232, 236–237 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Plants and Animals in Different Seasons (J/18)</i> READER'S THEATER HANDBOOK: Unit 5: 57, 58
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	TEACHER RESOURCE SYSTEM: Unit 1: 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 2: 172–173, 180–181 Unit 3: 12–13, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 4: 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 5: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 6: 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 7: 52–53, 60–61, 68, 74 Unit 8: 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201 Unit 9: 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 10: 126–127, 132–133, 140–141, 148, 156, 162–163 READER'S THEATER HANDBOOK: Unit 5: 57 Unit 7: 81, 82
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 107, 112, 116–117 Unit 2: 218–219 Unit 3: 12–13, 14, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 4: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 Unit 5: 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 6: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 7: 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 8: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 9: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 10: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 180–181, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 READER'S THEATER HANDBOOK: Unit 6: 75, 76
Fluency		Benchmark Ready to Advance
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	

RF.2.4a	Read on-level text with purpose and understanding.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 2: 126–127, 134–135, 142–143, 149, 174–175, 182, 189, 205 Unit 3: 14, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 4: 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 Unit 5: 6–7, 54–55, 69, 85, 92–93, 107 Unit 6: 126–127, 134, 142–143, 149, 167, 174–175, 189, 205, 212–213, 220, 227, 233 Unit 7: 6–7, 22–23, 47, 54–55, 62, 69, 85, 92–93, 100, 107, 113 Unit 8: 126–127, 142–143, 149, 174–175, 182, 189, 205, 212–213, 220 Unit 9: 6–7, 14, 22–23, 29, 37, 85, 92–93, 100, 107 Unit 10: 126–127, 134, 142–143, 167, 174–175, 182, 189</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37 Unit 4: 45, 46, 49, 51, 52, 53, 54, 55 Unit 5: 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 124, 125, 127</p>
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 14, 22–23, 28, 29, 47, 54–55, 62, 68, 69, 75, 85, 92–93, 100, 106, 107 Unit 2: 126–127, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 233 Unit 3: 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 75, 85, 92–93, 100, 107, 113 Unit 4: 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 Unit 5: 14, 22–23, 29, 37, 47, 62, 69, 75, 85, 92–93, 100, 107, 113 Unit 6: 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 Unit 7: 6–7, 14, 22–23, 29, 37, 47, 54–55, 62, 69, 85, 92–93, 100, 107, 113 Unit 8: 126–127, 134, 142–143, 149, 157, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 Unit 9: 6–7, 14, 22–23, 29, 37, 54–55, 62, 69, 75, 85, 92–93, 100, 107 Unit 10: 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 47, 48 Unit 5: 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 124, 125, 127</p>
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 2: 134–135, 167, 182, 212–213, 220 Unit 3: 6–7, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 4: 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 Unit 5: 47, 62, 69, 107 Unit 6: 126–127, 167, 174–175, 182, 189 Unit 7: 47, 54–55, 69 Unit 8: 126–127, 174–175, 227 Unit 9: 54–55, 62, 92–93, 107 Unit 10: 126–127, 167, 174–175, 182, 189, 227</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 51 Unit 5: 58, 59, 60, 61 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 124, 125, 127</p>

WRITING STANDARDS

Types and Purposes		Benchmark Ready to Advance
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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	TEACHER RESOURCE SYSTEM: Unit 4: 208–209, 216–217, 234–235 Unit 5: 18–19, 26–27, 34–35, 50–51, 58–59, 66–67, 72–73, 88–89, 96–97, 110–111, 114–115 Unit 10: 224–225
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.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 88–89, 96–97, 114–115 Unit 7: 72–73, 114–115 Unit 8: 130–131, 138–139, 146–147, 154–155, 170–171, 178–179, 186–187, 192–193 Unit 10: 216–217</p> <p>WRITING AND LANGUAGE HANDBOOK: 90-99 (Informative/Explanatory Writing to Sources); Informational Reports BLM A-E, 108-117 (Writing to Multiple Narrative Sources); Realistic Fiction BLM A-K</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 34–35 Unit 2: 154–155, 170–171, 178–179, 186–187, 192–193 Unit 6: 154–155, 192–193, 208–209, 216–217, 224–225, 230–231, 234–235 Unit 9: 50–51, 58–59, 66–67, 88–89 Unit 10: 208–209</p> <p>WRITING AND LANGUAGE HANDBOOK: 72-81 (Narrative Writing to Sources); Personal Narratives BLM A-E</p>

Production and Distribution of Writing		Benchmark Ready to Advance
W.2.4	(Begins in grade 3)	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 26–27 Unit 2: 130–131, 138–139, 146–147, 154–155, 208–209, 216–217, 224–225, 230–231 Unit 3: 10–11, 18–19, 50–51, 72–73 Unit 4: 130–131, 138–139, 154–155, 170–171, 186–187, 192–193 Unit 5: 10–11, 18–19, 26–27, 34–35, 72–73, 96–97, 104–105, 110–111 Unit 6: 130–131, 146–147, 170–171, 192–193, 216–217, 224–225, 230–231, 234–235 Unit 7: 10–11, 18–19, 26–27, 34–35, 50–51, 66–67, 88–89, 96–97, 104–105, 110–111 Unit 8: 130–131, 146–147, 154–155, 170–171, 178–179, 186–187, 192–193, 208–209, 216–217, 224–225, 230–231 Unit 9: 10–11, 18–19, 34–35, 40–41 Unit 10: 146–147, 154–155, 160–161, 170–171, 178–179, 186–187, 192–193, 198–199</p> <p>WRITING AND LANGUAGE HANDBOOK: 24-37 (Model The Writing Process; Author’s Craft), 38-39 (Use a Checklist to Edit a Draft); Opinion Checklist, 40-41 (Use Keyboarding Skills to Publish an Opinion), 58-59, 62-63 (Revise and Edit a Response 1-2); Opinion Checklist, 80-81 (Revise and Edit a Response to a Prompt), 98-99, 116-117, 140-141 (Revise and Edit a Response)</p>
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with	<p>TEACHER RESOURCE SYSTEM: Unit 1: 118–119 Unit 2: 234–235 Unit 3: 118–119 Unit 4: 238–239 Unit 5: 114–115, 118–119 Unit 6: 238–239 Unit 7: 118–119 Unit 8: 234–235, 238–239 Unit 9: 118–119 Unit 10: 198–199, 238–239</p>
Research to Build and Present Knowledge		Benchmark Ready to Advance
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).	TEACHER RESOURCE SYSTEM:
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 58–59, 66–67, 88–89, 96–97 Unit 2: 130–131, 138–139, 146–147, 154–155 Unit 3: 26–27, 34–35, 58–59, 66–67 Unit 4: 146–147, 178–179 Unit 6: 138–139, 178–179, 186–187 Unit 7: 58–59 Unit 8: 138–139, 146–147 Unit 9: 26–27</p> <p>WRITING AND LANGUAGE HANDBOOK: 20-21 (Organize an Opinion Using a Planning Chart); Opinion BLM F, 22-23 (State Your Opinion and Reasons Clearly), 28-29 (Choose Words from Texts to Support Your Opinion), 30-31 (Write a Concluding Statement or Section), 32-33 (Write About Literature in the Present Tense), 96-97, 114-115 (Draft a Response); Informational Report Checklist, 136-139 (Model Writing to Sources); Opinion Checklist</p>
W.2.9	(Begins in grade 4)	
Range of Writing		
W.2.10	(Begins in grade 3)	
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger	
SL.2.1a	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).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 46, 84, 118–119 Unit 2: 124–125, 166, 204, 238–239 Unit 3: 4–5, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 76–77, 84, 102–103, 108–109, 118–119 Unit 4: 124–125, 136–137, 152–153, 166, 168–169, 176–177, 184–185, 190–191, 196–197, 204, 206–207, 238–239 Unit 5: 4–5, 38–39, 64–65, 70–71, 76–77, 86–87, 102–103, 108–109, 118–119 Unit 6: 166, 184–185, 190–191, 196–197, 238–239 Unit 7: 4–5, 24–25, 38–39, 64–65, 70–71, 76–77, 118–119 Unit 8: 124–125, 158–159, 176–177, 184–185, 190–191, 196–197, 204, 222–223, 238–239 Unit 9: 64–65, 70–71, 76–77, 102–103, 108–109, 110–111, 114–115, 118–119 Unit 10: 124–125, 158–159, 184–185, 190–191, 196–197, 238–239</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9</p>

SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 46, 84, 118–119 Unit 2: 124–125, 166, 238–239 Unit 3: 4–5, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 76–77, 84, 102–103, 108–109, 118–119 Unit 4: 124–125, 136–137, 152–153, 166, 168–169, 176–177, 184–185, 190–191, 196–197, 204, 206–207, 238–239 Unit 5: 4–5, 24–25, 30–31, 38–39, 76–77, 108–109, 118–119 Unit 6: 124–125, 166, 196–197, 238–239 Unit 7: 4–5, 76–77, 118–119 Unit 8: 124–125, 158–159, 196–197, 206–207, 238–239 Unit 9: 4–5, 48–49, 56–57, 76–77, 108–109, 118–119 Unit 10: 124–125, 158–159, 222–223, 228–229, 238–239 READER'S THEATER HANDBOOK: Unit 1: 9
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 15, 29, 54–55, 69, 92–93, 107, 118–119 Unit 2: 238–239 Unit 3: 38–39, 48–49, 56–57, 76–77, 102–103, 118–119 Unit 4: 136–137, 152–153, 168–169, 176–177, 184–185, 190–191, 196–197, 206–207, 238–239 Unit 5: 38–39, 76–77, 102–103, 118–119 Unit 6: 238–239 Unit 7: 64–65, 76–77, 118–119 Unit 8: 158–159, 184–185, 190–191, 196–197, 206–207, 222–223 Unit 9: 48–49, 56–57, 64–65, 70–71, 118–119 Unit 10: 158–159, 238–239 READER'S THEATER HANDBOOK: Unit 8: 99, 100
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 37, 46, 64–65, 84, 113, 118–119 Unit 2: 124–125, 204, 233, 238–239 Unit 3: 4–5, 15, 37, 46, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 113, 118–119 Unit 4: 124–125, 128–129, 136–137, 144–145, 152–153, 157, 158–159, 166, 184–185, 196–197, 204, 214–215, 222–223, 228–229, 233, 238–239 Unit 5: 4–5, 24–25, 32–33, 46, 48–49, 56–57, 64–65, 75, 76–77, 102–103, 113, 118–119 Unit 6: 124–125, 128–129, 135, 136–137, 144–145, 150–151, 152–153, 158–159, 168–169, 176–177, 184–185, 204, 206–207, 214–215, 222–223, 228–229, 238–239 Unit 7: 4–5, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 76–77, 84, 86–87, 94–95, 102–103, 108–109, 118–119 Unit 8: 124–125, 152–153, 157, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 214–215, 233, 238–239 Unit 9: 4–5, 8–9, 16–17, 24–25, 30–31, 32–33, 38–39, 46, 84, 86–87, 94–95, 108–109, 113, 118–119 Unit 10: 124–125, 144–145, 152–153, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 238–239 READER'S THEATER HANDBOOK: Unit 1: 15 Unit 2: 21, 24, 25, 27, 30, 31 Unit 3: 33, 36, 37 Unit 7: 87, 88, 89, 90, 91 Unit 9: 105, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
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.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 37, 46, 64–65, 84, 113, 118–119 Unit 2: 124–125, 238–239 Unit 3: 37, 46, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 113, 118–119 Unit 4: 124–125, 128–129, 144–145, 157, 158–159, 166, 196–197, 204, 214–215, 222–223, 228–229, 233, 238–239 Unit 5: 4–5, 64–65, 75, 102–103, 113, 118–119 Unit 6: 124–125, 184–185, 196–197, 238–239 Unit 7: 4–5, 76–77, 118–119 Unit 8: 124–125, 168–169, 184–185, 190–191, 195, 196–197, 222–223, 233, 238–239 Unit 9: 4–5, 16–17, 38–39, 64–65, 70–71, 76–77, 118–119 Unit 10: 124–125, 144–145, 158–159, 222–223, 228–229, 238–239
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	TEACHER RESOURCE SYSTEM: Unit 9: 104–105, 110–111, 114–115 Unit 10: 208–209, 216–217, 224–225, 230–231, 234–235 READER'S THEATER HANDBOOK: Unit 2: 24, 29, 30 Unit 3: 35, 36 Unit 8: 99, 100 Unit 10: 126
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.	TEACHER RESOURCE SYSTEM: Unit 1: 118–119 Unit 2: 238–239 Unit 3: 118–119 Unit 4: 238–239 Unit 9: 72–73, 78–79, 96–97, 110–111, 114–115
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.)	TEACHER RESOURCE SYSTEM: Unit 1: 118–119 Unit 3: 76–77, 86–87, 94–95, 118–119 Unit 4: 228–229, 238–239 Unit 5: 48–49, 64–65 Unit 6: 190–191 Unit 7: 38–39 Unit 8: 168–169, 176–177, 196–197 Unit 9: 76–77, 104–105 Unit 10: 158–159, 214–215, 228–229, 238–239

LANGUAGE STANDARDS		
Conventions of Standard English		Benchmark Ready to Advance
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	Use collective nouns (e.g., group).	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 40–41, 78–79, 113 Unit 5: 110–111 Unit 8: 198–199 READER'S THEATER HANDBOOK: Unit 6: 75 WRITING AND LANGUAGE HANDBOOK: 152-153 (Use Collective Nouns), Language BLM 1
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	TEACHER RESOURCE SYSTEM: Unit 5: 110–111, 113 Unit 8: 132–133, 134, 140–141, 148, 156, 160–161, 162–163, 205, 224–225 WRITING AND LANGUAGE HANDBOOK: 154-157 (Form/Use Irregular Plural Nouns), Language BLM 2-3
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	TEACHER RESOURCE SYSTEM: Unit 1: 40–41, 78–79, 114–115 Unit 2: 230–231 Unit 8: 160–161, 224–225 Unit 10: 126–127, 157 READER'S THEATER HANDBOOK: Unit 4: 45 WRITING AND LANGUAGE HANDBOOK: 158-159 (Use Reflexive Nouns), Language BLM 4
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	TEACHER RESOURCE SYSTEM: Unit 2: 160–161, 195, 208–209, 233 Unit 7: 40–41, 104–105 Unit 10: 233 READER'S THEATER HANDBOOK: Unit 2: 21 Unit 7: 81 WRITING AND LANGUAGE HANDBOOK: 160-163 (Form/Use Irregular Past Tense Verbs), Language BLM 5-6
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	TEACHER RESOURCE SYSTEM: Unit 2: 198–199, 216–217, 224–225 Unit 3: 75 Unit 4: 149, 160–161, 195, 224–225, 227 Unit 5: 22–23 Unit 6: 157, 198–199, 208–209, 230–231, 234–235 Unit 8: 157, 189, 233 Unit 9: 69 READER'S THEATER HANDBOOK: Unit 5: 63 WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Adjective), 166-167 (Use Adverbs), 168-169 (Choose Between Adjectives and Adverbs), Language BLM 7, Language BLM 8, Language BLM 9
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	TEACHER RESOURCE SYSTEM: Unit 1: 78–79 Unit 3: 40–41, 104–105 Unit 5: 40–41, 88–89 Unit 6: 160–161, 224–225, 234–235 READER'S THEATER HANDBOOK: Unit 7: 87, 88 WRITING AND LANGUAGE HANDBOOK: 170-171 (Produce Complete Simple Sentences), 172-173 (Expand and Rearrange Complete Simple Sentences), 174-175 (Produce Complete Compound Sentences), 176-177 (Expand and Rearrange Complete Compound Sentences), Language BLM 10, Language BLM 11, Language BLM 12, Language BLM 13
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TEACHER RESOURCE SYSTEM:
L.2.2a	Capitalize holidays, product names, and geographic names.	TEACHER RESOURCE SYSTEM: Unit 3: 78–79, 107, 110–111 Unit 7: 69 Unit 8: 212–213 Unit 9: 75 READER'S THEATER HANDBOOK: Unit 1: 19 Unit 7: 87 Unit 9: 109 WRITING AND LANGUAGE HANDBOOK: 178-179 (Capitalize Holidays, Products, and Geographic Names), Language BLM 14

L.2.2b	Use commas in greetings and closings of letters.	TEACHER RESOURCE SYSTEM: Unit 1: 34–35 Unit 6: 192–193, 216–217 WRITING AND LANGUAGE HANDBOOK: 180–181 (Use Commas in Greetings and Closing of Letters), Language BLM 15
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	TEACHER RESOURCE SYSTEM: Unit 2: 157 Unit 3: 69 Unit 4: 157, 98–199, 230–231 Unit 5: 62 Unit 7: 113 Unit 8: 198–199, 200–201, 230–231 Unit 9: 37, 92–93, 113 Unit 10: 132–133, 134, 140–141, 148, 156, 162–163 WRITING AND LANGUAGE HANDBOOK: 182–183 (Use Apostrophes in Contractions), 184–185 (Use Apostrophes in Possessives), Language BLM 16, Language BLM 17
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).	TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 2: 140–141, 148, 160–161, 198–199, 210–211, 218–219, 226, 232 Unit 3: 12–13, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 4: 132–133, 140–141, 148, 162–163, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 5: 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 6: 172–173, 180–181, 188, 194, 200–201 Unit 7: 52–53, 60–61, 68, 74, 80–81 Unit 8: 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 9: 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 116–117 Unit 10: 140–141, 148, 156, 162–163, 218–219, 226, 236–237 READER'S THEATER HANDBOOK: Unit 8: 93 WRITING AND LANGUAGE HANDBOOK: 186–187 (Use Spelling Patterns), Language BLM 18–19
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TEACHER RESOURCE SYSTEM: Unit 2: 160–161, 224–225 Unit 5: 78–79, 104–105 Unit 8: 224–225 READER'S THEATER HANDBOOK: Unit 2: 27 Unit 3: 33 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 WRITING AND LANGUAGE HANDBOOK: 188–189 (Use Spelling References), Language BLM 20
Knowledge of Language		Benchmark Ready to Advance
L.2.3	Use knowledge of language and its conventions	
L.2.3a	Compare formal and informal uses of English.	TEACHER RESOURCE SYSTEM: Unit 4: 198–199, 230–231 Unit 7: 30–31, 63, 78–79, 96–97, 110–111 Unit 8: 150–151, 183 READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 27 Unit 7: 87 Unit 8: 99, 100, 101 Unit 9: 105, 107, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 WRITING AND LANGUAGE HANDBOOK: 190–191 (Use Formal and Informal English); Language BLM 21
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 15, 63 Unit 3: 63 Unit 4: 233 Unit 5: 63, 75 Unit 6: 180–181 Unit 8: 227 Unit 9: 107 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13), <i>All Work, No Play</i> (G/11), <i>Alice's Trial</i> (L/24) Unit 2: <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>John Henry</i> (K/NA) Unit 3: <i>The Ants Have a Picnic</i> (F/9), <i>My First Aquarium</i> (F/10) Unit 4: <i>Rapunzel</i> (H/14), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20) Unit 6: <i>How the Turtle Cracked Its Shell</i> (I/15), <i>Androcles and the Lion</i> (K/20) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>Finding Fossils</i> (I/15) Unit 8: <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18) Unit 9: <i>A Trip to the Market</i> (G/12), <i>Simple Simon Is So Simple!</i> (G/12), <i>Where Does Food Come From?</i> (M/28) Unit 10: <i>Maggie Makes Macaroni</i> (H/14), <i>What Is Matter?</i> (J/18) READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13 Unit 3: 39 Unit 8: 99, 100, 101, 102, 103 Unit 9: 105, 111, 112, 113, 114, 115 WRITING AND LANGUAGE HANDBOOK: 192–193 (Use Context Clues); Language BLM 22
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	TEACHER RESOURCE SYSTEM: Unit 5: 37 Unit 6: 227 Unit 10: 172–173, 174–175, 180–181, 188, 194, 200–201, 205, 218–219 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10) Unit 2: <i>Turkey Girl</i> (H/14) Unit 3: <i>Food in the Forest</i> (F/9) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 9: <i>People Work in Our Community</i> (G/11) WRITING AND LANGUAGE HANDBOOK: 194–195 (Use Prefixes); Language BLM 23

L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<p>TEACHER RESOURCE SYSTEM: Unit 3: 22–23 Unit 5: 54–55 Unit 7: 90–91, 92–93, 98–99, 106, 107, 112, 116–117 Unit 10: 150–151, 183, 212–213, 227</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Arachne the Weaver</i> (J/18) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 4: <i>Cat in Boots</i> (H/13) Unit 5: <i>Taking Photographs</i> (M/28) Unit 6: <i>The Lion and the Mouse</i> (J/NA), <i>The Bremen Town Musicians</i> (L/24) Unit 7: <i>The Underground Railroad</i> (L/24) Unit 8: <i>Neptune and Minerva</i> (M/NA) Unit 10: <i>The States of Matter</i> (H/14), <i>Four Faces in Rock</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 5: 57 Unit 6: 69</p> <p>WRITING AND LANGUAGE HANDBOOK: 196-197 (Use Root Words); Language BLM 24</p>
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<p>TEACHER RESOURCE SYSTEM: Unit 3: 113 Unit 5: 6–7, 15, 84, 101 Unit 6: 142–143, 195 Unit 7: 12–13, 14, 20–21, 28, 36, 42–43, 75 Unit 8: 126–127, 156, 195 Unit 9: 15, 84</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Enforcing Rules</i> (M/28) Unit 4: <i>Winter Carnival</i> (J/18) Unit 7: <i>A Bowl of Dust</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 51</p> <p>WRITING AND LANGUAGE HANDBOOK: 198-199 (Use Compound Words); Language BLM 25</p>
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 63</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Who Makes the Rules?</i> (J/18), <i>The Job of the President of the USA</i> (L/24) Unit 5: <i>Bridges</i> (K/20) Unit 6: <i>The Prince and the Pauper</i> (J/18) Unit 7: <i>Getting Around the Wild West</i> (J/18) Unit 8: <i>Twisters</i> (L/24) Unit 10: <i>Water All Around</i> (F/10)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 12 Unit 2: 27 Unit 5: 63 Unit 8: 102 Unit 10: 117, 118, 119, 120, 121</p> <p>WRITING AND LANGUAGE HANDBOOK: 200-201 (Use Glossaries and Dictionaries); Language BLM 26</p>
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<p>TEACHER RESOURCE SYSTEM: Unit 9: 63 Unit 10: 220–221</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Living in Joshua Tree</i> (F/10) Unit 4: <i>Horseshoe Soup</i> (J/18) Unit 6: <i>The Three Little Pigs</i> (H/13) Unit 7: <i>William's Journal</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Paul Bunyan</i> (J/NA) Unit 9: <i>Simple Simon</i> (H/NA)</p> <p>WRITING AND LANGUAGE HANDBOOK: 202-203 (Make Real-Life Connections); Language BLM 27</p>
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 101 Unit 2: 152–153, 183, 195, 221 Unit 3: 32–33, 101 Unit 7: 32–33, 101 Unit 8: 135, 221</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>Pinocchio</i> (K/20) Unit 3: <i>Polar Habitats</i> (M/28) Unit 7: <i>George Catlin</i> (J/18) Unit 10: <i>The States of Matter</i> (I/NA)</p> <p>WRITING AND LANGUAGE HANDBOOK: 204-205 (Use Shades of Meaning); Language BLM 28</p>
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., When other kids are happy that makes me happy).	<p>TEACHER RESOURCE SYSTEM: Unit 10: 178–179</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Three Billy Goats Gruff</i> (I/16), <i>Winter Carnival</i> (J/18) Unit 5: <i>Push, Pull, Lift</i> (I/16) Unit 6: <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 8: <i>Mountains</i> (K/20) Unit 9: <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Measure Up!</i> (H/13)</p> <p>WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Adjective); Language BLM 7 166-167 (Use Adverbs); Language BLM 8, 168-169 (Choose Between Adjectives and Adverbs); Language BLM 9</p>

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
1. Government for the People	1	Ask questions	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Information Gained from Graphic Features: Maps, Photos, and Captions Describe Sequential Text Connections Compare and Contrast Key Details in Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary and Phrases	Writing to Sources: Narrative	Form and Use Concrete and Abstract Nouns	Short Vowels	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	conflict, example, helpful, imagine, plans, printed, problems, upset	polls, candidate, candidate, ballot, campaign, suffrage, predicted, volunteers, amendment	<ul style="list-style-type: none"> Use Singular and Plural Nouns Understand the Language of Cause and Effect Writing to Sources: Personal Letter Understand Prepositions that Express Time Analyze Word Relationships
	2	Ask questions	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Text Evidence to Draw Inferences Use Information Gained from Graphic Features to Demonstrate Understanding Compare and Contrast Key Details in Two Texts on the Same Topic 	N/A	Performance Task Practice	Regular Verbs and Verb Tenses	Long a (Vce, ai, ay, a)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	avored, explained, separate, plain, became, swayed, raised, vain	bold, organize, boarded, released, inspired	<ul style="list-style-type: none"> Use Concrete and Abstract Nouns Understand Verbs and Verb Phrases Use Regular and Irregular Verbs in the Simple Past Tense Understand the Language of Cause and Effect Interpret Multiple Meaning Words
	3	Ask questions	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Interpret Information Presented Visually Describe Sequential Text Connections Compare and Contrast Key Details in Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary and Phrases	Performance Task Practice	<ul style="list-style-type: none"> Form and Use Concrete and Abstract Nouns Regular Verbs and Verb Tenses 	<ul style="list-style-type: none"> Introduce Long o (Vce, oa, ow, o) Long u (Vce, ue, ew, u) 	<ul style="list-style-type: none"> Inflection/Intonation – Volume* Expression – Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	united, amendment, used, told, obeying, arrows, broken, contribution, new	citizens, amendment, suffrage, insisted, denied	<ul style="list-style-type: none"> Understand Subject/Verb Agreement of Past-Tense Verbs Use Conjunctions to Connect Ideas Form and Use Irregular Verbs Analyze Word Roots Understand Subject/Verb Agreement

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
2. Ways Characters Shape Stories	1	Visualize	Recount Story Details <ul style="list-style-type: none"> Describe Characters' Traits, Motivations, and Feelings Explain How Characters' Actions Contribute to Events Refer to Poems to Ask and Answer Questions Explain How Illustrations Contribute to Mood and Character Compare and Contrast the Plots of Two Fables by Aesop 	Distinguish Literal from Nonliteral Language—Similes	Process Writing: Fable	Use Adjectives and Adverbs	Long e (Vce, ea, ee, ey, y, ie, e)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	honey, hungry, even, freedom, hungry, leave, pieces, queens, screamed	noble, anonymous, forge, attitudes	<ul style="list-style-type: none"> Use Regular and Irregular Past Tense Verbs Use Adjectives and Similes to Add Detail Process Writing: Fable Use Adjectives to Describe Recognize Shades of Meaning
	2	Visualize	<ul style="list-style-type: none"> Recount Story Details Explain How Characters' Actions Contribute to Events Compare and Contrast the Plots of Stories with Similar Characters 	<ul style="list-style-type: none"> Distinguish Shades of Meaning Among Related Words Distinguish Literal From Nonliteral Language 	Process Writing: Fable	Regular Past Tense Verbs	Long i (ie, igh, y, ie, i)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	cried, fighting, island, might, myself, provided, sacrifice, unwind	thought, wondered, believed, knew, exactly, muttered, strolled	<ul style="list-style-type: none"> Use Similes to Describe Present, Past, and Future Verbs Use Coordinating Conjunctions to Connect Ideas Use Adjectives and Similes to Add Detail Use Context Clues and Graphic Features to Build Vocabulary
	3	Visualize	<ul style="list-style-type: none"> Recount Story Details Describe Characters' Traits, Motivations, and Feelings Analyze How Illustrations Contribute to a Story Compare and Contrast Characters 	Determine the Meaning of Academic Vocabulary	Process Writing: Fable	<ul style="list-style-type: none"> Regular Past Tense Verbs Use Adjectives and Adverbs 	Compound Words	<ul style="list-style-type: none"> Inflection/Intonation—Volume* Phrasing—Units of Meaning in Complex Sentences* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	firelight, heartbeat, hillside, mountaintop, thunderclap, treetops, underwater, woodstove	exquisite, wistfully, modeled, kindhearted, companions, reluctantly, vanished	<ul style="list-style-type: none"> Form and Use the Past and Future Tenses Use Subordinating Conjunctions to Connect Ideas Recognize verbs with Different Shades of Meaning Use Adverbs to Describe Verbs Analyze Compound Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
3. Animal Adaptations	1	Determine Text Importance	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Information from Illustrations (Photographs) Use Information Gained from Illustrations (Charts) Describe Text Connections: Compare and Contrast Compare and Contrast Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary Using Context Clues	Writing to Sources: Informative Report	Form and Use Possessives	r-controlled Vowels (/är/, /ör/)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	sharks, sharp, arctic, carnivores, born, forward, form, forests	survive, behave, adaptation, undetected, reptiles, frigid, detect, environment, formulate,	<ul style="list-style-type: none"> Use Relative Clauses to Add Detail Identify Words That Signal Context Clues Writing to Sources: Informative Report Identify and Understand Adverbial Phrases Understand and Use Descriptive Words
	2	Determine Text Importance	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe Compare/Contrast Text Connections Compare and Contrast Information from Two Texts on the Same Topic Use Text Evidence to Make Inferences Refer Explicitly to the Text to Ask and Answer Questions 	N/A	Writing to Sources: Informative Report	Pronouns and Pronoun-Antecedent Agreement	r-Controlled Vowels (- er, -ir, -ur)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	caterpillar, butterfly, dangerous, deter, birds, curl, furry, survive	durable, moist, shed	<ul style="list-style-type: none"> Understand and Use the Language of Compare and Contrast Identify and Use Adverbial Phrases Understand and Use Adverbial Phrases Understand the Language of Compare and Contrast Analyze Vocabulary
	3	Determine Text Importance	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Information Gained from Charts and Photographs Compare and Contrast Two Texts on the Same Topic Refer Explicitly to the Text to Draw Inferences 	Determine the Meaning of Domain-Specific Vocabulary	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Use Pronouns Form and Use Possessives 	Closed Syllable Pattern	<ul style="list-style-type: none"> Pausing—Short Pauses* Phrasing—Dependent Clauses* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	black, better, blended, sticky, munching, quickly, predators, suddenly	structural adaptations, projections, blubber, frigid, projections, camouflage, gland, determines, excess, exterior	<ul style="list-style-type: none"> Use Coordinating Conjunctions to Condense Ideas Understand and Use Demonstrative Adjectives Distinguish Plurals from Possessives Use Synonyms and Antonyms to Define Words Understand Pronoun-Antecedent Agreement

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
4. Comparing Points of View	1	Make Inferences/Predictions	<ul style="list-style-type: none"> Recount Key Story Details Recount Key Details in a Drama Distinguish Reader's Point of View from That of the Narrator Describe How Each Part of a Drama Builds on Previous Parts Compare and Contrast Plots by the Same Author About the Same Characters 	<ul style="list-style-type: none"> Distinguish Literal from Nonliteral Language: Hyperbole Distinguish Literal from Nonliteral Language: Idioms 	Writing to Sources: Opinion Essay	Form and Use Comparative and Superlative Adjectives	Open Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	apron, began, briars., lady, music, replied, potatoes, vocabulary	compose, detestable, toil	<ul style="list-style-type: none"> Use Prepositional Phrases to Add Detail * Form and Use Irregular Verbs Writing to Sources: Opinion Essay Understand and Use Synonyms Analyze Vocabulary
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> Recount Key Story Details Distinguish Reader's Point of View from That of the Narrator Distinguish Reader's Point of View from That of Characters in a Story Compare and Contrast Points of View 	N/A	Writing to Sources: Opinion Essay	Use Reference Materials to Check Spelling	Consonant -le Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	able, bicycle, fable, gentle, gobble, purple, single, terrible	bargain, broad, dashed, snatched	<ul style="list-style-type: none"> Use Pronouns to Identify Point of View Use Conjunctions to Connect and Condense Ideas Use Prepositional Phrases to Add Detail Form and Use Irregular Verbs Identify Adjectives and Adverbs
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> Explain How Illustrations Affect Mood and Reader's Point of View Recount Key Details in a Drama Compare and Contrast Plots About the Same Characters Develop Fluency: Read with Characterization and Feeling 	Distinguish Literal from Nonliteral Language	Writing to Sources: Opinion Essay	N/A	Vowel Team Syllable Pattern	<ul style="list-style-type: none"> Read on-level text characterization and feeling. • Inflection/Intonation–Stress* • Read with Short Pauses* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	beans, green, week, feet, too, sprouted, boasted, shook	claims, essentially, impulsive	<ul style="list-style-type: none"> Use Pronouns to Identify Point of View Use Verb Tenses to Convey Time Use Conjunctions to Connect and Condense Ideas Understand Comparative and Superlative Adjectives Analyze Vocabulary

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
5. Advancements in Technology	1	Summarize/Synthesize	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe the Logical Connection Between Parts of a Text Use Information Gained from Illustrations and Words Compare and Contrast Important Points in Two Texts on the Same Topic Describe the Logical Connection Between Parts of a Text (Direct Quotations) 	Use Context Clues to Define Domain-Specific Vocabulary	Process Writing: Opinion Essay	Use Coordinating Conjunctions/Produce Compound Sentences	VCe Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	telephone, arrive, whole, June, huge, broke, celebrated, wire	sound waves, telegraphs, patent, revolutionary, established, distant, technology	<ul style="list-style-type: none"> Use Demonstrative Pronouns and Adjectives Use Sequential Language Process Writing: Opinion Essay Understand and Use Modal Auxiliaries Analyze Word Relationships
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe the Logical Connection Between Parts of a Text Use Information Gained from Illustrations and Words Compare and Contrast the Important Points in Two Texts on the Same Topic 	Identify Real-Life Connections Between Words and Their Use	Process Writing: Opinion Essay	Use Subordinating Conjunctions/Produce Complex Sentences	Vowel-r Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	clerk, over, smaller, coworkers, performed, various, mother, simpler	important, curious, device, innovative, obtained	<ul style="list-style-type: none"> Understand and Use Modal Auxiliaries Use Adverbial Phrases to Indicate Sequence Form and Use Irregular Verbs Analyze Word Roots Identify and Understand Multiple Text Structures
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe the Logical Connection Between Parts of a Text Compare and Contrast the Important Points in Two Texts on the Same Topic Use Sequential Text Connections to Draw Inferences 	Determine the Meaning of Domain-Specific Vocabulary	Process Writing: Opinion Essay	Edit for Correct Use of Coordinating and Subordinating Conjunctions	Inflectional Endings -ed, -ing	<ul style="list-style-type: none"> Speed/Pacing– Varied* Read with Full Stops* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	carrie, introduced, taking, changed, relied, using, creating, sharing	stereo, cassette, CD, MP3, soared, amplified, commonplace	<ul style="list-style-type: none"> Understand Pronouns and Antecedents Use Conjunctions to Connect and Condense Ideas Understand Demonstrative Pronouns and Adjectives Organize Verbs by Category Use Sequential Language

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
6. Making Decisions	1	Make Connections	<ul style="list-style-type: none"> Recount Key Story Events Explain How Characters' Actions Influence Story Events Determine the Central Message or Lesson in a Story Compare and Contrast Themes in Stories by the Same Author 	Determine or Clarify the Meaning of Unknown Words and Phrases	Writing to Sources: Narrative Journal Entry	Form and Use Irregular Verbs	Irregular Plurals	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	geese, people, themselves, grass, sheep, wolves, lives, teeth	cackled, wail, piteously, vigorous, anticipation, appealed, spin, flax, treadle, cackle, piteous, spins, spinning, anticipation, eldest, commence	<ul style="list-style-type: none"> Understand Verb Tense Use Adjectives and Adverbs to Add Details Writing to Sources: Fictional Diary Entry Understand Adverbials That Indicate Time Explore Multiple-Meaning Words
	2	Make Connections	<ul style="list-style-type: none"> Recount Key Story Events Analyze How a Character's Actions Influence Story Events Explain How a Character's Actions Influence Story Events Compare and Contrast Themes in Stories by the Same Author Distinguish Reader's Point of View from That of a Character 	N/A	Writing to Sources: Narrative Journal Entry	Form and Use Comparative and Superlative Adverbs	Long oo and Short oo	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	choose, good, took, food, looked, wooden, foolish, rooster	advice, magnificent, bellowed, nudged	<ul style="list-style-type: none"> Use Conjunctions to Connect Ideas Understand the Language of Sequence Understand Modal Auxiliaries Link Pronouns and Antecedents Use Context Clues to Define Vocabulary
	3	Make Connections	<ul style="list-style-type: none"> Recount Key Story Events Explain How Characters' Actions Contribute to Events Determine the Central Message or Lesson in a Story Compare and Contrast Themes in Stories by the Same Author 	Determine or Clarify the Meaning of Unknown Words and Phrases	Writing to Sources: Narrative Journal Entry	Edit Irregular Verbs and Nouns	/ou/ as in How and Out	<ul style="list-style-type: none"> Speed/Pacing–Fast* Expression–Characterization/Feelings* 	<ul style="list-style-type: none"> Engage Effectively in Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	brown, growls, sound, down, howl, waterfowl, found, snout	chanced, suits, idle, inclined, tanned, grimaced, devoured, measly	<ul style="list-style-type: none"> Use Conjunctions to Connect Ideas Use Adverbs to Add Details Use Coordinating Conjunctions to Create Compound Sentences Use Prepositional Phrases to Add Detail Analyze Word Relationships

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
7. Communities Then and Now	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Distinguish Reader's Point of View from That of the Author Recount Story Details Explain How Characters' Actions Contribute to Events Explain How a Text's Illustrations Contribute to the Story Compare and Contrast Key Points in Two Texts on the Same Topic 	Use Context Clues to Define Vocabulary	Process Writing: Informative Report	Form and Use Irregular Verbs	Suffixes -er, -or	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	bakers, painters, owner, players, visitors, sculptors, vendors, actors	community, wetland, founded, settlers, tourists, unpredictable, grateful	<ul style="list-style-type: none"> Combine and Condense Ideas Use Prepositional Phrases to Add Details about Place Writing to Sources: News Report Recognize Shifts in Verb Tense Use Words with Suffixes -er and -or
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Distinguish Reader's Point of View from That of the Author Compare and Contrast Key Points in Two Texts on the Same Topic Use Text Features to Locate Information Relevant to a Topic Use Information Gained from Illustrations and Words 	N/A	Process Writing: Informative Report	Agreement Review	Homophones	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	past, passed, so, sew, eight, ate, where, wear	traditions, diverse, sprawling, immigrant	<ul style="list-style-type: none"> Combine and Condense Ideas Understand Pronoun and Antecedent Agreement Use Prepositional Phrases to Add Details about Time Analyze Homophones Identify Connections Within a Text
	3	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Recount Story Details Explain How Characters' Actions Contribute to Events Explain How a Text's Illustrations Contribute to the Story Compare and Contrast Key Points in Two Texts on the Same Topic Refer to and Describe how Successive Parts of a Story Build on Earlier Sections 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Irregular Verbs Correct Subject-Verb/ Pronoun-Antecedent Agreement 	Variant Vowel /o/	<ul style="list-style-type: none"> Inflection/Intonation–Pitch* Speed/Pacing–Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	walls, called, stalks, awful, dawn, thawing, taught, pause	demanding, tucked, scattered, gathered	<ul style="list-style-type: none"> Understand and Use Appositives Use Prepositional Phrases to Indicate Place Form and Use Irregular Verbs Analyze Vocabulary Combine Prepositional Phrases to Add Detail

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
8. Weather and Climate	1	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Read and Respond to a Poem Use Text Features to Locate Information (Footnotes) Recount Key Details and Determine Main Idea Describe the Cause and Effect Relationship Between a Series of Scientific Ideas Compare and Contrast Key Points in Two Texts on the Same Topic 	<ul style="list-style-type: none"> Determine the Meaning of Domain Specific Vocabulary and Phrase Distinguish Literal from Nonliteral Language: Metaphors 	Process Writing: Informative Report	Form and Use the Future Tense	Hard and Soft c	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	fierce, affect, covered, Connecticut, certain, crucial, recommended, computers	weather, climate, measure, temperature, elevation, measurement, billowing, factors	<ul style="list-style-type: none"> Use Adjectives to Add Details Understand Nonliteral Language: Metaphor Process Writing: Informative Report Use Comparatives and Superlatives Analyze Domain-Specific Vocabulary
	2	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Recount Story Details Analyze Text Features Identify Genre Features: Realistic Fiction Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Literal from Nonliteral Language	Process Writing: Informative Report	Produce Simple, Complex, and Compound Sentences	Hard and Soft g	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	gathered, grateful, garden, green, good, again, generous, germinated	perpetually, exceptionally, quell, resolutely, conserve	<ul style="list-style-type: none"> Use Concrete and Abstract Nouns Use Prepositional Phrases to Add Details Use Conjunctions to Join Sentence Parts Use the Language of Sequence Use Context Clues to Define Vocabulary
	3	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Use Information Gained from Graphic Features Recount Key Details and Determine Main Idea Describe the Cause and Effect Relationship Between a Series of Scientific Ideas Compare and Contrast Key Points in Two Texts on the Same Topic 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Verb Tenses Edit to Correct Coordinating and Subordinating Conjunctions 	N/A	<ul style="list-style-type: none"> Expression-Characterization/Feelings* Expression-Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	cloud, moisture, soil, showers, south, point, downpour, cloudiness, southern, south	imbalance, distinguished, prevail	<ul style="list-style-type: none"> Use Comparative and Superlative Adjectives Add Details with Adjectives Use the Language of Comparison Analyze Words with Latin Roots Conjunctions

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
9. Spending Time and Money	1	Visualize, Make Inferences/ Predictions, Make Connections	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Abstract Nouns Describe Procedural Text Connections Compare and Contrast Key Details in Two Texts on the Same Topic 	Determine the Meaning of General Academic Vocabulary	Process Writing: Multimedia Presentation	Distinguish Literal from Nonliteral Language (Proverbs)	Suffixes: -able, -ful, -less	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	profitable, valuable, sizable, fanciful, delightful, tearful, countless, penniless,	annual, proverbs, moral, annual, consumer, values	<ul style="list-style-type: none"> Simple Present Tense in Proverbs and Adages Use Concrete and Abstract Nouns Process Writing: Multimedia Presentation Use Reporting Verbs Use Words with Suffixes -less, -ful, -able
	2	Visualize, Make Inferences/ Predictions, Make Connections	<ul style="list-style-type: none"> Explain How Illustrations Convey Character Determine the Central Message or Lesson in a Story Distinguish Literal from Nonliteral Language Recount Story Details 	Distinguish Literal from Nonliteral Language (Idioms)	Process Writing: Multimedia Presentation	N/A	Prefixes (dis-, un-)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	disappeared, unrivaled, disassembled, unblemished, displeasure, unhappy, disbelief, unsalted	employment, dilemma, exchange	<ul style="list-style-type: none"> Use Pronouns to Identify Point of View Use Regular and Irregular Verbs in the Simple Past Tense How Nouns and Pronouns Refer Back in a Text Use the Language of Time and Sequence Use Prefixes dis-, un-
	3	Visualize, Make Inferences/ Predictions, Make Connections	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Identify Real-Life Connections Between Words and Their Use Describe Procedural Text Connections Compare and Contrast Key Details in Two Texts on the Same Topic Use Text Features to Locate Information Relevant to a Topic 	N/A	Process Writing: Multimedia Presentation	N/A	Prefixes pre-, re-	<ul style="list-style-type: none"> Phrasing–High-Frequency Word Phrases* Inflection/Intonation–Stress* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	prearrange, prekindergarten, preorder, prepackaged, reconsider, recycled, restock, rethink	homemade, transport, technique, organic, preference	<ul style="list-style-type: none"> Use Simple Predicate Nominative Constructions Use Simple Present Tense to Describe Processes Form Complex Sentences Use Words with Prefixes Re- and Pre- Subordinating Conjunctions

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific	English Language Development
10. Forces and Interactions	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Read and Respond to Poems • Refer to and Describe Parts of a Poem • Recount Key Details and Determine Main Idea • Describe the Relationship Between a Series of Steps in a Procedure • Compare and Contrast Key Details in Two Texts on the Same Topic 	<ul style="list-style-type: none"> • Distinguish Literal from Nonliteral Language • Determine the Meaning of Words in a Text 	Process Writing: Haiku Poem	N/A	Compound Words	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Determine Main Ideas and Supporting Details • Ask and Answer Questions About Information From a Speaker 	jumping jacks, wagon, trains, gold miners, dump truck, able-bodied, short-lived, quick-witted, know-how	gorces, gravity, friction, balanced, predicted	<ul style="list-style-type: none"> • Use Descriptive Language • Use Prepositional Phrases to Add Detail • Writing: Haiku Poems • Understand Pronoun-Antecedent Agreement • Understand Compound Words
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Use Text Evidence to Draw Inferences • Use Evidence from Two Texts to Answer a Question • Distinguish Literal from Nonliteral Language • Recount Key Story Details • Distinguish Shades of Meaning Among Related Words That Describe States of Mind 	N/A	Process Writing: Haiku Poem	N/A	Derivational Suffixes (-ing, -ment, -ness)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Determine Main Ideas and Supporting Details • Ask and Answer Questions About Information From a Speaker 	amazement, happiness, scrambling, cleverness, leading, slyness, contentment, sadness, warning	chewed, chomped, shouted, boomed, loomed, plunged, scampered, spluttered, bounded, clutched	<ul style="list-style-type: none"> • Understand the Language of Cause and Effect • Use Prepositional Phrases to Add Detail About Place • Identify Pronoun and Antecedent Agreement • Understand the Language of Sequence • Use Comparative and Superlative Adjectives
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Identify Multiple Text Formats • Use Evidence from Two Texts to Answer a Question • Recount Key Details and Determine Main Idea • Describe the Relationship Between a Series of Steps in a Procedure • Draw Inferences from a Procedural Text 	N/A	Writing Reflection	N/A	Introduce Related Words	<ul style="list-style-type: none"> • Inflection/Intonation–Pitch* • Expression–Anticipation/Mood* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Determine Main Ideas and Supporting Details • Ask and Answer Questions About Information From a Speaker 	inventor, invention, problem, solve, solution, problematic, transform, transformation, solved, inventions, problems, transforms	observed, affixed	<ul style="list-style-type: none"> • Use Conjunctions to Connect and Condense Ideas • Identify Subject-Verb Agreement • Distinguish Sequential Text from Procedural Text • Analyze Related Words • Vocabulary

Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade 3

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Ready to Advance
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 48–49, 54–55, 60–61, 74–75, 80–81, 86–87 Unit 2: 114–115, 154–155, 160–161 Unit 4: 148–149, 154–155, 160–161, 186–187, 192–193 Unit 6: 108–109, 148–149, 154–155, 180–181, 186–187 Unit 7: 16, 82–83, 88–89 Unit 8: 144–145, 148–149, 154–155, 160–161 Unit 9: 6–7, 40–41, 56–57, 62–63 Unit 10: 104–105, 108–109, 148–149, 154–155, 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Little Hero of Haarlem</i> (I/16), <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>The Tale of Rip Van Winkle</i> (M/28), <i>Jack and the Beanstalk</i> (L/24), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 4: <i>Little Red Riding Hood</i> (P/NA), <i>I Dance</i> (M/28) Unit 5: <i>The Idea Machine: My Inventor's Journal</i> (R/40) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA), <i>Echo and Narcissus</i> (R/40), <i>Yeh-Shen, The Toad Bridegroom</i> (O/34) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 13, 15, 19 Unit 2: 21, 25, 27, 31 Unit 3: 33, 37, 39, 43 Unit 4: 45, 49, 51, 55 Unit 5: 57, 61, 63, 67 Unit 6: 69, 73, 75, 79 Unit 7: 81, 85, 87, 91 Unit 8: 93, 97, 99, 103 Unit 9: 105, 109, 111, 115 Unit 10: 117, 121, 123, 127</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 42–43 Unit 2: 104–105, 138–139, 142–143, 170–171, 174–175 Unit 4: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 6: 104–105, 114–115, 126–127, 138–139, 142–143, 170–171, 174–175, 192–193 Unit 7: 16–17, 72–73, 76–77 Unit 8: 104–105, 138–139, 142–143, 144–145 Unit 9: 6–7, 40–41, 44–45, 62–63 Unit 10: 104–105, 108–109, 138–139, 142–143, 154–155, 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Susan B. Casts a Ballot</i> (H/13) Unit 2: <i>The Little Hero of Haarlem</i> (I/16), <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>The Tale of Rip Van Winkle</i> (M/28), <i>Jack and the Beanstalk</i> (L/24), <i>Pandora</i> (P/NA), <i>The Ugly Duckling</i> (P/NA), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA), <i>Why Hummingbirds Drink Nectar</i> (O/NA), <i>Ostrich's Long Neck</i> (M/28), <i>Amazing Animal Senses!</i> (H/NA) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>Ruby Bridges</i> (L/24), <i>Medusa</i> (M/NA), <i>Little Red Riding Hood</i> (P/NA), <i>I Dance</i> (M/28) Unit 5: <i>The Idea Machine: My Inventor's Journal</i> (R/40) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>Iktomi and his Blanket</i> (M/28), <i>King Midas and the Golden Touch</i> (P/NA), <i>Echo and Narcissus</i> (R/40), <i>The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks</i> (Q/40), <i>Yeh-Shen, The Toad Bridegroom</i> (O/34), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!</i> (R/40), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 31 Unit 9: 109, 115</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 108–109, 110–111, 128–129, 154–155, 160–161, 186–187, 192–193 Unit 6: 108–109, 128–129, 148–149, 154–155, 180–181, 186–187, 186–187 Unit 7: 22–23, 88–89 Unit 9: 50–51 Unit 10: 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Susan B. Casts a Ballot</i> (H/13) Unit 2: <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>Jack and the Beanstalk</i> (L/24), <i>Pandora</i> (P/NA), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA), <i>Why Hummingbirds Drink Nectar</i> (O/NA), <i>Ostrich's Long Neck</i> (M/28) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>Ruby Bridges</i> (L/24), <i>Medusa</i> (M/NA), <i>Little Red Riding Hood</i> (P/NA) Unit 5: <i>The Idea Machine: My Inventor's Journal</i> (R/40) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA), <i>Echo and Narcissus</i> (R/40), <i>Yeh-Shen, The Toad Bridegroom</i> (O/34), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!</i> (R/40), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 11, 12, 15, 17, 18 Unit 2: 21, 23, 24, 25, 27, 29, 30, 31, 29 Unit 3: 33, 35, 36, 39, 41, 42 Unit 4: 45, 47, 48, 49, 51, 53, 54 Unit 5: 57, 59, 60, 63, 65, 66 Unit 6: 69, 71, 72, 75, 77, 78 Unit 7: 81, 83, 84, 89, 90 Unit 8: 93, 95, 96, 99, 101, 102, 103 Unit 9: 107, 108, 109, 111, 113, 114, 115 Unit 10: 119, 120, 125, 126</p>

Craft and Structure		Benchmark Ready to Advance
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 102–103, 126–127, 148–149, 176–177 Unit 4: 110–111, 126–127, 180–181 Unit 6: 110–111, 120–121, 176–177 Unit 8: 110–111, 154–155 Unit 9: 12–13, 46–47, 56–57 Unit 10: 110–111, 148–149</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Tale of Rip Van Winkle</i> (M/28), <i>Jack and the Beanstalk</i> (L/24), <i>Pandora</i> (P/NA), <i>The Ugly Duckling</i> (P/NA), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA), <i>Why Hummingbirds Drink Nectar</i> (O/NA), <i>Ostrich's Long Neck</i> (M/28), <i>Amazing Animal Senses!</i> (H/NA) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>Ruby Bridges</i> (L/24), <i>Medusa</i> (M/NA), <i>Little Red Riding Hood</i> (P/NA), <i>I Dance</i> (M/28) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA), <i>The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks</i> (Q/40), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 15 Unit 2: 21, 27 Unit 3: 33, 39 Unit 4: 45, 51 Unit 5: 57, 63 Unit 6: 69, 75 Unit 7: 81, 87 Unit 8: 93, 99 Unit 9: 105, 111 Unit 10: 117, 123</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 120–121 Unit 7: 78–79 Unit 10: 108–109, 110–111</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Amazing Animal Senses!</i> (H/NA) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24)</p>
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 108–109, 128–129, 144–145, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 Unit 6: 144–145</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Ugly Duckling</i> (P/NA) Unit 4: <i>Ruby Bridges</i> (L/24) Unit 6: <i>The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks</i> (Q/40), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 55</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
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).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 120–121, 180–181 Unit 4: 186–187 Unit 7: 28–29, 82–83 Unit 9: 50–51</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Little Hero of Haarlem</i> (I/16), <i>The Tale of Rip Van Winkle</i> (M/28), <i>The Ugly Duckling</i> (P/NA) Unit 6: <i>Echo and Narcissus</i> (R/40), <i>The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks</i> (Q/40), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 7: <i>Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!</i> (R/40), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p>
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).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 128–129, 160–161, 192–193 Unit 4: 128–129, 192–193 Unit 6: 128–129, 160–161, 192–193 Unit 10: 128–129</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Ostrich's Long Neck</i> (M/28) Unit 6: <i>Echo and Narcissus</i> (R/40) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!</i> (R/40) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 19 Unit 2: 25, 31 Unit 4: 49, 55 Unit 5: 67 Unit 6: 73, 79 Unit 7: 91 Unit 9: 109, 115</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
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.	<p>LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p>

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details		Benchmark Ready to Advance
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 46–47, 50–51, 56–57, 62–63, 82–83, 88–89, 95 Unit 3: 46–47, 50–51, 56–57, 82–83, 88–89 Unit 5: 50–51, 56–57, 62–63, 88–89 Unit 7: 50–51, 56–57, 62–63 Unit 8: 129, 180–181, 186–187 Unit 9: 6–7, 22–23, 82–83, 88–89, 94–95 Unit 10: 176–177, 180–181, 186–187, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13), <i>Citizens Who Made a Difference</i> (O/34), <i>Our Government</i> (P/38), <i>We Need a Class Constitution</i> (L/24), <i>My Vote Counts!</i> (R/40), <i>Opinions About the Voting Age</i> (R/40) Unit 3: <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>My Trip to Greece</i> (P/38), <i>Mayhoua Moua</i> (Q/40) Unit 5: <i>Louis Pasteur</i> (K/20), <i>The Wright Brothers</i> (I/14), <i>Robert Ballard</i> (P/38), <i>Medical Pioneers</i> (O/34), <i>The Chicago World's Fair of 1893</i> (N/40) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>Three Immigrant Communities</i> (P/38) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40), <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 3: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 5: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 7: 6–7, 40–41, 44–45 Unit 8: 114–115, 170–171, 174–175 Unit 9: 6–7, 22–23, 72–73, 76–77 Unit 10: 114–115, 170–171, 174–175</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13), <i>Citizens Who Made a Difference</i> (O/34), <i>Our Government</i> (P/38), <i>We Need a Class Constitution</i> (L/24), <i>My Vote Counts!</i> (R/40), <i>Opinions About the Voting Age</i> (R/40) Unit 3: <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 4: <i>My Trip to Greece</i> (P/38), <i>Mayhoua Moua</i> (Q/40) Unit 5: <i>Louis Pasteur</i> (K/20), <i>The Wright Brothers</i> (I/14), <i>Robert Ballard</i> (P/38), <i>Medical Pioneers</i> (O/34), <i>The Chicago World's Fair of 1893</i> (N/40), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>Three Immigrant Communities</i> (P/38), <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40), <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 22–23, 46–47, 50–51, 82–83 Unit 3: 22–23, 46–47, 56–57, 88–89 Unit 5: 22–23, 82–83, 88–89 Unit 8: 126–127, 180–181 Unit 9: 28–29, 82–83, 88–89 Unit 10: 126–127, 176–177, 180–181, 186–187</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Citizens Who Made a Difference</i> (O/34) Unit 4: <i>My Trip to Greece</i> (P/38), <i>Mayhoua Moua</i> (Q/40) Unit 5: <i>The Wright Brothers</i> (I/14), <i>Robert Ballard</i> (P/38), <i>Medical Pioneers</i> (O/34), <i>The Chicago World's Fair of 1893</i> (N/40), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>From Mexico and Slovakia</i> (R/40), <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
Craft and Structure		Benchmark Ready to Advance
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 78–79 Unit 3: 10–11, 78–79 Unit 5: 12–13, 46–47, 78–79 Unit 7: 10–11, 52–53 Unit 8: 120–121 Unit 9: 10–11, 78–79 Unit 10: 120–121</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Vote Counts!</i> (R/40) Unit 5: <i>Louis Pasteur</i> (K/20), <i>The Wright Brothers</i> (I/14), <i>The Chicago World's Fair of 1893</i> (N/40) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>Money</i> (M/24) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 28–29 Unit 7: 46–47 Unit 8: 108–109, 148–149, 176–177 Unit 9: 88–89</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34) Unit 5: <i>The Wright Brothers</i> (I/14), <i>Telling Time Through the Ages</i> (N/30) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
RI.3.6	Distinguish their own point of view from that of the author of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 7: 12–13, 56–57 Unit 9: 94–95</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 5: <i>Louis Pasteur</i> (K/20), <i>Robert Ballard</i> (P/38) Unit 7: <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 9: <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>

Integration of Knowledge and Ideas		Benchmark Ready to Advance
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).	TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 88–89 Unit 3: 12–13, 28–29, 62–63, 82–83 Unit 5: 26–27, 56–57 Unit 7: 50–51 Unit 8: 176–177 Unit 9: 88–89 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Government</i> (P/38), <i>We Need a Class Constitution</i> (L/24), <i>My Vote Counts!</i> (R/40) Unit 3: <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 4: <i>My Trip to Greece</i> (P/38) Unit 5: <i>Louis Pasteur</i> (K/20), <i>Medical Pioneers</i> (O/34), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>Three Immigrant Communities</i> (P/38), <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>Global Alert</i> (P/28), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
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).	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 22–23, 50–51, 82–83 Unit 3: 22–23, 50–51 Unit 5: 10–11, 22–23, 50–51, 82–83, 88–89 Unit 8: 126–127, 180–181 Unit 9: 28–29, 82–83 Unit 10: 126–127, 176–177 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13), <i>Citizens Who Made a Difference</i> (O/34), <i>Opinions About the Voting Age</i> (R/40) Unit 3: <i>Amazing Animal Senses!</i> (H/NA), <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 5: <i>Medical Pioneers</i> (O/34), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Immigrant Communities</i> (P/38), <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>The Southwest</i> (R/40) Unit 9: <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Gold Rush!</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 62–63, 94–95 Unit 3: 30–31, 62–63, 94–95 Unit 5: 30–31, 62–63, 94–95 Unit 7: 30–31, 62–63, 94–95 Unit 8: 128–129, 160–161, 192–193 Unit 9: 6–7, 30–31, 94–95 Unit 10: 128–129, 160–161, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Government</i> (P/38), <i>My Vote Counts!</i> (R/40) Unit 8: <i>The Everglades</i> (K/20) Unit 9: <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40) Unit 10: <i>Gravity</i> (M/28) READER'S THEATER HANDBOOK: Unit 1: 13 Unit 3: 37, 43 Unit 5: 61 Unit 7: 85 Unit 8: 97, 103
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
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.	LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28)
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		Benchmark Ready to Advance
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	TEACHER RESOURCE SYSTEM: Unit 6: 150–151, 156–157, 182–183, 188–189 Unit 7: 90–91 Unit 10: 116–117, 122–123
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	TEACHER RESOURCE SYSTEM: Unit 5: 84–85, 90–91 Unit 7: 18–19, 24–25 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 150–151, 156–157, 182–183, 188–189 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)
RF.3.3b	Decode words with common Latin suffixes.	TEACHER RESOURCE SYSTEM: Unit 7: 18–19, 24–25 Unit 9: 18–19, 24–25, 84–85, 90–91 Unit 10: 156–157
RF.3.3c	Decode multi-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 24–25, 52–53, 58–59 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28)
RF.3.3d	Read grade-appropriate irregularly spelled words.	TEACHER RESOURCE SYSTEM: Unit 4: 116–117, 124–125 Unit 6: 116–117, 124–125 Unit 7: 52–53, 58–59, 84–85

Fluency		Benchmark Ready to Advance
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	TEACHER RESOURCE SYSTEM: Unit 10: 116–117, 122–123
RF.3.4a	Read on–level text with purpose and understanding.	TEACHER RESOURCE SYSTEM: READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.3.4b	Read on–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 4: 176–177 Unit 8: 104–105 Unit 10: 104–105 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28) READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.3.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 7: 58–59 Unit 10: 120–121 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
WRITING STANDARDS		
Types and Purposes		Benchmark Ready to Advance
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	TEACHER RESOURCE SYSTEM: Unit 10: 184–185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	TEACHER RESOURCE SYSTEM: Unit 4: 172–173, 194–195 Unit 5: 42–43
W.3.1b	Provide reasons that support the opinion.	TEACHER RESOURCE SYSTEM: Unit 4: 178–179, 194–195 Unit 5: 48–49
W.3.1c	Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i>) to connect opinion and reasons.	TEACHER RESOURCE SYSTEM: Unit 5: 54–55
W.3.1d	Provide a concluding statement or section.	TEACHER RESOURCE SYSTEM: Unit 4: 194–195 Unit 5: 60–61
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TEACHER RESOURCE SYSTEM: Unit 10: 178–179 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Stormy Weather</i> (N/30), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)

W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TEACHER RESOURCE SYSTEM: Unit 3: 26–27, 74–75, 96–97 Unit 7: 60–61, 96–97 Unit 8: 140–141, 194–195 Unit 9: 42–43, 60–61, 64–65, 80–81 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.2b	Develop the topic with facts, definitions, and details.	TEACHER RESOURCE SYSTEM: Unit 3: 74–75, 80–81, 96–97 Unit 8: 146–147 Unit 9: 48–49 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.2c	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	TEACHER RESOURCE SYSTEM: Unit 8: 152–153 Unit 9: 74–75 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.2d	Provide a concluding statement or section.	TEACHER RESOURCE SYSTEM: Unit 3: 96–97 Unit 8: 158–159 Unit 9: 54–55 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TEACHER RESOURCE SYSTEM: Unit 1: 90–91 Unit 10: 172–173 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 140–141 Unit 6: 122–123, 172–173, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 146–147, 152–153 Unit 6: 122–123, 178–179, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
W.3.3c	Use temporal words and phrases to signal event order.	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 178–179 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
W.3.3d	Provide a sense of closure.	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 158–159 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
Production and Distribution of Writing		Benchmark Ready to Advance
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.)	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 20–21 Unit 2: 112–113, 118–119, 124–125 Unit 3: 8–9, 26–27, 42–43, 60–61 Unit 4: 106–107, 112–113, 122–123, 140–141, 152–153, 158–159 Unit 5: 8–9, 26–27 Unit 6: 106–107, 112–113, 140–141, 146–147, 158–159 Unit 7: 8–9, 14–15, 26–27, 42–43, 54–55, 74–75 Unit 8: 107–108, 122–123 Unit 9: 8–9, 14–15, 26–27, 32–33 Unit 10: 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159
W.3.5	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 3.)	TEACHER RESOURCE SYSTEM: Unit 1: 20–21 Unit 2: 106–107, 112–113, 118–119, 124–125, 172–173, 178–179, 184–185, 190–191 Unit 3: 8–9, 26–27, 42–43, 60–61, 86–87, 92–93 Unit 4: 106–107, 112–113, 122–123, 140–141, 146–147, 152–153, 158–159 Unit 5: 26–27, 80–81, 86–87, 92–93 Unit 6: 106–107, 112–113, 140–141, 146–147, 158–159, 184–185, 190–191 Unit 7: 8–9, 14–15, 26–27, 42–43, 54–55, 74–75, 80–81, 86–87, 92–93, 96–97 Unit 8: 107–108, 122–123, 172–173, 178–179, 184–185, 190–191 Unit 9: 8–9, 14–15, 26–27, 32–33 Unit 10: 106–107, 112–113, 118–119, 124–125, 130–131, 152–153, 158–159 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24)

W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 5: 96–97 Unit 8: 194–195 Unit 10: 162–163 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50)
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.3.7	Conduct short research projects that build knowledge about a topic.	TEACHER RESOURCE SYSTEM: Unit 5: 14–15 Unit 8: 112–113 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)
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.	TEACHER RESOURCE SYSTEM: Unit 1: 14–15, 74–75, 80–81 Unit 2: 112–113, 118–119 Unit 3: 14–15, 20–21, 48–49, 54–55, 96–97 Unit 4: 118–119, 152–153 Unit 5: 8–9, 14–15, 20–21 Unit 6: 118–119, 152–153 Unit 7: 20–21, 48–49 Unit 8: 118–119 Unit 9: 20–21, 60–61 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Pete Discovers Gravity</i> (M/28)
Range of Writing		Benchmark Ready to Advance
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.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12–13, 22–23, 30–31, 50–51, 54–55, 56–57, 62–63, 82–83, 86–87, 88–89, 92–93, 94–95 Unit 3: 96–97 Unit 4: 194–195 Unit 6: 194–195 Unit 7: 12–13 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	TEACHER RESOURCE SYSTEM: Unit 9: 92–93, 96–97 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
SL.3.1a	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.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38–39, 70–71 Unit 2: 102–103, 136–137, 168–169 Unit 3: 4–5, 38–39, 70–71 Unit 4: 102–103, 136–137, 168–169 Unit 5: 4–5, 38–39, 70–71 Unit 6: 102–103, 136–137, 168–169 Unit 7: 4–5, 38–39, 70–71 Unit 8: 102–103, 136–137, 168–169 Unit 9: 4–5, 22–23, 38–39, 40–41, 70–71 Unit 10: 102–103, 136–137, 168–169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)
SL.3.1b	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).	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38–39, 71 Unit 2: 102–103, 168–169 Unit 3: 4–5, 38–39, 46–47, 70–71 Unit 4: 102–103, 136–137, 168–169 Unit 5: 4–5, 38–39, 70–71 Unit 6: 102–103, 136–137, 168–169 Unit 7: 4–5, 38–39, 70–71 Unit 8: 102–103, 136–137, 168–169 Unit 9: 4–5, 38–39, 70–71 Unit 10: 102–103, 136–137, 168–169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)

SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 30–31, 38–39, 71 Unit 2: 102–103, 128–129, 136–137, 168–169, 186–187 Unit 3: 4–5, 38–39, 70–71 Unit 4: 102–103, 136–137, 168–169 Unit 5: 4–5, 6–7, 20–21, 26–27, 30–31, 38–39, 70–71 Unit 6: 102–103, 136–137, 138–139, 168–169 Unit 7: 4–5, 12, 28–29, 30–31, 38–39, 70–71 Unit 8: 102–103, 128–129, 136–137, 168–169 Unit 9: 4–5, 16–17, 30–31, 38–39, 70–71 Unit 10: 102–103, 110–111, 136–137, 168–169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: Mondo and Gordo Weather the Storm (L/24), The Everglades (K/20) Unit 10: Gravity (M/28), Pete Discovers Gravity (M/28)
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 30–31, 38–39, 70–71 Unit 2: 102–103, 128–129, 136–137, 168–169 Unit 3: 4–5, 38–39, 70–71 Unit 4: 102–103, 136–137, 168–169 Unit 5: 4–5, 6–7, 16–17, 20–21, 26–27, 30–31, 38–39, 70–71 Unit 6: 102–103, 136–137, 138–139, 168–169 Unit 7: 4–5, 12, 28–29, 30–31, 38–39, 70–71 Unit 8: 102–103, 128–129, 136–137, 168–169 Unit 9: 4–5, 16–17, 22–23, 30–31, 38–39, 40–41, 70–71 Unit 10: 102–103, 136–137, 168–169
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.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5 Unit 2: 102–103 Unit 3: 4–5, 20–21 Unit 4: 102–103 Unit 5: 4–5 Unit 6: 102–103 Unit 7: 4–5 Unit 8: 102–103 Unit 9: 4–5 Unit 10: 102–103 LEVELED TEXT TEACHER'S GUIDES: Unit 8: Global Alert (P/38), Stormy Weather (N/30), The Southwest (R/40), The Pacific Northwest (R/40), Earth: The Water Planet (U/50), Mondo and Gordo Weather the Storm (L/24), The Everglades (K/20) Unit 10: From Axes to Zippers: Simple Machines (N/30), Our "Current" World (P/38), Pete Discovers Gravity (M/28)
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TEACHER RESOURCE SYSTEM: Unit 9: 92–93, 96–97 Unit 10: 128–129 LEVELED TEXT TEACHER'S GUIDES: Unit 8: Global Alert (P/38), Stormy Weather (N/30), The Southwest (R/40), The Pacific Northwest (R/40), Earth: The Water Planet (U/50), Mondo and Gordo Weather the Storm (L/24) Unit 10: From Axes to Zippers: Simple Machines (N/30), Our "Current" World (P/38)
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
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.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5 Unit 9: 86–87, 92–93, 96–97 Unit 10: 172–173, 178–179, 184–185, 190–191, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
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.	TEACHER RESOURCE SYSTEM: Unit 4: 176–177 Unit 10: 104–105
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.)	TEACHER RESOURCE SYSTEM: Unit 1: 39 Unit 2: 168–169 Unit 3: 38–39 Unit 4: 168–169 Unit 5: 38–39, 70–71 Unit 6: 136–137, 168–169 Unit 7: 70–71 Unit 8: 136–137, 168–169 Unit 9: 38–39, 70–71, 86–87 Unit 10: 136–137, 168–169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Pete Discovers Gravity</i> (M/28)

LANGUAGE STANDARDS		
Conventions of Standard English		Benchmark Ready to Advance
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TEACHER RESOURCE SYSTEM: Unit 1: 32–33, 64–65, 96–97 Unit 2: 130–131, 162–163, 184–185, 190–191 Unit 3: 64–65, 86–87, 96–97 Unit 4: 130–131, 184–185, 194–195 Unit 6: 130–131, 162–163, 190–191, 194–195 Unit 7: 32–33, 64–65, 96–97 Unit 9: 16–17 WRITING AND LANGUAGE HANDBOOK: 158-159 (Use Parts of Speech), BLM 1
L.3.1b	Form and use regular and irregular plural nouns.	TEACHER RESOURCE SYSTEM: Unit 1: 32–33, 96–97 Unit 6: 116–117, 124–125, 190–191, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>The Everglades</i> (K/20) WRITING AND LANGUAGE HANDBOOK: 160-161 (Use Irregular Plural Nouns), 162-163 (Use Regular Plural Nouns), BLM 2, BLM 3
L.3.1c	Use abstract nouns (e.g., <i>childhood</i>).	TEACHER RESOURCE SYSTEM: Unit 1: 32–33 Unit 9: 16–17 WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Abstract Nouns), BLM 4
L.3.1d	Form and use regular and irregular verbs.	TEACHER RESOURCE SYSTEM: Unit 1: 64–65, 96–97 Unit 2: 162–163, 184–185 Unit 6: 190–191, 194–195 Unit 7: 32–33, 64–65, 86–87, 96–97 Unit 8: 130–131, 184–185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) WRITING AND LANGUAGE HANDBOOK: 166-167 (Use Regular and Irregular Verbs), BLM 5
L.3.1e	Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	TEACHER RESOURCE SYSTEM: Unit 1: 64–65 Unit 2: 162–163, 184–185 Unit 5: 84–85, 90–91 Unit 7: 32–33, 86–87, 96–97 Unit 8: 130–131, 185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) WRITING AND LANGUAGE HANDBOOK: 168-169 (Use Simple Verb Tenses), BLM 6
L.3.1f	Ensure subject–verb and pronoun–antecedent agreement.*	TEACHER RESOURCE SYSTEM: Unit 1: 96–97 Unit 3: 64–65, 86–87, 96–97 Unit 7: 64–65, 92–93, 96–97 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Pacific Northwest</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30) WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Pronoun Antecedent Agreement), 172-173 (Use Subject- Verb Agreement), BLM 7, BLM 8, BLM 9
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TEACHER RESOURCE SYSTEM: Unit 4: 130–131, 184–185, 194–195 Unit 6: 162–163, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Stormy Weather</i> (N/30) WRITING AND LANGUAGE HANDBOOK: 174-175 (Use Use Comparatives and Superlatives), BLM 10
L.3.1h	Use coordinating and subordinating conjunctions.	TEACHER RESOURCE SYSTEM: Unit 5: 32–33, 64–65, 74–75, 92–93 Unit 8: 152–153, 162–163, 172–173, 190–191 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50) Unit 10: <i>Our "Current" World</i> (P/38) WRITING AND LANGUAGE HANDBOOK: 176-177 (Use Coordinating Conjunctions), 178-179 (Use Subordinating Conjunctions), BLM 11, BLM 12, BLM 13, BLM 14
L.3.1i	Produce simple, compound, and complex sentences.	TEACHER RESOURCE SYSTEM: Unit 1: 96–97 Unit 5: 32–33, 64–65, 74–75, 92–93 Unit 8: 152–153, 162–163, 172–173, 190–191 WRITING AND LANGUAGE HANDBOOK: 178-179 (Use Subordinating Conjunctions), BLM 13, BLM 14
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a	Capitalize appropriate words in titles.	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 5: 96–97 WRITING AND LANGUAGE HANDBOOK: 180-181 (Capitalize Titles), BLM 15, BLM 16

L.3.2b	Use commas in addresses.	TEACHER RESOURCE SYSTEM: Unit 1: 20–21, 26–27 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) WRITING AND LANGUAGE HANDBOOK: 182-183 (Use Commas in Addresses), BLM 17
L.3.2c	Use commas and quotation marks in dialogue.	TEACHER RESOURCE SYSTEM: Unit 2: 152–153 Unit 6: 184–185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) WRITING AND LANGUAGE HANDBOOK: 184-185 (Use Commas and Quotation Marks in Dialogue), BLM 18
L.3.2d	Form and use possessives.	TEACHER RESOURCE SYSTEM: Unit 3: 32–33, 64–65, 92–93, 96–97 Unit 6: 130–131, 190–191 WRITING AND LANGUAGE HANDBOOK: 186-187 (Use Possessives), BLM 19
L.3.2e	Use conventional spelling for high–frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).	TEACHER RESOURCE SYSTEM: Unit 1: 32–33, 64–65 Unit 2: 130–131, 184–185, 190–191 Unit 4: 184–185, 190–191 Unit 5: 84–85, 90–91 Unit 6: 124–125 Unit 7: 18–19, 24–25, 52–53 Unit 8: 130–131, 184–185 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 150–151, 156–157 WRITING AND LANGUAGE HANDBOOK: 188-189 (Use Suffixes), BLM 20
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position–based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 32–33, 52–53, 58–59, 84–85, 90–91, 96–97 Unit 4: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 24–25, 52–53, 58–59 Unit 6: 116–117, 124–125, 130–131, 150–151, 156–157, 182–183, 188–189 Unit 7: 32–33, 84–85, 90–91 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 9: 84–85, 90–91 Unit 10: 116–117, 122–123, 182–183, 188–189 WRITING AND LANGUAGE HANDBOOK: 190-191 (Use Spelling Patterns), BLM 21, BLM 22
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TEACHER RESOURCE SYSTEM: Unit 4: 130–131, 162–163, 190–191 Unit 6: 162–163, 190–191 Unit 7: 32–33, 86 Unit 10: 120–121 WRITING AND LANGUAGE HANDBOOK: 192-193 (Use Spelling Reference Materials), BLM 23
Knowledge of Language		Benchmark Ready to Advance
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3a	Choose words and phrases for effect.*	TEACHER RESOURCE SYSTEM: Unit 2: 172–173 Unit 4: 184–185, 194–195 Unit 8: 178–179 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Pinocchio and Peter Pan</i> (Q/40) WRITING AND LANGUAGE HANDBOOK: 194-195 (Use Words and Phrases for Effect), BLM 24
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	TEACHER RESOURCE SYSTEM: Unit 5: 70, 80–81 Unit 6: 172–173 Unit 7: 80–81 Unit 8: 178–179 WRITING AND LANGUAGE HANDBOOK: 196-197 (Use Standard English), BLM 25, BLM 26
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.3.4	Determine or clarify the meaning of unknown and multiple–meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly	TEACHER RESOURCE SYSTEM: Unit 2: 103 Unit 3: 4–5 Unit 4: 102–103 Unit 5: 4–5 Unit 7: 4–5 Unit 8: 102–103 Unit 9: 4–5 Unit 10: 102–103

L.3.4a	Use sentence–level context as a clue to the meaning of a word or phrase.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 78–79 Unit 2: 176–177 Unit 3: 10–11, 78–79 Unit 5: 12–13, 78–79 Unit 7: 10–11, 58–59 Unit 8: 120–121 Unit 9: 10–11</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: Susan B. Casts a Ballot (H/13) Unit 2: The Tale of Rip Van Winkle (M/28) Unit 3: Why Hummingbirds Drink Nectar (O/NA), Amazing Animal Senses! (H/NA) Unit 4: Tom Sawyer Paints the Fence (M/28) Unit 5: Louis Pasteur (K/20) Unit 8: Global Alert (P/38), Stormy Weather (N/30), The Southwest (R/40), The Pacific Northwest (R/40), Earth: The Water Planet (U50) Unit 9: Cesar Chavez (L/24) Unit 10: From Axes to Zippers: Simple Machines (N/30), Our "Current" World (P/38), Gravity (M/28), Pete Discovers Gravity (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 21 Unit 3: 33 Unit 6: 69 Unit 7: 81 Unit 9: 105</p> <p>WRITING AND LANGUAGE HANDBOOK: 198–199 (Use Context Clues), BLM 27, BLM 28</p>
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	<p>TEACHER RESOURCE SYSTEM: Unit 7: 18–19, 24–25 Unit 9: 18–19, 24–25, 52–53, 58–59 Unit 10: 182–183, 188–189</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: The Little Hero of Haarlem (I/16), Pandora (P/NA) Unit 5: The Wright Brothers (I/14) Unit 8: Stormy Weather (N/30), The Pacific Northwest (R/40) Unit 9: Money (M/24)</p> <p>WRITING AND LANGUAGE HANDBOOK: 200–201 (Use Root Words and Affixes), BLM 29</p>
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<p>TEACHER RESOURCE SYSTEM: Unit 10: 182–183, 188–189</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: Medusa (M/NA), I Danc e (M/28) Unit 6: Iktomi and his Blanket (M/28) Unit 8: The Pacific Northwest (R/40), Earth: The Water Planet (U/50), The Everglades (K/20)</p> <p>WRITING AND LANGUAGE HANDBOOK: 200–201 (Use Root Words and Affixes), BLM 29</p>
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 78–79 Unit 2: 176–177 Unit 3: 10–11, 78–79 Unit 5: 12–13, 78–79 Unit 6: 110–111, 120–121, 176–177 Unit 7: 10–11 Unit 8: 120–121 Unit 9: 10–11 Unit 10: 120–121</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: We Need a Class Constitution (L/24), My Vote Counts! (R/40) Unit 4: Little Red Riding Hood (P/NA)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15 Unit 2: 27 Unit 4: 45 Unit 5: 57 Unit 6: 75 Unit 7: 87</p> <p>WRITING AND LANGUAGE HANDBOOK: 202–203 (Use Glossaries and Dictionaries), BLM 30, BLM 31</p>
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5a	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 126–127, 148–149 Unit 4: 110–111, 126–127, 180–181 Unit 8: 110–111, 154–155 Unit 9: 12–13, 46–47, 56–57 Unit 10: 110–111, 148–149</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 39 Unit 5: 51, 63 WRITING AND LANGUAGE HANDBOOK: 204–205 (Use Literal and Nonliteral Meanings), BLM 32</p>
L.3.5b	Identify real–life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	<p>TEACHER RESOURCE SYSTEM: Unit 5: 46–47 Unit 9: 78–79</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA) WRITING AND LANGUAGE HANDBOOK: 206–207 (Make Real-Life Connections), BLM 33</p>
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 144–145 Unit 10: 144–145</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13) Unit 2: <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>Jack and the Beanstalk</i> (L/24) Unit 3: <i>Ostrich's Long Neck</i> (M/28) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)</p> <p>WRITING AND LANGUAGE HANDBOOK: 208–209 (Use Shades of Meaning), BLM 34</p>
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., <i>After dinner</i> that <i>night</i> we went looking for them).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 126–127, 144–145 Unit 3: 10–11, 78–79 Unit 5: 12–13, 38, 78–79 Unit 6: 102–103, 110–111, 120–121, 176–177 Unit 7: 10–11 Unit 8: 120–121, 146–147, 178–179</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Ugly Duckling</i> (P/NA) Unit 4: <i>Ruby Bridges</i> (L/24)</p> <p>READER'S THEATER HANDBOOK: Unit 8: 93, 99 Unit 9: 111</p> <p>WRITING AND LANGUAGE HANDBOOK: 210–211 (Use Spatial and Temporal Signal Words and Phrases), BLM 35, BLM 36</p>

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
1. Government in Action	1	Ask Questions	<ul style="list-style-type: none"> Summarize the Text Explain How an Author Uses Reasons and Evidence Interpret Information Presented Visually: Sidebars, Charts, and Photos Identify Key Details and Determine Main Idea Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Words and Phrases in a Text	Writing to Sources: Personal Letter	Form and Use the Present Progressive Tense	Long a (Vc, ai, ay, ei, ea) and Short a	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	trails, spray, national, maintain, locate, staff, natural, greatly	emerged, feeble, misfortune, enforce, federal, initiative, devastated, possessions, maintain	<ul style="list-style-type: none"> Compound Subjects Use Prepositional Phrases Narrative Write to Sources Understand Narrative Text Structure Use Suffixes
	2	Ask Questions	<ul style="list-style-type: none"> Explain How an Author Uses Reasons and Evidence Interpret Information Presented Visually to Answer a Question Identify Key Details and Determine Main Idea Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	N/A	Performance Task Practice	Correct Capitalization	Long e (Vc, ea, ee, ey, y, ie, e) and Short e	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	representatives, these, everyone, centuries, residents, easy, geography, overseas	financial	<ul style="list-style-type: none"> Use Quotation Marks Understand Plural Nouns Use Present Tense Verbs Use Subject-Verb Agreement Use Feature Analysis to Clarify Word Meanings
	3	Ask Questions	<ul style="list-style-type: none"> Summarize the Text Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably 	Determine the Meaning of Words and Phrases to Explain Story Events	Performance Task Practice	Produce Complete Sentences	Long o (Vc, oa, ow, oe, o) and Short o	<ul style="list-style-type: none"> Inflection/Intonation–Pitch* Phrasing–Units of Meaning in Complex Sentences* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	most, from, dome, floating, bowl, goes, shopping, governor	jurisdiction, pursuant, apparently, authority, confined	<ul style="list-style-type: none"> Identify Relative Pronouns Recognize and Understand Idioms Expand Sentences Using Adverbs Use Past and Present Verb Tenses Distinguish Among Homophones

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
2. Characters' Actions and Reactions	1	Visualize	<ul style="list-style-type: none"> • Explain Key Details and Summarize • Describe a Character in Depth • Make Connections Between a Story and a Read-Aloud Play • Compare and Contrast Fables and Fairy Tales 	<ul style="list-style-type: none"> • Understand and Use Words That Signal States of Being • Understand Figurative Language—Similes 	Process Writing: Fairy Tale	Correct Comma Usage	Long i (VCe, igh, y, ie, i) and Short i	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	crocodile, terrified, gigantic, sixty-six, lying, admitted, ordinary, right	disturbed, defeated, proud, miserable, pardon, arrogant, envy, pity	<ul style="list-style-type: none"> • Use Past Tense Verbs • Use Adjectives to Signal State of Being • Narrative Process Writing • Use Interrogative Pronouns • Use Context Clues
	2	Visualize	<ul style="list-style-type: none"> • Identify Key Events and Summarize • Describe a Character in Depth • Make Connections Between a Text and a Visual Presentation of the Text • Compare and Contrast the Treatment of Similar Events in Stories 	Understand and Use Words That Signal States of Being	Process Writing: Fairy Tale	Form and Use the Past Progressive Tense	Long u (VCe, ue, ew, u) and Short u	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	used, adults, continued, communicate, usually, refused, uncover, abundant, adult	alarmed, contemptuously, alarm, indifferent	<ul style="list-style-type: none"> • Describe Similes • Verb Tense • Noun-Pronoun Agreement • Connect Ideas by Combining Clauses • Understand Homographs
	3	Visualize	<ul style="list-style-type: none"> • Identify Key Details and Summarize • Make Connections Between a Text and a Movie • Make Connections Between a Story and a Visual Presentation • Compare and Contrast the Treatment of Similar Events in Stories 	Understand Figurative Language	Process Writing: Fairy Tale	<ul style="list-style-type: none"> • Correct Comma Usage • Form and Use the Progressive Tenses 	Closed Syllable Patterns	<ul style="list-style-type: none"> • Speed/Pacing—Fast* • Pausing—Short Pause* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	princess, spunky, mixture, enchanted, chicken, fifteen, invented, fantasy	earnestly, obliged, puzzled, tedious	<ul style="list-style-type: none"> • Condense Ideas • Understand Past Continuous Verbs • Use Adverbials to Add Details • Describe with Similes • Use Modal Auxiliaries

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
3. Observing Nature	1	Determine Text Importance	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Describe the Structure of Part of a Text Summarize the Text Read with Accuracy, Appropriate Rate, and Expression Compare and Contrast First Person Narrative Points of View 	<ul style="list-style-type: none"> Analyze Figurative Language Recognize and Explain the Meaning of Idioms 	Writing to Sources: Informative Report	Order Adjectives within Sentences	Open Syllable Patterns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	brazenly, nature, decided, deter, prevent, local, location, noticed	disposed, perch, solitary	<ul style="list-style-type: none"> Use Past Tense Verbs and Verb Phrases Use Prepositional Phrases about Place Informative Write to Sources Understand Pronouns and Their Antecedents Use Base Words and Suffixes
	2	Determine Text Importance	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Analyze a First Person Point of View Integrate Information from Two Texts 	<ul style="list-style-type: none"> Analyze Figurative Language Recognize and Explain the Meaning of Idioms 	Writing to Sources: Informative Report	Recognize and Correct Inappropriate Fragments	Vowel Team Syllable Patterns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	eagerly, creature, proclaimed, because, believed, people, groundhog, cloudy	interactions, reap, occupy, territory, crouched, clean, pert, dapper, nervous	<ul style="list-style-type: none"> Add Detail with Adjectives Use Connecting Words and Phrases Condense Ideas into a Single Sentence Use Transition Words and Phrases to Connect Events Use the Prefixes pre- and pro-
	3	Determine Text Importance	<ul style="list-style-type: none"> Read with Accuracy, Appropriate Rate, and Expression Refer to Poems to Ask and Answer Questions Make Connections Between a Poem and a Photograph Explain Differences Between Prose and Poetry 	Understand Figurative Language to Determine the Theme	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Order Adjectives to Add Detail Edit to Correct Inappropriate Fragments 	Vowel-r Syllable Patterns	<ul style="list-style-type: none"> Expression– Characterization/ Feelings* Speed/ Pacing– Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	charcoal, coverings, waterproof, birches, forests, Northeast, important, sturdy	grant, strife	<ul style="list-style-type: none"> Use Commas to Better Understand the Text Understand Abstract and Emotional Verbs Use Metaphors Understand Words Using Context Clues Use Compound Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
4. Understanding Different Points of View	1	Make Inferences/Predictions	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Analyze First Person Narrative Point of View • Analyze Third Person Narrative Point of View • Compare and Contrast First Person and Third Person Narrations • Draw Inferences About a Character • Draw Inferences About Characters in a Third Person Narrative 	N/A	Writing to Sources: Opinion Essay	Use Modal Auxiliaries to Express Necessity	Compound Words	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	narrow-minded, worn out, first-rate, three-quarters, mind-boggling, post office, high school, hot dogs	skidded, thrashing, contentment	<ul style="list-style-type: none"> • Noun-Pronoun Agreement • Describe Characters in Depth • Opinion Write to Sources • Describe Characters' Actions with Adverbs • Multiple-Meaning Words
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Analyze Third Person Point of View • Compare and Contrast First Person and Third Person Narrations • Draw Inferences About a Character 	Demonstrate Understanding of Figurative Language: Metaphors	Writing to Sources: Opinion Essay	Use Frequently Confused Words/Use Reference Materials to Check Spelling	Vowel-Consonant-e Syllable Patterns	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	raced, named, navigate, bravely, safely, despite, arrived, disease	aristocrat, subjects, abandon, endure, proceeded, sustained	<ul style="list-style-type: none"> • Use Progressive Verb Tenses • Expand Noun Phrases with Adjectives • Connect Ideas with Conjunctions • Precise Language to Describe • Common Suffixes
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Analyze First Person Point of View • Draw Inferences About a Character • Compare and Contrast the Treatment of Similar Topics in Two Texts 	Determine or Clarify the Meaning of Unknown Words in a Text	Writing to Sources: Opinion Essay	<ul style="list-style-type: none"> • Use Modal Auxiliaries to Strengthen Your Position • Check/Correct Frequently Confused Words 	Consonant-le Syllable Patterns	<ul style="list-style-type: none"> • Expression-Anticipation/Mood* • Speed/Pacing-Slow* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	purple, remarkable, startle, wiggled, simple, gobble, single, struggled	chaise, harness, blinkers, examine, coaxing, accustomed	<ul style="list-style-type: none"> • Connect Words that Link • Condense Ideas • The Language of Sequence • Use Compound Words • Use Sense Imagery to Describe

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
5. Technology for a Green Future	1	Summarize/Synthesize	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of Events in a Text Describe the Overall Structure of an Opinion Text Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Opinion Essay	Form and Use Prepositional Phrases	Hard and Soft c, g	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	carbon, electricity, importance, substance, energy, gallon, gasoline, generate	power plant, solar power, fossil fuels, economy, statistics, evidence	<ul style="list-style-type: none"> Use Reasons to Support Opinions Use Quotation Marks in Dialogue Opinion Process Writing Expand Noun Phrases with Adjectives Understand Content Specific Words in Context
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Describe the Overall Structure of an Opinion Text Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Opinion Essay	Form and Use the Future Progressive Verb Tense	r-Controlled Vowels (ar, or, oar, ore)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	start, charted, according, fortunately, victory, roared, stored, before	biodiesel fuel, dependence, encouraged, minimum, experimental, eliminate	<ul style="list-style-type: none"> Connect Ideas with Coordinating Conjunctions Understand Noun-Pronoun Agreement Use Prepositions and Prepositional Phrase Condense Ideas with Relative Pronouns Use Words with Greek and Latin Elements
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Explain How an Author Uses Reasons and Evidence to Support Points in a Text Evaluate an Author's Evidence Compare Arguments and Evidence Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	N/A	Process Writing: Opinion Essay	<ul style="list-style-type: none"> Revise to Include Prepositional Phrases to Add Detail Edit for Correct Form and Use of Progressive Verb Tenses 	r-Controlled Vowels (er, ir, ur)	<ul style="list-style-type: none"> Pausing– Full Stop* Expression– Anticipation/ Mood* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	quarter, meters, percent, thirteen, first, thirds, curb, surrounding	emit, compensate, emitted	<ul style="list-style-type: none"> Use Compound Adjectives to Expand Noun Phrases Use Plural Nouns in Generalizations Link Ideas with Connecting Words Form Nouns from Verbs Use Words with Suffixes

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
6. Confronting Challenges	1	Make Connections	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Refer to Details and Examples in a Text to Draw Inferences • Determine a Story's Theme • Describe the Characters, Setting, and Events in a Quest Story • Use Text Evidence to Compare and Contrast the Treatment of Similar Themes 	Determine the Meaning of Words and Phrases in a Text	Writing to Sources: Narrative Journal Entry	Form and Use Prepositional Phrases	Adverb Suffixes -ly, -ily, -ways, -wise	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	barely, disdainfully, wildly, peacefully, speedily, sideways, clockwise, counterclockwise	unhidden, embroidered, nimble, contemptuously, ragamuffin, deceive, attracted, resolved	<ul style="list-style-type: none"> • Understand Noun-Pronoun Agreement • Use the Language of Sequence • Narrative Write to Sources • Use Verb Tense • Use Suffixes (-ful, -ly, and -ness)
	2	Make Connections	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Refer to Details and Examples in a Text to Answer a Question • Describe the Characters, Setting, and Events in a Quest Story • Describe a Character Using Details in the Text • Compare and Contrast the Treatment of Similar Themes 	N/A	Writing to Sources: Narrative Journal Entry	Order Adjectives Within Sentences	/ / and / o/ (oo, ew, ould, ull)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	looked, could, pulling, would, soon, troop, doomed, blew	dreadful, managed	<ul style="list-style-type: none"> • Use Prepositional Phrases • Use Connecting Words • Use Descriptive Nouns • Use Commonly Confused Words • Analyze Homophones
	3	Make Connections	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Refer to Details and Examples in a Text to Draw Inferences • Compare and Contrast the Treatment of Similar Themes in Texts from Different Cultures 	Determine the Meaning of Words and Phrases in a Text (Mythological Allusions)	Writing to Sources: Narrative Journal Entry	Correct Adjective Order in Sentences	Adjective Suffixes -ful, -ous, -ible, -able, -some	<ul style="list-style-type: none"> • Inflection/ Intonation- Pitch* • Read with Expression- Dramatic Expression* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	painful, resourceful, famous, dangerous, invincible, honorable, troublesome, fearsome	Hercules, Titans, Olympus, Herculean, titanic, Olympian, burden, hesitated, accomplished, perceive	<ul style="list-style-type: none"> • Condense Ideas • Organize Events with Transition Words • Use Noun Phrases to Enrich Meaning • Identify and Use Synonyms and Antonyms • Produce Complete Sentences

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
7. Developing a Nation	1	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of a Text (Chronological) Interpret Information Presented Visually: Time Lines Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Explain the Meaning of Similes and Metaphors	Writing to Sources: News Report	Recognize and Correct Run-on Sentences	/ou/ and /oi/	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	county, brown, pounded, account, outside, destroyed, soil, boiling	simile, metaphor, extremely, region	<ul style="list-style-type: none"> Use Past Tense Verbs and Verb Phrases Use Subordinate Clauses in Sentences Informative Write to Sources Use Sequence Words Combine Words into Compound Nouns
	2	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of a Text (Compare/Contrast) Draw an Inference from a Chronological Text Interpret Information Presented Visually Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	N/A	Writing to Sources: News Report	Relative Pronouns	Prefixes trans-, pro-, sub-, super-, inter-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	transport, transcontinental, proclaimed, progress, substituted, intervals, interfered, superstars	dependence, encouraged, minimum, experimental, eliminate	<ul style="list-style-type: none"> Connect a Sequence of Events Use Linking Verbs Condense Ideas Use Pronouns to Refer to Nouns Acquire Content Area Vocabulary
	3	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic Explain Events in a Historical Text 	Understand Words Using Synonyms	Writing to Sources: News Report	<ul style="list-style-type: none"> Edit to Correct Run-on Sentences Edit for Correct Use of Relative Pronouns 	Homophones	<ul style="list-style-type: none"> Pausing—Short Pause* Speed/Pacing—Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	blew, to, two, there, their, blue, week, too, dear, rained, side, wait, deer, reigned, sighed, weak, weight	appearance, charting, surveying, venture	<ul style="list-style-type: none"> Answer "When" Questions with Prepositional Phrases Understand Ellipsis Use Adjectives to Add Details Use Synonyms and Antonyms Expand Sentences with Adverbs

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
8. Earth Changes	1	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Refer to Details and Examples in a Text to Answer Questions Describe the Overall Structure of Events in a Text (Cause/Effect) Interpret Information Presented Visually: Maps, Diagrams, Photos Summarize the Text Identify Genre Features: Firsthand Accounts Compare and Contrast a Firsthand and Secondhand Account of the Same Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Informative Report	Use Modal Auxiliaries to Express Possibility	Negative Prefixes de-, un-, in-, im-, dis-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	unbelievable, unaware, unprepared, destruction, disappeared, impossible, incredibly, insignificant	magnitude, seismograph, tectonic plates, destruction, collided, vibrations	<ul style="list-style-type: none"> Identify Nouns and Noun Phrases Express Cause and Effect Informative Process Writing Use First Person Pronouns Use Prefixes -in, -un, -im, and dis-
	2	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Describe the Overall Structure of Events in a Text Summarize the Text Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine and Clarify the Meanings of Multiple-Meaning Words	Process Writing: Informative Report	Use Relative Adverbs	Greek and Latin Roots geo-, archae-, rupt-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	archaeologists, geological, geologists, geology, disrupted, erupt, erupted, eruption	crust, plates, core, sleeping, ring, scalding, structure, boundary, global	<ul style="list-style-type: none"> Use Adverbials to Add Detail Use Prepositional Phrases to Modify Verbs Understand the Subordinate Conjunction "Because" Use Nouns with Multiple Meanings Use Words with Latin Roots
	3	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Interpret Information Presented Visually Summarize the Text Review Genre Features: Firsthand Accounts Compare and Contrast a Firsthand and Secondhand Account of the Same Topic Refer to Details and Examples in a Text to Draw Inference 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Modal Auxiliaries Edit for Correct Use of Relative Adverbs 	Variant Vowel /ô/ (au, al, aw)	<ul style="list-style-type: none"> Inflection/ Intonation– Volume* Expression– Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	August, causing, pause, chalky, fall, stall, talking, dawn	elder, trembling, revealed	<ul style="list-style-type: none"> Use Adjectives and Adverbs to Describe Use Descriptive Language Describe with Adjectives and Similes Use Synonyms to Understand Vocabulary Simple and Compound Sentences

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
9. Resources and Their Impact	1	Visualize, Make Inferences/ Predictions, Make Connections	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of Events in a Text (Cause and Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Read and Respond to Poetry Refer to the Structural Elements of Poems Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Foreign Language Phrases in a Text	Process Writing: Multimedia Presentation	N/A	Noun Suffixes - dom , - ity , - tion , - ment , - ness	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	wisdom, community, equality, organization, registration, employment, agreement, kindness	pan dulce, campesinos, peregrinación, rapid, founded, recovered, clinging	<ul style="list-style-type: none"> Identify Synonyms Use the Language of Time Multimedia Writing Expand Sentences Using Adjectives Understand the Suffixes -er and -ist
	2	Visualize, Make Inferences/ Predictions, Make Connections	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Describe the Overall Structure of Events in a Text (Cause and Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Vocabulary	Process Writing: Multimedia Presentation	N/A	Introduce Latin Roots mis ("send"), agri ("field"), duc/duct ("lead"), man ("hand")	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	agriculture, introduced, manual, intermission, missiles, manipulate, manufactured, produced, produce	agriculture, mission, quota, missions, disrupted, functioned, harvest, contributors	<ul style="list-style-type: none"> Use Context Clues Use Conjunctions to Connect Ideas Condense Ideas Use the Language of Cause and Effect Identify Homophones
	3	Visualize, Make Inferences/ Predictions, Make Connections	<ul style="list-style-type: none"> Explain Key Events and Summarize Refer to the Structural Elements of Poems Compare and Contrast the Treatment of Similar Themes in Two Poems 	Understand Figurative Language (Simile and Personification)	Process Writing: Multimedia Presentation	N/A	Variant Vowel / â / (air , are , ear)	<ul style="list-style-type: none"> Inflection/ Intonation– Stress* Phrasing– Units of Meaning in Complex Sentences* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	carefully, declares, prepare, despair, repaired, forbearance, tears, wears	simile, personification, drought, searing	<ul style="list-style-type: none"> Summarize a Poem Identify Noun-Pronoun Agreement Describe with Similes and Metaphors Identify Multiple-Meaning Words Use Adjectives and Verbs to Convey Emotion

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
10. The Power of Electricity	1	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Identify Key Details and Determine Main Idea • Explain How an Author Uses Reasons and Evidence to Support Points in a Text • Explain Events, Ideas, or Concepts in a Scientific Text • Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Analyze Author's Word Choice	Process Writing: Cinquain Poem	N/A	Adding Endings with Spelling Changes	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	grabbed, resumed, humming, stifling, snagged, whined, emergencies, unlucky	sarled, stranded, plunged, demand, massive, restored, suspended	<ul style="list-style-type: none"> • Express Cause and Effect • Use Plural Nouns • Poetry Writing • Identify Irregular Past Tense Verbs • Identify Synonyms and Antonyms
	2	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> • Identify Key Details and Determine the Main Idea • Explain How an Author Uses Reasons and Evidence to Support Points in a Text • Explain Events, Ideas, or Concepts in a Scientific Text • Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Cinquain Poem	N/A	Words with Final // and // Sounds	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	kitchen, chemical, fossil, chemical, controversial, essential, travels, barren, metropolitan	protons, neutrons, movement, stationary, conductors, malfunctions, obstructed, cease, estimated, preserve, convert, complex, transmission	<ul style="list-style-type: none"> • Form Complete Sentences • Use Prepositional Phrases • Use Connecting Words to Link Events in a Sequence • Use Apostrophes to Form Possessive Nouns • Identify Words with Greek and Latin Roots
	3	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> • Explain Key Details and Summarize • Identify Key Details and Determine Main Idea • Explain How an Author Uses Reasons and Evidence to Support Points in a Text • Explain Events, Ideas, or Concepts in a Scientific Text • Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words	Reflect on Writing	N/A	Introduce Latin and Greek Roots ven (come), migr (move), graph (write), mit (send), aud (hear)	<ul style="list-style-type: none"> • Expression– Characterization/ Feelings* • Inflection/ Intonation– Volume* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	inventor, venue, emigrated, autograph, shadowgraphs, transmitting, audibly, audience, audiences	revolutionary, visionary, showman, account, devoted	<ul style="list-style-type: none"> • Identify Subject-Verb Agreement • Identify Noun-Pronoun Agreement • Expand Sentences with Prepositional Phrases • Understand Content-Area Vocabulary Words • Regular and Irregular Past Tense Verbs

Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade 4

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Ready to Advance
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 28–29, 48–49, 54–55, 60–61, 72–73, 74–75, 76–77, 78–79, 80–81, 86–87, 88–89 Unit 2: 104–105, 108–109, 110–111, 114–115, 138–139, 142–143, 144–145, 148–149, 160–161, 170–171, 174–175, 176–177 Unit 3: 16–17, 28–29, 72–73, 76–77 Unit 4: 104–105, 108–109, 110–111, 114–115, 120–121, 126–127, 128–129, 138–139, 142–143, 148–149, 170–171, 174–175, 186–187, 192–193 Unit 6: 104–105, 108–109, 110–111, 114–115, 126–127, 128–129, 138–139, 142–143, 144–145, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 Unit 7: 16–17 Unit 9: 72–73, 76–77</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Hats off to the President: A White House Mystery</i> (P/38), <i>Opinions About Workers' Rights</i> (S/44) Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>The Legend of Sleepy Hollow</i> (R/40), <i>Coyote Brings Fire to the People...</i> (R/40), <i>Alice in Wonderland</i> (S/44), <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44) Unit 3: <i>Haiku</i> (NA) Unit 4: <i>Opinions About Two Fairy Tales</i> (O/34), <i>Wally Smithers and the Germ Squad</i> (Q/40) Unit 6: <i>Opinions About Odysseus</i> (N/30), <i>Odysseus and the Cyclops</i>, <i>Circe Enchants Odysseus</i>, <i>The Call of the Sirens</i> (S/44), <i>Hercules' 11th Labor</i> (T/44)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 13, 15, 19 Unit 2: 21, 25, 27, 31 Unit 3: 33, 37, 39, 43 Unit 4: 45, 49, 51, 55 Unit 5: 57, 61, 63, 67 Unit 6: 69, 73, 75, 79 Unit 7: 81, 85, 87, 91 Unit 8: 93, 97, 99, 103 Unit 9: 105, 109, 111, 115 Unit 10: 117, 121, 123, 127</p>
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 28–29, 42–43, 54–55, 60–61, 72–73, 74–75, 76–77, 80–81, 86–87 Unit 2: 104–105, 114–115, 128–129, 138–139, 142–143, 170–171, 174–175 Unit 3: 16–17, 76–77, 88–89 Unit 4: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 6: 104–105, 110–111, 114–115, 128–129, 138–139, 142–143, 160–161, 170–171, 174–175, 192–193 Unit 7: 16–17 Unit 9: 16–17, 72–73, 76–77</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Opinions About Workers' Rights</i> (S/44) Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>The Black Stallion</i> (R/40), <i>The Legend of Sleepy Hollow</i> (R/40), <i>Coyote Brings Fire to the People...</i> (R/40), <i>Alice in Wonderland</i> (S/44), <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44), Unit 3: <i>Opinions about Weather Scenes</i> (R/40), <i>Haiku</i> (NA) Unit 4: <i>The Secret Life of Wally Smithers</i> (O/34), <i>Opinions About Two Fairy Tales</i> (O/34), <i>Wally Smithers and the Germ Squad</i> (Q/40), <i>The Strong and the Weak</i> (W/60) Unit 5: <i>Dino-Pals are Dino-Mite; Earth Is All the Home We Have</i> (U/50) Unit 6: <i>Opinions About Odysseus</i> (N/30), <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40), <i>Hercules' 11th Labor</i> (T/44), <i>The Rumor Report</i>, <i>The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38), <i>Casey Jones, Pecos Bill and Sluefoot Sue</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 49 Unit 9: 106, 109, 115 Unit 10: 121</p>
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).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 48–49, 54–55, 60–61, 88–89 Unit 2: 108–109, 148–149, 160–161, 186–187 Unit 4: 110–111, 120–121, 148–149, 180–181, 186–187, 192–193 Unit 6: 108–109, 126–127, 128–129, 144–145, 154–155, 180–181 Unit 9: 82–83</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>Coyote Brings Fire to the People...</i> (R/40) Unit 3: <i>Haiku</i> (NA) Unit 6: <i>Odysseus and the Cyclops</i>, <i>Circe Enchants Odysseus</i>, <i>The Call of the Sirens</i> (S/44), <i>The Rumor Report</i>, <i>The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38), <i>Casey Jones, Pecos Bill and Sluefoot Sue</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 15 Unit 2: 21, 27 Unit 3: 33, 39 Unit 4: 45, 51 Unit 5: 57, 63 Unit 6: 69, 75 Unit 7: 81, 87 Unit 8: 93, 99 Unit 9: 105, 111 Unit 10: 117, 123</p>
Craft and Structure		Benchmark Ready to Advance
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 (e.g., Herculean).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 82–83 Unit 2: 110–111, 144–145 Unit 3: 46–47, 88–89 Unit 4: 176–177 Unit 6: 120–121, 176–177 Unit 9: 22–23</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>Coyote Brings Fire to the People...</i> (R/40) Unit 3: <i>Haiku</i> (NA) Unit 6: <i>Odysseus and the Cyclops</i>, <i>Circe Enchants Odysseus</i>, <i>The Call of the Sirens</i> (S/44), <i>The Rumor Report</i>, <i>The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38), <i>Casey Jones, Pecos Bill and Sluefoot Sue</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 15 Unit 2: 21, 27 Unit 3: 33, 39 Unit 4: 45, 51 Unit 5: 57, 63 Unit 6: 69, 75 Unit 7: 81, 87 Unit 8: 93, 99 Unit 9: 105, 111 Unit 10: 117, 123</p>
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, settings, descriptions, dialogue,	<p>TEACHER RESOURCE SYSTEM: Unit 2: 120–121 Unit 3: 94–95 Unit 9: 28–29, 30–31, 82–83</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 6: <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 6: 75</p>

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.	TEACHER RESOURCE SYSTEM: Unit 3: 30–31, 50–51 Unit 4: 108–109, 120–121, 128–129, 154–155, 160–161, 180–181 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Legend of Sleepy Hollow</i> (R/40) Unit 4: <i>The Secret Life of Wally Smithers</i> (O/34) Unit 5: <i>Dino-Pals are Dino-Mite; Earth Is All the</i>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
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.	TEACHER RESOURCE SYSTEM: Unit 2: 120–121, 154–155, 176–177, 180–181 Unit 3: 82–83 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Opinions about Weather Scenes</i> (R/40), <i>Haiku</i> (NA) Unit 4: <i>The Strong and the Weak</i> (W/60) Unit 5: <i>Dino-Pals are Dino-Mite; Earth Is All the Home We Have</i> (U/50) Unit 6: <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40), <i>Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens</i> (S/44), <i>Hercules' 11th Labor</i> (T/44), <i>The Rumor Report, The Big Jump</i> (V/60) Unit 7: <i>Casey Jones, Pecos Bill and Sluefoot Sue</i> (Q/40)
RL.4.8	NA	
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.	TEACHER RESOURCE SYSTEM: Unit 2: 128–129, 160–161, 192–193 Unit 4: 128–129, 160–161, 192–193 Unit 6: 128–129, 160–161 Unit 9: 94–95 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Haiku</i> (NA/NA) Unit 6: <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40), <i>Frederick Douglass, Sojourner Truth</i> (U/50) READER'S THEATER HANDBOOK: Unit 2: 25, 31 Unit 4: 55 Unit 6: 73, 79 Unit 8: 97 Unit 9: 109, 115 Unit 10: 121, 127
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band	TEACHER RESOURCE SYSTEM: Unit 2: 128–129 Unit 4: 108–109 READER'S THEATER HANDBOOK: Unit 8: 98–103 Unit 10: 122–127
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		Benchmark Ready to Advance
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.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 40–41, 44–45, 46–47, 62–63, 94–95 Unit 3: 6–7, 40–41, 44–45, 62–63 Unit 5: 6–7, 16–17, 22–23, 28–29, 30–31, 40–41, 44–45, 46–47, 50–51, 56–57, 62–63, 72–73, 76–77, 78–79, 82–83, 88–89 Unit 7: 6–7, 16–17, 40–41, 44–45, 50–51, 72–73, 76–77 Unit 8: 104–105, 110–111, 120–121, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 176–177, 180–181, 186–187, 192–193 Unit 9: 40–41, 44–45 Unit 10: 104–105, 114–115, 126–127, 138–139, 142–143, 160–161, 170–171, 174–175, 186–187, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>After the Earthquake</i> (R/40), <i>My Trip to Historic Boston</i> (S/44) Unit 2: <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44) Unit 3: <i>My Whale of a Tale</i> (O/34), <i>Doomed to Disappear? Endangered Species</i> (R/40), <i>Opinions About Ocean Health</i> (R/40), <i>Opinions about Weather Scenes</i> (R/40) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40), <i>I Am Deaf and I Dance</i> (S/44) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Bridges: Protecting Our Oceans</i> (Q/40) Unit 7: <i>Western Legends</i> (X/60), <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Earth: Fast Changes</i> (Q/40), <i>Earth: Measuring Its Changes</i> (R/40), <i>Tsunamis</i> (S/44) Unit 9: <i>The Southeast</i> (Q/40), <i>The Midwest States</i> (Q/40), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Electrifying Personalities</i> (T/44), <i>Great Inventions and Where They Came</i>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 10–11, 40–41, 44–45 Unit 3: 6–7, 40–41, 44–45 Unit 5: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 7: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 8: 104–105, 120–121, 138–139, 142–143, 170–171, 174–175 Unit 9: 6–7, 40–41, 44–45 Unit 10: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Colonial Times</i> (Q/40), <i>After the Earthquake</i> (R/40), <i>My Trip to Historic Boston</i> (S/44) Unit 3: <i>My Whale of a Tale</i> (O/34), <i>Animal Migration</i> (P/38), <i>Doomed to Disappear? Endangered Species</i> (R/40), <i>Opinions About Ocean Health</i> (R/40) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40), <i>I Am Deaf and I Dance</i> (S/44) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Bridges: Protecting Our Oceans</i> (Q/40), <i>Science at Sea</i> (U/50) Unit 5: <i>Energy Resources Around the World</i> (X/60) Unit 6: <i>Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens</i> (S/44), <i>Frederick Douglass, Sojourner Truth</i> (U/50) Unit 7: <i>Western Legends</i> (X/60), <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Earth: Fast Changes</i> (Q/40), <i>Earth: Measuring Its Changes</i> (R/40), <i>Tsunamis</i> (S/44), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Western States</i> (Q/40), <i>The Southeast</i> (Q/40), <i>Gold</i> (T/44), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Electrifying Personalities</i> (T/44), <i>Snap, Crackle, and Flow</i> (R/40), <i>Great Inventions and Where They Came From</i> (O/34)

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.	TEACHER RESOURCE SYSTEM: Unit 5: 40–41, 44–45, 72–73, 76–77 Unit 7: 10–11, 12–13, 46–47, 50–51, 82–83 Unit 8: 104–105, 110–111, 148–149, 154–155, 160–161 Unit 9: 10–11, 50–51 Unit 10: 126–127, 148–149, 180–181 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Colonial Times</i> (Q/40), <i>My Trip to Historic Boston</i> (S/44) Unit 2: <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44) Unit 3: <i>My Whale of a Tale</i> (O/34), <i>Animal Migration</i> (P/38) Unit 4: <i>I Am Deaf and I Dance</i> (S/44) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Bridges: Protecting Our Oceans</i> (Q/40), <i>Science at Sea</i> (U/50), <i>Energy Resources Around the World</i> (X/60) Unit 7: <i>Western Legends</i> (X/60), <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Fast Changes</i> (Q/40), <i>Tsunamis</i> (S/44), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Western States</i> (Q/40), <i>The Southeast</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Snap, Crackle, and Flow</i> (R/40), <i>Great Inventions and Where They Came From</i> (O/34)
Craft and Structure		Benchmark Ready to Advance
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.	TEACHER RESOURCE SYSTEM: Unit 3: 12–13, 56–57 Unit 5: 10–11, 50–51 Unit 7: 22–23 Unit 8: 108–109, 116–117, 124–125, 144–145 Unit 9: 46–47, 78–79, 88–89 Unit 10: 144–145, 176–177 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>My Whale of a Tale</i> (O/34) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40)
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	TEACHER RESOURCE SYSTEM: Unit 3: 10–11 Unit 5: 12–13, 22–23, 46–47 Unit 7: 10–11, 46–47, 50–51 Unit 8: 110–111, 128–129, 148–149 Unit 9: 10–11, 50–51 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Colonial Times</i> (Q/40), <i>After the Earthquake</i> (R/40) Unit 3: <i>Opinions About Ocean Health</i> (R/40) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Science at Sea</i> (U/50), <i>Energy Resources Around the World</i> (X/60) Unit 6: <i>Frederick Douglass, Sojourner Truth</i> (U/50) Unit 7: <i>Settling the West</i> (V/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Southeast</i> (Q/40), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Snap, Crackle, and Flow</i> (R/40), <i>Great Inventions and Where They Came From</i> (O/34)
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.	TEACHER RESOURCE SYSTEM: Unit 8: 126–127, 128–129, 176–177, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Doomed to Disappear? Endangered Species</i> (R/40) Unit 7: <i>Western Legends</i> (X/60) Unit 8: <i>Earth: Fast Changes</i> (Q/40), <i>Tsunamis</i> (S/44) Unit 9: <i>Gold</i> (T/44) Unit 10: <i>Great Inventions and Where They Came From</i> (O/34)
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 56–57 Unit 5: 82–83 Unit 7: 12–13, 28–29, 56–57, 88–89 Unit 8: 114–115, 180–181 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>After the Earthquake</i> (R/40), <i>My Trip to Historic Boston</i> (S/44) Unit 3: <i>Animal Migration</i> (P/38), <i>Doomed to Disappear? Endangered Species</i> (R/40) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Science at Sea</i> (U/50), <i>Energy Resources Around the World</i> (X/60) Unit 7: <i>Western Legends</i> (X/60), <i>Coming to America</i> (X/60) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Tsunamis</i> (S/44), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Western States</i> (Q/40), <i>The Southeast</i> (Q/40), <i>Gold</i> (T/44), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Electricity Adds Up</i> (S/44), <i>Snap, Crackle, and Flow</i> (R/40)
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 50–51 Unit 5: 28–29, 30–31, 56–57, 78–79, 82–83, 88–89, 94–95 Unit 7: 28–29, 88–89 Unit 9: 12–13, 56–57 Unit 10: 108–109, 120–121, 126–127, 148–149, 154–155, 180–181, 186–187, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Opinions About Workers' Rights</i> (S/44), <i>Colonial Times</i> (Q/40) Unit 3: <i>Animal Migration</i> (P/38), <i>Doomed to Disappear? Endangered Species</i> (R/40), <i>Opinions About Ocean Health</i> (R/40), <i>Opinions about Weather Scenes</i> (R/40) Unit 4: <i>Opinions About Two Fairy Tales</i> (O/34) Unit 5: <i>Bridges: Protecting Our Oceans</i> (Q/40) Unit 6: <i>Opinions About Odysseus</i> (N/30), <i>Frederick Douglass, Sojourner Truth</i> (U/50) Unit 7: <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Earth: Measuring Its Changes</i> (R/40), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>Gold</i> (T/44), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Working with Electricity and Magnetism</i> (U/50), <i>Electrifying Personalities</i> (T/44), <i>Snap, Crackle, and Flow</i> (R/40)

RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 62–63, 94–95 Unit 3: 62–63 Unit 5: 30–31, 62–63, 88–89, 94–95 Unit 7: 30–31, 62–63, 94–95 Unit 8: 160–161 Unit 9: 30–31, 62–63 Unit 10: 128–129, 160–161, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 6: Frederick Douglass, Sojourner Truth (U/50) READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 3: 37, 43 Unit 4: 49 Unit 5: 61, 67 Unit 7: 85, 91 Unit 8: 103
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band	
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		Benchmark Ready to Advance
RF.4.3	Know and apply grade–level phonics and word analysis skills in decoding words.	
RF.4.3a	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.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 6: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 7: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 READER'S THEATER HANDBOOK: 11, 17, 23
Fluency		Benchmark Ready to Advance
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4a	Read grade–level text with purpose and understanding.	READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.4.4b	Read grade–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 3: 22–23, 78–79 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 22–23, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 RTTH: 10, 16, 22
RF.4.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 82–83 Unit 2: 110–111 Unit 3: 12–13, 22–23 Unit 4: 150–151, 176–177 Unit 5: 10–11 Unit 6: 120–121, 176–177 Unit 7: 84–85, 90–91 Unit 8: 108–109, 144–145 Unit 9: 46–47 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119,
WRITING STANDARDS		
Types and Purposes		Benchmark Ready to Advance
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1a	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.	TEACHER RESOURCE SYSTEM: Unit 4: 172–173 Unit 5: 42–43 WRITING AND LANGUAGE HANDBOOK: 22

W.4.1b	Provide reasons that are supported by facts and details.	TEACHER RESOURCE SYSTEM: Unit 4: 178–179 Unit 5: 48–49 WRITING AND LANGUAGE HANDBOOK: 22, 24
W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	TEACHER RESOURCE SYSTEM: Unit 5: 54–55 WRITING AND LANGUAGE HANDBOOK: 26, 28
W.4.1d	Provide a concluding statement or section related to the opinion presented.	TEACHER RESOURCE SYSTEM: Unit 4: 178–179 Unit 5: 60–61 WRITING AND LANGUAGE HANDBOOK: 30
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and	TEACHER RESOURCE SYSTEM: Unit 3: 74–75 Unit 7: 60–61 Unit 8: 140–141, 194–195 Unit 9: 42–43, 60–61, 64–65, 80–81
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 8: 146–147 Unit 9: 48–49
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example,	TEACHER RESOURCE SYSTEM: Unit 8: 152–153 Unit 9: 74–75
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	TEACHER RESOURCE SYSTEM: Unit 8: 158–159
W.4.2e	Provide a concluding statement or section related to the information or	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 8: 158–159 Unit 9: 54–55
W.4.3	Write narratives to develop real or im	
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 124–125, 140–141 Unit 6: 124–125, 172–173, 194–195
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 146–147, 152–153 Unit 6: 178–179, 194–195
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	TEACHER RESOURCE SYSTEM: Unit 2: 172–173
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	TEACHER RESOURCE SYSTEM: Unit 2: 178–179
W.4.3e	Provide a conclusion that follows from the narrated experiences or	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 124–125, 158–159

Production and Distribution of Writing		Benchmark Ready to Advance
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.)	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 20–21 Unit 2: 106–107, 112–113, 118–119, 124–125 Unit 3: 8–9, 42–43, 60–61 Unit 4: 106–107, 118–119, 124–125, 140–141, 152–153, 158–159 Unit 5: 8–9, 26–27 Unit 6: 106–107, 112–113, 140–141, 158–159, 194–195 Unit 7: 8–9, 14–15, 20–21, 26–27, 42–43, 54–55, 92–93, 96–97 Unit 8: 106–107, 122–123 Unit 9: 8–9, 14–15, 20–21, 26–27, 32–33 Unit 10: 106–107, 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195
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.)	TEACHER RESOURCE SYSTEM: Unit 1: 20–21 Unit 2: 112–113, 118–119, 124–125, 172–173, 178–179, 190–191 Unit 3: 14–15, 26–27, 42–43, 60–61, 96–97 Unit 4: 106–107, 118–119, 124–125, 140–141, 152–153, 158–159, 194–195 Unit 5: 26–27, 74–75, 80–81, 86–87, 92–93 Unit 6: 106–107, 112–113, 124–125, 140–141, 158–159, 184–185, 190–191, 194–195 Unit 7: 8–9, 14–15, 20–21, 26–27, 42–43, 54–55, 74–75, 80–81, 92–93, 96–97 Unit 8: 122–123, 172–173, 178–179 Unit 9: 8–9, 14–15, 20–21, 26–27, 32–33 Unit 10: 146–147, 152–153, 158–159
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	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 5: 74–75, 96–97 Unit 8: 194–195 Unit 10: 162–163
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of	TEACHER RESOURCE SYSTEM: Unit 5: 14–15 Unit 8: 106–107, 112–113
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of	TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 20–21, 48–49, 54–55 Unit 4: 112–113, 146–147 Unit 5: 20–21 Unit 6: 118–119, 146–147, 152–153, 194–195 Unit 7: 20–21, 48–49 Unit 8: 112–113, 118–119 Unit 9: 20–21, 26–27, 60–61
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9a	Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific	TEACHER RESOURCE SYSTEM: Unit 1: 14–15 Unit 4: 138–139 Unit 6: 192–193
W.4.9b	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and	TEACHER RESOURCE SYSTEM: Unit 5: 56–57

Range of Writing		Benchmark Ready to Advance
W.4.10	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.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 50–51, 56–57, 62–63, 82–83, 88–89, 92–93, 94–95 Unit 2: 110–111, 144–145, 148–149, 154–155, 160–161, 180–181, 192–193 Unit 3: 50–51, 56–57, 78–79, 82–83, 88–89, 94–95 Unit 4: 128–129, 144–145, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 Unit 5: 12–13, 56–57, 62–63, 88–89, 94–95 Unit 6: 128–129, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 Unit 7: 28–29, 50–51, 82–83 Unit 8: 110–111, 114–115, 126–127, 128–129, 148–149, 154–155, 180–181, 186–187 Unit 9: 56–57, 62–63 Unit 10: 106–107, 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 160–161, 162–163, 172–173, 178–179, 184–185, 186–187, 190–191, 192–193, 194–195
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on	
SL.4.1a	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.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 12–13, 14–15, 20–21, 26–27, 32–33, 38, 46–47, 50–51, 56–57, 58–59, 62–63, 64–65, 70, 78–79, 82–83, 88–89, 90–91, 94–95, 96–97 Unit 2: 102–103, 106–107, 112–113, 118–119, 120–121, 122–123, 124–125, 128–129, 130–131, 136, 137, 140–141, 146–147, 148–149, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 168, 169, 172–173, 176–177, 178–179, 180–181, 184–185, 186–187, 188–189, 190–191, 192–193, 194–195 Unit 3: 4–5, 8–9, 14–15, 20–21, 24–25, 26–27, 30–31, 38, 39, 48–49, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 70, 71, 78–79, 80–81, 82–83, 86–87, 88–89, 90–91, 92–93, 94–95 Unit 4: 102–103, 108–109, 110–111, 120–121, 122–123, 126–127, 136, 137, 144–145, 148–149, 154–155, 156–157, 160–161, 168, 169, 180–181, 186–187, 188–189, 192–193 Unit 5: 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 20–21, 22–23, 26–27, 32–33, 38, 39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 70, 71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 86–87, 88–89, 92–93, 94–95, 96–97 Unit 6: 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 118–119, 120–121, 124–125, 126–127, 128–129, 130–131, 136, 137, 138–139, 142–143, 144–145, 146–147, 148–149, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 168, 169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 184–185, 186–187, 190–191, 192–193 Unit 7: 4–5, 6–7, 8–9, 10–11, 14–15, 16–17, 20–21, 22–23, 24–25, 26–27, 30–31, 32–33, 38, 39, 40–41, 44–45, 46–47, 48–49, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 70, 71, 72–73, 74–75, 76–77, 80–81, 82–83, 88–89, 90–91, 92–93, 94–95 Unit 8: 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 118–119, 122–123, 124–125, 126–127, 128–129, 130–131, 136, 137, 138–139, 140–141, 142–143, 144–145, 148–149, 152–153, 154–155, 156–157, 158–159, 160–161, 168, 169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 184–185, 186–187, 188–189, 190–191, 192–193, 194–195 Unit 9: 4–5, 6–7, 10–11, 12–13, 16–17, 22–23, 24–25, 28–29, 30–31, 38, 39, 40–41, 44–45, 46–47, 50–51, 56–57, 58–59, 62–63, 70, 71, 72–73, 76–77, 78–79, 82–83, 88–89, 90–91, 94–95 Unit 10: 102–103, 104–105, 108–109, 110–111, 114–115, 120–121, 124–125, 126–127, 128–129, 136, 137, 138–139, 142–143, 144–145,
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 70, 71 Unit 2: 102–103, 137 Unit 3: 4–5, 50–51 Unit 4: 102–103, 108–109, 169 Unit 5: 4–5, 38, 62–63, 94–95 Unit 6: 102–103, 160–161, 186–187, 192–193 Unit 7: 4–5, 94–95 Unit 8: 102–103, 108–109, 128–129, 160–161, 176–177, 186–187, 192–193 Unit 9: 4–5, 62–63 Unit 10: 102–103, 108–109, 126–127, 128–129, 169, 186–187, 192–193
SL.4.1c	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.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 10–11, 16–17, 30–31, 38, 39, 40–41, 46–47, 56–57, 70, 71, 72–73, 76–77, 82–83 Unit 2: 102–103, 137, 148–149, 154–155, 160–161, 168, 170–171 Unit 3: 4–5, 30–31, 38, 50–51, 56–57, 70, 82–83, 88–89, 94–95 Unit 4: 102–103, 108–109, 120–121, 126–127, 128–129, 144–145, 169 Unit 5: 4–5, 10–11, 16–17, 40–41, 56–57, 76–77, 88–89 Unit 6: 104–105, 114–115, 138–139, 142–143, 180–181, 186–187, 192–193 Unit 7: 4–5, 30–31, 50–51, 56–57, 88–89 Unit 8: 102–103, 114–115, 126–127, 128–129, 154–155, 168, 176–177 Unit 9: 4–5, 28–29, 56–57, 82–83 Unit 10: 102–103, 168, 169
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 28–29, 39, 56–57, 70, 71, 78–79, 82–83 Unit 2: 102–103, 108–109, 136, 168, 169 Unit 3: 4–5, 22–23, 38, 39, 50–51, 56–57, 70, 71, 94–95 Unit 4: 102–103, 108–109, 110–111, 120–121, 136, 137, 144–145, 169, 176–177 Unit 5: 4–5, 16–17, 39, 40–41, 44–45, 71, 72–73, 76–77, 88–89 Unit 6: 136, 180–181 Unit 7: 4–5, 38, 39, 50–51, 70, 71, 88–89 Unit 8: 102–103, 136, 154–155, 176–177 Unit 9: 4–5, 38, 40–41, 44–45, 56–57, 70 Unit 10: 102–103, 126–127, 128–129, 136, 137, 168, 169
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats,	TEACHER RESOURCE SYSTEM: Unit 1: 4–5 Unit 2: 102–103, 120–121 Unit 3: 4–5, 38, 39, 70 Unit 4: 102–103, 169 Unit 5: 4–5 Unit 6: 102–103, 136, 137, 168, 169 Unit 7: 4–5, 38, 39 Unit 8: 102–103, 136, 137 Unit 9: 4–5, 38, 39, 70, 71 Unit 10: 102–103, 136, 137, 168
SL.4.3	Identify the reasons and evidence a speaker provides to support	

Presentation of Knowledge and Ideas		Benchmark Ready to Advance
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,	TEACHER RESOURCE SYSTEM: Unit 9: 86–87, 92–93, 96–97 Unit 10: 190–191, 194–195
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the	
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English	TEACHER RESOURCE SYSTEM: Unit 1: 38, 39, 70 Unit 2: 136 Unit 3: 39, 71 Unit 4: 168, 169 Unit 5: 38, 39 Unit 7: 70 Unit 8: 136, 137 Unit 9: 86–87, 92–93 Unit 10: 126–127, 136
LANGUAGE STANDARDS		
Conventions of Standard English		Benchmark Ready to Advance
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	TEACHER RESOURCE SYSTEM: Unit 7: 64–65, 92–93 Unit 8: 162–163, 190–191 WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Relative Adjectives), 166-167 (Use Relative Pronouns), Language BLM 1 (Use Relative Adjectives), Language BLM 2 (Use Relative Pronouns)
L.4.1b	Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i>) verb tenses.	TEACHER RESOURCE SYSTEM: Unit 1: 32–33 Unit 2: 162–163, 190–191 Unit 5: 64–65, 92–93 WRITING AND LANGUAGE HANDBOOK: 168-169 (Use Progressive Verb Tenses),
L.4.1c	Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions.	TEACHER RESOURCE SYSTEM: Unit 4: 130–131, 184–185 Unit 8: 130–131, 184–185 WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Modal Auxiliaries) BLM 4 (Use Modal Auxiliaries)
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	TEACHER RESOURCE SYSTEM: Unit 3: 32–33, 86–87 Unit 6: 162–163, 190–191, 194–195 WRITING AND LANGUAGE HANDBOOK: 172-173 (Order Adjectives within Sentences),
L.4.1e	Form and use prepositional phrases.	TEACHER RESOURCE SYSTEM: Unit 5: 32–33, 80–81 Unit 6: 130–131, 184–185, 194–195 WRITING AND LANGUAGE HANDBOOK: 174-175 (Use Prepositional Phrases), Language BLM 7 (Use Prepositional Phrases)
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *	TEACHER RESOURCE SYSTEM: Unit 1: 96–97 Unit 3: 64–65, 92–93 Unit 7: 32–33 WRITING AND LANGUAGE HANDBOOK: 176-177 (Use Complete Sentences), Language BLM 8 (Use Complete Sentences)
L.4.1g	Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i>). *	TEACHER RESOURCE SYSTEM: Unit 4: 162–163, 190–191 Unit 7: 84–85, 90–91 Unit 9: 74–75 Unit 10: 158–159 WRITING AND LANGUAGE HANDBOOK: 178-179 (Use Frequently Confused Words), Language BLM 9 (Use Frequently Confused Words)
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

L.4.2a	Use correct capitalization.	TEACHER RESOURCE SYSTEM: Unit 1: 64–65 Unit 2: 194–195 Unit 8: 194–195 WRITING AND LANGUAGE HANDBOOK: 180-181 (Use Correct Capitalization), Language BLM 10 (Use Correct Capitalization)
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 152–153, 184–185 Unit 6: 172–173 WRITING AND LANGUAGE HANDBOOK: 182-183 (Use Commas and Quotation Marks), Language BLM 11 (Use Commas and Quotation Marks)
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 184–185 Unit 7: 32–33 WRITING AND LANGUAGE HANDBOOK: 184-185 (Use Commas in Compound Sentences), Language BLM 12 (Use Commas in Compound Sentences)
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 150–151, 156–157, 162–163, 182–183, 188–189, 190–191 Unit 5: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 6: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 7: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 9: 18–19, 24–25, 52–53, 58–59, 74–75, 84–85, 90–91 Unit 10: 116–117, 124–125, 150–151, 156–157, 158–159, 182–183, 188–189 WRITING AND LANGUAGE HANDBOOK: 186-187 (Use Spelling Reference Materials), Language BLM 13 (Use Spelling Reference Materials)
Knowledge of Language		Benchmark Ready to Advance
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.4.3a	Choose words and phrases to convey ideas precisely. *	TEACHER RESOURCE SYSTEM: Unit 2: 146–147 Unit 3: 86–87 Unit 8: 178–179 WRITING AND LANGUAGE HANDBOOK: 188-189 (Use Precise Words and Phrases) Language BLM 14
L.4.3b	Choose punctuation for effect. *	TEACHER RESOURCE SYSTEM: Unit 6: 172–173 Unit 7: 80–81 Unit 9: 80–81 WRITING AND LANGUAGE HANDBOOK: 190–191 (Use Punctuation for Effect) Language BLM 15
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group)	TEACHER RESOURCE SYSTEM: Unit 1: 38 Unit 3: 64–65 Unit 7: 80–81 Unit 8: 136 Unit 9: 86–87, 92–93 WRITING AND LANGUAGE HANDBOOK: 192–192 (Use Formal and Informal English) Language BLM 16
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 82–83 Unit 2: 110–111, 144–145 Unit 3: 12–13, 56–57 Unit 4: 176–177 Unit 5: 10–11 Unit 6: 120–121, 176–177 Unit 8: 108–109, 144–145 Unit 9: 22–23, 46–47 Unit 10: 144–145 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40) Unit 3: <i>My Whale of a Tale</i> (O/34) Unit 6: <i>The Rumor Report, The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38) READER'S THEATER HANDBOOK: Unit 1: 15 Unit 3: 33 Unit 5: 57 Unit 6: 69 Unit 7: 87 Unit 8: 99 Unit 9: 105 WRITING AND LANGUAGE HANDBOOK: 194–195 (Use Context Clues) Language BLM 18
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	TEACHER RESOURCE SYSTEM: Unit 7: 52–53, 58–59 Unit 8: 116–117, 124–125, 150–151, 156–157 Unit 9: 52–53, 58–59 Unit 10: 182–183, 188–189 READER'S THEATER HANDBOOK: Unit 3: 39 WRITING AND LANGUAGE HANDBOOK: 196–197 (Use Greek and Latin Roots and Affixes) Language BLM 19

L.4.4c	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.	TEACHER RESOURCE SYSTEM: Unit 1: 22–23 Unit 2: 110–111, 144–145 Unit 4: 176–177 Unit 5: 10–11 Unit 6: 120–121, 176–177 Unit 7: 78–79 Unit 8: 108–109, 144–145 Unit 9: 22–23 Unit 10: 144–145, 176–177 READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 21 Unit 4: 45 Unit 6: 75 Unit 9: 111 Unit 10: 117 WRITING AND LANGUAGE HANDBOOK: 198–199 (Use Dictionaries, Glossaries, and Thesauruses) Language BLM 20
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	TEACHER RESOURCE SYSTEM: Unit 2: 126–127, 186–187 Unit 3: 28–29, 46–47 Unit 4: 144–145 Unit 7: 22–23 Unit 9: 78–79, 88–89 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Opinions about Weather Scenes</i> (R/40) Unit 6: <i>Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens</i> (S/44) READER'S THEATER HANDBOOK: Unit 7: 81 Unit 8: 93 Unit 10: 123 WRITING AND LANGUAGE HANDBOOK: 200–201 (use Similies and Metaphors) Language BLM 21
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	TEACHER RESOURCE SYSTEM: Unit 2: 104–105 Unit 3: 12–13, 56–57 READER'S THEATER HANDBOOK: Unit 4: 51 Unit 5: 63 Unit 9: 105 Unit 10: 123 WRITING AND LANGUAGE HANDBOOK: 202–203 (Use Idioms, Adages, and Proverbs) Language BLM 22
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	TEACHER RESOURCE SYSTEM: Unit 7: 78–79 READER'S THEATER HANDBOOK: Unit 2: 27 WRITING AND LANGUAGE HANDBOOK: 204–205 (Use Synonyms and Antonyms)
L.4.6	Acquire and use accurately grade–appropriate general academic and domain–specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and	TEACHER RESOURCE SYSTEM: Unit 2: 110–111, 144–145 Unit 6: 176–177 Unit 9: 46–47 Unit 10: 110–111 WRITING AND LANGUAGE HANDBOOK: 206–207 (Use Domain-Specific Words) Language BLM 24

Benchmark Advance Grade 5 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
1. The U.S. Constitution Then and Now	1	Ask questions	<ul style="list-style-type: none"> Determine Main Idea and Explain How Key Details Support It Explain the Relationships Between Events in a Text: Chronological Use Text Evidence to Draw Inferences Compare and Contrast the Overall Structure of Concepts in Two Texts Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts: Informative and Persuasive 	N/A	Writing to Sources: Personal Letter	Verb Tenses	Short Vowels a, e, ea, i, o, u	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	amendments, activists, benefited, citizens, insults, impressive, topics, public	compromise, denial, dignity, legislation, evolve, laws, rights	<ul style="list-style-type: none"> Use Simple Past and Past Perfect Verb Tenses Understand the Language of Chronology Narrative Write to Sources Understand Modal Auxiliaries Use Facts and Examples to Explore Word Meaning
	2	Ask questions	<ul style="list-style-type: none"> Determine Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Chronological Events in a Text Use Text Evidence to Draw Inferences Compare and Contrast the Overall Structure of Concepts in Two Texts 	Use Context Clues to Define Domain-Specific Words	Performance Task Practice	Rules for Comma Usage	Long Vowels	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	contained, nation, freedom, reason, replied, rights, devoted, future	banned, inevitable, tensions, secession, splitting, Supreme Court, appealed	<ul style="list-style-type: none"> Understand Pronoun-Antecedent Agreement Use Appositives Use Irregular Verbs Use Past and Past Perfect Verb Tenses Use Prefixes and Suffixes
	3	Ask questions	<ul style="list-style-type: none"> Determine Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Chronological Events in a Text Analyze Graphic Features: Photos, Captions, and Footnotes Explain How an Author Uses Reasons and Evidence Integrate Information from Multiple Texts on the Same Topic 	N/A	Performance Task Practice	Produce Complete Sentences	r-Controlled Vowels er, ir, ur (er, ear, ere, ir, ur, ure)	<ul style="list-style-type: none"> Inflection/Intonation—Volume* Inflection/Intonation—Stress* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	person, liberty, determination, earned, thirty, first, turned, cultures	integrated, restricting, tolerated	<ul style="list-style-type: none"> Use Subordinating Conjunctions Condense Ideas Combine Sentences to Connect Ideas Analyze Verbs and Verb Phrases Use Regular and Irregular Verbs

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
2. Developing Characters' Relationships	1	Visualize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters in a Story Compare and Contrast Varieties of English (Dialect) Analyze How Multimedia Elements Contribute to Meaning and Tone Compare and Contrast Two Texts to Understand Character 	Determine the Meaning of Words and Phrases	Process Writing: Realistic Fiction	Form and Use the Past Perfect Tense	r-Controlled Vowels /â/r/, /ä/r/, /ô/r/ (air, are; ar; or, our, ore)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	participate, horseback, forth, sword, chores, forever, spare	cautiously, mischievous, rollicking, admire, compassion, perseverance, giddy, mar, throng, laden	<ul style="list-style-type: none"> Use Adverbials to Add Details Verb Tenses and Contractions Narrative Process Writing Understand Literary Language Analyze New Words
	2	Visualize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters Compare and Contrast Varieties of English Quote Accurately from a Text When Drawing Inferences Compare and Contrast How Two Novel Excerpts Approach the Same Theme 	N/A	Process Writing: Realistic Fiction	Develop Realistic Dialogue	Closed Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	swimming, campers, forget, capture, discussed, except, summit, distance	distinct, expedition, peculiar, regrets	<ul style="list-style-type: none"> Understand and Use Interjections Condense Clauses Understand and Use Verb Tenses Use Adverbials to Describe Manner Categorize Words
	3	Visualize	<ul style="list-style-type: none"> Identify Key Events and Summarize Analyze How Multimedia Elements Contribute to Meaning and Tone Analyze How Visual Elements Contribute to Meaning and Mood Quote Accurately from a Text When Drawing Inferences Compare and Contrast How Two Novel Excerpts Approach the Same Topic 	N/A	Process Writing: Realistic Fiction	<ul style="list-style-type: none"> Revise to Develop Characters' Voices Edit for Correct Form and Use of the Past Perfect Tense 	Open Syllable Pattern	<ul style="list-style-type: none"> Expression: Anticipation/ Mood* Expression: Characterization/ Feelings* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	become, beloved, events, secret, famous, museum, pirates, readers	accomplice, occurred, vague	<ul style="list-style-type: none"> Use Prepositional Phrases Use Interjections Use Imperatives Understand Verb Tenses Use Compound Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
3. Cultivating Natural Resources	1	Determine Text Importance	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Explain Cause and Effect Relationships in a Text Identify and Analyze an Author's Objective Point of View Identify and Analyze an Author's Subjective Point of View Analyze Multiple Points of View on the Same Topic Draw on Information from Multiple Sources: Charts and Graphs 	N/A	Writing to Sources: Informative Report	Explain the Function of Conjunctions	Vowel-r Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	covered, kernels, forests, scorching, farmers, burst, thirteen	consumption, cultivated, depleting, emergence, generate, develop, landscape, resource	<ul style="list-style-type: none"> Use Shifts in Verb Tense to Explain Express Cause and Effect Informative Write to Sources Use Infinitives as Adverbials Analyze Words in Context
	2	Determine Text Importance	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Explain Cause and Effect Relationships in a Text Draw on Information from Multiple Sources Integrate Information from Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary	Writing to Sources: Informative Report	Combine Sentences for Meaning, Interest, and Style	Vowel Team Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	explained, realized, rejoiced, enjoyed, throughout, thoughtful, approached, replied	beneficial, principles, surplus, symbiosis, integrity, rotation, hybrid, staple	<ul style="list-style-type: none"> Recognize Prepositional Phrases Use Prepositional Phrases to Indicate Location Understand Temporal Language Connect Two Ideas in a Sentence Use Multiple-Meaning Words
	3	Determine Text Importance	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Analyze Multiple Points of View on a Topic Draw on Information from Multiple Sources (Line Graphs) Integrate Information from Several Texts on the Same Topic Explain How an Author Uses Reasons and Evidence 	N/A	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Improve Sentence Fluency by Combining Sentences Edit to Correct Conjunction Usage 	Consonant-le Syllable Pattern	<ul style="list-style-type: none"> Inflection/ Intonation: Pitch* Prosody: Expression-- Characterization, Feelings* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	castle, example, incredible, puzzle, unforgettable, nibble, available, principles	diversify, dominate	<ul style="list-style-type: none"> Understand Shifts in Verb Tense Understand Subject- Verb Agreement Use the Past and Present Verb Tenses Identify Words Related to Art Use Adverbs to Describe Verbs and Adjectives

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
4. Recognizing Author's Point of View	1	Make Inferences/ Predictions	<ul style="list-style-type: none"> Read and Summarize Two Poems Describe How a Narrator's Point of View Influences How Events Are Described Identify Key Events and Summarize Explain How a Series of Sections Provide the Overall Structure of a Story Compare and Contrast Themes in Two Stories in the Same Genre 	<ul style="list-style-type: none"> Determine the Meaning of Words and Phrases as They Are Used in a Text Determine the Meaning of Figurative Language (Similes) 	Writing to Sources: Opinion Essay	Form and Use Perfect Verb Tenses	Vowel-Consonant-e Syllable Pattern	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	ashamed, scraped, bravely, blithe, excited, survive, those, contribute	implement, melodious, perspective, interpretation, perspectives, evaluate, blithe, delicious, mason, robust, melodious, simile, like, as	<ul style="list-style-type: none"> Use Present Participles Use Adverbials to Describe Time Opinion Write to Sources Use Prepositions to Describe Location Identify Multiple-Meaning Words
	2	Make Inferences/ Predictions	<ul style="list-style-type: none"> Describe How a Narrator's Point of View Influences How Events Are Described Compare and Contrast How Two Narrators' Points of View Influence How Events Are Described Identify Key Events and Summarize 	<ul style="list-style-type: none"> Determine the Meaning of Figurative Language Determine the Meaning of Figurative Language (Idioms) 	Writing to Sources: Opinion Essay	Link Ideas Using Words, Phrases, and Clauses	Homographs	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	novel, left, bound, story, rare, kind, till, down	confront, justice, reassuring, solitude, idiom, adage, proverb, consequently, specifically, in contrast, because, next	<ul style="list-style-type: none"> Understand the Language of Comparison Use Question Words Recognize Differences in Verb Tenses Use Conjunctions to Connect Ideas Analyze Homographs
	3	Make Inferences/ Predictions	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Themes in Two Stories in the Same Genre Develop Fluency: Read with Characterization and Feeling Quote Accurately From a Text When Drawing Inferences 	Determine the Meaning of Figurative Language	Writing to Sources: Opinion Essay	<ul style="list-style-type: none"> Link Opinions with Reasons Using Words, Phrases, and Clauses Correct Form and Use of the Present Perfect Tense 	Variant Vowels // and / o / (oo, ew, ould, ull)	<ul style="list-style-type: none"> Rate: Speed/Pacing- Varied* Prosody: Inflection/ Intonation- Stress* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	afternoon, food, flew, goodness, took, shook, pulled, couldn't	optimism, privilege, unrelenting, but, also, because, adages, proverbs, idioms, similes	<ul style="list-style-type: none"> Form and Use Irregular Verbs Understand Phrasal Verbs Understand Pronoun- Antecedent Agreement Use Modal Auxiliaries Explore Multiple-Meaning Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
5. Technology's Impact on Society	1	Summarize/Synthesize	<ul style="list-style-type: none"> Read and Respond to Poems Explain How Parts of a Text Fit Together to Provide the Overall Structure Determine Main Idea and Explain How Key Details Support It Explain the Relationship Between Events in a Historical Text Integrating Information from Multiple Sources to Speak Knowledgeably About a Topic 	Consult Reference Materials to Define the Precise Meaning of Words and Phrases	Process Writing: Opinion Essay	Understand Modifying Phrases	Noun Suffixes (-ology, -ant, -er, -or, -ery)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by 	technology, tenants, observant, immigrant, laborer, educator, author, machinery	lucrative, network, radically, Industrial Revolution, rural, urban, technology, shuttle, loom, belt, gearing	<ul style="list-style-type: none"> Understand the Structure of Poetry Use Verb Phrases Opinion Process Writing Use Prepositional Phrases Use Words with Noun Suffixes -er, -or
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Explain How Parts of a Poem Fit Together to Provide the Overall Structure Determine Main Idea and Explain How Key Details Support It Develop Fluency: Read with Dramatic Expression Compare and 	N/A	Process Writing: Opinion Essay	Understand Modal Auxiliaries	Latin Roots (spec, liter, vent, struct)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information 	unexpected, respect, spectacular, literary, adventure, structure, invention, construction	alter, mingle, task	<ul style="list-style-type: none"> Use Adverbs to Specify Frequency Condense Ideas Use Prepositional Phrases Use Verb Tense to Convey Times Analyze Word Relationships
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Determine Main Idea and Explain How Key Details Support It Explain the Relationship Between Events in a Historical Text Integrate Information from Multiple Sources to Speak Knowledgeably About a Topic 	Determine the Meaning of Domain-Specific Vocabulary	Process Writing: Opinion Essay	Revise to Strengthen Opinion Using Modal Auxiliaries	Homophones	• Short Pauses*	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain 	course, died, feat, hire, missed, sent, steel, would	affordable, available, manual, urban, card, mined, gin, contraption, innovative	<ul style="list-style-type: none"> Connect Ideas Link Ideas and Events with Connecting Words Use Context Clues to Understand Vocabulary Recognize and Distinguish Between Homophones Analyze Words with Greek and Latin Roots

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
6. Up Against the Wild	1	Make Connections	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters in a Text Determine How Characters in a Drama Respond to Challenges Explain the Overall Structure of a Text (One-Act Drama) Compare and Contrast Two Stories with Similar Themes 	Determine the Meaning of Words and Phrases as They Are Used in a Text	Process Writing: Narrative Journal Entry	Understand the Function of Prepositions	Variant Vowel /ô/ (al, alk, all, au, aw)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	always, awesome, because, fawned, installment, jaws, launched, stalk	chaos, evacuate, priorities, inspiring, elements, compel, public spectacle, ravenous, bounding, fawned, pardoned	<ul style="list-style-type: none"> Understand Verb Tense Use Adjectives to Signal States of Being Narrative Write to Sources Understand the Structure of a Play Use Words with Suffixes -ly and -ily
	2	Make Connections	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters in a Text Compare and Contrast Two Stories with Similar Themes Quote Accurately from a Text When Drawing Inferences 	Determine the Meaning of Words and Phrases as They Are Used in a Text	Process Writing: Narrative Journal Entry	Form and Use the Future Perfect Tense	Noun Suffixes (-tion, -ty, -sion, -ness, -ment)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	apprehension, government, astonishment, illness, conditions, provisions, exhaustion, visibility	ascended, peril, vicarious, antagonist, bristling, assailants, disconsolate	<ul style="list-style-type: none"> Use Adverbs and Adverb Phrases Recognize Pronouns and Antecedents Recognize and Use Connecting Words Form Adverbs from Adjectives Use Synonyms to Understand Meaning
	3	Make Connections	<ul style="list-style-type: none"> Identify Key Events and Summarize Determine How Characters in a Story Respond to Challenges Compare and Contrast Two Texts with Similar Themes Quote Accurately From a Text When Drawing Inferences 	Determine the Meaning of Words and Phrases as They Are Used in a Text	Process Writing: Narrative Journal Entry	<ul style="list-style-type: none"> Revise to Add Details Using Prepositional Phrases Edit for Correct Form and Use of Verb Tenses 	Compound Words (Hyphenated, Open)	<ul style="list-style-type: none"> Phrasing—Units of Meaning in Complex Sentences* Pausing: Short Pause* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	each other, far- flung, half-moon, ocean liner, polar region, ready-made, super-wolf, well- being	adjusted, bolted, hostile, marveled, pen, change, pack, safe, bare(d), desolate, sensitive, swell	<ul style="list-style-type: none"> Combine Clauses to Connect Ideas Condense Ideas Use Prepositional Phrases Use Sense Imagery to Describe Understand Domain-Specific Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
7. Conflicts That Shaped a Nation	1	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Analyze the Overall Structure of Events in a Text Explain How Authors Use Reasons and Evidence to Support Particular Points Identify and Understand Dialect in a Text Compare and Contrast the Overall Structure of Events in Two or More Texts 	Determine the Meaning of Domain-Specific Vocabulary	Writing to Sources: Informative Report	Reduce Sentences for Meaning, Interest, and Style	Words with Final // and //	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	another, honor, battle, hospital, doctors, medical	adversaries, colonies, rebellion, resented, conflict, political upheaval, home front, enlisted, siege, batteries, trenches, bayonets, detachment	<ul style="list-style-type: none"> Understand the Structure of a Diary Understand the Language of Sequence Informative Write to Sources Connect Ideas Analyze Domain-Specific Words
	2	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Explain How an Author Uses Reasons and Evidence to Support Particular Points Quote Accurately from a Text to Explain and Draw Inferences Integrate Information from Several Texts on the Same Topic 	N/A	Writing to Sources: Informative Report	Use Correlative Conjunctions	Prefixes (re-, pre-, dis-, mis-)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	dissatisfy, precaution, reunited, disease, reaction, misguided, recollect	allies, militias, population, repercussions, sacrifice	<ul style="list-style-type: none"> Form and Use Irregular Verbs Use Verb Tenses to Convey Time Condense Ideas Use Adverbials to Add Details about Time Use Synonyms and Antonyms
	3	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Identify and Understand Dialect in a Text Integrate Information from Several Texts on the Same Topic to Speak Knowledgeably on a Topic Identify and Summarize Key Events Explain How Parts of a Text Fit Together to Provide the Overall Structure 	Determine the Meaning of Figurative Language (Similes)	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Revise to Improve Sentence Fluency by Reducing Sentences Edit for Correct Use of Correlative Conjunctions 	Silent Letters kn, wr, gh, gn, wh	<ul style="list-style-type: none"> Rate: Speed/Pacing-- Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	assignment, whole, eighteen, written, know	regiment, like, as	<ul style="list-style-type: none"> Use Conjunctions to Connect Ideas Use Prepositional Phrases Use Connecting Words to Link Ideas Understand and Use Figurative Language: Similes Build Vocabulary Relating to Young Patriots

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
8. Water: Fact and Fiction	1	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Characters in a Story Determine Two or More Main Ideas in a Text Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts to Speak Knowledgeably About a Topic 	<ul style="list-style-type: none"> Determine the Meaning of Figurative Language (Similes) Determine Meaning of Domain-Specific Vocabulary 	Process Writing: Informative Report	Expand Sentences for Meaning, Interest, and Style	/ou/ and /oi/	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	outlandish, mountain, powerful, showered, exploit, moisture, hoisted, joyously	obliterated, scarce, temporary, abundant, precious, revered, element, simile, like, as, desert, reservoirs, xeriscaping, yarrow, horticulture	<ul style="list-style-type: none"> Understand the Text Structure of Myths Use Similes Informative Process Writing Use Verb Tense Use Comparative and Superlative Suffixes
	2	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Characters in a Story Explain How Parts of a Text Fit Together to Provide the Overall Structure Compare and Contrast Two Texts with Similar Themes 	Determine the Meaning of Figurative Language	Process Writing: Informative Report	Sentences with Multiple Tenses	Latin Roots (aud, vis, form, cede)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	audiences, audible, visualize, transformed, recede, proceed, vision, uniform	myriads, pursuit, receded, tranquil, vast, like, as	<ul style="list-style-type: none"> Understand Problem and Solution Text Structure Link Events with Connecting Words Understand Noun and Pronoun Agreement Use the Language of Sequence of Events Use Suffixes -ly, -ily,
	3	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts on the Same Topic Explain the Relationship Between Events in a Scientific Text 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Revise to Improve Sentences by Expanding Sentences Edit for Correct Form and Use of Verb Tenses 	Adjective Suffixes (-y, -ent, -ive, -ic, -ful)	<ul style="list-style-type: none"> Prosody: Expression–Dramatic Expression* Prosody: Expression–Anticipation/ Mood* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	sandy, impressive, optimistic, dependent, cumulative, peaceful, confident, historic	distribute, problematic, irrigation, distribute, puts, aims, right, directly, runoff, pollution, harmful	<ul style="list-style-type: none"> Condense Ideas Use Adjectives to Expand Sentences Use the Language of Cause and Effect Use Words with Suffixes -al, -ity, -ic Use Simple, Compound, and Complex Sentences

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
9. The Economic Development of Cities	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Draw on Information from Multiple Sources Explain How an Author Uses Reasons and Evidence Draw on Information from Multiple Print Sources Integrate Information from Two Texts on the Same Topic 	Determine or Clarify the Meaning of Multiple-Meaning Words	Process Writing: Multimedia Presentation	N/A	Irregular Past Tense Verbs	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	grew, threw, knew, blew, thought, brought, spent, rang, stood	decline, estimated, ethnic, incorporated, economic development, densely populated, urban, change, earth, found, mission, mouth, post	<ul style="list-style-type: none"> Use Past Tense Verbs Use Noun Phrases to Add Detail Multimedia Writing Switch Between Verb Tense Use Context to Explore Word Meaning
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Draw on Information from Multiple Sources Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Multimedia Presentation	N/A	Inflectional Endings with Spelling Changes (-ed, -ing)	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	exploded, required, referred, ratified, popping, assembling, inflating, creating	obstacles, opportunities, emigrant, incentive, droves, seaboard, vibrancy	<ul style="list-style-type: none"> Use Irregular Nouns Form Complex Sentences Use Contractions Combine Clauses to Condense Ideas Explore Words to Build Vocabulary
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Compare and Contrast the Overall Structure of Events in Two or More Texts Explain How an Author Uses Reasons and Evidence Draw on Information from Multiple Sources Integrate Information from Several Texts on the Same Topic 	N/A	Process Writing: Multimedia Presentation	N/A	Prefixes that Describe Where (pro-, em-, en-, per-, im-)	<ul style="list-style-type: none"> Intonation Inflection–Stress* Rate: Speed/Pacing–Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	produced, program, embarked, energy, percent, permitted, permanently, imminent	entrepreneurs, incentives, prosperity, revitalize	<ul style="list-style-type: none"> Condense Ideas By Listing Nouns Use Verb Tense to Convey Time Use Introductory Prepositional Phrases to Establish Time Analyze Unfamiliar Vocabulary Use Commas in a Series

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
10. Transforming Matter	1	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Individuals, Concepts, and Events in a Text Draw on Information from Multiple Sources to Locate an Answer Explain the Relationship Between Individuals, Concepts, and Events in a Text Draw on Information from Multiple Sources Integrate Information from Several Texts on the Same Topic 	N/A	Process Writing: Poetry	N/A	Plurals: Spelling Changes/Irregulars	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	sketches, people, benches, theories, teeth, feet, children, bodies	composed, compressed, fixed, principle, properties, proposed	<ul style="list-style-type: none"> Switch Between Present and Past Tense Expand Noun Phrases Poetry Writing Use Prepositional Phrases Analyze Precise Words
	2	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Draw on Information from Multiple Sources Explain the Relationship Between Individuals, Concepts, and Events in a Text Integrate Information from Several Texts on the Same Topic 	Determine the Meaning of Domain-Specific Words	Process Writing: Poetry	N/A	Science Roots (se, mech, cycle, phys, chem)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	inseparable, mechanized, mechanic, mechanism, physiotherapy, chemist, recycling	condenses, dissolves, property, size, shape, texture, solution, particles, reactants, state	<ul style="list-style-type: none"> Understand the Language of Cause and Effect Understand the Structure of an Informational Essay Understand Sequencing Language Switch Between Present and Future Tense Understand and Use Words with Science Roots
	3	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Individuals, Concepts, and Events in a Text Use Text Evidence to Draw Inferences Integrate Information from Several Texts on the Same Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Writing Reflection	N/A	Prefixes (re-, bio-, im-, ex-, micro-)	<ul style="list-style-type: none"> Phrasing—Units of Meaning in Complex Sentences* Prosody: Expression—Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	biologist, biochemistry, reaction, postdoctoral, immigrant, microbiologist	devoured, facilitate, enzymes, postdoctoral research, metabolism	<ul style="list-style-type: none"> Use Adjectives to Provide Detail Understand New Vocabulary Use Relative Clauses to Describe Nouns Analyze Related Words Cause-and-Effect Language

Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade 5

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Ready to Advance
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 48–49, 54–55, 60–61 Unit 2: 104–105, 108–109, 144–145, 176–177, 180–181, 186–187 Unit 4: 144–145, 180–181, 186–187, 192–193 Unit 5: 6–7, 30–31, 40–41, 44–45, 50–51, 56–57, 62–63, 94–95 Unit 6: 104–105, 108–109, 114–115, 120–121, 126–127, 128–129, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 Unit 7: 62–63, 72–73, 76–77, 82–83, 88–89 Unit 8: 104–105, 108–109, 110–111, 138–139, 142–143, 144–145, 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus</i> (R/40), <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50), <i>Abimanyu, Mulan</i> (V/60), <i>Courage</i> (V/60), <i>Robin Hood Saves Will Stutely</i> (S/44) Unit 4: <i>The Secret Language of Elephants</i> (T/44), <i>Interpreting Our Dreams</i> (U/50), <i>The Trouble with Northrup...</i> (T/44) Unit 6: <i>The Wall</i> (U/50), <i>The Red-Tail Angels</i> (U/50), <i>Oliver Twist</i> (A Play Adaptation) (W/60)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 8–9, 13, 14–15, 19 Unit 2: 20–21, 25, 26–27, 31 Unit 3: 32–33, 37, 38–39, 43 Unit 4: 44–45, 49, 50–51, 53, 55 Unit 5: 56–57, 61, 62–63, 67 Unit 6: 68–69, 73, 74–75, 79 Unit 7: 80–81, 85, 86–87, 91 Unit 8: 92–93, 97, 98–99, 103 Unit 9: 104–105, 109, 110–111, 115 Unit 10: 116–117, 121, 122–123</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 42–43 Unit 2: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 4: 104–105, 110–111, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 5: 6–7, 40–41, 44–45, 56–57, 62–63 Unit 6: 104–105, 114–115, 120–121, 128–129, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 Unit 7: 62–63, 72–73, 76–77 Unit 8: 104–105, 138–139, 142–143, 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus</i> (R/40), <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50), <i>Abimanyu, Mulan</i> (V/60), <i>Courage</i> (V/60) Unit 4: <i>The Secret Language of Elephants</i> (T/44), <i>The Dog Did My Homework; Bigger</i> (Q/40), <i>Interpreting Our Dreams</i> (U/50), <i>The Trouble with Northrup...</i> (T/44) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50) Unit 6: <i>Mere Moments; The Day the Towers Fell</i> (X/60), <i>The Lewis and Clark Expedition; Building the Transcontinental Railroad</i> (S/44), <i>The Wall</i> (U/50), <i>The Red-Tail Angels</i> (U/50), <i>Oliver Twist</i> (A Play Adaptation) (W/60)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 20–21 Unit 4: 49, 50–51, 55 Unit 5: 56–57, 61 Unit 8: 98–99</p>
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).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 108–109, 148–149, 180–181 Unit 6: 108–109, 128–129, 148–149, 154–155 Unit 8: 108–109, 144–145, 148–149</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus</i> (R/40), <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50), <i>Abimanyu, Mulan</i> (V/60), <i>Courage</i> (V/60), <i>Robin Hood Saves Will Stutely</i> (S/44) Unit 4: <i>The Secret Language of Elephants</i> (T/44), <i>The Dog Did My Homework; Bigger</i> (Q/40), <i>The Trouble with Northrup...</i> (T/44) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50) Unit 6: <i>Mere Moments; The Day the Towers Fell</i> (X/60), <i>The Lewis and Clark Expedition; Building the Transcontinental Railroad</i> (S/44), <i>The Wall</i> (U/50), <i>The Red-Tail Angels</i> (U/50), <i>Oliver Twist</i> (A Play Adaptation) (W/60)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 11, 12, 14–15, 16, 17, 18 Unit 2: 20–21, 23, 24, 29, 30 Unit 3: 35, 36, 41, 42 Unit 4: 44–45, 47, 48, 49, 50–51, 53, 54, 55 Unit 5: 56–57, 59, 60, 62–63, 65, 66, 67 Unit 6: 68–69, 71, 72, 73, 74–75, 77, 78, 79 Unit 7: 83, 84, 85, 89, 90 Unit 8: 95, 96, 101, 102 Unit 9: 110–111, 113, 114 Unit 10: 119, 120, 125, 126</p>
Craft and Structure		Benchmark Ready to Advance
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.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 110–111 Unit 4: 108–109, 126–127, 144–145, 148–149, 186–187 Unit 5: 12–13 Unit 6: 110–111, 144–145, 176–177 Unit 7: 88–89 Unit 8: 110–111, 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Trouble with Northrup...</i> (T/44)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 8–9, 14–15 Unit 2: 20–21, 26–27 Unit 3: 32–33, 38–39 Unit 4: 44–45, 50–51 Unit 5: 56–57, 62–63 Unit 6: 68–69, 74–75, 77, 78 Unit 7: 80–81, 86–87 Unit 8: 92–93, 98–99 Unit 9: 104–105, 110–111 Unit 10: 116–117, 122–123</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 128–129, 160–161, 192–193 Unit 4: 120–121 Unit 5: 10–11, 50–51, 56–57 Unit 6: 126–127 Unit 7: 78–79 Unit 8: 144–145</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50)</p>

RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 110–111, 154–155, 160–161 Unit 6: 180–181</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Dog Did My Homework; Bigger</i> (Q/40), <i>The Trouble with Northrup...</i> (T/44) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50) Unit 6: <i>Mere Moments; The Day the Towers Fell</i> (X/60)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 38–39 Unit 4: 47, 48 Unit 5: 61 Unit 6: 74–75</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
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, poem).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 126–127, 176–177, 180–181 Unit 4: 104–105 Unit 6: 180–181 Unit 9: 14–15 Unit 10: 162–163</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40) Unit 4: <i>The Dog Did My Homework; Bigger</i> (Q/40), <i>The Trouble with Northrup...</i> (T/44) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50) Unit 6: <i>Mere Moments; The Day the Towers Fell</i> (X/60), <i>The Lewis and Clark Expedition; Building the Transcontinental Railroad</i> (S/44)</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 74–75, 80–81, 86–87 Unit 2: 128–129, 160–161, 192–193 Unit 4: 128–129, 160–161, 192–193 Unit 5: 62–63 Unit 6: 128–129, 160–161, 192–193 Unit 7: 62–63 Unit 8: 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Robin Hood Saves Will Stutely</i> (S/44) Unit 4: <i>The Dog Did My Homework; Bigger</i> (Q/40) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50)</p> <p>READER'S THEATER HANDBOOK: Unit 5: 61, 67 Unit 6: 73, 79 Unit 7: 85 Unit 8: 97</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and	TEACHER RESOURCE SYSTEM: Unit 2: 104–105, 142–143, 174–175 Unit 4: 104–105, 138–139, 142–143, 170–171
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		Benchmark Ready to Advance
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 46–47, 56–57, 76–77, 78–79, 88–89, 94–95 Unit 3: 10–11, 12–13 Unit 5: 16–17, 22–23, 28–29, 30–31, 72–73, 76–77, 82–83, 88–89, 94–95 Unit 7: 6–7, 16–17, 40–41, 44–45, 46–47, 50–51, 56–57 Unit 8: 170–171, 174–175, 180–181, 186–187, 192–193 Unit 9: 6–7, 10–11, 16–17, 40–41, 44–45, 56–57, 72–73, 76–77, 82–83, 88–89 Unit 10: 104–105, 114–115, 128–129, 138–139, 142–143, 154–155, 160–161, 170–171, 174–175, 186–187, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44), <i>Opinions About Freedom of Speech</i> (U/50), <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40), <i>Math in a Democracy</i> (U/50) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40), <i>Plants We Use</i> (S/44), <i>Growing a Kitchen Garden</i> (N/30) Unit 4: <i>The Trail of Tears</i> (V/60) Unit 5: <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44) Unit 6: <i>Narrative of the Life of Frederick Douglass</i> (X/60) Unit 7: <i>People of the American Revolution</i> (U/50), <i>Pocahontas; Squanto</i> (R/40), <i>John Adams; Abigail Adams</i> (U/50) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>The Sky Is Green</i> (R/40), <i>Weather on Earth</i> (W/60), <i>Antarctica: A Year in Science</i> (R/40) Unit 9: <i>The Dust Bowl</i> (V/60), <i>Gold and the Settling of the West</i> (Z/80), <i>Establishing the U.S. Economy</i> (U/50), <i>The Formation of the U.S. Economy 1700-1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 49</p>
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 3: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 5: 16–17, 72–73, 76–77 Unit 7: 6–7, 16–17, 40–41, 44–45, 50–51 Unit 8: 114–115, 170–171, 174–175 Unit 9: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 10: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44), <i>Opinions About Freedom of Speech</i> (U/50), <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40), <i>Math in a Democracy</i> (U/50) Unit 2: <i>A Tail for a Tail</i> (U/50) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40), <i>Plants We Use</i> (S/44), <i>Growing a Kitchen Garden</i> (N/30), <i>Plant Genetics</i> (T/44) Unit 4: <i>The Trail of Tears</i> (V/60), <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44), <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44) Unit 6: <i>Narrative of the Life of Frederick Douglass</i> (X/60) Unit 7: <i>People of the American Revolution</i> (U/50), <i>Pocahontas; Squanto</i> (R/40), <i>John Adams; Abigail Adams</i> (U/50) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>The Sky Is Green</i> (R/40), <i>Weatherworks</i> (S/44), <i>Weather on Earth</i> (W/60), <i>Antarctica: A Year in Science</i> (R/40), <i>Severe Weather</i> (W/60) Unit 9: <i>The New England Colonies</i> (Y/70), <i>The Dust Bowl</i> (V/60), <i>Gold and the Settling of the West</i> (Z/80), <i>Establishing the U.S. Economy</i> (U/50), <i>The U.S. Economy 1861-1941</i> (X/60), <i>The Formation of the U.S. Economy 1700-1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p>

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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12–13, 22–23, 50–51, 56–57, 78–79, 82–83, 94–95 Unit 3: 10–11, 50–51, 56–57 Unit 5: 22–23, 28–29, 82–83, 88–89 Unit 8: 176–177, 186–187 Unit 9: 6–7 Unit 10: 108–109, 120–121, 154–155, 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44), <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40), <i>Math in a Democracy</i> (U/50) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40) Unit 4: <i>The Trail of Tears</i> (V/60) Unit 5: <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44) Unit 7: <i>Pocahontas; Squanto</i> (R/40), <i>John Adams; Abigail Adams</i> (U/50) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>Antarctica: A Year in Science</i> (R/40), <i>Severe Weather</i> (W/60) Unit 9: <i>The New England Colonies</i> (Y/70), <i>The Dust Bowl</i> (V/60), <i>Establishing the U.S. Economy</i> (U/50), <i>The U.S. Economy 1861–1941</i> (X/60), <i>The Formation of the U.S. Economy 1700–1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 44–45, 49 Unit 7: 86–87 Unit 9: 104–105, 107, 108</p>
Craft and Structure		Benchmark Ready to Advance
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 3: 46–47 Unit 5: 78–79 Unit 7: 12–13, 28–29 Unit 8: 126–127 Unit 9: 12–13, 46–47 Unit 10: 144–145, 176–177</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 8: <i>Weather on Earth</i> (W/60) Unit 9: <i>The U.S. Economy 1861–1941</i> (X/60), <i>The Formation of the U.S. Economy 1700–1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p>
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 22–23, 62–63 Unit 5: 22–23, 88–89 Unit 7: 10–11, 30–31 Unit 8: 192–193 Unit 9: 78–79 Unit 10: 128–129</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40), <i>Growing a Kitchen Garden</i> (N/30) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>Weatherworks</i> (S/44), <i>Weather on Earth</i> (W/60) Unit 9: <i>Gold and the Settling of the West</i> (Z/80)</p>
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 12–13, 22–23, 30–31, 88–89 Unit 5: 30–31, 94–95 Unit 7: 56–57 Unit 8: 128–129</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40) Unit 3: <i>Plant Genetics</i> (T/44) Unit 5: <i>Disasters of Technology</i> (W/60), <i>The Transcontinental Railroad</i> (S/44) Unit 6: <i>Narrative of the Life of Frederick Douglass</i> (X/60) Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 9: <i>The New England Colonies</i> (Y/70)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 44–45, 49</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
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.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 78–79 Unit 3: 28–29, 78–79 Unit 5: 28–29 Unit 9: 10–11, 28–29, 39, 50–51, 88–89 Unit 10: 110–111, 126–127, 148–149, 180–181, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Amending the Constitution</i> (T/44) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Plants We Use</i> (S/44), <i>Growing a Kitchen Garden</i> (N/30), <i>Plant Genetics</i> (T/44) Unit 4: <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44) Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>Weatherworks</i> (S/44), <i>Severe Weather</i> (W/60) Unit 10: <i>Diamonds</i> (S/44)</p>
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).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 94–95 Unit 3: 82–83 Unit 7: 22–23, 46–47 Unit 8: 120–121, 180–181, 186–187 Unit 9: 22–23, 56–57, 82–83 Unit 10: 110–111</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Opinions About Freedom of Speech</i> (U/50) Unit 3: <i>Cells</i> (V/60), <i>Plants We Use</i> (S/44), <i>Plant Genetics</i> (T/44) Unit 4: <i>The Trail of Tears</i> (V/60), <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>The Transcontinental Railroad</i> (S/44), <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44) Unit 7: <i>People of the American Revolution</i> (U/50) Unit 8: <i>The Sky Is Green</i> (R/40) Unit 9: <i>Establishing the U.S. Economy</i> (U/50), <i>The U.S. Economy 1861–1941</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p>
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 94–95 Unit 3: 62–63, 94–95 Unit 5: 30–31, 94–95 Unit 7: 62–63, 94–95 Unit 8: 128–129, 192–193 Unit 9: 28–29, 30–31, 39, 62–63, 94–95 Unit 10: 128–129, 160–161, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 2: 31 Unit 3: 37, 43 Unit 7: 91 Unit 8: 103 Unit 9: 109, 115 Unit 10: 121</p>

Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical	TEACHER RESOURCE SYSTEM: Unit 1: 40–41, 44–45, 72–73, 76–77 Unit 3: 44–45, 76–77
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		Benchmark Ready to Advance
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.5.3a	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.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 26–27, 52–53, 58–59, 84–85, 90–91 Unit 6: 118–119, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 7: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 8: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189
Fluency		Benchmark Ready to Advance
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.5.4a	Read on-level text with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 40–41, 44–45, 72–73, 76–77 Unit 2: 104–105, 114–115, 138–139 Unit 3: 6–7, 16–17, 44–45, 72–73, 76–77 Unit 4: 104–105, 114–115, 138–139, 142–143, 170–171 READER'S THEATER HANDBOOK: Unit 1: 8–9, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 Unit 2: 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 Unit 3: 32–33, 34, 35, 36, 37, 38–39, 40, 41, 42, 43 Unit 4: 44–45, 46, 47, 48, 49, 52, 53, 54, 55 Unit 5: 56–57, 58, 59, 60, 61, 62–63, 64, 65, 66, 67 Unit 6: 68–69, 70, 71, 72, 73, 74–75, 76, 77, 78, 79 Unit 7: 80–81, 82, 83, 84, 85, 86–87, 88, 89, 90, 91 Unit 8: 92–93, 94, 95, 96, 97, 98–99, 100, 101, 102, 103 Unit 9: 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 Unit 10: 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126
RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 4: 176–177 Unit 5: 46–47 READER'S THEATER HANDBOOK: Unit 1: 8–9, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 Unit 2: 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 Unit 3: 32–33, 34, 35, 36, 37, 38–39, 40, 41, 42, 43 Unit 4: 44–45, 46, 47, 48, 49, 50–51, 52, 53, 54, 55 Unit 5: 56–57, 58, 59, 60, 61, 62–63, 64, 65, 66, 67 Unit 6: 68–69, 70, 71, 72, 73, 74–75, 76, 77, 78, 79 Unit 7: 80–81, 82, 83, 84, 85, 86–87, 88, 89, 90, 91 Unit 8: 92–93, 94, 95, 96, 97, 98–99, 100, 101, 102, 103 Unit 9: 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 Unit 10: 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 4: 176–177 Unit 5: 46–47 Unit 9: 46–47 READER'S THEATER HANDBOOK: Unit 1: 8–9, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 Unit 2: 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 Unit 3: 32–33, 34, 35, 36, 37, 38–39, 40, 41, 42, 43 Unit 4: 44–45, 46, 47, 48, 49, 50–51, 52, 53, 54, 55 Unit 5: 56–57, 58, 59, 60, 61, 62–63, 64, 65, 66, 67 Unit 6: 68–69, 70, 71, 72, 73, 74–75, 76, 77, 78, 79 Unit 7: 80–81, 82, 83, 84, 85, 86–87, 88, 89, 90, 91 Unit 8: 92–93, 94, 95, 96, 97, 98–99, 100, 101, 102, 103 Unit 9: 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 Unit 10: 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126
WRITING STANDARDS		
Types and Purposes		Benchmark Ready to Advance
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and	LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40)
W.5.1a	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.	TEACHER RESOURCE SYSTEM: Unit 4: 172–173 Unit 5: 42–43 Unit 9: 26–27, 32–33, 42–43, 64–65 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)

W.5.1b	Provide logically ordered reasons that are supported by facts and details.	TEACHER RESOURCE SYSTEM: Unit 4: 146–147, 178–179, 194–195 Unit 5: 48–49 Unit 9: 26–27, 32–33 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	TEACHER RESOURCE SYSTEM: Unit 4: 162–163, 184–185 Unit 5: 54–55 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
W.5.1d	Provide a concluding statement or section related to the opinion presented.	TEACHER RESOURCE SYSTEM: Unit 5: 60–61 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information	TEACHER RESOURCE SYSTEM: Unit 3: 26–27
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include	TEACHER RESOURCE SYSTEM: Unit 3: 8–9, 74–75 Unit 6: 184–185 Unit 7: 14–15, 60–61 Unit 8: 140–141, 194–195 Unit 9: 8–9, 60–61, 74–75, 80–81
W.5.2b	Develop the topic with facts, definitions, concrete details,	TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 80–81 Unit 7: 14–15, 48–49 Unit 8: 146–147 Unit 9: 48–49
W.5.2c	Link ideas within and across categories of information using	TEACHER RESOURCE SYSTEM: Unit 8: 152–153
W.5.2d	Use precise language and domain-specific vocabulary to	TEACHER RESOURCE SYSTEM: Unit 8: 178–179
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 8: 158–159 Unit 9: 54–55
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,	TEACHER RESOURCE SYSTEM: Unit 2: 106–107, 140–141
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 6: 194–195
W.5.3b	Use narrative techniques, such as dialogue, description, and	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 146–147, 152–153 Unit 6: 172–173, 194–195
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TEACHER RESOURCE SYSTEM: Unit 2: 172–173
W.5.3d	Use concrete words and phrases and sensory details to	
W.5.3e	Provide a conclusion that follows from the narrated	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 158–159 Unit 6: 178–179

Production and Distribution of Writing		Benchmark Ready to Advance
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.)	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 20–21, 74–75, 80–81, 86–87, 92–93 Unit 2: 112–113, 118–119, 124–125 Unit 3: 42–43, 60–61 Unit 4: 140–141, 152–153 Unit 5: 8–9, 24–25, 74–75 Unit 6: 140–141, 158–159 Unit 7: 42–43, 54–55, 60–61 Unit 8: 106–107, 172–173 Unit 9: 20–21 Unit 10: 106–107, 112–113, 118–119, 122–123, 128–129, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40)
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	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 20–21, 92–93 Unit 2: 112–113, 118–119, 124–125, 172–173, 178–179, 184–185, 190–191 Unit 3: 8–9, 14–15, 20–21, 60–61 Unit 4: 106–107, 112–113, 118–119, 124–125, 152–153, 158–159, 194–195 Unit 5: 24–25, 74–75 Unit 6: 106–107, 112–113, 116–117, 122–123, 158–159 Unit 7: 8–9, 14–15, 20–21, 26–27, 54–55, 74–75, 80–81, 86–87, 92–93 Unit 8: 106–107, 124–125, 172–173 Unit 9: 20–21 Unit 10: 146–147, 152–153, 158–159
W.5.6	With some guidance and support from adults, use technology, including the	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 5: 96–97 Unit 8: 194–195 Unit 10: 162–163
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.5.7	Conduct short research projects that use several sources to build knowledge	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 5: 14–15 Unit 8: 112–113 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize	TEACHER RESOURCE SYSTEM: Unit 1: 14–15 Unit 3: 14–15, 20–21, 26–27, 48–49, 54–55 Unit 4: 146–147, 194–195 Unit 5: 14–15, 20–21 Unit 6: 146–147, 152–153 Unit 7: 20–21, 48–49 Unit 8: 118–119 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.5.9a	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,	TEACHER RESOURCE SYSTEM: Unit 1: 74–75, 80–81, 86–87 Unit 4: 194–195
W.5.9b	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	TEACHER RESOURCE SYSTEM: Unit 4: 118–119 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
Range of Writing		Benchmark Ready to Advance
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.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12–13, 22–23, 28–29, 50–51, 54–55, 56–57, 62–63, 74–75, 80–81, 82–83, 86–87, 88–89, 92–93, 94–95 Unit 2: 126–127, 148–149, 176–177, 180–181, 186–187, 192–193 Unit 3: 30–31, 78–79, 82–83, 88–89, 94–95, 96–97 Unit 4: 110–111, 114–115, 126–127, 128–129, 142–143, 148–149, 154–155, 160–161, 174–175, 180–181, 186–187 Unit 5: 30–31, 62–63, 82–83, 88–89 Unit 6: 128–129, 180–181, 186–187, 192–193, 194–195 Unit 7: 42–43, 96–97 Unit 10: 106–107, 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)

SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and</i>	TEACHER RESOURCE SYSTEM: Unit 7: 10–11, 50–51 Unit 8: 114–115, 142–143 Unit 10: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
SL.5.1a	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.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 102–103, 136, 137, 168, 169 Unit 3: 4–5, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 6–8, 10–11, 16–17, 38, 39, 40–41, 44–45, 46–47, 50–51, 56–57, 70, 71, 72–73, 76–77 Unit 6: 102–103, 104–105, 110–111, 120–121, 136, 137, 138–139, 142–143, 160–161, 168, 169 Unit 7: 4–5, 6–7, 16–17, 38, 39, 40–41, 44–45, 70, 71 Unit 8: 102–103, 120–121, 126–127, 136, 137, 144–145, 148–149, 168, 169, 176–177 Unit 9: 6–7, 16–17, 28–29, 38, 40–41, 44–45, 70, 71, 72–73, 76–77, 88–89, 94–95 Unit 10: 102–103, 126–127, 136, 137, 168, 169
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 102–103, 136, 137, 168, 169 Unit 3: 4–5, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 38, 39, 70, 71 Unit 6: 102–103, 110–111, 136, 137, 168, 169 Unit 7: 4–5, 30–31, 38, 39, 46–47, 56–57, 70, 71 Unit 8: 102–103, 108–109, 128–129, 136, 137, 168, 169 Unit 9: 4–5, 22–23, 38, 56–57, 70, 71, 82–83 Unit 10: 102–103, 110–111, 120–121, 136, 137, 168, 169, 176–177, 180–181, 186–187
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 102–103, 136, 137, 168, 169 Unit 3: 4–5, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 6–8, 10–11, 38, 39, 50–51, 70, 71 Unit 6: 102–103, 114–115, 126–127, 136, 137, 148–149, 168, 169, 174–175 Unit 7: 4–5, 22–23, 38, 39, 70, 71, 82–83, 88–89, 94–95 Unit 8: 102–103, 108–109, 120–121, 128–129, 136, 137, 144–145, 148–149, 168, 169 Unit 9: 4–5, 30–31, 38, 70, 71, 78–79 Unit 10: 102–103, 108–109, 110–111, 120–121, 136, 137, 148–149, 154–155, 168, 169
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 102–103, 136, 137, 168, 169 Unit 3: 4–5, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 38, 39, 40–41, 44–45, 56–57, 70, 71 Unit 6: 102–103, 104–105, 108–109, 136, 137, 138–139, 142–143, 154–155, 168, 169, 170–171 Unit 7: 4–5, 6–7, 16–17, 28–29, 38, 39, 40–41, 44–45, 70, 71 Unit 8: 102–103, 104–105, 136, 137, 138–139, 160–161, 168, 169, 170–171, 174–175 Unit 9: 4–5, 6–7, 10–11, 16–17, 38, 40–41, 44–45, 50–51, 62–63, 70, 71, 72–73, 76–77 Unit 10: 102–103, 136, 137, 168, 169
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 136, 137, 168, 169, 176–177 Unit 3: 4–5, 28–29, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 38, 39, 70, 71 Unit 6: 102–103, 136, 137, 168, 169 Unit 7: 4–5, 38 Unit 8: 102–103, 136, 137, 168, 169 Unit 9: 4–5, 8–9, 14–15, 38 Unit 10: 102–103, 136, 137
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and	TEACHER RESOURCE SYSTEM: Unit 8: 180–181 Unit 9: 38 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
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	TEACHER RESOURCE SYSTEM: Unit 2: 168 Unit 7: 39, 70, 71, 78–79 Unit 8: 137 Unit 9: 8–9, 70, 71 Unit 10: 168, 169 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)
SL.5.5	Include multimedia components (e.g., graphics,	TEACHER RESOURCE SYSTEM: Unit 9: 8–9, 32–33, 42–43, 60–61, 64–65, 74–75, 86–87, 92–93
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for	TEACHER RESOURCE SYSTEM: Unit 1: 38, 39, 70, 71 Unit 2: 136, 137, 168, 169 Unit 3: 38, 70, 71 Unit 4: 136, 137, 168, 169 Unit 5: 38, 39, 70, 71 Unit 6: 136, 137, 168, 169 Unit 7: 38, 39, 70 Unit 8: 136, 137, 168, 169 Unit 9: 70, 71, 96–97 Unit 10: 136, 137, 168, 169 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)

LANGUAGE STANDARDS

Conventions of Standard English		Benchmark Ready to Advance
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TEACHER RESOURCE SYSTEM: Unit 2: 162–163, 178–179 Unit 3: 32–33, 86–87, 92–93 Unit 7: 12–13 Unit 6: 130–131, 184–185 WRITING AND LANGUAGE HANDBOOK: 160-161 (Use Conjunctions), 162-163 (Use Interjections), 164-165 (Use Prepositions), Language BLM 1, Language BLM 2, Language BLM 3
L.5.1b	Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 184–185 Unit 4: 130–131, 190–191 Unit 6: 162–163, 190–191 Unit 8: 162–163, 184–185 WRITING AND LANGUAGE HANDBOOK: 166-167 (Use Perfect Verb Tenses), 168-169 (Use Appropriate Verb Tense), Language BLM 4, Language BLM 5
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	TEACHER RESOURCE SYSTEM: Unit 1: 32–33 Unit 2: 130–131, 184–185 Unit 4: 130–131, 190–191 Unit 5: 64–65, 80–81 Unit 6: 162–163, 190–191 Unit 8: 162–163, 184–185 WRITING AND LANGUAGE HANDBOOK: 166-167 (Use Perfect Verb Tenses), 168-169 (Use Appropriate Verb Tense), Language BLM 4, Language BLM 5
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 184–185 Unit 4: 190–191 Unit 6: 162–163, 190–191 Unit 7: 92–93 Unit 8: 162–163, 184–185 WRITING AND LANGUAGE HANDBOOK: 168-169 (Use Appropriate Verb Tense), Language BLM 5
L.5.1e	Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	TEACHER RESOURCE SYSTEM: Unit 3: 32–33, 92–93 Unit 5: 92–93 Unit 7: 64–65, 86–87
L.5.2	Demonstrate command of the conventions of standard English capitalization,	TEACHER RESOURCE SYSTEM: Unit 10: 116–117, 124–125
L.5.2a	Use punctuation to separate items in a series.*	TEACHER RESOURCE SYSTEM: Unit 1: 64–65 Unit 2: 190–191 Unit 5: 74–75, 86–87 Unit 8: 130–131, 172–173 READER'S THEATER HANDBOOK: Unit 2: 22, 23, 24 WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Commas), Language BLM 6
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	TEACHER RESOURCE SYSTEM: Unit 2: 190–191 Unit 3: 92–93 Unit 5: 32–33, 86–87 READER'S THEATER HANDBOOK: Unit 2: 22, 23, 24 Unit 5: 58 WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Commas), Language BLM 6
L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct	TEACHER RESOURCE SYSTEM: Unit 2: 162–163, 178–179, 190–191 LEVELED TEXT TEACHER'S GUIDES: Unit 7: Pocahontas; Squanto (R/40) WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Commas), Language BLM 6
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 3: 26–27 Unit 8: 194–195 WRITING AND LANGUAGE HANDBOOK: 172-173 (Punctuate Titles of Works), Language BLM 7
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 90–91, 94–95, 96–97 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 182–183, 188–189 Unit 5: 12–13, 18–19, 26–27, 52–53, 58–59, 90–91 Unit 6: 118–119, 124–125, 144–145, 150–151, 156–157, 182–183, 188–189 Unit 8: 190–191 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 WRITING AND LANGUAGE HANDBOOK: 174-175 (Use Spelling Reference Materials), Language BLM 8

Knowledge of Language		Benchmark Ready to Advance
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TEACHER RESOURCE SYSTEM: Unit 3: 64–65, 86–87 Unit 5: 74–75 Unit 7: 32–33, 74–75 Unit 8: 130–131, 172–173
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TEACHER RESOURCE SYSTEM: Unit 2: 120–121, 152–153, 154–155, 162–163, 178–179 Unit 7: 28–29, 80–81 READER'S THEATER HANDBOOK: Unit 6: 71 Unit 7: 86–87
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i>	TEACHER RESOURCE SYSTEM: Unit 1: 4–5 Unit 2: 102 Unit 3: 4–5 Unit 4: 102–103 Unit 5: 4–5 Unit 6: 102–103 Unit 7: 4–5 Unit 8: 102–103, 110–111, 122–123 Unit 9: 4–5 Unit 10: 102–103 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40)
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 2: 110–111 Unit 3: 46–47 Unit 5: 78–79, 90–91 Unit 6: 110–111, 144–145, 176–177 Unit 8: 126–127 Unit 9: 12–13, 46–47 Unit 10: 144–145 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas</i> ; <i>Squanto</i> (R/40) Unit 8: <i>Severe Weather</i> (W/60) Unit 10: <i>Diamonds</i> (S/44) READER'S THEATER HANDBOOK: Unit 1: 8–9 Unit 2: 20–21, 26–27 Unit 3: 32–33, 38–39 Unit 4: 50–51 Unit 5: 62–63 Unit 6: 68–69 Unit 7: 86–87 Unit 8: 92–93, 98–99 Unit 9: 104–105, 110–111
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	TEACHER RESOURCE SYSTEM: Unit 5: 52–53, 58–59 Unit 7: 52–53, 58–59 Unit 8: 150–151, 156–157, 182–183 Unit 10: 182–183, 188–189 LEVELED TEXT TEACHER'S GUIDES: Unit 9: <i>The New England Colonies</i> (Y/70), <i>Gold and the Settling of the West</i> (Z/80)
L.5.4c	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.	TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 2: 110–111 Unit 3: 46–47 Unit 4: 108–109 Unit 5: 12–13, 78–79 Unit 6: 144–145, 176–177 Unit 7: 12–13 Unit 8: 178–179 Unit 9: 12–13, 46–47 Unit 10: 144–145 READER'S THEATER HANDBOOK: Unit 5: 56–57, 62–63 Unit 7: 80–81
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	TEACHER RESOURCE SYSTEM: Unit 4: 126–127, 148–149, 186–187 Unit 7: 88–89 Unit 8: 154–155 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Sky Is Green</i> (R/40)
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	TEACHER RESOURCE SYSTEM: Unit 4: 144–145, 186–187 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Trouble with Northrup...</i> (T/44)
L.5.5c	Use the relationship between particular words (e.g.,	TEACHER RESOURCE SYSTEM: Unit 1: 56–57 Unit 4: 150–151, 156–157 Unit 9: 12–13
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	TEACHER RESOURCE SYSTEM: Unit 2: 172–173 Unit 4: 162–163, 184–185 Unit 5: 12–13, 54–55, 86–87 Unit 7: 12–13 Unit 10: 144–145, 150–151, 156–157 READER'S THEATER HANDBOOK: Unit 4: 44–45, 55 Unit 5: 61, 67 Unit 6: 73, 79 Unit 7: 85

MATH CURRICULUM

Kindergarten Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Numbers to Five & Ten	Unit 2 Numbers to Ten	Unit 3 Bikes & Bugs: Double, Add & Subtract	Unit 4 Paths to Adding, Subtracting & Measuring	Unit 5 Two-Dimensional Geometry	Unit 6 Three-Dimensional Shapes & Numbers Beyond Ten	Unit 7 Weight & Place Value	Unit 8 Computing & Measuring with Frogs & Bugs
Module 1	Sorting Shoes <i>K.CC.1, K.CC.4a–c, K.CC.5, K.CC.6, K.CC.7, K.MD.2, K.MD.3, K.G.1, K.G.2, K.G.4, K.G.6</i>	Dots to Ten <i>K.CC.4a–b, K.CC.5, K.CC.6, K.OA.1, K.OA.3, K.OA.4</i>	Bicycle Doubles <i>K.CC.1, K.CC.4a–b, K.CC.5, K.OA.1, K.OA.3, K.G.5</i>	Paths: The Number Line <i>K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.CC.7, K.MD.1</i>	Exploring Shapes <i>K.CC.1, K.CC.3, K.CC.6, K.CC.7, K.OA.3, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5</i>	What Do You Know About Three- Dimensional Shapes? <i>K.CC.1, K.CC.2, K.CC.4a–b, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.NBT.1, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5</i>	How Heavy? Weight & Number <i>K.CC.1, K.CC.3, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.NBT.1, K.MD.1, K.MD.2, K.MD.3</i>	Catching, Counting & Comparing <i>K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1</i>
	CC	CC	OA	CC	G	G	MD	OA
Module 2	Friendly Fives <i>K.CC.3, K.CC.4a–b, K.CC.5, K.OA.3, K.MD.3</i>	Introducing the Number Rack <i>K.CC.3, K.CC.4a–b, K.CC.5, K.OA.1, K.OA.3</i>	Adding & Subtracting Ones <i>K.CC.2, K.CC.3, K.CC.4b, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.4</i>	Counting, Adding & Subtracting with Forest Animals <i>K.CC.2, K.CC.3, K.CC.4a–b, K.CC.5, K.OA.1, K.OA.2, K.OA.5</i>	Circles, Squares, Triangles & Rectangles <i>K.CC.1, K.CC.6, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5</i>	More Three-Dimensional Shapes <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4a–b, K.CC.5, K.CC.6, K.OA.3, K.OA.5, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5</i>	Tens & Ones to Twenty <i>K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.5, K.NBT.1</i>	Frogs: Estimating & Measuring <i>K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.NBT.1, K.MD.1, K.MD.2, K.MD.3</i>
	CC	CC	OA	OA	G	G	NBT	MD
Module 3	Friendly Tens <i>K.CC.3, K.CC.4a–c, K.CC.5, K.CC.6, K.OA.3, K.MD.3</i>	Five & Some More <i>K.CC.1, K.CC.4a–c, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.MD.3</i>	Add, Subtract & Double It! <i>K.CC.2, K.CC.3, K.CC.4b, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.MD.1, K.MD.2</i>	Comparing & Measuring Length <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.6, K.OA.5, K.MD.1, K.MD.2</i>	Constructing & Drawing Shapes <i>K.CC.3, K.CC.6, K.OA.4, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6</i>	Exploring the Teen Numbers <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1</i>	Addition & Subtraction Story Problems <i>K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.MD.1</i>	Tens & Ones <i>K.CC.2, K.CC.3, K.CC.4c, K.CC.6, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1</i>
	CC	CC	OA	MD	G	NBT	OA	NBT
Module 4	Using Structures & Patterns <i>K.CC.3, K.CC.5, K.MP.6, K.MP.7</i>	Composing & Decomposing Shapes <i>K.CC.3, K.CC.5, K.G.1, K.G.2, K.G.4, K.G.6</i>	Put Them in Order <i>K.CC.2, K.CC.3, K.CC.4b–c, K.CC.6, K.CC.7, K.OA.3, K.OA.4</i>	Fives & Ones with Money <i>K.CC.1, K.CC.2, K.CC.6, K.OA.1, K.OA.2, K.OA.5, K.MD.3</i>	Sorting, Comparing, Composing & Decomposing Shapes <i>K.CC.3, K.CC.6, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6</i>	Combinations to Ten <i>K.CC.3, K.CC.4a–b, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.5</i>	Counting by Tens & Ones <i>K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.5, K.NBT.1</i>	Addition & Subtraction Equations <i>K.CC.3, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1</i>
	OA	MD	CC	MD	G	OA	NBT	OA

Kindergarten Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Circle, Rectangle, Triangle, Square <i>K.G.1, K.G.2, K.G.3, K.G.4</i>	Dancing Leaves <i>K.CC.4a-c, K.CC.5, K.G.1</i>	Flat & Solid Shapes <i>K.G.1, K.G.2, K.G.3, K.G.4, K.G.5</i>	Where's the Bear? <i>K.G.1</i>	Teddy Bear's Buttons: Combinations to Five <i>K.CC.4c, K.OA.1, K.OA.2, K.OA.3</i>	One Dot/Many Dots <i>K.CC.2, K.CC.4c, K.CC.5, K.CC.6</i>	How Many More to Make Ten? <i>K.CC.5, K.OA.1, K.OA.2, K.OA.4</i>	Measuring Tools <i>K.MD.1, K.MD.2, K.MD.3</i>	Number Puzzles <i>K.OA.1, K.OA.2</i>
	G	G	G	G	OA	CC	OA	MD	OA
Calendar Collector	Collecting Cubes <i>K.CC.1, K.CC.4a-b, K.CC.5, K.NBT.1</i>	Collecting Cubes in Two Colors <i>K.CC.1, K.CC.4a-b, K.CC.5, K.CC.6, K.OA.3, K.NBT.1, K.MD.3</i>	Collecting Sticks <i>K.CC.4a-b, K.CC.5, K.NBT.1, K.MD.2</i>	Collecting Pattern Block Shapes <i>K.CC.1, K.CC.4a-c, K.CC.5, K.CC.6, K.NBT.1, K.MD.3, K.G.1</i>	Collecting Cubes in Three Colors <i>K.CC.4a-b, K.CC.5, K.CC.6, K.MD.3, K.NBT.1</i>	Ones & Fives with Pennies & Nickels <i>K.CC.2, K.OA.1, K.OA.2, K.OA.3, K.OA.5</i>	How Many Lambs? How Many Lions? <i>K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.5, K.MD.3</i>	Frogs & Toads to Five <i>K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.5, K.MD.3</i>	Cats & Dogs to Ten <i>K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.MD.3</i>
	NBT	NBT	MD	G	NBT	MD	OA	OA	OA
Days in School	Dots, Links & Numbers <i>K.CC.1, K.CC.4a-c</i>	How Many More? <i>K.CC.1, K.CC.4a-c, K.CC.5, K.OA.4</i>	Drawing to Make Ten <i>K.CC.1, K.CC.4a-b, K.OA.4</i>	Counting the Days Until Winter Break <i>K.CC.1, K.CC.4a-b, K.CC.5, K.OA.1, K.NBT.1</i>	How Many to Ten? <i>K.CC.4a-b, K.OA.1, K.OA.4</i>	One Hundred Days & Counting <i>K.CC.1, K.CC.4a-b, K.OA.4</i>	Counting by Ones & Tens on the Line <i>K.CC.1, K.CC.2, K.CC.4a-b, K.OA.4</i>	Counting to One Hundred by Ones & Tens <i>K.CC.1, K.CC.4a-b, K.OA.4</i>	Hopping by Tens on the Number Line <i>K.CC.1, K.CC.4a-b, K.OA.4</i>
	CC	CC	CC	CC	OA	NBT	NBT	NBT	NBT
Computational Fluency	Quantities to Five <i>K.CC.3, K.CC.4a-c, K.CC.5, K.OA.4</i>	Fun with Finger Patterns <i>K.CC.4a-c, K.CC.5, K.OA.3</i>	Combinations of Five <i>K.CC.4a-b, K.CC.5, K.OA.3</i>	Numbers from Six to Ten <i>K.CC.4a-c, K.OA.1, K.OA.3</i>	Combinations for Numbers from Two to Ten <i>K.CC.4b, K.OA.1, K.OA.3</i>	Representing Addition & Subtraction on the Farm <i>K.CC.5, K.OA.1, K.OA.2, K.OA.4</i>	Solving Addition & Subtraction Story Problems at the Zoo <i>K.CC.5, K.OA.1, K.OA.2, K.OA.3</i>	Sums & Minuends to Ten with Frogs & Toads <i>K.OA.1, K.OA.2</i>	Fives Up <i>K.CC.2, K.OA.1, K.OA.3, K.OA.4, K.OA.5</i>
	CC	CC	OA	OA	OA	OA	OA	OA	OA
Number Line	Up to Ten & Back Again <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4a-b</i>	The Tricky Teens <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4a-c</i>	Numbers Before & After <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.G.1</i>	The Twenties <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.CC.7, K.G.1</i>	Hopping on the Number Line <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.CC.6, K.CC.7</i>	Ten & More <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.NBT.1</i>	Reviewing Teens & Twenties <i>K.CC.1, K.CC.2, K.CC.3, K.CC.6, K.CC.7, K.OA.4</i>	The Thirties & Forties <i>K.CC.1, K.CC.2, K.CC.4c, K.CC.7, K.OA.4</i>	Fun with Fifty <i>K.CC.1, K.CC.2, K.CC.7</i>
	CC	CC	CC	CC	CC	NBT	CC	CC	CC

Grade 1 Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Numbers All Around Us	Unit 2 Developing Strategies with Dice & Dominoes	Unit 3 Adding, Subtracting, Counting & Comparing	Unit 4 Leapfrogs on the Number Line	Unit 5 Geometry	Unit 6 Figure the Facts with Penguins	Unit 7 One Hundred & Beyond	Unit 8 Changes, Changes
Module 1	Counting & Data with Popsicles <i>1.NBT.1, 1.MD.4, 1.OA.5, 1.OA.6, 1.MD.2, 1.G.2</i>	Counting, Comparing & Adding with Dominoes <i>1.OA.3, 1.OA.5, 1.OA.6, 1.OA.7, 1.NBT.1, 1.NBT.3</i>	Single-Digit Sums <i>1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.4, 1.MD.4</i>	Adding & Subtracting on the Life-Sized Number Line <i>1.OA.1, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.4</i>	Introducing Two-Dimensional Shapes <i>1.OA.3, 1.OA.6, 1.MD.4, 1.G.1, 1.G.2</i>	Story Problems for Basic Addition & Subtraction <i>1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.2b</i>	Grouping Sticks & Bundles Beyond One Hundred <i>1.OA.6, 1.NBT.1, 1.NBT.2, 1.NBT.2a-c, 1.NBT.3, 1.NBT.4, 1.NBT.6</i>	Time & Duration <i>1.OA.8, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.MD.3, 1.MD.4, 1.G.3</i>
	NBT	OA	OA	OA	G	OA	NBT	MD
Module 2	Meet the Number Rack <i>1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2b, 1.MD.4</i>	Fact Families & Story Problems <i>1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.3</i>	Combinations with the Number Rack <i>1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.3, 1.NBT.4, 1.MD.3, 1.MD.4</i>	Jumping by Fives & Tens <i>1.NBT.1, 1.NBT.2c, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>	Introducing Three-Dimensional Shapes <i>1.OA.6, 1.OA.7, 1.MD.4, 1.G.1, 1.G.2</i>	Combinations & Story Problems <i>1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT.2b</i>	Hansel & Gretel's Path on the Number Line <i>1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>	Patterns, Structure & Change <i>1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.G.3</i>
	OA	OA	OA	NBT	G	OA	NBT	OA
Module 3	Part-Part-Whole to Ten <i>1.OA.1, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.MD.1, 1.MD.2, 1.MD.4</i>	Introducing Fact Strategies <i>1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.MD.4, 1.G.2</i>	Tens & Teens <i>1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2a-b, 1.NBT.3, 1.NBT.4</i>	Jumping by Fives & Tens on the Open Number Line <i>1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>	Putting Shapes Together & Taking Them Apart <i>1.OA.6, 1.NBT.1, 1.NBT.4, 1.NBT.6, 1.G.1, 1.G.2, 1.G.3</i>	Solving for the Unknown in Penguin Stories <i>1.OA.1, 1.OA.4, 1.OA.6, 1.OA.7, 1.OA.8</i>	Adding & Subtracting Two-Digit Numbers with Hansel & Gretel <i>1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.2, 1.G.3</i>	Measurement & Data with Paper Gliders <i>1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.MD.1, 1.MD.2, 1.MD.4, 1.G.3</i>
	OA	OA	NBT	NBT	G	OA	NBT	MD
Module 4	Adding & Subtracting to Ten with the Number Rack <i>1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.MD.1, 1.MD.2, 1.MD.4</i>	Counting by Fives & Tens <i>1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.G.2, 1.G.2, 1.G.3</i>	Exploring Equations <i>1.OA.1, 1.OA.3, 1.OA.6, 1.OA.7, 1.OA.8</i>	Measuring, Comparing & Subtracting with Penguins <i>1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.6, 1.MD.1, 1.MD.2, 1.MD.4</i>	Sorting & Graphing Shapes <i>1.OA.1, 1.OA.2, 1.OA.4, 1.NBT.4, 1.MD.4, 1.G.1, 1.G.2, 1.G.3</i>	Measuring & Comparing Emperor & Little Blue Penguins <i>1.OA.1, 1.OA.2, 1.OA.6, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.MD.1, 1.MD.2</i>	Place Value with Money <i>1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.MD.3, 1.MD.4</i>	Measuring Our Growth <i>1.OA.3, 1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.MD.1, 1.MD.2, 1.MD.3, 1.MD.4</i>
	OA	NBT	OA	MD	G	MD	NBT	MD

Grade 1 Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Place Value Models <i>1.NBT.1, 1.NBT.2a–b</i>	Fall Number Stories & Equations <i>1.OA.1, 1.OA.3, 1.OA.6</i>	Chomp! Gulp! Nibble! Fractions <i>1.NBT.1, 1.G.3</i>	Three-Dimensional Shapes All Around Us <i>1.NBT.1, 1.G.1, 1.G.2</i>	Equations with Unknowns <i>1.OA.1, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1</i>	Geoboard Shapes <i>1.NBT.1, 1.G.1</i>	What Time Is It? <i>1.NBT.1, 1.MD.3, 1.G.3</i>	Folding Fractions <i>1.NBT.1, 1.G.1, 1.G.3</i>	Hopping on the 120 Number Grid <i>1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>
Calendar Collector	NBT	OA	G	G	OA	G	MD	G	NBT
Days in School	Fives & Ones with Nickels & Pennies <i>1.MD.4</i>	Pattern Block Shapes <i>1.NBT.1, 1.NBT.3, 1.MD.4, 1.G.2</i>	An Hour a Day <i>1.MD.3, 1.G.3</i>	Time to the Hour <i>1.MD.3</i>	Tens & Ones with Dimes & Pennies <i>1.MD.4</i>	Collecting Cubes <i>1.OA.3, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.MD.4</i>	Tens, Fives & Ones with Coins <i>1.NBT.1, 1.MD.4</i>	Counting & Adding with Popsicle Sticks <i>1.NBT.2a, 1.MD.1, 1.MD.2, 1.MD.4</i>	Fractions with Quarters <i>1.G.3</i>
	NBT	G	MD	MD	NBT	NBT	NBT	MD	MD
Computational Fluency	Finding Five <i>1.OA.6, 1.OA.7, 1.NBT.2a–b</i>	Making Ten <i>1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.4</i>	Finding Fifty <i>1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.4</i>	Moving Beyond Fifty <i>1.OA.6, 1.OA.7, 1.NBT.1, 1.NBT.2a, 1.NBT.4</i>	Close to One Hundred <i>1.OA.7, 1.NBT.1, 1.NBT.2a, 1.NBT.4</i>	One Hundred Days of School & More <i>1.OA.7, 1.NBT.1, 1.NBT.2a, 1.NBT.2c, 1.NBT.4</i>	Looking Beyond One Hundred <i>1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5</i>	Expanded Notation <i>1.NBT.1, 1.NBT.2, 1.NBT.4</i>	Closing in on Two Hundred <i>1.NBT.1, 1.NBT.2, 1.NBT.4</i>
	NBT	NBT	NBT	NBT	NBT	NBT	NBT	NBT	NBT
Number	Adding Ten & More <i>1.OA.6, 1.NBT.2a–b, 1.NBT.4</i>	Make Ten Facts <i>1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8</i>	Doubles & Halves to Ten <i>1.OA.4, 1.OA.6</i>	Doubles & Halves Within Twenty <i>1.OA.6</i>	Doubles Plus or Minus One Facts <i>1.OA.5, 1.OA.6</i>	Multiple Addends <i>1.OA.2, 1.OA.3, 1.OA.6</i>	Think Ten <i>1.OA.3, 1.OA.4, 1.OA.6, 1.OA.7, 1.NBT.3</i>	Numbers to 120 <i>1.NBT.1, 1.NBT.2, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>	Adding & Subtracting on the 120 Grid <i>1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>
	OA	OA	OA	OA	OA	OA	OA	NBT	NBT
	The First Two Decades <i>1.OA.6, 1.NBT.1, 1.NBT.2</i>	The Twenties & Thirties <i>1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3</i>	The Forties & Fifties <i>1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3</i>	The Fifties & Sixties <i>1.OA.5, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3</i>	The Seventies & Eighties <i>1.OA.5, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3</i>	The Tenth Decade <i>1.OA.5, 1.NBT.1, 1.NBT.2, 1.NBT.3</i>	Numbers to 120 <i>1.NBT.1, 1.NBT.2, 1.NBT.2c, 1.NBT.3</i>	Adding & Subtracting Decade Numbers <i>1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>	Numbers Off the Decade by Tens <i>1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5</i>
	NBT	NBT	NBT	NBT	NBT	NBT	NBT	OA	NBT

Grade 2 bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Figure the Facts	Unit 2 Place Value & Measurement with Jack's Beanstalks	Unit 3 Addition & Subtraction Within 100	Unit 4 Measurement	Unit 5 Place Value to One Thousand	Unit 6 Geometry	Unit 7 Measurement, Fractions & Multi-Digit Computation with Hungry Ants	Unit 8 Measurement, Data & Multi-Digit Computation with Marble Rolls
Module 1	Sorting & Graphing 2.OA.1, 2.OA.2, 2.OA.3, 2.MD.1, 2.MD.8, 2.MD.10, 2.G.1, 2.G.2, 2.G.3	Counting & Modeling Two- & Three-Digit Numbers 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.1a, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.MD.4, 2.MD.6	Tens & Ones 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.9, 2.MD.1, 2.MD.56, 2.MD.6, 2.MD.8	Inches & Feet 2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.6, 2.MD.10	Counting to One Thousand 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.MD.8	Attributes of Two-Dimensional Shapes 2.OA.2, 2.NBT.1, 2.NBT.3, 2.NBT.5, 2.MD.8, 2.G.1, 2.G.2	Army Ants: Length in Metric Units 2.OA.1, 2.NBT.1, 2.NBT.1a-b, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.6, 2.MD.8, 2.G.3	Revisiting Place Value & Three-Digit Computation 2.OA.1, 2.OA.3, 2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.5, 2.MD.8
	MD	NBT	NBT	MD	NBT	G	MD	NBT
Module 2	Number Facts with the Number Rack 2.OA.1, 2.OA.2, 2.OA.4, 2.NBT.2, 2.NBT.5, 2.MD.8	Measuring Jack's Giant Beans with Tens 2.OA.2, 2.OA.4, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.MD.4, 2.MD.6	Adding & Subtracting on the Number Line 2.OA.1, 2.OA.2, 2.NBT.2, 2.NBT.5, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8	Inches, Feet & Yards 2.OA.1, 2.OA.2, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8, 2.MD.20	Place Value with Money 2.OA.3, 2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.7, 2.MD.8, 2.MD.10	Exploring Area & Arrays 2.OA.4, 2.G.1, 2.G.2, 2.G.3	Ant Treats: Division & Fractions 2.OA.1, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.1, 2.MD.3, 2.MD.10, 2.G.3	Building Marble Rolls & Collecting Data 2.OA.1, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8, 2.MD.9
	OA	NBT	NBT	MD	MD	G	G	MD
Module 3	Introducing Addition & Subtraction Strategies 2.OA.1, 2.OA.2, 2.OA.3, 2.NBT.5, 2.MD.6, 2.MD.10	Adding on the Open Number Line 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7	Present & Parcel Story Problems with Two-Digit Numbers 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.9, 2.MD.5, 2.MD.6, 2.MD.8	Proportions & Fractions with a Giant 2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.6, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.8	Multiples of Ten, One Hundred & One Thousand 2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8	Composing & Decomposing Patchwork Shapes 2.OA.1, 2.OA.2, 2.OA.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.G.1, 2.G.2, 2.G.3	Adding & Subtracting Three-Digit Numbers 2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.1, 2.MD.3, 2.MD.3, 2.MD.8, 2.MD.10, 2.G.3	Collecting & Analyzing More Marble Roll Data 2.OA.1, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8, 2.MD.9, 2.G.3
	OA	NBT	NBT	MD	NBT	G	NBT	MD
Module 4	Fluency with Addition Facts to Twenty 2.OA.1, 2.OA.2, 2.OA.3, 2.MD.6	Thinking in Twos 2.OA.3, 2.OA.4, 2.NBT.5, 2.NBT.8	Data & the Many Colors Project 2.OA.3, 2.NBT.6, 2.NBT.9, 2.MD.10	Thinking in Threes 2.OA.1, 2.OA.3, 2.OA.4, 2.NBT.2, 2.NBT.3, 2.NBT.5	Sequences & Patterns 2.OA.3, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.NBT.8	Patchwork Fractions 2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.7, 2.MD.10, 2.G.1, 2.G.2, 2.G.3	Writing & Solving Story Problems 2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.8, 2.MD.10	Student-Conducted Surveys 2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.MD.1, 2.MD.3, 2.MD.9, 2.MD.10
	OA	OA	MD	OA	OA	G	NBT	MD

Grade 2 Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	How Many to Twenty? 2.OA.1, 2.OA.2, 2.OA.3	Multiples of Three & Four 2.OA.3, 2.OA.4	Telling Time to the Quarter Hour 2.NBT.2, 2.MD.7, 2.G.3	Shapes & Attributes 2.G.1, 2.G.3	Survey Data & Graphs 2.OA.1, 2.MD.10	Flag Fractions 2.OA.1, 2.NBT.5, 2.NBT.7, 2.G.3	Mystery Shapes 2.G.1	Garden Fractions 2.G.3	Where's Joey on the Thousand Grid? 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8
	OA	OA	MD	G	MD	G	G	G	NBT
Calendar Collector	Sixty Minutes a Day 2.NBT.2, 2.NBT.7, 2.MD.7	Five Minutes a Day 2.NBT.2, 2.MD.7	Measuring Length with Different Units 2.MD.2	Student Surveys 2.MD.10	Exactly Half? 2.OA.3, 2.MD.10, 2.G.3	Capture the Clock 2.MD.7, 2.G.3	Two Quarters a Day 2.MD.8, 2.G.3	Measuring & Plotting Plant Growth 2.MD.1, 2.MD.4, 2.MD.9	Measuring & Plotting Student Heights 2.MD.1, 2.MD.4, 2.MD.9
	MD	MD	MD	MD	G	MD	G	MD	MD
Daily Rectangle	Odd & Even 2.OA.2, 2.OA.3, 2.OA.4	The Day's Arrays 2.OA.3, 2.OA.4	Rows & Columns 2.OA.4, 2.NBT.4	Rows & Columns Revisited 2.OA.4, 2.NBT.6	Arrays on the Hundreds Grid 2.OA.4, 2.NBT.5, 2.NBT.6, 2.NBT.9	The Base Ten Bank: Addition 2.NBT.7, 2.NBT.9	The Base Ten Bank: Subtraction 2.NBT.7, 2.NBT.9	Writing Area Equations 2.OA.4, 2.G.2	Arrays to Thirty-One 2.OA.4, 2.G.2
	OA	OA	OA	OA	NBT	NBT	NBT	G	G
Computational Fluency	Zeros, Count On & Count Back 2.OA.2, 2.MD.6	Make & Break Tens 2.OA.2	Doubles & Halves 2.OA.2, 2.OA.3	Tens & Nines 2.OA.2	Addition & Subtraction Strategies 2.OA.2, 2.NBT.6, 2.MD.6	Addition Quick Facts 2.OA.2	Continuing with Addition Quick Facts 2.OA.2	More Addition Quick Facts 2.OA.	Quick Facts Finale 2.OA.2
	OA	OA	OA	OA	OA	OA	OA	OA	OA
Number Line	The Century Counts 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.8, 2.MD.6	Guess My Number 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.6	The Fifth Century 2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.MD.6	Counting Off-Decade & Off-Century 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.6	Changing Endpoints 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.6	The Tenth Century 2.NBT.2, 2.NBT.3, 2.NBT.8, 2.MD.6	Put It on the Line 2.OA.1, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.8	Efficient Jumps of Tens & Hundreds 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.MD.6	Adding & Subtracting Tens & Hundreds 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.MD.6
	NBT	NBT	NBT	NBT	NBT	NBT	NBT	NBT	NBT

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Module 1	Community Building & Addition Facts to Twenty 2.OA.2, 3.OA.9	Multiplication in Context 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.9	Rounding & Multi-Digit Addition 3.NBT.1, 3.NBT.2, 3.OA.8	Measuring Time & Mass 3.MD.1, 3.MD.2	Linking Multiplication & Division 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.6, 3.OA.9	Investigating Polygons 3.G.1	Multiplication Beyond the Basics 3.OA.8, 3.NBT.3	Introducing Bridges 3.MD.2, 3.MD.3, 3.MD.4, 3.MD.6, 3.MD.7
	OA	OA	NBT	MD	OA	G	NBT	MD
Module 2	Subtraction Facts to Twenty 2.OA.2, 3.OA.9	Multiplying with Arrays & Number Lines 3.OA.9	Multi-Digit Subtraction 3.NBT.1, 3.NBT.2	Measuring Volume & Solving Measurement Story Problems 3.OA.8, 3.NBT.2, 3.MD.1, 3.MD.2	Multiplication & Division Families 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6, 3.OA.7	Quadrilaterals 3.G.1	One- by Two-Digit Multiplication 3.OA.5, 3.NBT.3	Investigating Structures in Bridges 3.NF.1, 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.8 3.G.1, 3.G.2
	OA	OA	NBT	MD	OA	G	OA	MD G
Module 3	Double-Digit Addition 2.MD.1, 2.MD.3, 2.MD.5, 3.NBT.2	Ratio Tables & the Multiplication Table 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.9, 3.MD.3	Estimating to Add & Subtract 3.NBT.1, 3.NBT.2	Fractions as Fair Shares 3.NF.1, 3.NF.2a–b, 3.NF.3a–d	Division Practice 3.OA.3, 3.OA.2, 3.OA.5, 3.OA.7, 3.OA.8	Perimeter & Area 3.OA.3, 3.NF.1, 3.NF.3b, 3.NF.3d, 3.MD.5a–b, 3.MD.7a–b, 3.MD.8, 3.G.1	Fractions as Parts of a Whole & Parts of a Set 3.NF.1, 3.NF.2, 3.NF.3a–b, 3.G.2	Planning, Building & Analyzing Bridges 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.8, 3.G.1, 3.G.2
	NBT	OA	NBT	NF	OA	MD	NF	MD G
Module 4	Story Problems & Strategies 2.NBT.5, 3.NBT.2	Story Problems with Graphs & Multiple Operations 3.OA.8, 3.MD.3	Exploring the Algorithms for Addition & Subtraction 3.NBT.1, 3.NBT.2, 3.OA.8	Fractions on a Line Plot 3.NF.1, 3.NF.3a–d, 3.G.2	Introducing Area 3.MD.5a–b, 3.MD.6, 3.MD.7a–b	Shapes & Fractions 3.G.2	Fractions at Work 3.NF.1, 3.NF.2, 3.NF.3a–b, 3.G.2, 3.MD.3	Demonstrating Our Learning About Bridges 3.NF.1, 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.6, 3.MD.7, 3.MD.8, 3.G.1, 3.G.2
	NBT	MD	NBT	MD	MD	G	NF	MD G

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	OA	G	OA	NF	NF	MD	MD	NF	MD
Calendar Collector	Collecting Survey Data 3.MD.3	Collecting Liters & Milliliters 3.MD.2	Unit Fraction Race 3.NF.1-3.NF.3	Collecting Grams 3.MD.2	Collecting Minutes & Hours 3.NBT.3	Collecting Fractions of a Dollar 3.NF.1	Area & Perimeter of Rectilinear Figures 3.MD.5a-b, 3.MD.6, 3.MD.7a-d, 3.MD.8	Collecting Fractions of an Hour 3.NF.1, 3.NF.3, 3.MD.1	Roll & Multiply 3.OA.7, 3.OA.9, 3.MD.3
	MD	MD	NF	MD	MD	NF	MD	NF	OA
Computational Fluency	Loops & Groups 3.OA.1, 3.OA.3	Frog Jump Multiplication 3.OA.1	Array Race 3.OA.1, 3.OA.5, 3.OA.7	Fact Fluency for Multiplying by Zero, One & Two 3.OA.7, 3.OA.9	Fact Fluency for Multiplying by Ten & Five 3.OA.6, 3.OA.7, 3.OA.9	Fact Fluency for Multiplying by Three, Four & Eight 3.OA.6, 3.OA.7, 3.OA.9	Fact Fluency for Multiplying by Six & Nine 3.OA.6, 3.OA.7, 3.OA.9	Quick Facts & Games 3.OA.5, 3.OA.7	More Quick Facts & Games 3.OA.7
	OA	OA	OA	OA	OA	OA	OA	OA	OA
Number Line	Up to One Thousand 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.8	Changing Endpoints 3.NBT.2	Rounding to the Nearest Ten 3.NBT.1, 3.NBT.2	Rounding to the Nearest Hundred 3.NBT.1, 3.NBT.2	Benchmark Fractions on a Number Line 3.NF.2, 3.NF.3	Comparing Fractions 3.NF.2, 3.NF.2a, 3.NF.3c, 3.NF.3d	Find the Fraction 3.NF.2a, 3.NF.3c, 3.NF.3d	Put It on the Line 3.NF.1, 3.NF.2a, 3.NF.3a-c	Put It on the Line with Fractions & Mixed Numbers 3.NF.2, 3.NF.3a-c
	NBT	NBT	NBT	NBT	NF	NF	NF	NF	NF
Solving	Adding 2- and 3-Digit Numbers 3.NBT.2	Subtracting Two- & Three-Digit Numbers 3.NBT.2	One-Step Story Problems with Equations 3.OA.3, 3.OA.4	Multiplying with the Distributive Property 3.OA.1, 3.OA.5, 3.OA.7, 3.OA.9	Multi-Step Problems & Equations 3.OA.8	Data Problems 3.MD.3	Area & Perimeter Puzzles 3.MD.7, 3.MD.8	Multiplication & Division Practice 3.OA.5, 3.OA.6, 3.OA.7	More Multiplication & Division Practice 3.OA.4, 3.OA.6
	NBT	NBT	OA	OA	OA	MD	MD	OA	OA

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Module 1	Models for Multiplication & Division 3.OA.4, 4.OA.1, 4.OA.2 4.NBT.5, 4.NBT.6	Building Multiplication Arrays 4.NBT.1, 4.NBT.5, 4.MD.1, 4.MD.3	Equivalent Fractions 4.NF.1, 4.NF.2, 4.NF.3	Place Value & the Standard Algorithm 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4	Measuring Angles 4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2	Multiplication & Division Strategies 4.NBT.5, 4.NBT.6	Comparing Fractions & Writing Equivalent Fractions 4.NF.1, 4.NF.2	Introducing Playground Design 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.5, 4.MD.6, 4.MD.7, 4.G.1
	OA	NBT	NF	NBT	MD G	NBT	NF	MD G
Module 2	Primes & Composites 3.OA.4, 4.OA.4	Arrays & Ratio Tables 4.OA.3, 4.OA.4, 4.NBT.1, 4.NBT.5	Comparing, Composing & Decomposing Fractions & Mixed Numbers 4.NF.1, 4.NF.2, 4.NF.3a–d, 4.NF.4a–b	The Standard Subtraction Algorithm 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4	Polygons & Symmetry 4.OA.5, 4.MD.5b, 4.MD.6, 4.G.1, 4.G.2, 4.G.3	Revisiting Area & Perimeter 4.NBT.5, 4.NBT.6, 4.MD.1, 4.MD.2, 4.MD.3	Decimals & Decimal Fractions 4.NF.5, 4.NF.6, 4.NF.7	Making Decisions 4.MD.1, 4.MD.2, 4.MD.3, 4.G.1
	OA	NBT	NF	NBT	G	MD	NF	MD G
Module 3	Multiplicative Comparisons & Equations 3.OA.4, 4.OA.1, 4.OA.2, 4.OA.3, 4.OA.4	Multiplication Stories & Strategies 4.OA.3, 4.NBT.5, 4.MD.2	Introducing Decimals 4.NF.5, 4.NF.6, 4.NF.7	Measurement 4.MD.1, 4.MD.2	Area & Perimeter 4.NBT.5, 4.MD.3, 4.G.1, 4.G.2, 4.G.3	Line Plots, Fractions & Division 4.OA.3, 4.OA.4, 4.NBT.6, 4.NF.1, 4.MD.4	Introducing the Standard Multiplication Algorithm 4.OA.3, 4.NBT.5	Using Scale Models for Our Playground & Field 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.G.1
	OA	NBT	NF	MD	MD	NBT	NBT	MD G
Module 4	Measurement Experiences 4.OA.2, 4.MD.1, 4.MD.2	Early Division with Remainders 4.NBT.5, 4.NBT.6	Fractions & Decimals 4.NF.2, 4.NF.5, 4.NF.6, 4.NF.7	Measurement & Data Displays 4.MD.2, 4.MD.4	Angles in Motion 4.MD.5, 4.MD.6, 4.MD.7	More Division 4.OA.3, 4.OA.4, 4.NBT.6	Extending the Standard Multiplication Algorithm 4.NBT.5, 4.NBT.6	Building Model Playgrounds 4.MD.1, 4.MD.2, 4.MD.6, 4.G.1, 4.G.2
	MD	NBT	NF	MD	G	NBT	NBT	MD G

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Calendar Grid	Ancient Egyptian Symbols 4.OA.5, 4.NBT.1, 4.NBT.2	Fractions & Decimals 4.NF.1, 4.NF.2	Night & Day 4.OA.5, 4.MD.1, 4.MD.2	Pentominoes 4.MD.3, 4.G.1, 4.G.3	Similar Figures 4.OA.1, 4.OA.5, 4.MD.3	Constructing Angles & Polygons 4.MD.7, 4.G.1, 4.G.2	The Function Machine 4.OA.5	Perimeter Puzzles 4.MD.3, 4.G.2, 4.G.3	Quilt Block Symmetry 4.G.3
	NBT	NF	MD	G	OA	G	OA	MD	G
Calendar Collector	Six Inches a Day 4.NF.1, 4.NF.3, 4.NF.4, 4.MD.1, 4.MD.2	Race to the Millions 4.NBT.2	A Cup a Day 4.NF.1, 4.NF.2, 4.NF.3, 4.MD.1, 4.MD.2	Up & Down to Two Thousand 4.NBT.2, 4.NBT.4	Three Quarters a Day 4.NF.3a–d, 4.NF.4a–b, 4.MD.2	Spin, Add & Measure 4.MD.5, 4.MD.6, 4.MD.7	The Great Fraction Race 4.NF.1–4.NF.3d	A Decimeter a Day 4.OA.1, 4.OA.2, 4.MD.1, 4.MD.2	Water Evaporation Experiment 4.MD.1, 4.MD.2
	NF	NBT	NF	MD	NF	MD	NF	MD	MD
Computational Fluency	The Number Line & Splat! 4.OA.4, 4.NBT.1, 4.NBT.5	The Number Line & Put It on the Line, Part 1 4.OA.3, 4.OA.4, 4.NBT.1 – 4.NBT.3	The Number Line & Roll & Compare 4.OA.4, 4.NBT.2	The Number Line & The Mystery Grid Game 4.OA.4, 4.MD.3	Division Capture 4.NF.1, 4.NF.2	The Number Line & Put It on the Line, Part 2 4.NF.1 – 4.NF.3, 4.NF.3a–c, 4.NF.4	Don't Break 3.00 4.NF.1–4.NF.7	Color Ten 4.NF.2–4.NF.4	Decimal Draw 4.NF.5–4.NF.7
	NBT	NBT	NBT	NF	NF	NF	NF	NF	NF
Problem Strings	Multiplication Models 4.OA.1, 4.NBT.1, 4.NBT.5	Ratio Tables 4.NBT.5	Multi-Digit Addition Strategies 4.NBT.2, 4.NBT.4, 4.MD.2	Multi-Digit Subtraction Strategies 4.NBT.4, 4.NBT.2, 4.MD.2	Division Strategies 4.NBT.5, 4.NBT.6	Adding & Subtracting Fractions with Like & Unlike Denominators 4.NF.3a–c, 4.NF.4	Generating Equivalent Fractions 4.NF.1, 4.NF.5	More Division Strategies 4.NBT.6	Multiplying Fractions & Whole Numbers 4.NF.4
	NBT	NBT	NBT	NBT	NBT	NF	NF	NBT	NF
Solving Problems	One-Step Multiplication Problems 4.OA.1, 4.OA.2, 4.OA.4, 4.NBT.5	Multi-Step Multiplication Problems 4.OA.3, 4.NBT.5	Place Value, Rounding & Comparing 4.NBT.2, 4.NBT.3	Lines & Symmetry 4.G.1, 4.G.2, 4.G.3	Multi-Step Division Problems 4.OA.3, 4.NBT.6	Multi-Step Problems & Equations 4.OA.3	Multiplying Fractions & Whole Numbers Story Problems 4.NF.3a–d, 4.NF.4	Line Plots 4.MD.4	Measurement Conversions 4.MD.1, 4.MD.2
	OA	NBT	NBT	G	OA	MD	NF	MD	MD

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	Unit 1 Expressions, Equations & Volume	Unit 2 Adding & Subtracting Fractions	Unit 3 Place Value & Decimals	Unit 4 Multiplying & Dividing Whole Numbers & Decimals	Unit 5 Multiplying & Dividing Fractions	Unit 6 Graphing, Geometry & Volume	Unit 7 Division & Decimals	Unit 8 Solar Design
Module 1	Multiplication & Volume 4.OA.4, 5.OA.1, 5.OA.2, 5.MD.3b, 5.MD.5a	Adding & Subtracting Fractions 5.NF.1, 5.NF.2	Whole Number & Decimal Place Value 5.NBT.1, 5.NBT.2, 5.NBT.7	Multiplication & Division Strategies 5.OA.2, 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a	Multiplying Whole Numbers by Fractions 5.NF.1, 5.NF.4a–b, 5.NF.5b, 5.NF.6, 5.MD.1	Graphing Ordered Pairs 5.OA.3 5.G.1 5.G.2	Division of Fractions & Whole Numbers 5.OA.1, 5.NBT.2, 5.NBT.6, 5.NF.3, 5.NF.7a–c	Investigating Solar Energy 5.MD.5a–b, 5.G.2
	MD	NF	NBT	NBT	NF	G	NBT NF	MD G
Module 2	Factors, Multiples & the Associative Property 4.OA.4, 4.NBT.5, 5.OA.1, 5.OA.2, 5.NF.5a, 5.MD.3a–b, 5.MD.5a	Introducing Common Denominators 5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4a	Adding & Subtracting Decimals 5.NBT.1, 5.NBT.3a, 5.NBT.3b, 5.NBT.4, 5.NBT.7	More Multiplication & Division Strategies 5.OA.1, 5.NBT.5, 5.NBT.7, 5.NF.4a	Multiplying Fractions by Fractions 5.NF.1, 5.NF.4a–b, 5.NF.5a–b, 5.NF.6	Classifying Polygons 5.MD.3a, 5.G.1, 5.G.3, 5.G.4	Division Interpretations & Strategies 5.NBT.6, 5.NF.3, 5.NF.7a–c	Investigating Passive Solar Design 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a–b, 5.NF.6, 5.NF.7c, 5.MD.1, 5.MD.5a–b, 5.G.2
	OA	NF	NBT	NBT	NF	G	NBT NF	NBT NF MD G
Module 3	Multiplication Strategies 4.NBT.5, 5.OA.1, 5.OA.2, 5.NBT.6	Common Denominators 5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4a	Conversions 5.NBT.2, 5.NBT.4, 5.NBT.6, 5.NBT.7, 5.MD.1	From Array to Algorithm 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.MD.5b	More Fraction-by-Fraction Multiplication 5.NF.4a–b, 5.NF.5b, 5.NF.6	Volume 5.OA.1, 5.NBT.6, 5.MD.3b, 5.MD.4, 5.MD.5a–c, 5.G.1, 5.G.3, 5.G.4	Powers of Ten 5.NBT.2, 5.NBT.6, 5.NBT.7	Designing Solar Homes 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a–b, 5.NF.6, 5.NF.7c, 5.MD.1, 5.MD.5a–b, 5.G.2
	OA	NF	NBT MD	NBT	NF	MD	NBT	NBT NF MD G
Module 4	From Multiplication to Division 4.NBT.6, 5.MD.5a, 5.NBT.6	LCMs and GCFs 5.NF.1, 5.NF.2	Division & the Area Model 5.NBT.6	Multiplying to Divide 5.NBT.5, 5.NBT.6	Dividing Fractions & Whole Numbers 5.NBT.6, 5.NF.7a–c	Banners & Flags 5.NF.4b, 5.NF.5a–b, 5.NF.6	Decimal Multiplication & Division 5.NBT.2, 5.NBT.7	Finishing Our Models 5.NBT.5, 5.NF.4a–b, 5.NF.6, 5.MD.1, 5.G.2
	NBT	NF	NBT	NBT	NF	NF	NBT	NBT NF MD G

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	NF NBT	MD	G	G	OA	NF	NBT	MD	G
Calendar Collector	Layer a Day 5.OA.1, 5.OA.2, 5.MD.3a–b, 5.MD.4, 5.MD.5a	Carrot Graphing Experiment 5.G.1 5.G.2	Meter a Day 5.NBT.1, 5.NBT.2,	Student Height & Foot Lengths 5.MD.1, 5.MD.2, 5.G.1, 5.G.2	Time & Money 5.NF.1	Two Liters or Spill 5.MD.1	Line Plots & Length 5.NF.1, 5.NF.2	Collecting Quarters 5.NBT.7, 5.NF.1	Two Quarts or Spill 5.MD.1
	OA MD	G	NBT	MD G	NF	MD	NF	NF NBT	MD
Computational Fluency	Multiple Game 4.OA.4	Group It! 5.OA.1 5.NF.1	Expression Bingo 5.OA.1, 5.OA.2	Put It on the Line, Part 1 5.NBT.4, 5.NF.1	Color Ten 5.NF.1, 5.NF.4a	I Have, Who Has? 5.NBT.5, 5.NBT.6, 5.NBT.7	Quotient Bingo 5.NF.3	Put It on the Line Decimals 5.NBT.7, 5.NF.1, 5.NF.4a	Fraction Splat! 5.NF.1
	OA	OA	OA	NF	NF	NBT	NF	NBT NF	NF
Solving Problems	Solving Problems Using Multiples & Factors 4.OA.4	Solving Problems with Organized Lists 5.OA.3 5.NBT.7	Using Logical Reasoning to Solve Problems 5.MP.1, 5.MP.2, 5.MP.3, 5.MP.4, 5.MP.5	Problems That Suggest Making an Informed Start 5.MP.1, 5.MP.2, 5.MP.3, 5.MP.4	Volume Problems 5.MD.3a–b, 5.MD.4, 5.MD.5c	Conversion Problems 5.NBT.1, 5.NBT.2, 5.MD.1	Student-Posed Problems 5.NBT.5, 5.NBT.6, 5.NBT.7	More Student-Posed Problems 5.NF.2, 5.NF.4a, 5.NF.7a, 5.NF.7b	Problems That Emphasize Reasoning 5.MP.1, 5.MP.2, 5.MP.3, 5.MP.4, 5.MP.6
	OA	NBT	MP	MP	MD	NBT MD	NBT	NF	MP
Problem Strings	Addition & Subtraction Strings 5.NBT.7	Fraction Addition with Money & Clocks 5.NBT.7, 5.NF.1	Fraction Subtraction with Money & Clock Models 5.NBT.7, 5.NF.1	Multiplication & Division 5.NBT.7	More Multiplication & Division Strings 5.NBT.7	Multiplying Whole Numbers by Fractions 5.NF.4a, 5.NF.5b	Fraction Addition & Subtraction 5.NF.1	Fraction Multiplication & Division 5.NF.4, 5.NF.6, 5.NF.7	Fraction Multiplication & Division 5.NF.4, 5.NF.6, 5.NF.7
	NBT	NF	NF	NBT	NBT	NF	NF	NF	NF

SCIENCE

BRING SCIENCE ALIVE! KINDERGARTEN

NGSS Performance Expectations		Unit 1: Plants Animals	Unit 2: Pushes and Pulls	Unit 3: Weather
Physical Science	K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.			
	K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*			
	K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.			
	K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*			
Life Science	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.			
Earth Science	K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.			
	K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.			
	K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.			
	K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*			
	K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*			
Engineering	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.			
	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.			
	K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.			

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit 1: Plants and Animals	Unit 2: Pushes and Pulls	Unit 3: Weather
Asking Questions and Defining Problems				
Developing and Using Models				
Planning and Carrying Out Investigations				
Analyzing and Interpreting Data				
Using Mathematics and Computational Thinking				
Constructing Explanations and Designing Solutions				
Engaging in Arguments from Evidence				
Obtaining, Evaluating, and Communicating Information				
Dimension 2: Crosscutting Concepts		Unit 1: Plants and Animals	Unit 2: Pushes and Pulls	Unit 3: Weather
Patterns				
Cause and Effect				
Scale, Proportion, and Quantity				
Systems and System Models				
Energy and Matter				
Structure and Function				
Stability and Change				
Dimension 3: Disciplinary Core Ideas		Unit 1: Plants and Animals	Unit 2: Pushes and Pulls	Unit 3: Weather
Physical Science	PS2.A: Forces and Motion			
	PS2.B: Types of Interactions			
	PS3.B: Conservation of Energy and Energy Transfer			
	PS3.C: Relationship Between Energy and Forces			
Life Science	LS1.C: Organization for Matter and Energy Flow in Organisms			
Earth Science	ESS2.D: Weather and Climate			
	ESS2.E: Biogeology			
	ESS3.A: Natural Resources			
	ESS3.B: Natural Hazards			
	ESS3.C: Human Impacts on Earth Systems			
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems			
	ETS1.B: Developing Possible Solutions			
	ETS1.C: Optimizing the Design Solution			

BRING SCIENCE ALIVE! GRADE 1

NGSS Performance Expectations		Unit 1: Plant and Animal Parts	Unit 2: Light and Sound	Unit 3: Sky Patterns
Physical Science	1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.			
	1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.			
	1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.			
	1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*			
Life Science	1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*			
	1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.			
	1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.			
Earth Science	1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.			
	1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.			
Engineering Design	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.			
	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.			
	K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.			

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit1:Plantand AnimalParts	Unit2:Light andSound	Unit3:Sky Patterns
Asking Questions and Defining Problems				
Developing and Using Models				
Planning and Carrying Out Investigations				
Analyzing and Interpreting Data				
Using Mathematics and Computational Thinking				
Constructing Explanations and Designing Solutions				
Engaging in Arguments from Evidence				
Obtaining, Evaluating, and Communicating Information				
Dimension 2: Crosscutting Concepts		Unit 1: Plant and Animal Parts	Unit2:Lightand Sound	Unit 3: Sky Patterns
Patterns				
Cause and Effect				
Scale, Proportion, and Quantity				
Systems and System Models				
Energy and Matter				
Structure and Function				
Stability and Change				
Dimension 3: Disciplinary Core Ideas		Unit 1: Plant and Animal Parts	Unit2:Lightand Sound	Unit 3: Sky Patterns
Physical Science	PS4.A: Wave Properties			
	PS4.B: Electromagnetic Radiation			
	PS4.C: Information Technologies and Instrumentation			
Life Science	LS1.A: Structure and Function			
	LS1.B: Growth and Development of Organisms			
	LS1.D: Information Processing			
	LS3.A: Inheritance of Traits			
	LS3.B: Variation of Traits			
Earth Science	ESS1.A: The Universe and Its Stars			
	ESS1.B: Earth and the Solar System			
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems			
	ETS1.B: Developing Possible Solutions			
	ETS1.C: Optimizing the Design Solution			

BRING SCIENCE ALIVE! GRADE 2

NGSS Performance Expectations		Unit 1: Plant and Animal Survival	Unit 2: Materials and Their Uses	Unit 3: Earth's Surface
Physical Science	2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.			
	2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*			
	2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.			
	2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.			
Life Science	2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.			
	2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*			
	2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.			
Earth Science	2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.			
	2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*			
	2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.			
	2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.			
Engineering Design	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.			
	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.			
	K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.			

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit 1: Plant and Animal Survival	Unit 2: Materials and Their Uses	Unit 3: Earth's Surface
Asking Questions and Defining Problems				
Developing and Using Models				
Planning and Carrying Out Investigations				
Analyzing and Interpreting Data				
Using Mathematics and Computational Thinking				
Constructing Explanations and Designing Solutions				
Engaging in Arguments from Evidence				
Obtaining, Evaluating, and Communicating Information				
Dimension 2: Crosscutting Concepts		Unit 1: Plant and Animal Survival	Unit 2: Materials and Their Uses	Unit 3: Earth's Surface
Patterns				
Cause and Effect				
Scale, Proportion, and Quantity				
Systems and System Models				
Energy and Matter				
Structure and Function				
Stability and Change				
Dimension 3: Disciplinary Core Ideas		Unit 1: Plant and Animal Survival	Unit 2: Materials and Their Uses	Unit 3: Earth's Surface
Physical Science	PS1.A: Structure and Properties of Matter			
	PS1.B: Chemical Reactions			
Life Science	LS2.A: Interdependent Relationships in Ecosystems			
	LS4.D: Biodiversity and Humans			
Earth Science	ESS1.C: The History of Planet Earth			
	ESS2.A: Earth Materials and Systems			
	ESS2.B: Plate Tectonics and Large-Scale System Interactions			
	ESS2.C: The Roles of Water in Earth's Surface Processes			
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems			
	ETS1.B: Developing Possible Solutions			
	ETS1.C: Optimizing the Design Solution			

BRING SCIENCE ALIVE! GRADE 3

NGSS Performance Expectations		Unit 1: Environment s and Living Things	Unit 2: Forces and Motion	Unit 3: Weather and Climate	Unit 4: Life Cycles and Traits
Physical Science	3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.				
	3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.				
	3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.				
	3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.*				
Life Science	3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.				
	3-LS2-1. Construct an argument that some animals form groups that help members survive.				
	3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.				
	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.				
	3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.				
	3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.				
	3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.				
	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*				
Earth Science	3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.				
	3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.				
	3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*				
Engineering Design	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.				
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.				
	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.				

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit 1: Environments and Living Things	Unit 2: Forces and Motion	Unit 3: Weather and Climate	Unit 4: Life Cycles and Traits
Asking Questions and Defining Problems					
Developing and Using Models					
Planning and Carrying Out Investigations					
Analyzing and Interpreting Data					
Using Mathematics and Computational Thinking					
Constructing Explanations and Designing Solutions					
Engaging in Arguments from Evidence					
Obtaining, Evaluating, and Communicating Information					
Dimension 2: Crosscutting Concepts		Unit 1: Environments and Living Things	Unit 2: Forces and Motion	Unit 3: Weather and Climate	Unit 4: Life Cycles and Traits
Patterns					
Cause and Effect					
Scale, Proportion, and Quantity					
Systems and System Models					
Energy and Matter					
Structure and Function					
Stability and Change					
Dimension 3: Disciplinary Core Ideas		Unit 1: Environments and Living Things	Unit 2: Forces and Motion	Unit 3: Weather and Climate	Unit 4: Life Cycles and Traits
Physical Science	PS2.A: Forces and Motion				
	PS2.B: Types of Interactions				
Life Science	LS1.B: Growth and Development of Organisms				
	LS2.C: Ecosystem Dynamics, Functioning, and Resilience				
	LS2.D: Social Interactions and Group Behavior				
	LS3.A: Inheritance of Traits				
	LS3.B: Variation of Traits				
	LS4.A: Evidence of Common Ancestry and Diversity				
	LS4.B: Natural Selection				
	LS4.C: Adaptation				
	LS4.D: Biodiversity and Humans				
Earth Science	ESS2.D: Weather and Climate				
	ESS3.B: Natural Hazards				
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems				
	ETS1.B: Developing Possible Solutions				
	ETS1.C: Optimizing The Design Solution				

BRING SCIENCE ALIVE! GRADE 4

NGSS Performance Expectations		Unit 1: Plant and Animal Structures	Unit 2: Energy	Unit 3: Earth's Changing Surface	Unit 4: Waves and Informati on
Physical Science	4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.				
	4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.				
	4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.				
	4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.				
	4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.				
	4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.				
	4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.*				
Life Science	4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.				
	4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.				
Earth Science	4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.				
	4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.				
	4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.				
	4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.				
	4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*				
Engineering Design	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.				
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.				
	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.				

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit 1: Plant and Animal Structures	Unit 2: Energy	Unit 3: Earth's Changing Surface	Unit 4: Waves and
Asking Questions and Defining Problems					
Developing and Using Models					
Planning and Carrying Out Investigations					
Analyzing and Interpreting Data					
Using Mathematics and Computational Thinking					
Constructing Explanations and Designing Solutions					
Engaging in Arguments from Evidence					
Obtaining, Evaluating, and Communicating Information					
Dimension 2: Crosscutting Concepts		Unit 1: Plant and Animal Structures	Unit 2: Energy	Unit 3: Earth's Changing Surface	Unit 4: Waves and
Patterns					
Cause and Effect					
Scale, Proportion, and Quantity					
Systems and System Models					
Energy and Matter					
Structure and Function					
Stability and Change					
Dimension 3: Disciplinary Core Ideas		Unit 1: Plant and Animal Structures	Unit 2: Energy	Unit 3: Earth's Changing Surface	Unit 4: Waves and
Physical Science	PS3.A: Definitions of Energy				
	PS3.B: Conservation of Energy and Energy Transfer				
	PS3.C: Relationship Between Energy and Forces				
	PS3.D: Energy in Chemical Processes and Everyday Life				
	PS4.A: Wave Properties				
	PS4.B: Electromagnetic Radiation				
	PS4.C: Information Technologies and Instrumentation				
Life Science	LS1.A: Structure and Function				
	LS1.D: Information Processing				
Earth Science	ESS1.C: The History of Planet Earth				
	ESS2.A: Earth Materials and Systems				
	ESS2.B: Plate Tectonics and Large-Scale System Interactions				
	ESS2.E: Biogeology				
	ESS3.A: Natural Resources				
	ESS3.B: Natural Hazards				
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems				
	ETS1.B: Developing Possible Solutions				
	ETS1.C: Optimizing The Design Solution				

BRING SCIENCE ALIVE! GRADE 5

NGSS Performance Expectations		Unit 1: Living Things and Ecosystems	Unit 2: Earth Systems	Unit 3: Changes in Matter	Unit 4: Earth, the Moon, and the Stars
Physical Science	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.				
	5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.				
	5-PS1-3. Make observations and measurements to identify materials based on their properties.				
	5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.				
	5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.				
	5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.				
Life Science	5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.				
	5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.				
Earth Science	5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.				
	5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.				
	5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.				
	5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.				
	5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.				
Engineering Design	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.				
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.				
	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.				

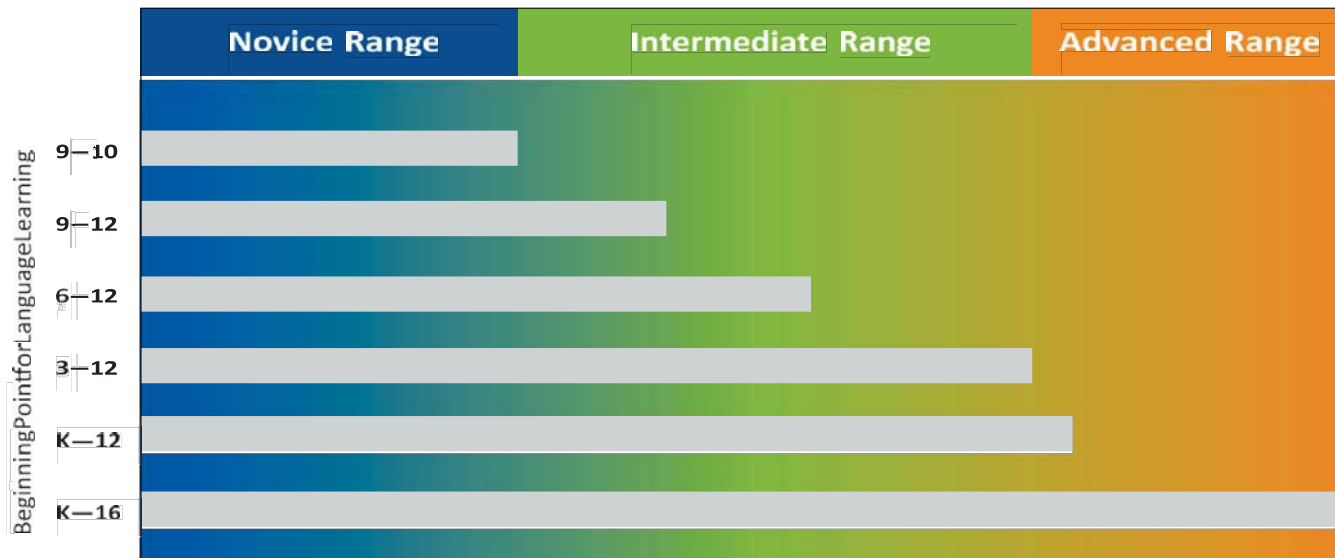
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Dimension 1: Science and Engineering Practices		Unit 1: Living Things and Ecosystems	Unit 2: Earth Systems	Unit 3: Changes in Matter	Unit 4: Earth, the Moon, and the Stars
Asking Questions and Defining Problems					
Developing and Using Models					
Planning and Carrying Out Investigations					
Analyzing and Interpreting Data					
Using Mathematics and Computational Thinking					
Constructing Explanations and Designing Solutions					
Engaging in Arguments from Evidence					
Obtaining, Evaluating, and Communicating Information					
Dimension 2: Crosscutting Concepts		Unit 1: Living Things and Ecosystems	Unit 2: Earth Systems	Unit 3: Changes in Matter	Unit 4: Earth, the Moon, and the Stars
Patterns					
Cause and Effect					
Scale, Proportion, and Quantity					
Systems and System Models					
Energy and Matter					
Structure and Function					
Stability and Change					
Dimension 3: Disciplinary Core Ideas		Unit 1: Living Things and Ecosystems	Unit 2: Earth Systems	Unit 3: Changes in Matter	Unit 4: Earth, the Moon, and the Stars
Physical Science	PS1.A: Structure and Properties of Matter				
	PS1.B: Chemical Reactions				
	PS2.B: Types of Interactions				
	PS3.D: Energy in Chemical Processes and Everyday Life				
Life Science	LS1.C: Organization for Matter and Energy Flow in Organisms				
	LS2.A: Interdependent Relationships in Ecosystems				
	LS2.B: Cycles of Matter and Energy Transfer in Ecosystems				
Earth Science	ESS1.A: The Universe and its Stars				
	ESS1.B: Earth and the Solar System				
	ESS2.A: Earth Materials and Systems				
	ESS2.C: The Roles of Water in Earth's Surface Processes				
	ESS3.C: Human Impacts on Earth Systems				
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems				
	ETS1.B: Developing Possible Solutions				
	ETS1.C: Optimizing The Design Solution				

SPANISH CURRICULUM SCOPE AND SEQUENCE SUMMARY: STANDARDS AND BENCHMARKS

The Spanish Curriculum K-5

According to ACTFL statement describing the length of sequence or entry or exit point, students in GEE academies who received k-5 constant uninterrupted daily Spanish instruction should achieve language proficiency at the Advanced-Low. Some native students might achieve Advanced Mid.



From the Performance Descriptors for Language Learners (ACTFL, 2012a, p.13)

NCSSFL-ACTFL Global Can-Do Benchmarks

Spanish Curriculum Competency Expectations

	K-5 th GRADES	6 th -8 th GRADES LEVEL 1 (9-12)	9 th -12 th GRADES LEVEL 2
Communication Standards	Benchmarks Novice Range	Benchmarks Intermediate Range	Benchmarks Advanced Range
SPEAKING (Interpersonal Communication) Learners interact and negotiate meaning in spoken conversations to share information	<p><u>Novice Low:</u> (Interpersonal Speaking)</p> <p>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p> <p>I can greet people in a polite way using single words and memorized phrases.</p> <p>I can respond to yes/no questions, either/or question, <i>who, what, when, where</i> questions.</p> <p><u>Novice Mid:</u></p> <p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can ask and answer questions on familiar topics to keep a conversation going.</p> <p><u>Novice High:</u></p> <p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p> <p>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can ask for and give simple directions to go somewhere or do something.</p>	<p><u>Intermediate Low:</u> (Interpersonal Speaking)</p> <p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p><u>Intermediate Mid:</u></p> <p>I can participate in conversations on familiar topics using sentences and series of sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>I can usually say what I want to say about myself and my everyday life.</p> <p><u>Intermediate High:</u></p> <p>I can participate with ease and confidence in conversations on familiar topics.</p> <p>I can usually talk about events and experiences in various time frames.</p>	<p><u>Advanced Low:</u> (Interpersonal Speaking)</p> <p>I can participate in conversations about familiar topics that go beyond my everyday life.</p> <p>I can talk in an organized way and with some detail about events and experiences in various time frames.</p> <p>I can describe people, places, and things in an organized way and with some detail.</p> <p>I can handle a familiar situation with an unexpected complication.</p> <p><u>Advanced Mid:</u></p> <p>I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.</p> <p>I can talk in detail and in an organized way about events and experiences in various time frames.</p> <p>I can confidently handle routine situations with an unexpected complication.</p> <p>I can share my point of view in discussions on some complex issues.</p>

<p>WRITING AND ORAL PRESENTATION</p> <p>(Presentational Communication)</p> <p>Learners present and explain information to audience of listeners such as classmates</p>	<p><u>Novice Low:</u></p> <p>(writing)</p> <p>I can copy some familiar words characters, or phrases.</p> <p>(Oral Presentation)</p> <p>I can present information about myself and some other very familiar topics using single words or memorized phrases.</p> <p><u>Novice Mid:</u></p> <p>(Writing)</p> <p>I can write lists and memorized phrases on familiar topics.</p> <p>(Oral Presentation)</p> <p>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p> <p><u>Novice High:</u></p> <p>(Writing)</p> <p>I can write short messages and notes on familiar topics related to everyday life.</p> <p>(Oral Presentation)</p> <p>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p><u>Intermediate Low:</u></p> <p>(Writing)</p> <p>I can write briefly about most familiar topics and present information using a series of simple sentences.</p> <p>(Oral Presentation)</p> <p>I can present information on most familiar topics using a series of simple sentences.</p> <p><u>Intermediate Mid:</u></p> <p>(Writing)</p> <p>I can write on a wide variety of familiar topics using connected sentences.</p> <p>(Oral Presentation)</p> <p>I can make presentations on a wide variety of familiar topics using connected sentences.</p> <p><u>Intermediate High:</u> (Writing)</p> <p>I can write on topics related to school, work, and community in a generally organized way.</p> <p>I can write some simple paragraphs about events and experiences in various time frames.</p> <p>(Oral Presentation)</p> <p>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</p> <p>I can make presentations on some events and experiences in various time frames.</p>	<p><u>Advanced Low:</u></p> <p>(Writing)</p> <p>I can write on general interest, academic, and professional topics.</p> <p>I can write organized paragraphs about events and experiences in various time frames.</p> <p>(Oral Presentation)</p> <p>I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.</p> <p><u>Advanced Mid:</u></p> <p>(Writing)</p> <p>I can write on a wide variety of general interest, professional, and academic topics. I can write well-organized, detailed paragraphs in various time frames.</p> <p>(Oral Presentation)</p> <p>I can deliver well-organized presentations on concrete social, academic, and professional topics.</p> <p>I can present de- tailed information about events and experiences in various time frames.</p>
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<p>LISTENING & READING</p> <p>(Interpretive Communication)</p> <p>Learners understand, interpret and analyze what is heard, read, or viewed</p>	<p><u>Novice Low:</u></p> <p>(Listening)</p> <p>I can recognize a few memorized words and phrases when I hear them spoken.</p> <p>(Reading)</p> <p>I can recognize a few letters or characters.</p> <p>I can identify a few memorized words and phrases when I read.</p> <p><u>Novice Mid:</u></p> <p>(Listening)</p> <p>I can recognize some familiar words and phrases when I hear them spoken.</p> <p>(Reading)</p> <p>I can recognize some letters or characters.</p> <p>I can understand some learned or memorized words and phrases when I read.</p> <p><u>Novice High:</u></p> <p>(Listening)</p> <p>I can often understand words, phrases, and simple sentences related to everyday life.</p> <p>I can recognize pieces of information and some- times understand the main topic of what is being said.</p> <p>(Reading)</p> <p>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>I can sometimes understand the main idea of what I have read.</p>	<p><u>Intermediate Low:</u></p> <p>(Listening)</p> <p>I can understand the main idea in short, simple messages and presentations on familiar topics.</p> <p>I can understand the main idea of simple conversations that I overhear.</p> <p>(Reading)</p> <p>I can understand the main idea of short and simple texts when the topic is familiar.</p> <p><u>Intermediate Mid:</u></p> <p>(Listening)</p> <p>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can under- stand the main idea in conversations that I overhear.</p> <p>(Reading)</p> <p>I can understand the main idea of texts related to everyday life and personal interests or studies.</p> <p><u>Intermediate High:</u></p> <p>(Listening)</p> <p>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.</p> <p>I can sometimes follow what I hear about events and experiences in various time frames.</p> <p>(Reading)</p> <p>I can easily understand the main idea of texts related to everyday life, personal interests, and studies.</p> <p>I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p><u>Advanced Low:</u></p> <p>(Listening)</p> <p>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p> <p>(Reading)</p> <p>I can understand the main idea and some supporting details on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames and genres.</p> <p><u>Advanced Mid:</u></p> <p>(Listening)</p> <p>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in most genres, even when not familiar with the topic.</p> <p>(Reading)</p> <p>I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics.</p> <p>I can follow stories and descriptions of considerable length and in various time frames.</p> <p>I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</p>
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DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE K-1 SCOPE AND SEQUENCE

LEVEL 1

LEGEND
 B = Beginner
 I = Intermediate
 A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
READING: BEGINNING SKILLS								
Print Awareness								
◊ identify upper- and lower-case letters	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
◊ recognize features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue)	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B
◊ read by moving from top to bottom and tracking words from left to right with return sweep	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
Phonological Awareness								
◊ orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa, -ión)			Así se dice: B, A Así se escribe: I	Así se dice: A	Así se dice: B, I Así se escribe: I	Así se dice: B, I, A		
◊ recognize the change in a spoken word when a specified syllable or phoneme is added, changed or removed (e.g., “me-sa” to “ma-sa”; “to-mo” to “co-mo”)			Así se escribe: I					
◊ blend spoken phonemes to form syllables and words (e.g., sol, pato)			Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
◊ distinguish orally represented rhyming pairs from non-rhyming pairs			Así se dice: B, A Así se escribe: I	Así se dice: A	Así se dice: B, I Así se escribe: I	Así se dice: B, I, A		
◊ identify syllables in spoken words, including diphthongs and hiatus (le-er, ri-o, quie-ro, na-die, ra-dio, sa-po)	Así se dice: A	Así se dice: B						
◊ separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no)	Así se dice: I, A	Así se dice: I, A	Así se dice: B, I	Así se dice: B, I	Así se dice: B	Así se dice: B, A	Así se dice: B, I, A	Así se dice: B, I Así se escribe: A
Phonics								
◊ decode the vowel sounds	Así se dice: B	Así se dice: B	Así se dice: B					
◊ decode syllables	Así se dice: I, A	Así se dice: B, I, A	Así se dice: B, I	Así se dice: B, I	Así se dice: B	Así se dice: B, A	Así se dice: B, I, A	Así se dice: B, I

◊ use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g"	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I	Así se escribe: A	Así se dice: B	
◊ decode words in context and in isolation by applying knowledge of letter-sound relationship in different structures, including:				Así se dice: I			Así se escribe: I	Así se escribe: I
• consonant blends (e.g., bra/bra-zo; glo/glo-bo)		Así se escribe: I						
• consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro)							Así se escribe: A	Así se dice: B
◊ decode words with silent "h"							Así se escribe: A	
◊ decode words that have the same sounds								
• r/rr	Así se dice: I	Así se dice: I	Así se dice: I			Así se escribe: A		Así se dice: B
• ll/y	Así se dice: I				Así se dice: I			
• g/j					Así se dice: I			
• c/k/q		Así se dice: I	Así se dice: I				Así se dice: B	
• c/s/z	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I			
◊ identify the stressed syllable (sílabo tónica)	Así se escribe: A				Así se escribe: I	Así se escribe: I		
◊ decode words with an orthographic accent (e.g., "papá," "mamá")	Así se escribe: A			Así se escribe: A	Así se escribe: I, A			Así se escribe: A
◊ use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida)	Así se dice: A		Así se dice: A					
Strategies								
◊ confirm predictions about what will happen next in text by "reading the part that tells"	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
◊ ask relevant questions, seek clarification, and locate facts and details about stories and other texts	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
◊ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
READING								
Fluency								
◊ read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A

Vocabulary Development								
◊ identify words that name actions (verbs) and words that name persons, places, or things (nouns)	Así se escribe: I, A	Así se escribe: B, I	Así se escribe: B, A	Así se escribe: B, A	Así se dice: A Así se escribe: B, A	Así se dice: I, A Así se escribe: I	Así se dice: I, A Así se escribe: B, I	Así se dice: A Así se escribe: B, I
◊ determine the meaning of compound words using knowledge of their individual components words (e.g., paraguas)			Así se dice: A					
◊ determine what words mean from how they are used in a sentence, either heard or read	Así se dice: A	Así se dice: A	Así se dice: I					Así se dice: I, A
◊ identify and sort words into conceptual categories (e.g., opposites, living things)								Así se dice: A (synonyms)
◊ alphabetize a series of words to the first or second letter and use a dictionary to find words	Así se escribe: A			Así se escribe: A			Así se dice: I	Así se dice: I
READING: COMPREHENSION OF LITERARY TEXT								
Theme and Genre								
◊ connect the meaning of a well-known story or fable to personal experiences				Reading Selection: B, I, A Comprendo lo que leí: B, I, A				
◊ explain the function of recurring phrases (e.g., “Había una vez”, “Colorín colorado este cuento se ha acabado”, etc.) in traditional folk and fairy tales				Reading Selection: I, A Comprendo lo que leí: I, A				
Poetry								
◊ respond to and use rhythm, rhyme, and alliteration			Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A Así se dice: I Así se escribe: I	Reading Selection: B, I, A Comprendo lo que leí: B, I, A Así se dice: I		
Fiction								
◊ describe plot (problem and solution) and retell story’s beginning, middle, and end with attention to the sequence of events	Reading Selection: B, I, A Comprendo lo que leí: B, I, A Así se escribe: A			Así se escribe: I				
Literary Non-Fiction								
◊ determine whether a story is true or a fantasy and explain why		Reading Selection: B Comprendo lo que leí: B						
Sensory Language								
◊ recognize sensory details in literary text	Reading Selection: A				Reading Selection: B, I, A	Reading Selection: I, A		
Independent Reading								
◊ read independently for a sustained period of time	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A

READING: COMPREHENSION OF INFORMATIONAL TEXT

Culture and History

◊ identify the topic and explain the author's purpose in writing the text		Reading Selection: I Comprendo lo que leí: I					Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
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Expository Text

◊ restate the main idea, heard or read		Reading Selection: I Comprendo lo que leí: I						
◊ identify important facts or details in text, heard or read		Reading Selection: I Comprendo lo que leí: I						
◊ retell the order of events in a text by referring to the words and/or illustrations		Reading Selection: I Comprendo lo que leí: I						
◊ use text features (e.g., title, TOC, illustrations) to locate information in text		Reading Selection: I Comprendo lo que leí: I						

WRITING

Literary Texts

◊ write short poems that convey sensory details			A escribir: B		A escribir: B			
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Expository and Procedural Texts

◊ write brief compositions about topics of interest to the student	A escribir: B, I, A	A escribir: B, I, A	A escribir: A	A escribir: I, A	A escribir: A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I
◊ write brief comments on literary or informational texts	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A A escribir: I	Comprendo lo que leí: B, I, A A escribir: B	Comprendo lo que leí: B, I, A A escribir: I	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A A escribir: A

ORAL AND WRITTEN CONVENTIONS

Conventions

◊ understand and use the following parts of speech in the context of reading, writing, and speaking:								
• verbs in the past, present, and future in the indicative mode (canto, canté)	Así se escribe: A		Así se escribe: B	Así se escribe: B, A	Así se dice: A Así se escribe: B, A	Así se dice: A Así se escribe: I	Así se dice: I Así se escribe: B, I	Así se escribe: B, I
• nouns (singular/plural, common/proper)	Así se escribe: I	Así se escribe: B, I	Así se escribe: B, A		Así se escribe: B, A	Así se escribe: B	Así se dice: I, A Así se escribe: B, I	Así se dice: A
• adjectives (e.g., descriptive: verde, alto)		Así se escribe: A	Así se dice: A		Así se dice: A		Así se dice: A	
• prepositions and prepositional phrases (e.g., "por la mañana")								Así se escribe: A
• time-order transition words (e.g., primero, luego, después)	Así se escribe: A			Así se escribe: I				
◊ speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila)	Así se escribe: I						Así se dice: B	

Handwriting, Capitalization, and Punctuation

◊ form upper- and lower-case letters, using basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◊ recognize and use basic capitalization for:								
• beginning of sentences	Así se escribe: B, I A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A			Así se escribe: B	Así se escribe: B	Así se escribe: B
• names of people	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A			Así se escribe: B	Así se escribe: B	
◊ recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A

Spelling

◊ use phonological knowledge to match sounds to letters and syllables to construct words	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
◊ use syllable-sounds patterns to generate a series of original rhyming words using a variety of ending patterns (e.g., -ción, -illa, -ita, -ito)			Así se dice: B, A Así se escribe: I	Así se dice: A	Así se dice: B, I Así se escribe: I	Así se dice: B, I, A		
◊ blend phonemes to form syllables and words (e.g., mismo, tarde)	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
◊ become familiar with words using orthographic patterns including:								
• words that use syllables with hard /r/ spelled as "r" or "rr," (e.g., ratón, carro)	Así se dice: I	Así se dice: I				Así se escribe: A		Así se dice: B
• words that use syllables with soft /r/ spelled as "r" and always between two vowels (e.g., pero, perro)								Así se dice: B
• words that use syllables with silent "h," (e.g., hora, ahora)							Así se escribe: A	
• words that have the same sound represented by different letters:								
– "r" and "rr," as in ratón and perro	Así se dice: I	Así se dice: I	Así se dice: I			Así se escribe: A		
– "ll" and "y," as in llave and yate	Así se dice: I				Así se dice: I			
– "g" and "j," as in gigante and jirafa					Así se dice: I			
– "c," "k," and "q," as in casa, kilo, and		Así se dice: I	Así se dice: I				Así se dice: B	

– "c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I			
• words using:								
– "m" before "b" (e.g., cambiar)							Así se escribe: A	
– "m" before "p" (e.g., importante)							Así se escribe: A	
◊ become familiar with words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-)		Así se escribe: I						
◊ become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, ratón)	Así se escribe: A			Así se escribe: A	Así se escribe: I, A			Así se escribe: A
◊ become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál,						Así se escribe: I		
◊ become familiar with creating the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices)				Así se escribe: I				
LISTENING AND SPEAKING								
Listening								
◊ listen attentively to speakers and ask relevant questions to clarify information	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Speaking								
◊ share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Teamwork								
◊ follow agreed-upon rules for discussion, including:								
• listening to others	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
• speaking when recognized	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
• making appropriate contributions	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A

DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 2 SCOPE AND SEQUENCE

LEVEL 2

LEGEND
B = Beginner
I = Intermediate
A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
READING: BEGINNING SKILLS								
Print Awareness								
◊ distinguish features of a sentence:								
• capitalization of first word						Así se escribe:		
• beginning and ending punctuation	Así se escribe: B	Así se escribe: B	Así se escribe: B, A	Así se escribe: B			Así se escribe: B,	Así se escribe: B
• commas			Así se escribe: A		Así se escribe: B			
Phonological Awareness								
◊ orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa, -ión)					Así se dice: B, I			
Phonics								
◊ decode the vowel sounds	Así se dice: B	Así se dice: B						
◊ decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures. including:			Así se dice: B	Así se dice: B, A		Así se dice: B		Así se dice: B
• diphthongs (e.g., viernes, pie, fui);	Así se dice: A					Así se dice: I		
• consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);		Así se dice: A						Así se dice: B
◊ use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);	Así se dice: A		Así se dice: B	Así se dice: B		Así se dice: I		
◊ decode words with silent "h" with increasing accuracy;	Así se dice: I							Así se escribe: A
◊ become familiar with words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;	Así se escribe: A		Así se escribe: I		Así se dice: A			
◊ decode words that have same sounds represented by different letters with increased accuracy:								
• "r" and "rr," as in ratón and perro						Así se dice: A		Así se dice: B, I
• "ll" and "y," as in llave and yate			Así se dice: A					Así se dice: I
• "g" and "j," as in gigante and jirafa					Así se dice: A			
• "c," "k," and "q," as in casa, kilo, and			Así se escribe: I		Así se dice: I			
• "c," "s," and "z," as in cereal, semilla,					Así se dice: I			Así se dice: A
• "b" and "v," as in burro and vela						Así se dice: A		
◊ read words with common...								

• prefixes (e.g., in-, des-)							Así se dice: B	
• suffixes (e.g., -mente, -dad, -oso);				Así se escribe: I Así se dice: I (diminutives)			Así se dice: B Así se dice: A (diminutives)	
◊ identify the stressed syllable (sílabas tónica);	Así se dice: I	Así se dice: I						
◊ decode words with an orthographic accent (e.g., papá, avión); and	Así se dice: I	Así se dice: I					Así se dice: I	
◊ use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama).				Así se dice: I			Así se dice: A	
Strategies								
◊ use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
◊ ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
◊ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
READING								
Fluency								
◊ read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
Vocabulary Development								
◊ use prefixes and suffixes to determine the meaning of words (e.g., componer/descomponer; obedecer/desobedecer);				Así se dice: I (diminutives) Así se escribe: I			Así se dice: B Así se dice: A (diminutives)	
◊ use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	Así se dice: I, A	Así se dice: I, A	Así se dice: I, A	Así se dice: B, I, A	Así se dice: I	Así se dice: B, I, A	Así se dice: I	Así se dice: I, A
◊ identify and use common words that are:								
• opposite (antonyms)		Así se dice: B		Así se dice: B, A		Así se dice: B	Así se dice: I	
• similar (synonyms)			Así se dice: B		Así se dice: B, A			Así se dice: B, I

◊ alphabetize a series of words and use a dictionary or a glossary to find words.	Así se dice: I, A	Así se dice: I, A	Así se dice: I, A	Así se dice: I	Así se dice: B, I	Así se dice: B, I, A	Así se dice: B, I	Así se dice: B, I, A
READING: COMPREHENSION OF LITERARY TEXT								
Theme and Genre								
◊ identify moral lessons as themes in well-known fables, legends, myths, or stories				Reading Selection: B, I, A Comprendo lo que lei: B, I, A				
Poetry								
◊ describe how rhyme, rhythm, and repetition interact to create images in poetry.					Así se dice: B, I Reading Selection: B, I, A Comprendo lo que lei: B, I, A			
Fiction								
◊ describe main characters in works of fiction, including their traits, motivations, and feelings.	Reading Selection: B, I, A Comprendo lo que lei: B, I, A							
Literary Non-Fiction								
◊ distinguish between fiction and nonfiction.							Reading Selection: B, I, A Comprendo lo que lei: B, I, A	
Sensory Language								
recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	Reading Selection: B				Reading Selection: B			
Independent Reading								
◊ read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
READING: COMPREHENSION OF INFORMATIONAL TEXT								
Culture and History								
◊ identify the topic and explain the author's purpose in writing the text.		Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A			Reading Selection: B, I, A Comprendo lo que lei: B, I, A		Reading Selection: B, I, A Comprendo lo que lei: B, I, A
WRITING								
Literary Texts								
◊ write short poems that convey sensory details.					A escribir: I, A			
Expository and Procedural Texts								
◊ write brief compositions about topics of interest to the student;	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◊ write brief comments on literary or informational texts.	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A
ORAL AND WRITTEN CONVENTIONS								

Conventions								
◊ understand and use the following parts of speech in the context of reading;								
• regular and irregular verbs (past, present, and future in the indicative mode)			Así se escribe: I, A	Así se escribe: I	Así se escribe: I	Así se escribe: B Así se escribe: A (irregular verbs)	Así se escribe: B	Así se escribe: B
• nouns (singular/plural, common/proper)	Así se dice: B Así se escribe: I	Así se dice: B			Así se escribe: I, A		Así se escribe: B Así se escribe: A (possessive nouns)	Así se escribe: I (possessive nouns)
• adjectives(e.g., descriptive: viejo, maravilloso)	Así se escribe: B Así se escribe: I	Así se escribe: I, A		Así se escribe: B	Así se escribe: B	Así se escribe: I		
• articles (e.g., un, una, la, el)				Así se escribe: A				
• adverbs (e.g., time: antes, después; manner: cuidadosamente)					Así se escribe: A		Así se escribe: I	
• prepositions and prepositional phrases								Así se escribe: A
• pronouns (e.g., él, su)							Así se escribe: I	
• time-order transition words							Así se escribe: B	
◊ distinguish among:								
• declarative sentences								Así se escribe: B
• interrogative sentences	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B			Así se escribe: B	
• exclamatory sentence	Así se escribe: B		Así se escribe: B	Así se escribe: B			Así se escribe: B	
Handwriting, Capitalization, and Punctuation								
◊ write legibly leaving appropriate margins for readability;	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◊ use capitalization for proper nouns	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: I, A A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◊ understand that months and days of the week are not capitalized;			Así se escribe: B			Así se escribe: I		
◊ recognize and use punctuation marks, including beginning and ending punctuation in sentences; and	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B, A A escribir: B, I, A	Así se escribe: B A escribir: B, I, A
Spelling								
◊ become familiar with words using orthographic patterns including:								
• words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;								Así se dice: B
• words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara;								Así se dice: B
• words that use syllables with silent "h," as in hora and hoy;	Así se dice: I							Así se escribe: A
• words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;	Así se escribe: A		Así se escribe: I		Así se dice: A			

• words that have the same sound represented by different letters:								
– "r" and "rr," as in ratón and perro						Así se dice: A		Así se dice: B, I
– "ll" and "y," as in llave and yate			Así se dice: A					Así se dice: I
– "g" and "j," as in gigante and jirafa					Así se dice: A			
– "c," "k," and "q," as in casa, kilo, and quince			Así se escribe: I		Así se dice: I			
– "c," "s," and "z," as in cereal, semilla, and zapato					Así se dice: I			Así se dice: A
– "b" and "v," as in burro and vela						Así se dice: A		
• words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);		Así se escribe: A						
◊ spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices);					Así se escribe: A			
◊ spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);	Así se dice: I	Así se dice: I Así se escribe: I		Así se dice: A			Así se dice: I	
◊ become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);	Así se dice: I	Así se dice: I		Así se dice: A				
◊ use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);		Así se escribe: B						
◊ mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);			Así se escribe: I, A	Así se escribe: A				Así se escribe: B
LISTENING AND SPEAKING								
Listening								
◊ listen attentively to speakers and ask relevant questions to clarify information	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Speaking								
share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Teamwork								
follow agreed-upon rules for discussion, including:								
• listening to others	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
• speaking when recognized	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
• making appropriate contributions	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A

DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 3 SCOPE AND SEQUENCE

LEVEL 3

LEGEND

B = Beginner

I = Intermediate

A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
READING: BEGINNING SKILLS								
Phonological Awareness								
◊ orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa,-ión)		Así se dice: A		Así se dice: B, A				
Phonics								
◊ decode the vowel sounds	Así se dice: B							
◊ use orthographic rules to segment and combine syllables		Así se dice: B, I	Así se dice: A	Así se dice: I, A	Así se dice: B, A	Así se dice: B, A	Así se dice: A	Así se dice: A Así se escribe: I
• including diphthongs (e.g., na-die, ra-dío);				Así se dice: I, A		Así se dice: B, A		
◊ decode words with silent "h" with increasing accuracy;	Así se escribe: A						Así se dice: I	
◊ decode words that use...								
• que-, qui-, as in queso and quito								Así se dice: B
• gue-, gui-, as in guiso and juguete						Así se dice: A		
• güe-, güi-, as in paragüero and agüita						Así se dice: A		
◊ develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy:								
• "r" and "rr," as in ratón and perro	Así se dice: A	Así se dice: B, A					Así se escribe: I	Así se dice: A
• "ll" and "y," as in llave and yate			Así se dice: A		Así se dice: B			Así se dice: A
• "g" and "j," as in gigante and jirafa	Así se dice: B		Así se dice: I					
• "c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: A	Así se escribe: A		Así se dice: B				
• "j" and "x," as in cojín and México								Así se dice: I
• "i" and "y," as in imán and doy	Así se dice: I							
• "b" and "v," as in burro and vela					Así se dice: I		Así se dice: B	
◊ read words with common								
• prefixes (e.g., in-, des-)					Así se escribe: A			

• suffixes (e.g., -mente, -dad, -oso)	Así se dice: I			Así se escribe: A (diminutives)		Así se dice: A		
◊ identify the syllable that is stressed (sílabas tónicas);		Así se dice: I		Así se dice: A				
◊ use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas); and						Así se dice: I		
Strategies								
◊ use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
◊ ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
◊ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
READING								
Fluency								
◊ read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
Vocabulary Development								
◊ identify the meaning of common prefixes (e.g., ex-, des-) and suffixes (e.g., -era, -oso), and know how they change the meaning of roots;								
• prefixes					Así se escribe: A			
• suffixes	Así se dice: I			Así se escribe: A		Así se dice: A		
◊ use context to determine the relevant meaning of unfamiliar words or	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
• distinguish among multiple meaning words and homographs (e.g., vino-la bebida; vino-del verbo venir);				Así se dice: I				
◊ identify and use								
• antonyms			Así se dice: B, I			Así se dice: I	Así se dice: A	Así se dice: B
• synonyms		Así se dice: I						

• homophones (e.g., tubo, tuvo)						Así se escribe: A	Así se dice: I	
◊ alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings and syllabication of unknown words.	Así se escribe: B	Así se dice: B, A	Así se dice: I		Así se dice: B, I, A	Así se dice: I		
READING: COMPREHENSION OF LITERARY TEXT								
Theme and Genre								
◊ paraphrase the themes and supporting details of fables, legends, myths, or stories; and	Reading Selection: B, I, A Comprendo lo que leí: B, I, A							
Poetry								
◊ describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		A escribir: B Reading Selection: B, I, A Comprendo lo que leí: B, I, A				
Fiction								
◊ sequence and summarize the plot's main events and explain their influence on future events;						Reading Selection: I, A Comprendo lo que leí: I, A		
◊ describe the interaction of characters including their relationships and the changes they undergo						Reading Selection: I, A Comprendo lo que leí: I, A		
Literary Non-Fiction								
◊ explain the difference in point of view between a biography and autobiography.						Reading Selection: B Comprendo lo que leí: B		
Independent Reading								
◊ read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
READING: COMPREHENSION OF INFORMATIONAL TEXT								
Culture and History								
◊ identify the topic and locate the author's stated purposes in writing the text.	Reading Selection: I Comprendo lo que leí: I		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
Expository Text								
◊ identify the details or facts that support the main idea;	Reading Selection: I Comprendo lo que leí: I		Reading Selection: I Comprendo lo que leí: I		Reading Selection: A Comprendo lo que leí: A		Reading Selection: I, A Comprendo lo que leí: I, A	Reading Selection: A Comprendo lo que leí: A

◊ draw conclusions from the facts presented in text and support those assertions with textual evidence;								
◊ identify explicit cause and effect relationships among ideas in texts; and								
◊ use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	Reading Selection: I Comprendo lo que leí: I		Reading Selection: I Comprendo lo que leí: I				Reading Selection: A Comprendo lo que leí: A	
WRITING								
Personal Experiences								
◊ write about important personal experiences.	A escribir: B	A escribir: B, I	A escribir: B, I, A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I, A
Expository and Procedural Texts								
◊ write responses to literary or expository texts that demonstrate an understanding of the text.	Comprendo lo que leí: B, I, A A escribir: I, A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A A escribir: A
ORAL AND WRITTEN CONVENTIONS								
Conventions								
◊ use and understand the function of the following parts of speech in the context of reading, writing, and speaking:								
• regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);		Así se escribe: B			Así se escribe: I	Así se escribe: B	Así se escribe: B, A	Así se escribe: B
• nouns (singular/plural, common/proper);	Así se escribe: B, I, A	Así se escribe: B, A	Así se escribe: B, A		Así se escribe: A	Así se dice: A (nouns with suffix -ero)		
• adjectives (e.g., descriptive: dorado, rectangular; limiting: este, ese, aquel);	Así se escribe: B, A			Así se escribe: B, I	Así se escribe: A			
• articles (e.g., un, una, lo, la, el, los, las);		Así se escribe: I	Así se escribe: B, A				Así se escribe: B	Así se escribe: A
• adverbs (e.g., time: luego, antes; manner: cuidadosamente);					Así se escribe: B	Así se escribe: A	Así se escribe: I	
• prepositions and prepositional phrases;			Así se escribe: I					Así se escribe: A
• possessive pronouns (e.g., su, sus, mi, mis, suyo);						Así se escribe: I	Así se escribe: B (personal pronouns)	
• coordinating conjunctions (e.g., y, o, pero); and							Así se dice: B	Así se escribe: I
◊ use the complete subject and the complete predicate in a sentence;				Así se escribe: B	Así se escribe: B			
Handwriting, Capitalization, and Punctuation								

◊ understand that months and days of the week are not capitalized;						Así se escribe: B		
◊ use capitalizationfor:								
• geographical names and places;	Así se escribe: B, I A escribir: I		Así se escribe: I A escribir: I			Así se escribe: B A escribir: B, I	Así se escribe: A A escribir: A	Así se escribe: B
◊ recognize and use punctuation marks including commas; and	A escribir: B, I, A	Así se escribe: A A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: I A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A
Spelling								
◊ spell words with increased accuracy using orthographic rules, including:								
• words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;	Así se dice: A	Así se dice: B, A					Así se escribe: I	
• words that use syllables with silent "h" (e.g., ahora, almohada);	Así se escribe: A						Así se dice: I	
• words that use...								
– que-, qui-, as in queso and quito								Así se dice: B
– gue-, gui-, as in guiso and juguete						Así se dice: A		
– güe-, güi-, as in paragüero and agüita						Así se dice: A		
• words that have the same sound represented by different letters:								
– "r" and "rr," as in ratón and perro	Así se dice: A	Así se dice: B, A					Así se escribe: I	Así se dice: A
– "ll" and "y," as in llave and yate			Así se dice: A		Así se dice: B			Así se dice: A
– "g" and "j," as in gigante and jirafa			Así se dice: B, I					
– "c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: A	Así se escribe: A		Así se dice: B				
– "j" and "x," as in cojín and México								Así se dice: I
– "b" and "v," as in burro and vela					Así se dice: I		Así se dice: B	
• words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);	Así se escribe: I							
◊ spell with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., capaz, capaces; raíz, raíces);			Así se escribe: A	Así se escribe: A	Así se escribe: I			Así se escribe: B
◊ write with increased accuracy using accent marks, including:								

• words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); and					Así se dice: A			
• words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);							Así se dice: A	Así se dice: A
◊ become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);								Así se escribe: I
◊ become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (e.g., le-er, rí-o; quie-ro, vío);				Así se dice: I, A		Así se dice: B, A		
◊ differentiate the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más);				Así se escribe: I				
◊ mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá)					Así se escribe: I		Así se escribe: B, A	Así se escribe: B
LISTENING AND SPEAKING								
Listening								
◊ listen attentively to speakers, ask relevant questions, and make pertinent comments; and	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Speaking								
◊ speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Teamwork								
◊ participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A

DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 4 SCOPE AND SEQUENCE

LEVEL 1-5

LEGEND

B = Beginner

I = Intermediate

A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
READING: BEGINNING SKILLS								
Phonological Awareness								
◊ separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no)	Así se dice: A					Así se dice: B		
Phonics and Spelling								
◊ decode the vowel sounds	Así se dice: B							
◊ spell words with increased accuracy using orthographic rules, including:								
• words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;		Así se dice: B						
• words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro;		Así se dice: B						
• words that have the same sound represented by different letters:								
– "r" and "rr," as in ratón and perro	Así se escribe: A				Así se dice: B		Así se dice: B	
– "ll" and "y," as in llave and yate			Así se dice: B		Así se dice: B		Así se dice: B	
– "g" and "j," as in gigante and jirafa	Así se dice: I		Así se dice: B		Así se dice: I			Así se dice: I
– "c," "k," and "q," as in casa, kilo, and quince	Así se dice: I							
– "c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: I	Así se dice: A	Así se dice: B	Así se dice: B	Así se dice: B, I		Así se dice: B	
– "b" and "v," as in burro and vela							Así se dice: B	
◊ read words with common								
• prefixes (e.g., in-, des-)				Así se escribe: A				Así se escribe: A
• suffixes (e.g., -mente, -dad, -oso)			Así se dice: A (diminutives)					
◊ use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas)						Así se escribe: I		
Strategies								
◊ use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A

◊ ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
◊ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
READING								
Fluency								
◊ read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
Vocabulary Development								
◊ use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
◊ identify the meaning of common idioms; and			Así se escribe: I	Así se escribe: I		Así se escribe: A		
◊ use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words.	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
◊ identify and use								
• synonyms					Así se dice: A			
• cognates	Así se escribe: A	Así se escribe: A			Así se escribe: A			
READING: COMPREHENSION OF LITERARY TEXT								
Theme and Genre								
◊ summarize and explain the lesson or message of a work of fiction as its theme			Reading Selection: I Comprendo lo que leí: I	Reading Selection: B, I, A Comprendo lo que leí: B, I, A				
Drama								
◊ describe the structural elements particular to dramatic literature.			Reading Selection: I, A Comprendo lo que leí: I, A					
Fiction								
◊ sequence and summarize the plot's main events and explain their influence on future events;	Reading Selection: B Comprendo lo que leí: B	Reading Selection: B, I, A Comprendo lo que leí: B, I, A				Reading Selection: B, I, A Comprendo lo que leí: B, I, A		

◊ describe the interaction of characters including their relationships and the changes they undergo; and	Reading Selection: B Comprendo lo que leí: B	Reading Selection: B, I, A Comprendo lo que leí: B, I, A					Reading Selection: B, I, A Comprendo lo que leí: B, I, A		
Literary Non-Fiction									
◊ identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.			Reading Selection: B Comprendo lo que leí: B					Reading Selection: B Comprendo lo que leí: B	
Sensory Language									
◊ identify the author's use of similes and metaphors to produce imagery.						Reading Selection: B Comprendo lo que leí: B			
Independent Reading									
◊ read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
READING: COMPREHENSION OF INFORMATIONAL TEXT									
Culture and History									
◊ explain the difference between a stated and an implied purpose for an expository text.	Reading Selection: I, A Comprendo lo que leí: I, A					Reading Selection: I, A Comprendo lo que leí: I, A		Reading Selection: I, A Comprendo lo que leí: I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
Persuasive Text									
◊ explain how an author uses language to present information to influence what the reader thinks or does.	Reading Selection: A Comprendo lo que leí: A								
Procedural Texts									
◊ determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and						Reading Selection: A Comprendo lo que leí: A			
WRITING									
Personal Experiences									
◊ write about important personal experiences.		A escribir: B, A	A escribir: B			A escribir: B, I, A	A escribir: A		
Expository and Procedural Texts									
◊ write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	Comprendo lo que leí: B, I, A	A escribir: I Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: B, I, A Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: B Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: I Comprendo lo que leí: B, I, A	
Persuasive Texts									
◊ write persuasive essays for appropriate audiences that establish a position and use supporting details.	A escribir: B, I, A		A escribir: I, A			A escribir: I	A escribir: B, I, A	A escribir: B, A	
ORAL AND WRITTEN CONVENTIONS									
Conventions									

◊ use and understand the function of the following parts of speech in the context of reading, writing, and speaking:								
• regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);	Así se escribe: B (verbo ser)	Así se escribe: B (verbo estar), I (tiempo del verbo), A (voy a + infinitivo)	Así se dice: I (verbos regulares e irregulares)	Así se dice: I (mandatos) Así se escribe: I (tiempo del verbo)	Así se escribe: I (verbos regulares e irregulares)	Así se escribe: B (tiempo del verbo), I (verbos regulares e irregulares)	Así se dice: B (tiempo del verbo) Así se escribe: I (tiempo del verbo), A (tiempo del verbo)	
• nouns (singular/plural, common/proper);	Así se dice: B, A Así se escribe: B	Así se escribe: B			Así se escribe: A (making plural)			
• adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);		Así se dice: B Así se escribe: I	Así se escribe: I				Así se escribe: I	Así se escribe: B
• adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho);	Así se escribe: I			Así se escribe: B	Así se escribe: B	Así se dice: I Así se escribe: A	Así se escribe: I	
• prepositions and prepositional phrases to convey location, time, direction, or to provide details;			Así se dice: B					Así se escribe: A
• reflexive pronouns (e.g., me, te, se, nos);	Así se escribe: I (pronombres personales)	Así se dice: I (pronombres reflexivos)		Así se escribe: B (pronombres personales), Así se dice: I (pronombres reflexivos), A (pronombres reflexivos)	Así se dice: B (pronombre posesivo)	Así se escribe: B (pronombres personales)		Así se dice: B (pronombre posesivo)
• coordinating conjunctions (e.g., y, o, pero); and				Así se dice: B	Así se escribe: I	Así se escribe: B		Así se escribe: I
◊ use the complete subject and the complete predicate in a sentence; and					Así se escribe: B		Así se escribe: B	
Handwriting, Capitalization, and Punctuation								
◊ write legibly by selecting cursive script or manuscript printing as appropriate;	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◊ use capitalization for:								
• proper nouns								Así se escribe: B
• articles (e.g., un, una, lo, la, el, los, las)		Así se dice: A (definite and indefinite articles)						

◊ recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash; and	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B (questions and exclamations), A (ellipses) A escribir: B, I, A	A escribir: B, I, A	Así se escribe: A (ellipses) A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B (questions and exclamations), A (colon) A escribir: B, I, A	A escribir: B, I, A
Spelling								
◊ write with increasing accuracy using accent marks including:		Así se escribe: B	Así se escribe: B					
• words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);		Así se dice: I, A	Así se dice: A	Así se dice: A		Así se dice: I		
• words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); and					Así se dice: A		Así se dice: I	Así se dice: A
• words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);			Así se dice: I				Así se dice: I, A	Así se escribe: I, A
◊ spell words with hiatus and diphthongs (e.g., le-er, ri-o, quie-ro, vio);						Así se dice: B (diptongo), A (diptongo e hiato)	Así se dice: A (hiato)	Así se dice: B (diptongos)
◊ differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);			Así se escribe: A					
LISTENING AND SPEAKING								
Listening								
◊ listen attentively to speakers, ask relevant questions, and make pertinent comments	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Speaking								
◊ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Teamwork								
◊ participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A

DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 5 SCOPE AND SEQUENCE

LEVEL 5

LEGEND

B = Beginner

I = Intermediate

A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
READING: BEGINNING SKILLS								
Phonics								
◊ decode the vowel sounds	Así se dice: B			Así se dice: B (vocales fuertes y débiles)				
◊ spell words with increased accuracy using orthographic rules, including:								
• words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;		Así se escribe: B						
• words that use... que-, qui-, as in queso and quito		Así se dice: B						
• words that have the same sound represented by different letters:								
– "r" and "rr," as in ratón and perro		Así se escribe: B						
– "ll" and "y," as in llave and yate					Así se escribe: B (digraph ll), I			Así se escribe: I
– "g" and "j," as in gigante and jirafa			Así se dice: B Así se escribe: B				Así se dice: B	
– "b" and "v," as in burro and vela							Así se escribe: B	
◊ read words with common								
• prefixes (e.g., in-, des-) <for more prefixes, see Greek roots below>	Así se dice: I (des-)	Así se escribe: I (in-)				Así se dice: A (in-, im-)	Así se dice: B (des-)	Así se escribe: I (des-, re-)
• suffixes (e.g., -mente, -dad, -oso) <for more suffixes, see Greek roots below>							Así se dice: I	
◊ decode words with silent "h" with increasing accuracy;	Así se dice: A			Así se escribe: I				
◊ use knowledge of the meaning of base words to identify and read common compound words(e.g., sacapuntas, abrelatas, salvavidas)						Así se dice: I		
Strategies								
◊ use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
◊ ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A

◊ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
READING								
Fluency								
◊ read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
Vocabulary Development								
◊ use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
◊ produce analogies with known antonyms and synonyms;	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A
◊ identify and explain the meaning of common idioms, adages, and other sayings; and				Así se dice: I		Así se escribe: A		
◊ use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of words.	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
◊ identify and use								
• antonyms	Así se dice: I	Así se dice: I, A	Así se dice: B					Así se dice: B, I
• synonyms		Así se dice: B	Así se dice: I		Así se dice: B, I			Así se dice: B, A
• homophones (e.g., tubo, tuvo)						Así se escribe: I		Así se escribe: A
• cognates			Así se dice: I		Así se dice: B	Así se dice: B		
• formal and informal address (tú vs. usted)	Así se dice: B							
• regionalisms					Así se dice: A (variaciones lingüísticas)			
READING: COMPREHENSION OF LITERARY TEXT								
Poetry								
◊ analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.		Así se dice: I (using rhyme)						
Drama								
◊ analyze the similarities and differences between an original text and its dramatic adaptation.	Reading Selection: B, I, A Comprendo lo que leí: B, I, A							
Fiction								

◊ describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		
◊ explain the roles and functions of characters in various plots, including their relationships and conflicts; and		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		
Independent Reading								
◊ read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
READING: COMPREHENSION OF INFORMATIONAL TEXT								
Culture and History								
◊ draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.			Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
WRITING								
Personal Experiences								
◊ write a personal narrative that conveys thoughts and feelings about an experience.					A escribir: B, I			A escribir: B, A
Expository and Procedural Texts								
◊ write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	A escribir: I, A Comprendo lo que leí: B, I, A	A escribir: I, A Comprendo lo que leí: B, I, A	A escribir: A Comprendo lo que leí: B, I, A	A escribir: B, I, A Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: A Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: I Comprendo lo que leí: B, I, A
Persuasive Texts								
◊ write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	A escribir: B	A escribir: B	A escribir: B, I		A escribir: A	A escribir: B, I	A escribir: B, I, A	
ORAL AND WRITTEN CONVENTIONS								
Conventions								
◊ use and understand the function of the following parts of speech in the context of reading, writing, and speaking:								
• regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);	Así se escribe: B (verbo ser), Así se escribe: I (verbo ser)	Así se escribe: B (verbo estar), I (infinitive form)	Así se escribe: B (regular and irregular verbs)	Así se escribe: B (verbo querer)	Así se escribe: B (tiempo del verbo), A (irregular verbs)	Así se escribe: B (tiempo del verbo), I (mandatos)	Así se escribe: B (regular and irregular verbs), I (tiempo del verbo), A (tiempo del verbo)	Así se escribe: B, A (irregular verbs)
• nouns (singular/plural, common/proper);	Así se escribe: A							
• collective nouns (e.g., manada, rebaño);			Así se escribe: I	Así se escribe: I	Así se escribe: I		Así se escribe: A	

<ul style="list-style-type: none"> adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); 	Así se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective agreement)		Así se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: más...que)			Así se escribe: A (demonstrative adjectives)		
<ul style="list-style-type: none"> adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); 			Así se escribe: A	Así se escribe: B	Así se escribe: A (adverbios de tiempo)			Así se escribe: B, I
<ul style="list-style-type: none"> indefinite pronouns (e.g., todos, juntos, nada, cualquier); 					Así se escribe: A (reflexive pronouns)			Así se escribe: A
<ul style="list-style-type: none"> subordinating conjunctions (e.g., mientras, porque, aunque, si); and 						Así se escribe: B (conjunctions: y, pero)		
<ul style="list-style-type: none"> transitional words (e.g., también, por lo tanto); 					Así se escribe: I			
<ul style="list-style-type: none"> coordinating conjunctions (e.g., y, o, pero); and 			Así se escribe: I (spelling change: y -> e; o --> u)	Así se escribe: A				
◊ use capitalization for:								
<ul style="list-style-type: none"> proper nouns 	Así se escribe: B (capital letters for proper names)		Así se escribe: B (capital letters for proper names; lowercase for days, months, languages)					
<ul style="list-style-type: none"> articles (e.g., un, una, lo, la, el, los, las) 		Así se escribe: A (definite and indefinite articles)						
◊ use the complete subject and the complete predicate in a sentence;		Así se escribe: A		Así se escribe: B				Así se escribe: B
HANDWRITING, CAPITALIZATION, AND PUNCTUATION								
◊ recognize and use punctuation marks including:	Así se escribe: B (question marks, exclamation, period) A escribir: B, I, A	Así se escribe: B (question marks, exclamation, period) A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◊ use proper mechanics, including italics for titles of books.		Así se escribe: I (hyphenation)						Así se escribe: I (parentheses)
Spelling								
◊ spell words with more advanced orthographic patterns and rules, including:								
<ul style="list-style-type: none"> words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); 			Así se dice: A		Así se dice: I	Así se dice: I	Así se escribe: A	

• words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);			Así se dice: A Así se escribe: A				Así se escribe: A	
• words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); and			Así se dice: A Así se escribe: A				Así se escribe: A	
◊ spell words with:								
• Greek roots (e.g., tele-, foto-, grafo-, metro-);							Así se dice: A (raíces, prefijos, sufijos)	
• Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and							Así se dice: A (raíces, prefijos, sufijos)	
◊ correctly spell words containing hiatus and diphthongs (e.g., le-er, ri-o, quie-ro, vio);				Así se dice: B (diptongo) Así se escribe: A (diptongo e hiato)		Así se dice: B (diptongo), A (hiato)		
◊ differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien);				Así se escribe: A				
◊ differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);				Así se escribe: I			Así se escribe: I	

LISTENING AND SPEAKING

Listening

◊ listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
◊ determine both main and supporting ideas in the speaker's message.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A

Speaking

◊ give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
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Teamwork

◊ participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
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MI MODEL FOR HEALTH

MI MODEL FOR HEALTH

Social Emotional	
x	Managing Feelings
x	Showing Respect and Caring
x	Accepting Responsibility
Nutrition and Physical Activity	
x	Healthy Eating and Healthy Physical Activity
x	Variety Food Groups
x	Variety Physical Activity
x	Balanced Physical Activity, Rest and Sleep
x	Serving Numbers and Sizes
x	Information Labeling
x	Influences
x	Food Safety
x	Safe Physical Activity
x	Plan for Snacks, Balanced Meals, and Physical Activity
x	Weight Management
x	Advocacy
Safety	
x	Pedestrian
x	Vehicle Seat Belt Use/Vehicle Occupant
x	Wheeled Recreational Safety
x	Fire Safety
x	Water and Sun
x	Home and Public Safety
x	Internet Safety
x	Weapons/Dangerous Objects
x	Child Abuse Prevention
Alcohol Tobacco and Other Drugs	
x	Medicines
x	Poisons/Inhalants
x	Caffeine
x	Tobacco
	Alcohol
	Marijuana
Personal Health and Wellness	
x	Hygiene
x	Dental Health
x	Exercise and Rest
x	Sun, Water and Ice Safety
x	Safe Food Handling
x	Medicines
HIV and Reproductive Health (Grades 4-6 only) (new 2011)	
x	General
	Puberty
x	Friendships/Relationships
x	Influences
	Human Reproduction
x	HIV and Other Communicable Disease Prevention
	Abstinence

TAB C

Schedule 7F: APPLICATION AND ENROLLMENT OF STUDENTS

APPLICATION AND ENROLLMENT OF STUDENTS

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.6, the Academy shall comply with the application and enrollment requirements identified in this Schedule.

Enrollment Limits

The Academy will offer Kindergarten through Eighth grade. Grade 6, using a “brick and mortar”, traditional (non-blended, non-virtual) model, shall be added for the 2020-2021 academic year. Grade 7, using a “brick and mortar”, traditional (non-blended, non-virtual) model, shall be added for the 2021-2022 academic year upon written authorization from the CSO. Grade 8, using a “brick and mortar”, traditional (non-blended, non-virtual) model, shall be added for the 2022-2023 academic year upon written authorization from the CSO. The maximum enrollment for Kindergarten through Eighth grade shall be 300 students. The Academy will annually adopt yearly enrollment caps, subject to the maximum enrollment limitation, prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils, or to a child of a person who is employed by or at the public school academy or who is on the board of directors of the public school academy.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.

- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

The Academy may give enrollment priority to one (1) or more of the following:

- A sibling of a pupil enrolled in the Academy.
- A pupil who transfers to the Academy from another public school pursuant to a matriculation agreement between the Academy and other public school that provides for this enrollment priority, if all of the following requirements are met:

A. Each public school that enters into the matriculation agreement remains a separate and independent public school.

B. The Academy shall select at least 5% of its pupils for enrollment using a random selection process.

C. The matriculation agreement allows any pupil who was enrolled at any time during elementary school in a public school that is party to the matriculation agreement and who was not expelled from the public school to enroll in the public school academy giving enrollment priority under the matriculation agreement.

- A child, including an adopted child or legal ward, of a person who is employed by or at the Academy or who is on the Academy Board.

Matriculation Agreement

- The Academy Board may enter into a matriculation agreement with another public school academy pursuant to section 504(4) of the Revised School Code.

- However, before the Academy Board approves a matriculation agreement, the Academy shall provide a draft copy of the agreement to the Eastern Michigan University Charter Schools Office (“CSO”) for review.

- Any matriculation agreement entered into by the Academy shall be added to this Schedule 7f through a contract amendment approved in accordance with this Contract.

- Until the matriculation agreement is incorporated into this Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.

- The Academy shall accept applications all year. If openings occur during the

academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.

- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the CSO.

Legal Notice or Advertisement

- The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice or advertisement must be forwarded to the CSO.
- At a minimum, the legal notice or advertisement must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.

- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of reenrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing

- A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the Academy shall:
 - A. Establish written procedures for conducting a random selection drawing.
 - B. Establish the maximum number of spaces available per grade or grouping level.
 - C. Establish the date, time, place and person to conduct the random selection drawing.
 - D. Notify the CSO of both the application period and the date of the random selection drawing, if needed. The CSO may have a representative on-site to monitor the random selection drawing process.
- The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:
 - A. Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.
 - B. Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.
- The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting

list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

TAB D

Schedule 7H: AGE AND/OR GRADE RANGE OF PUPILS

AGE AND/OR GRADE RANGE OF PUPILS

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.8, the Academy shall comply with the age or grade ranges as stated in this schedule. The Academy will enroll students in Kindergarten through Eighth grade. Grade 6, using a “brick and mortar”, traditional (non-blended, non-virtual) model, shall be added for the 2020-2021 academic year. Grade 7, using a “brick and mortar”, traditional (non-blended, non-virtual) model, shall be added for the 2021-2022 academic year upon written authorization from the CSO. Grade 8, using a “brick and mortar”, traditional (non-blended, non-virtual) model, shall be added for the 2022-2023 academic year upon written authorization from the CSO.