### Kindergarten

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (A) demonstrate phonological awareness by:
- (i) identifying and producing rhyming words;
- (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound
  - (vii) blending spoken onsets and rimes to form simple words;
  - viii) blending spoken phonemes to form one-syllable words;
  - (x) segmenting spoken one-syllable words into individual phonemes;

(x) segmenting spoken one-syllable words into individual phonemes;		
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	m
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	b
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	t
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	S
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Short a
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	n
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	h
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	g
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	j
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	v
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Short o
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	z
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Short u
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Unvoiced th
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Voiced th
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	sh
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	wh

Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	ch
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Long i
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Long o
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Long u
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	oi, oy
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Short oo
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	long oo
(P)	domanstrate and apply phonetic knowledge	by

### (B) demonstrate and apply phonetic knowledge by:

- (i) decoding words in isolation and in context by applying common letter sound correspondences;
  - (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
  - (iv) identifying and reading at least 25 high-frequency words from a research-based list;

# (C) demonstrate and apply spelling knowledge by:

(i) spelling words with VC, CVC, and CCVC;

# (ii) spelling words using sound-spelling patterns; and

## (iii) spelling high-frequency words from a research-based list;

(iii) spening ingli frequency words from a research based iss,		
Phonics	Lesson/Activities/Supplemental Support Sheets	m, b, t, s, a
Phonics	Lesson/Activities/Supplemental Support Sheets	n, p
Phonics	Lesson/Activities/Supplemental Support Sheets	Hard c, d
Phonics	Lesson/Activities/Supplemental Support Sheets	Short i
Phonics	Lesson/Activities/Supplemental Support Sheets	f, h
Phonics	Lesson/Activities/Supplemental Support Sheets	g
Phonics	Lesson/Activities/Supplemental Support Sheets	j, v
Phonics	Lesson/Activities/Supplemental Support Sheets	k, ck
Phonics	Lesson/Activities/Supplemental Support Sheets	k, ck
Phonics	Lesson/Activities/Supplemental Support Sheets	Short o
Phonics	Lesson/Activities/Supplemental Support Sheets	z, s as z
Phonics	Lesson/Activities/Supplemental Support Sheets	w, y

Phonics	Lesson/Activities/Supplemental Support Sheets	Short e
Phonics	Lesson/Activities/Supplemental Support Sheets	l, r
Phonics	Lesson/Activities/Supplemental Support Sheets	Short u
Phonics	Lesson/Activities/Supplemental Support Sheets	Voiced TH; unvoiced th
Phonics	Lesson/Activities/Supplemental Support Sheets	sh
Phonics	Lesson/Activities/Supplemental Support Sheets	Initial Blends
Phonics	Lesson/Activities/Supplemental Support Sheets	Final Blends
Phonics	Lesson/Activities/Supplemental Support Sheets	ch
Phonics	Lesson/Activities/Supplemental Support Sheets	FLOSS (ff, ll, ss)
Studio Library	Decodable Books	Dolch Sight Word List
(iii) recognizing that new	words are created when letters are changed,	added, or deleted such as it
	-pit - tip - tap;	
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	p
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	h
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	g
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	w
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	у
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	l
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	r
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	wh
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Beginning consonant blends
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Long a
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Long i
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Long u
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	Short oo

Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	ou, ow
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	ar
Phonemic Awareness	Lesson/Activities/Supplemental Support Sheets	er, ir, ur
Studio Decodable Books	K-3 Concept Collection	Dolch Sight Word List
	(D) demonstrate print awareness by:	
(i) identifyi	ing the front cover, back cover, and title pag	e of a book;
	e up, turning pages correctly, and knowing t o bottom and left to right with return sweep	<u> </u>
(iii) recognizing that senter	nces are comprised of words separated by sp boundaries;	paces and recognizing word
(iv) recognizin	ng the difference between a letter and a prin	ited word; and
(v) ide	entifying all uppercase and lowercase letter	s; and
(E) develop handwritin	ng by accurately forming all uppercase and l appropriate directionality.	lowercase letters using
Foundational Skills	Supplemental Activities	Print Awareness
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:  (A) use a resource such as a picture dictionary or digital resource to find words;		
Comprehension	Use Multiple Reference Sources	Instruction/Skill Check
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:		
(A) self-select t	ext and read independently for a sustained	period of time.
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
(A) establish purpose for reading assigned and self-selected texts with adult assistance;		
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;		
Comprehension	Identify Reading Strategies	Instruction/Skill Check

Comprehension	Identify Reading Strategies	Supplemental Support
-	, ,	Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(C) make and confirm	predictions using text features and structure	es with adult assistance;
Comprehension	Confirming Predictions	Instruction/Skill Check
Comprehension	Confirming Predictions	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(D) create me	ntal images to deepen understanding with a	dult assistance;
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
(E) make connections	to personal experiences, ideas in other texts	s, and society with adult
0 1 1	assistance;	
Comprehension	Recognize Feelings	Instruction/Skill Check
Comprehension	Recognize Feelings	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(F) make inferences	and use evidence to support understanding	with adult assistance;
Comprehension	Making Inferences	Instruction/Skill Check
Comprehension	Making Inferences	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(G) evaluate details to determine what is most important with adult assistance;		
Comprehension	Recalling Details	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(H) synthesize information to create new understanding with adult assistance; and		

Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
	sion and make adjustments such as re-read	
knowledge, checking for visu	ial cues, and asking questions when under adult assistance.	rstanding breaks down with
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
•	, speaking, reading, writing, and thinking	
	easingly challenging variety of sources that	
	The student is expected to:	
(A) desc	ribe personal connections to a variety of s	ources;
Comprehension	Derive Meaning	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(B) provi	ide an oral, pictorial, or written response t	to a text;
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
Studio	Library	Read Aloud/Retell
(C) use t	ext evidence to support an appropriate re	sponse;
Comprehension	Recall Details	Instruction/Skill Check
Comprehension	Recall Details	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
<b>(D</b> )	) retell texts in ways that maintain meanin	ıg;
Comprehension	Recall Details	Supplemental Support Sheets
Comprehension	Main Idea	Supplemental Support Sheets
Comprehension	Recognize Setting	Supplemental Support Sheets
Comprehension	Recognizing Parts of a Story	Supplemental Support Sheets
Comprehension	Recall Details	Instruction/Skill Check

Comprehension	Main Idea	Instruction/Skill Check
Comprehension	Recognize Setting	Instruction/Skill Check
Comprehension	Recognizing Parts of a Story	Instruction/Skill Check
(F) respon	nd using newly acquired vocabulary as app	ropriate.
Studio	Vocabulary	Word Journeys
elements. The student reco	speaking, reading, writing, and thinking us ognizes and analyzes literary elements with oporary, classical, and diverse literary texts te of distinguishing characteristics of well-k	nin and across increasingly . The student is expected to:
	s folktales, fables, fairy tales, and nursery r	
Studio	Library	Lexile Leveled Books/Content Builder
(B) discuss rhy	me and rhythm in nursery rhymes and a va	riety of poems;
Studio	Library	Lexile Leveled Books/Content Builder
	(C) discuss main characters in drama;	
Studio	Library	Lexile Leveled Books/Content Builder
(D) recognize cha	aracteristics and structures of information	al text, including:
Comprehension	Nonfiction	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
Studio	Library	Lexile Leveled Books
(i) the centr	al idea and supporting evidence with adult	assistance;
Comprehension	Main Idea	Instruction/Skill Check
Comprehension	Main Idea	Supplemental Support Sheets
(ii) tit	les and simple graphics to gain information	n; and
Comprehension	Understanding Diagrams and Charts	Instruction/Skill Check
Comprehension	Understanding Diagrams and Charts	Supplemental Support Sheets
(iii) the steps in a sequence with adult assistance;		
Comprehension	Recognize Sequence	Instruction/Skill Check
Comprehension	Recognize Sequence	Supplemental Support Sheets
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and		
Comprehension	Evaluate Author's Assertions	Instruction/Skill Check
Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets
(F) recognize characteristics of multimodal and digital texts.		
Studio	Library	Audio Books
	<u> </u>	1

The student uses critical communicate meaning with purposefully in order to	listening, speaking, reading, writing, and the inquiry to analyze the authors' choices and thin a variety of texts. The student analyzes develop his or her own products and perforexpected to:	how they influence and and applies author's craft rmances. The student is
(A) discuss wi	th adult assistance the author's purpose fo	r writing text;
Comprehension	Identify Narrator and Point of View	Instruction/Skill Check
Comprehension	Identify Narrator and Point of View	Supplemental Support Sheets
(B) discuss with adult assist	tance how the use of text structure contribu	tes to the author's purpose;
Comprehension	How Text is Organized	Instruction/Skill Check
Comprehension	How Text is Organized	Supplemental Support Sheets
(C) discuss with adult assis	tance the author's use of print and graphic	features to achieve specific
Comprehension	<b>purposes;</b> Understand Diagrams and Charts	Instruction/Skill Check
Comprehension	Understand Diagrams and Charts	Supplemental Support Sheets
(D) discuss with adult assi	stance how the author uses words that help	
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) list	en to and experience first- and third-persor	ı texts.
Studio	Library	Audio Books
	cs of persuasive text with adult assistance a ring to persuade the reader to think or do; a	
Comprehension	Recognize Persuasive Language	Instruction/Skill Check
Comprehension	Recognize Persuasive Language	Supplemental Support Sheets
(F) recog	nize characteristics of multimodal and digi	tal texts.
Studio	Library	Audio Books
Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is		
	ting ideas for writing through class discussi	
Studio	Writing	Tell Me a Story
(B) develop drafts in oral, pictorial, or written form by organizing ideas;		
Studio	Writing	Tell Me a Story
(C) revise drafts by adding details in pictures or words;		
Studio	Writing	Tell Me a Story
(D) edit drafts with adult assistance using standard English conventions, including:		
(i) complete sentences;		

**Sentence Punctuation** 

Instruction/Skill Check

**Grammar for Meaning** 

Supplemental Support Sheets  Instruction/Skill Check Supplemental Support
Supplemental Support
Supplemental Support
Sheets
Instruction/Skill Check
Supplemental Support Sheets
Instruction/Skill Check
Supplemental Support Sheets
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ssessive cases;
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and name;
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Instruction/Skill Check
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Sileets
entences; and

(ix) correct spelling of words with grade- appropriate orthographic patterns and rules and high- frequency words; and		
Studio	Library	Decodable Book Content
Studio	Library	Decodable Book Content
(E) share writing.		
Studio	Writing	Tell Me a Story
Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The		

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

# (A) dictate or compose literary texts, including personal narratives; and

Studio	Writing	Tell Me a Story
(B) dictate or compose informational texts.		
Studio	Writing	Tell Me a Story

#### First Grade

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (A) demonstrate phonological awareness by:
  - (i) producing a series of rhyming words;
- (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
  - (iii) distinguishing between long and short vowel sounds in one-syllable words;
- (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;

# (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;

Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	m
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	b
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	t
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	S
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short a
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	n
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	h
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	g
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	j

Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	v
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short o
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	z
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short u
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Unvoiced th
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Voiced th
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	sh
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	wh
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	ch
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long i
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long o
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long u
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	oi, oy
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short oo
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	long oo
(iv) recognizing the cha	ange in spoken word when a specified phonem	e is added, changed, or
	removed;	
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	p
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	h
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	g
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	w
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	У
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	1
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	r
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	wh

Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Beginning consonant blends
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long a
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long i
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long u
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short oo
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	ou, ow
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	ar
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	er, ir, ur
(1	vi) manipulating phonemes within base wor	ds;
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	p
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	h
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	g
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	w
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	у
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	l
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	r
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	wh
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Beginning consonant blends
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long a
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long i
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long u
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short oo
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	ou, ow
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	ar

Phonemic Awareness	Lesson/Activities/ Supplemental Support	er, ir, ur	
	Sheets		
	demonstrate and apply phonetic knowledge		
	tion and in context by applying common lette		
	demonstrate and apply spelling knowledge ) spelling words using sound-spelling patter		
m)		115;	
Phonics	Lesson/Activities/ Supplemental Support Sheets	m, b, t, s, a	
Phonics	Lesson/Activities/ Supplemental Support Sheets	n, p	
Phonics	Lesson/Activities/ Supplemental Support Sheets	Hard c, d	
Phonics	Lesson/Activities/ Supplemental Support Sheets	Short i	
Phonics	Lesson/Activities/ Supplemental Support Sheets	f, h	
Phonics	Lesson/Activities/ Supplemental Support Sheets	g	
Phonics	Lesson/Activities/ Supplemental Support Sheets	j, v	
Phonics	Lesson/Activities/ Supplemental Support Sheets	k, ck	
Phonics	Lesson/Activities/ Supplemental Support Sheets	k, ck	
Phonics	Lesson/Activities/ Supplemental Support Sheets	Short o	
Phonics	Lesson/Activities/ Supplemental Support Sheets	z, s as z	
Phonics	Lesson/Activities/ Supplemental Support Sheets	w, y	
Phonics	Lesson/Activities/ Supplemental Support Sheets	Short e	
Phonics	Lesson/Activities/ Supplemental Support Sheets	l, r	
Phonics	Lesson/Activities/ Supplemental Support Sheets	Short u	
(B) demonstrate and apply phonetic knowledge by:			
(ii) decoding words with i	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; letter sound correspondences;		
(C) demonstrate and apply spelling knowledge by:			
(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;			
Phonics	Lesson/Activities/ Supplemental Support Sheets	Voiced TH; unvoiced th	
Phonics	Lesson/Activities/ Supplemental Support Sheets	sh	
Phonics	Lesson/Activities/ Supplemental Support Sheets	Initial Blends	

Phonics	Lesson/Activities/ Supplemental Support Sheets	Final Blends
Phonics	Lesson/Activities/ Supplemental Support Sheets	ch
Phonics	Lesson/Activities/ Supplemental Support Sheets	FLOSS (ff, ll, ss)
Phonics	Lesson/Activities/ Supplemental Support Sheets	tch, dge

## (B) demonstrate and apply phonetic knowledge by:

- (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r- controlled syllables;
  - (vi) identifying and reading at least 100 high-frequency words from a research-based list;
    - (C) demonstrate and apply spelling knowledge by:
  - (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;

# (iv) spelling high-frequency words from a research-based list;

		•
Phonics	Lesson/Activities/ Supplemental Support Sheets	Open syllable, Y as i or e
Phonics	Lesson/Activities/ Supplemental Support Sheets	Long i, Long o
Phonics	Lesson/Activities/ Supplemental Support Sheets	silent e, ee
Phonics	Lesson/Activities/ Supplemental Support Sheets	Signal a (oa ea)
Phonics	Lesson/Activities/ Supplemental Support Sheets	signal a (oa ea)
Phonics	Lesson/Activities/ Supplemental Support Sheets	ai-ay
Phonics	Lesson/Activities/ Supplemental Support Sheets	oi, oy
Phonics	Lesson/Activities/ Supplemental Support Sheets	oi, oy
Phonics	Lesson/Activities/ Supplemental Support Sheets	oo (boo), oo (book)
Phonics	Lesson/Activities/ Supplemental Support Sheets	oo (boo), oo (book)
Phonics	Lesson/Activities/ Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/ Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/ Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/ Supplemental Support Sheets	au, aw
Phonics	Lesson/Activities/ Supplemental Support Sheets	ie for long i
Phonics	Lesson/Activities/ Supplemental Support Sheets	ir, er, ur

Phonics	Lesson/Activities/ Supplemental Support Sheets	Consonant le
Phonics	Lesson/Activities/ Supplemental Support Sheets	2 syllable + k
Studio Library	K-3 Concept Collection	Dolch Sight Word List
(iv) using knowledge of	of base words to decode common compound v	words and contractions;
Phonics	Lesson/Activities/ Supplemental Support Sheets	2 syllable tion (shun)
Phonics	Lesson/Activities/ Supplemental Support Sheets	2 syllable, compound words
(v) decoding	words with inflectional endings, including -	ed, -s, and -es;
Phonics	Lesson/Activities/ Supplemental Support Sheets	Plural s, es
Phonics	Lesson/Activities/ Supplemental Support Sheets	suffix-ed
Phonics	Lesson/Activities/ Supplemental Support Sheets	Consonant Suffixes
(D) demonstrate print a	nwareness by identifying the information that	t different parts of a book
(!!!)!::! tht	provide;	
(iii) recognizing that sent	ences are comprised of words separated by s boundaries;	paces and recognizing word
(iv) recogniz	ing the difference between a letter and a prin	ited word: and
	) identifying all uppercase and lowercase lett	
	by printing words, sentences, and answers le spaces between words.	
(E) develop handwriting	by accurately forming all cursive letters using connecting letters.	appropriate strokes when
Foundational Skills	Supplemental Activities	Print Awareness
	g foundational language skills: listening, spea ne student uses newly acquired vocabulary ex expected to:	<u> </u>
(A) use a resource	ce such as a picture dictionary or digital resou	arce to find words;
(B) use illustrations and to	exts the student is able to read or hear to lear	n or clarify word meanings;
(C) identify	the meaning of words with the affixes -s, - ed,	and -ing; and
(D) identify and use wor	rds that name actions, directions, positions, s locations.	equences, categories, and
Studio	Vocabulary	Word Journeys
Developing and sustainin	Vocabulary g foundational language skills: listening, spea dent reads grade-level text with fluency and c is expected to:	aking, reading, writing, and
Developing and sustainin thinkingfluency. The stud	g foundational language skills: listening, spea dent reads grade-level text with fluency and c	aking, reading, writing, and comprehension. The student
Developing and sustainin thinkingfluency. The stud	g foundational language skills: listening, spea dent reads grade-level text with fluency and c is expected to:	aking, reading, writing, and comprehension. The student
Developing and sustainin thinkingfluency. The stud	g foundational language skills: listening, spea dent reads grade-level text with fluency and c is expected to: fluency (rate, accuracy, and prosody) when re	aking, reading, writing, and comprehension. The student ading grade-level text.

MindPlay Coach	Fluency Component	Silent Reading Fluency	
	foundational language skills: listening, spea		
thinkingself-sustained reading. The student reads grade-appropriate texts independently. The			
(A) self-select t	student is expected to: ext and read independently for a sustained	neriod of time	
Studio	Library	Read Aloud/Retell	
Studio	Library	Decodable Text	
Studio	Library	Lexile Leveled Books	
MindPlay Coach	Fluency Component	Silent Reading Fluency	
-	for reading assigned and self-selected texts		
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
MindPlay Coach	Fluency Component	Silent Reading Fluency	
-	out text before, during, and after reading to		
	gain information with adult assistance;	•	
Comprehension	Identify Reading Strategies	Instruction/Skill Check	
Comprehension	Identify Reading Strategies	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
(C) make and correct or o	confirm predictions using text features, cha structures with adult assistance;	racteristics of genre, and	
Comprehension	Identify Reading Strategies	Instruction/Skill Check	
Comprehension	Identify Reading Strategies	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
(D) create men	tal images to deepen understanding with a	dult assistance;	
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check	
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets	
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;			
Comprehension	Recognize Feelings	Instruction/Skill Check	
Comprehension	Recognize Feelings	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	

Studio   Library   Read Aloud/Retell				
Comprehension Making Inferences Instruction/Skill Check Comprehension Making Inferences Supplemental Support Sheets Studio Library Decodable Books Studio Library Lexile Leveled Books Studio Library Read Aloud/Retell (G) evaluate details to determine what is most important with adult assistance; Comprehension Recalling Details Instruction/Skill Check Supplemental Support Sheets Studio Library Decodable Books Studio Library Decodable Books Studio Library Lexile Leveled Books Studio Library Lexile Leveled Books Studio Library Read Aloud/Retell (H) synthesize information to create new understanding with adult assistance; and Comprehension Summarize Text Instruction/Skill Check Supplemental Support Sheets Studio Library Decodable Books Studio Library Lexile Leveled Books Studio Library Read Aloud/Retell (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Studio Library Decodable Books Studio Library Read Aloud/Retell MindPlay Coach Fluency Component Silent Reading Fluency Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:  (A) describe personal connections to a variety of sources; Comprehension Derive Meaning Instruction/Skill Check Supplemental Support Sheets Comprehension Understanding Characters Instruction/Skill Check Supplemental Support Sheets Studio Library Decodable Books	Studio	Library	Read Aloud/Retell	
Studio   Library   Decodable Books	(F) make inferences a	(F) make inferences and use evidence to support understanding with adult assistance;		
Studio Library Decodable Books Studio Library Lexile Leveled Books Studio Library Read Aloud/Retell  (G) evaluate details to determine what is most important with adult assistance; Comprehension Recalling Details Instruction/Skill Check Supplemental Support Sheets Studio Library Decodable Books Studio Library Decodable Books Studio Library Lexile Leveled Books Studio Library Lexile Leveled Books Studio Library Read Aloud/Retell  (H) synthesize information to create new understanding with adult assistance; and Comprehension Summarize Text Instruction/Skill Check Studio Library Decodable Books Studio Library Read Aloud/Retell  (H) synthesize information to create new understanding with adult assistance; and Comprehension Summarize Text Supplemental Support Sheets Studio Library Decodable Books Studio Library Decodable Books Studio Library Read Aloud/Retell  (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Studio Library Decodable Books Studio Library Decodable Books Studio Library Read Aloud/Retell MindPlay Coach Fluency Component Silent Reading Fluency Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:  (A) describe personal connections to a variety of sources; Comprehension Derive Meaning Instruction/Skill Check Comprehension Understanding Characters Instruction/Skill Check Supplemental Support Sheets Comprehension Understanding Characters Instruction/Skill Check Supplemental Support Sheets Studio Library Decodable Books	Comprehension	Making Inferences	Instruction/Skill Check	
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Comprehension   Recalling Details   Instruction/Skill Check	Studio	Library	Lexile Leveled Books	
Comprehension         Recalling Details         Instruction/Skill Check           Comprehension         Recalling Details         Supplemental Support Sheets           Studio         Library         Decodable Books           Studio         Library         Lexile Leveled Books           Studio         Library         Read Aloud/Retell           (H) synthesize information to create new understanding with adult assistance; and         Instruction/Skill Check           Comprehension         Summarize Text         Instruction/Skill Check           Supplemental Support Sheets         Supplemental Support Sheets           Studio         Library         Decodable Books           Studio         Library         Read Aloud/Retell           (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.           Studio         Library         Decodable Books           Studio         Library         Decodable Books           Studio         Library         Lexile Leveled Books           Studio         Library         Lexile Leveled Books           Studio         Library         Read Aloud/Retell           MindPlay Coach         Fluency Component         Silent Reading Fluency           Response	Studio	Library	Read Aloud/Retell	
Comprehension       Recalling Details       Supplemental Support Sheets         Studio       Library       Decodable Books         Studio       Library       Lexile Leveled Books         Studio       Library       Read Aloud/Retell         (H) synthesize information to create new understanding with adult assistance; and       Instruction/Skill Check         Comprehension       Summarize Text       Supplemental Support Sheets         Studio       Library       Decodable Books         Studio       Library       Read Aloud/Retell Books         (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.         Studio       Library       Decodable Books         Studio       Library       Lexile Leveled Books         Studio       Library       Read Aloud/Retell         MindPlay Coach       Fluency Component       Silent Reading Fluency         Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.         The student is expected to:       (A) describe personal connections to a variety of sources;         Comprehension       Derive Meaning       Instruction/Skill Check         Comprehension	(G) evaluate detai	ls to determine what is most important with	n adult assistance;	
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(H) synthesize information to create new understanding with adult assistance; and         Comprehension       Summarize Text       Instruction/Skill Check         Comprehension       Summarize Text       Supplemental Support Sheets         Studio       Library       Decodable Books         Studio       Library       Read Aloud/Retell         (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.         Studio       Library       Decodable Books         Studio       Library       Lexile Leveled Books         Studio       Library       Read Aloud/Retell         MindPlay Coach       Fluency Component       Silent Reading Fluency         Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:         (A) describe personal connections to a variety of sources;         Comprehension       Derive Meaning       Instruction/Skill Check         Comprehension       Derive Meaning       Supplemental Support Sheets         Comprehension       Understanding Characters       Instruction/Skill Check         Comprehension       Understanding Characters       Instruction/Skill Check         Supplem	Studio	Library	Lexile Leveled Books	
Comprehension         Summarize Text         Instruction/Skill Check           Comprehension         Summarize Text         Supplemental Support Sheets           Studio         Library         Decodable Books           Studio         Library         Lexile Leveled Books           Studio         Library         Read Aloud/Retell           (1) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.         Studio           Studio         Library         Decodable Books           Studio         Library         Lexile Leveled Books           Studio         Library         Read Aloud/Retell           MindPlay Coach         Fluency Component         Silent Reading Fluency           Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:           (A) describe personal connections to a variety of sources;           Comprehension         Derive Meaning         Instruction/Skill Check           Comprehension         Understanding Characters         Instruction/Skill Check           Comprehension         Understanding Characters         Instruction/Skill Check           Supplemental Support Sheets         Sheet	Studio	Library	Read Aloud/Retell	
ComprehensionSummarize TextSupplemental Support SheetsStudioLibraryDecodable BooksStudioLibraryLexile Leveled BooksStudioLibraryRead Aloud/Retell(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.StudioLibraryDecodable BooksStudioLibraryLexile Leveled BooksStudioLibraryRead Aloud/RetellMindPlay CoachFluency ComponentSilent Reading FluencyResponse skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:(A) describe personal connections to a variety of sources;ComprehensionDerive MeaningInstruction/Skill CheckComprehensionDerive MeaningSupplemental Support SheetsComprehensionUnderstanding CharactersInstruction/Skill CheckComprehensionUnderstanding CharactersSupplemental Support SheetsStudioLibraryDecodable Books	(H) synthesize infor	mation to create new understanding with a	dult assistance; and	
Studio Library Decodable Books  Studio Library Lexile Leveled Books  Studio Library Read Aloud/Retell  (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.  Studio Library Decodable Books  Studio Library Lexile Leveled Books  Studio Library Read Aloud/Retell  MindPlay Coach Fluency Component Silent Reading Fluency  Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:  (A) describe personal connections to a variety of sources;  Comprehension Derive Meaning Instruction/Skill Check  Comprehension Understanding Characters Instruction/Skill Check  Comprehension Understanding Characters Supplemental Support Sheets  Studio Library Decodable Books  Studio Library Decodable Books	Comprehension	Summarize Text	Instruction/Skill Check	
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Studio   Library   Read Aloud/Retell	Studio	Library	Decodable Books	
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.  Studio Library Decodable Books Studio Library Read Aloud/Retell MindPlay Coach Fluency Component Silent Reading Fluency Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.  The student is expected to:  (A) describe personal connections to a variety of sources;  Comprehension Derive Meaning Instruction/Skill Check Comprehension Understanding Characters Instruction/Skill Check Comprehension Understanding Characters Supplemental Support Sheets Studio Library Decodable Books Studio Library Lexile Leveled Books	Studio	Library	Lexile Leveled Books	
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Studio Library Decodable Books Studio Library Lexile Leveled Books Studio Library Read Aloud/Retell MindPlay Coach Fluency Component Silent Reading Fluency Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.  The student is expected to:  (A) describe personal connections to a variety of sources;  Comprehension Derive Meaning Instruction/Skill Check Comprehension Understanding Characters Instruction/Skill Check Comprehension Understanding Characters Instruction/Skill Check Supplemental Support Sheets Studio Library Decodable Books Studio Library Decodable Books	,			
Studio Library Lexile Leveled Books  Studio Library Read Aloud/Retell  MindPlay Coach Fluency Component Silent Reading Fluency  Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.  The student is expected to:  (A) describe personal connections to a variety of sources;  Comprehension Derive Meaning Instruction/Skill Check  Comprehension Understanding Characters Instruction/Skill Check  Comprehension Understanding Characters Supplemental Support Sheets  Studio Library Decodable Books  Studio Library Decodable Books			_	
Studio Library Read Aloud/Retell  MindPlay Coach Fluency Component Silent Reading Fluency  Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.  The student is expected to:  (A) describe personal connections to a variety of sources;  Comprehension Derive Meaning Instruction/Skill Check  Comprehension Derive Meaning Supplemental Support Sheets  Comprehension Understanding Characters Instruction/Skill Check  Comprehension Understanding Characters Supplemental Support Sheets  Studio Library Decodable Books  Studio Library Lexile Leveled Books				
MindPlay Coach Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.  The student is expected to:  (A) describe personal connections to a variety of sources;  Comprehension Derive Meaning Instruction/Skill Check Comprehension Derive Meaning Supplemental Support Sheets Comprehension Understanding Characters Instruction/Skill Check Supplemental Support Sheets Studio Library Decodable Books Library Lexile Leveled Books		-		
Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.  The student is expected to:  (A) describe personal connections to a variety of sources;  Comprehension  Derive Meaning  Instruction/Skill Check  Supplemental Support Sheets  Comprehension  Understanding Characters  Instruction/Skill Check  Supplemental Support Sheets  Supplemental Support Sheets  Library  Decodable Books  Studio  Library  Lexile Leveled Books		•	•	
ComprehensionDerive MeaningInstruction/Skill CheckComprehensionDerive MeaningSupplemental Support SheetsComprehensionUnderstanding CharactersInstruction/Skill CheckComprehensionUnderstanding CharactersSupplemental Support SheetsStudioLibraryDecodable BooksStudioLibraryLexile Leveled Books	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.			
ComprehensionDerive MeaningSupplemental Support SheetsComprehensionUnderstanding CharactersInstruction/Skill CheckComprehensionUnderstanding CharactersSupplemental Support SheetsStudioLibraryDecodable BooksStudioLibraryLexile Leveled Books	(A) describe personal connections to a variety of sources;			
Comprehension Understanding Characters Instruction/Skill Check  Comprehension Understanding Characters Supplemental Support Sheets  Studio Library Decodable Books  Studio Library Lexile Leveled Books	Comprehension	Derive Meaning	ŕ	
Comprehension Understanding Characters Studio Library Decodable Books Studio Library Lexile Leveled Books	Comprehension	Derive Meaning		
Studio Library Decodable Books Studio Library Lexile Leveled Books	Comprehension	Understanding Characters	Instruction/Skill Check	
Studio Library Lexile Leveled Books	Comprehension	Understanding Characters		
	Studio	Library	Decodable Books	
Studio Library Read Aloud/Retell	Studio	Library	Lexile Leveled Books	
	Studio	Library	Read Aloud/Retell	

(B) prov	(B) provide an oral, pictorial, or written response to a text;		
Studio	Writing	Tell Me Story	
Studio	Library	Read Aloud/Retell	
(C) use	text evidence to support an appropriate re	sponse;	
Comprehension	Recall Details	Instruction/Skill Check	
Comprehension	Recall Details	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
I)	O) retell texts in ways that maintain meanin	g;	
Comprehension	Summarize Text	Instruction/Skill Check	
Comprehension	Summarize Text	Supplemental Support Sheets	
Studio	Library	Read Aloud/Retell	
(F) respo	ond using newly acquired vocabulary as app	ropriate.	
Studio	Vocabulary	Word Journeys	
within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:  (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;			
Studio	Library	Lexile Leveled Books/Content Builder	
(B) discuss rhy	me and rhythm in nursery rhymes and a va	·	
Studio	Library	Lexile Leveled Books/Content Builder	
	(C) discuss main characters in drama;		
Studio	Library	Lexile Leveled Books/Content Builder	
(D) recognize characteristics and structures of informational text, including:			
Comprehension	Nonfiction	Instruction/Skill Check	
Comprehension	Supplemental Support Sheets	Instruction/Skill Check	
Studio	Library	Lexile Leveled Books	
(i) the central idea and supporting evidence with adult assistance;			
Comprehension	Main Idea	Instruction/Skill Check	
Comprehension	Main Idea	Supplemental Support Sheets	
(ii) titles and simple graphics to gain information; and			
Comprehension	Understanding Diagrams and Charts	Instruction/Skill Check	

Comprehension	Understanding Diagrams and Charts	Supplemental Support Sheets	
(iii) organizational patter	(iii) organizational patterns such as chronological order and description with adult assistance;		
Comprehension	Recognize Sequence	Instruction/Skill Check	
Comprehension	Recognize Sequence	Supplemental Support Sheets	
	cs of persuasive text with adult assistance a ying to persuade the reader to think or do; a		
Comprehension	Evaluate Author's Assertions	Instruction/Skill Check	
Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets	
(F) recog	gnize characteristics of multimodal and digi		
Studio	Library	Audio Books	
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:			
-	) discuss the author's purpose for writing te		
Comprehension	Identify Narrator and Point of View	Instruction/Skill Check	
Comprehension	Identify Narrator and Point of View	Supplemental Support Sheets	
(B) discuss how the use of text structure contributes to the author's purpose;			
Comprehension	How Text is Organized	Instruction/Skill Check	
Comprehension	How Text is Organized	Supplemental Support Sheets	
(C) discuss with adult assis	stance the author's use of print and graphic purposes;	features to achieve specific	
Comprehension	Understand Diagrams and Charts	Instruction/Skill Check	
Comprehension	Understand Diagrams and Charts	Supplemental Support Sheets	
(D) discuss how	w the author uses words that help the reade	r visualize; and	
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check	
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets	
(E) listen to and experience first- and third-person texts.			
Studio	Library	Audio Books	
(C) discu	ss elements of drama such as characters and	d setting;	
Comprehension	Understanding Characters	Instruction/Skill Check	
Comprehension	Understanding Characters	Supplemental Support Sheets	
Comprehension	Recognize Setting	Instruction/Skill Check	
Comprehension	Recognize Setting	Supplemental Support Sheets	

Studio	Library	Lexile Leveled Books/Content Builder	
(D) recognize ch	aracteristics and structures of informationa	·	
(i) the cent	ral idea and supporting evidence with adult	assistance;	
Comprehension	Main Idea	Instruction/Skill Check	
Comprehension	Main Idea	Supplemental Support Sheets	
(ii) features	and simple graphics to locate or gain infor	mation; and	
Comprehension	Understanding Diagrams and Charts	Instruction/Skill Check	
Comprehension	Understanding Diagrams and Charts	Supplemental Support Sheets	
(iii) organizational patter	ns such as chronological order and descript	ion with adult assistance;	
Comprehension	Recognize Sequence	Instruction/Skill Check	
Comprehension	Recognize Sequence	Supplemental Support Sheets	
	cs of persuasive text with adult assistance a ving to persuade the reader to think or do; a		
Comprehension	<b>Evaluate Author's Assertions</b>	Instruction/Skill Check	
Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets	
Comprehension	Recognize Persuasive Language	Instruction/Skill Check	
Comprehension	Recognize Persuasive Language	Supplemental Support Sheets	
(F) recognize characteristics of multimodal and digital texts.			
Studio	Library	Audio Books	
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:			
(A) discuss wi	th adult assistance the author's purpose fo	r writing text;	
Comprehension	Identify Narrator and Point of View	Instruction/Skill Check	
Comprehension	Identify Narrator and Point of View	Supplemental Support Sheets	
	(B) describe the main character(s) and the reason(s) for their actions;		
Comprehension	Understand the Author's Purpose	Instruction/Skill Check	
Comprehension	Understand the Author's Purpose	Supplemental Support Sheets	
Comprehension	Identify Reasons	Instruction/Skill Check	
Comprehension	Identify Reasons	Supplemental Support Sheets	
(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and			
Comprehension	Recognize Elements of a Plot	Instruction/Skill Check	
gompi enemoion	The community of a flot	mon action, omit direct	

Comprehension	Recognize Elements of a Plot	Supplemental Support Sheets	
Studio	Library	Audio Books	
	(D) describe the setting.		
Comprehension	Recognize Setting	Instruction/Skill Check	
Comprehension	Recognize Setting	Supplemental Support Sheets	
(D) discuss how	(D) discuss how the author uses words that help the reader visualize; and		
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check	
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets	
(E) listen to and experience first- and third-person texts.			
Studio	Library	Audio Books	

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is

### **Second Grade**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

# (A) demonstrate phonological awareness by:

# (i) producing a series of rhyming words; (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;

Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	m
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	b
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	t
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	s
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short a
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	n
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	h
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	g
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	j
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	v
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short o

Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	z
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short u
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Unvoiced th
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Voiced th
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	sh
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	wh
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	ch
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long i
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long o
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long u
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	oi, oy
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short oo
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	long oo
(iii) recognizing the cha	ange in spoken word when a specified phone	me is added, changed, or
	removed; and	
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	р
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	h
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	g
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	w
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	у
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	1
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	r
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	wh
Phonemic Awareness	Lesson/Activities/ Supplemental Support	Beginning consonant blend
Filonellic Awareness	Sheets	

Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long i
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long u
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short oo
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	ou, ow
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	ar
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	er, ir, ur
(i	v) manipulating phonemes within base wor	ds;
(iv) recognizing the cha	nge in spoken word when a specified phone removed;	me is added, changed, or
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	р
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	h
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	g
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	w
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	у
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	1
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	r
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	wh
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Beginning consonant blen
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long a
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long i
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Long u
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	Short oo
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	ou, ow
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	ar
Phonemic Awareness	Lesson/Activities/ Supplemental Support Sheets	er, ir, ur

(i) decoding words in iso	olation and in context by applying common lette	er sound correspondences;
Phonics	Lesson/Activities/ Supplemental Support Sheets	m, b, t, s, a
Phonics	Lesson/Activities/ Supplemental Support Sheets	n, p
Phonics	Lesson/Activities/ Supplemental Support Sheets	Hard c, d
Phonics	Lesson/Activities/ Supplemental Support Sheets	Short i
Phonics	Lesson/Activities/ Supplemental Support Sheets	f, h
Phonics	Lesson/Activities/ Supplemental Support Sheets	g
Phonics	Lesson/Activities/ Supplemental Support Sheets	j, v
Phonics	Lesson/Activities/ Supplemental Support Sheets	k, ck
Phonics	Lesson/Activities/ Supplemental Support Sheets	k, ck
Phonics	Lesson/Activities/ Supplemental Support Sheets	Short o
Phonics	Lesson/Activities/ Supplemental Support Sheets	z, s as z
Phonics	Lesson/Activities/ Supplemental Support Sheets	w, y
Phonics	Lesson/Activities/ Supplemental Support Sheets	Short e
Phonics	Lesson/Activities/ Supplemental Support Sheets	l, r
Phonics	Lesson/Activities/ Supplemental Support Sheets	Short u
(i) decoding v	words with short, long, or variant vowels, trigra	phs, and blends;
Phonics	Lesson/Activities/ Supplemental Support Sheets	Voiced TH; unvoiced th
Phonics	Lesson/Activities/ Supplemental Support Sheets	sh
Phonics	Lesson/Activities/ Supplemental Support Sheets	Initial Blends
Phonics	Lesson/Activities/ Supplemental Support Sheets	Final Blends
Phonics	Lesson/Activities/ Supplemental Support Sheets	ch
Phonics	Lesson/Activities/ Supplemental Support Sheets	FLOSS (ff, ll, ss)
Phonics	Lesson/Activities/ Supplemental Support Sheets	tch, dge
Phonics	Lesson/Activities/ Supplemental Support Sheets	

Phonics	Lesson/Activities/ Supplemental Support Sheets	
Phonics	Lesson/Activities/ Supplemental Support Sheets	
(ii) de	coding words with silent letters such as knife	and gnat;
Phonics	Lesson/Activities/ Supplemental Support Sheets	Silent Letters n, m, k, r, l, g
	oic words with closed syllables; open syllables; s and diphthongs; r-controlled syllables; and f	
(iv) decoding	g compound words, contractions, and common	abbreviations;
	C) demonstrate and apply spelling knowledge	by:
	ble and multisyllabic words with closed syllab teams, including digraphs and diphthongs; r- c and final stable syllables;	· · ·
Phonics	Lesson/Activities/ Supplemental Support Sheets	Open syllable, Y as i or e
Phonics	Lesson/Activities/ Supplemental Support Sheets	Long i, Long o
Phonics	Lesson/Activities/ Supplemental Support Sheets	silent e, ee
Phonics	Lesson/Activities/ Supplemental Support Sheets	Signal a (oa ea)
Phonics	Lesson/Activities/ Supplemental Support Sheets	signal a (oa ea)
Phonics	Lesson/Activities/ Supplemental Support Sheets	ai-ay
Phonics	Lesson/Activities/ Supplemental Support Sheets	oi, oy
Phonics	Lesson/Activities/ Supplemental Support Sheets	oi, oy
Phonics	Lesson/Activities/ Supplemental Support Sheets	oo (boo), oo (book)
Phonics	Lesson/Activities/ Supplemental Support Sheets	oo (boo), oo (book)
Phonics	Lesson/Activities/ Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/ Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/ Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/ Supplemental Support Sheets	au, aw
Phonics	Lesson/Activities/ Supplemental Support Sheets	ie for long i
Phonics	Lesson/Activities/ Supplemental Support Sheets	ir, er, ur
Phonics	Lesson/Activities/ Supplemental Support Sheets	2 syllable, compound words

Phonics	Lesson/Activities/ Supplemental Support Sheets	2 syllable + k	
Phonics	Lesson/Activities/ Supplemental Support Sheets	2 syllable tion (shun)	
Phonics	Lesson/Activities/ Supplemental Support Sheets	Prefixes	
Phonics	Lesson/Activities/ Supplemental Support Sheets	3 syllable, schwa	
Phonics	Lesson/Activities/ Supplemental Support Sheets	Consonant le	
Phonics	Lesson/Activities/ Supplemental Support Sheets	multi-syllable tion -sion	
Phonics	Lesson/Activities/ Supplemental Support Sheets	2 syllable tion (shun)	
Phonics	Lesson/Activities/ Supplemental Support Sheets	3 syllable, schwa	
(vi) decoding wordswith pr	efixes, including un-, re-, and dis-, and inflec	tional endings, including -s,	
	-es, -ed, -ing, -er, and -est;		
Phonics	Lesson/Activities/ Supplemental Support Sheets	Plural s, es	
Phonics	Lesson/Activities/ Supplemental Support Sheets	suffix-ed	
Phonics	Lesson/Activities/ Supplemental Support Sheets	Consonant Suffixes	
Developing and sustaining	foundational language skills: listening, spea	aking, reading, writing, and	
thinkingvocabulary. The	e student uses newly acquired vocabulary ex expected to:	xpressively. The student is	
(A) use print or digital re	sources to determine meaning and pronunc	iation of unknown words;	
Studio	Vocabulary	Word Journeys	
(B) use context within ar	nd beyond a sentence to determine the mear	ning of unfamiliar words;	
Studio	Vocabulary	Word Journeys	
(D) identify, use, and exp	lain the meaning of antonyms, synonyms, id	ioms, and homographs in	
	context.		
Studio	Grammar	Grammar Journeys	
	foundational language skills: listening, spea	<u> </u>	
thinkingfluency. The stude	ent reads grade-level text with fluency and c is expected to:	omprehension. The student	
(A) use appropriate flu	uency (rate, accuracy, and prosody) when re	ading grade-level text.	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
MindPlay Coach	Fluency Component	Silent Reading Fluency	
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:		
(A) self-select text and read independently for a sustained period of time.			

Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
	ning, speaking, reading, writing, and thinki ive skills to both develop and deepen comp complex texts. The student is expected to:	
(A) establis	h purpose for reading assigned and self-se	lected texts;
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
(B) generate questions abo	out text before, during, and after reading to	deepen understanding and
Comprehension	gain information;  Identify Reading Strategies	Instruction/Skill Check
Comprehension	, , ,	Supplemental Support
Comprehension	Identify Reading Strategies	Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(C) make and correct or	confirm predictions using text features, cha structures;	racteristics of genre, and
Comprehension	Identify Reading Strategies	Instruction/Skill Check
Comprehension	Identify Reading Strategies	Supplemental Support Sheets
Comprehension	Confirming Predictions	Instruction/Skill Check
Comprehension	Confirming Predictions	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(D)	create mental images to deepen understand	ding;
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
(E) make connecti	ons to personal experiences, ideas in other	texts, and society;
Comprehension	Recognize Feelings	Instruction/Skill Check
Comprehension	Recognize Feelings	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell

(F) make inferences and use evidence to support understanding;		
Comprehension	Making Inferences	Instruction/Skill Check
Comprehension	Making Inferences	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(G	evaluate details read to determine key ide	eas;
Comprehension	Recalling Details	Instruction/Skill Check
Comprehension	Recalling Details	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(H) synth	nesize information to create new understan	ding; and
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
· · · · · · · · · · · · · · · · · · ·	nsion and make adjustments such as re-rea visual cues, and asking questions when und	<u> </u>
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
_	g, speaking, reading, writing, and thinking reasingly challenging variety of sources tha The student is expected to:	<u> </u>
(A) des	scribe personal connections to a variety of s	sources;
Comprehension	Derive Meaning	Instruction/Skill Check
Comprehension	Derive Meaning	Supplemental Support Sheets
Comprehension	Understanding Characters	Instruction/Skill Check
Comprehension	Understanding Characters	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell

(B) write brief comments or	n literary or informational texts that demo the text;	nstrate an understanding of
Studio	Writing	Tell Me Story
Studio	Library	Read Aloud/Retell
(C) use	text evidence to support an appropriate re	sponse;
Comprehension	Recall Details	Instruction/Skill Check
Comprehension	Recall Details	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(D) retell and parap	phrase texts in ways that maintain meaning	g and logical order;
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
(E) interact with so	ources in meaningful ways such as illustrat	ing or writing; and
Studio	Library	Lexile Leveled Books/Content Builder
(F) respon	nd using newly acquired vocabulary as app	ropriate.
Studio	Vocabulary	Word Journeys
elements. The student reco complex traditional, contem	speaking, reading, writing, and thinking us egnizes and analyzes literary elements with porary, classical, and diverse literary texts e of distinguishing characteristics of well-k such as folktales, fables, and fairy tales;	nin and across increasingly . The student is expected to:
Studio	Library	Lexile Leveled
	·	Books/Content Builder
	ments of drama such as characters, dialogu	
Comprehension	Understanding Characters	Instruction/Skill Check
Comprehension	Understanding Characters	Supplemental Support Sheets
Comprehension	Understanding Dialogue	Instruction/Skill Check
Comprehension	Understanding Dialogue	Supplemental Support Sheets
Comprehension	Recognize Setting	Instruction/Skill Check
Comprehension	Recognize Setting	Supplemental Support Sheets
Studio	Library	Lexile Leveled Books/Content Builder
(D) recognize cha	rracteristics and structures of informationa	al text, including:
Comprehension	Nonfiction	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check

Studio	Library	Lexile Leveled Books	
(i) the cent	(i) the central idea and supporting evidence with adult assistance;		
Comprehension	Main Idea	Instruction/Skill Check	
Comprehension	Main Idea	Supplemental Support Sheets	
(ii) featu	res and graphics to locate and gain informa	tion; and	
Comprehension	Understanding Diagrams and Charts	Instruction/Skill Check	
Comprehension	Understanding Diagrams and Charts	Supplemental Support Sheets	
(iii) organizational patter	rns such as chronological order and cause a	nd effect stated explicitly;	
Comprehension	Recognize Sequence	Instruction/Skill Check	
Comprehension	Recognize Sequence	Supplemental Support Sheets	
Comprehension	Cause and Effect	Instruction/Skill Check	
Comprehension	Cause and Effect	Supplemental Support Sheets	
(E) reco	ognize characteristics of persuasive text, inc	cluding:	
Comprehension	Evaluate Author's Assertions	Instruction/Skill Check	
Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets	
Comprehension	Recognize Persuasive Language	Instruction/Skill Check	
Comprehension	Recognize Persuasive Language	Supplemental Support Sheets	
(i) stating what the	he author is trying to persuade the reader to	o think or do; and	
Comprehension	Evaluate Author's Assertions	Instruction/Skill Check	
Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets	
	(ii) distinguishing facts from opinion; and		
Comprehension	Fact vs. Opinion	Instruction/Skill Check	
Comprehension	Fact vs. Opinion	Supplemental Support Sheets	
Studio	Library	Lexile Leveled Books/Content Builder	
(F) recognize characteristics of multimodal and digital texts.			
Studio	Library	Audio Books	
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:			
(A)	(A) discuss the author's purpose for writing text;		
Comprehension	Identify Narrator and Point of View	Instruction/Skill Check	

	C 1 1 C	
Identify Narrator and Point of View	Supplemental Support Sheets	
(C) discuss the author's use of print and graphic features to achieve specific purposes;		
Understand Diagrams and Charts	Instruction/Skill Check	
Understand Diagrams and Charts	Supplemental Support Sheets	
s the use of descriptive, literal, and figurative	e language;	
Figurative Language	Instruction/Skill Check	
Figurative Language	Supplemental Support Sheets	
peaking, reading, writing, and thinking using writing process recursively to compose m		
d uses appropriate conventions. The studen	t is	
generating ideas for writing such as by draw	ving and brainstorming;	
Writing	Author A Book	
evelop drafts in oral, pictorial, or written for	m by:	
Writing	Author A Book	
(i) organizing with structure; and		
Writing	Author A Book	
veloping an idea with specific and relevant d	letails;	
Writing	Author A Book	
vise drafts by adding details in pictures or w	vords;	
Writing	Author A Book	
drafts using standard English conventions, i	ncluding:	
omplete sentences with subject-verb agreen	nent;	
Complete Subject and Predicate	Instruction/Skill Check	
Complete Subject and Predicate	Supplemental Support Sheets	
(ii) past and present verb tense;		
Action Verbs	Instruction/Skill Check	
Action Verbs	Supplemental Support Sheets	
Past Tense Verbs	Instruction/Skill Check	
Past Tense Verbs	Supplemental Support Sheets	
(iii) singular, plural, common, and proper nouns;		
Nouns	Instruction/Skill Check	
Nouns	Supplemental Support Sheets	
Proper Nouns	Supplemental Support Sheets	
	Understand Diagrams and Charts Understand Diagrams and Charts Understand Diagrams and Charts Understand Diagrams and Charts It the use of descriptive, literal, and figurative Figurative Language Figurative Language Peaking, reading, writing, and thinking using the writing process recursively to compose and uses appropriate conventions. The student generating ideas for writing such as by draw Writing Writing (i) organizing with structure; and Writing	

Grammar for Meaning	Proper Nouns	Supplemental Support Sheets	
(iv) adjectives, including articles;			
Grammar for Meaning	Articles	Instruction/Skill Check	
Grammar for Meaning	Articles	Supplemental Support Sheets	
Grammar for Meaning	Adjectives	Instruction/Skill Check	
Grammar for Meaning	Adjectives	Supplemental Support Sheets	
	(v) adverbs that convey time;		
Grammar for Meaning	Adverbs	Instruction/Skill Check	
Grammar for Meaning	Adverbs	Supplemental Support Sheets	
	(vi) prepositions;		
Grammar for Meaning	Prepositions	Instruction/Skill Check	
Grammar for Meaning	Prepositions	Supplemental Support Sheets	
(vii) pronou	ns, including subjective, objective, and pos	sessive cases;	
Grammar for Meaning	Singular Subject Pronouns	Instruction/Skill Check	
Grammar for Meaning	Singular Subject Pronouns	Supplemental Support Sheets	
Grammar for Meaning	Plural Subject Pronouns	Instruction/Skill Check	
Grammar for Meaning	Plural Subject Pronouns	Supplemental Support Sheets	
Grammar for Meaning	Possessive Pronouns	Instruction/Skill Check	
Grammar for Meaning	Possessive Pronouns	Supplemental Support Sheets	
(viii) capitalization for the beginning of sentences and the pronoun "I";			
Grammar for Meaning	Sentence Punctuation	Instruction/Skill Check	
Grammar for Meaning	Sentence Punctuation	Supplemental Support Sheets	
Grammar for Meaning	Proper Nouns	Instruction/Skill Check	
Grammar for Meaning	Proper Nouns	Supplemental Support Sheets	
(ix) punctuation marks at	the end of declarative, exclamatory, and in	iterrogative sentences; and	
Grammar for Meaning	Sentence Punctuation	Instruction/Skill Check	
Grammar for Meaning	Sentence Punctuation	Supplemental Support Sheets	
	ds with grade- appropriate orthographic p frequency words with adult assistance; an		
Studio	Library	Decodable Book Content	
Studio	Library	Decodable Book Content	
	(E) publish and share writing.		

Studio	Writing	Author a Book

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

#### Third Grade

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

### (B) demonstrate and apply phonetic knowledge by:

# (i) decoding words in isolation and in context by applying common letter sound correspondences;

Phonics	Lesson/Activities/Supplemental Support Sheets	tch, dge
Phonics	Lesson/Activities/Supplemental Support Sheets	-al, -alk, -aught
Phonics	Lesson/Activities/Supplemental Support Sheets	ei - eigh, -igh
Phonics	Lesson/Activities/Supplemental Support Sheets	ie for long i
Phonics	Lesson/Activities/Supplemental Support Sheets	multi-syllable tion -sion
Phonics	Lesson/Activities/Supplemental Support Sheets	suffix tive, sive
Phonics	Lesson/Activities/Supplemental Support Sheets	suffix - able -ible
Phonics	Lesson/Activities/Supplemental Support Sheets	suffix -ous -tious -cious
Phonics	Lesson/Activities/Supplemental Support Sheets	suffix -tial -cial

(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(iv) decoding compound words, contractions, and common abbreviations;

#### (iv) decoding words using knowledge of prefixes;

# (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and

Phonics	Lesson/Activities/Supplemental Support Sheets	Open syllable, Y as i or e
Phonics	Lesson/Activities/Supplemental Support Sheets	Long i, Long o
Phonics	Lesson/Activities/Supplemental Support Sheets	silent e, ee
Phonics	Lesson/Activities/Supplemental Support Sheets	Signal a (oa ea)
Phonics	Lesson/Activities/Supplemental Support Sheets	signal a (oa ea)
Phonics	Lesson/Activities/Supplemental Support Sheets	ai-ay

	Lesson/Activities/Supplemental Support	
Phonics	Sheets	oi, oy
Phonics	Lesson/Activities/Supplemental Support Sheets	oi, oy
Phonics	Lesson/Activities/Supplemental Support Sheets	oo (boo), oo (book)
Phonics	Lesson/Activities/Supplemental Support Sheets	oo (boo), oo (book)
Phonics	Lesson/Activities/Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/Supplemental Support Sheets	au, aw
Phonics	Lesson/Activities/Supplemental Support Sheets	ie for long i
Phonics	Lesson/Activities/Supplemental Support Sheets	ir, er, ur
Phonics	Lesson/Activities/Supplemental Support Sheets	2 syllable, compound words
Phonics	Lesson/Activities/Supplemental Support Sheets	2 syllable + k
Phonics	Lesson/Activities/Supplemental Support Sheets	2 syllable tion (shun)
Phonics	Lesson/Activities/Supplemental Support Sheets	Prefixes
Phonics	Lesson/Activities/Supplemental Support Sheets	3 syllable, schwa
Phonics	Lesson/Activities/Supplemental Support Sheets	Consonant le
Phonics	Lesson/Activities/Supplemental Support Sheets	multi-syllable tion -sion
(iv) decoding words using	g knowledge of syllable division patterns suc	ch as VCCV, VCV, and VCCCV
Dl :	with accent shiftts;	2
Phonics	Lesson/Activities	3 syllable, schwa
1 0	foundational language skills: listening, spea e student uses newly acquired vocabulary ex expected to:	Ç. Ç.
(A) use print or digital	resources to determine meaning, syllabicat	ion, and pronunciation;
Studio	Vocabulary	Word Journeys
(B) use context within and	beyond a sentence to determine the meaning multiple-meaning words;	ng of unfamiliar words and
Studio	Vocabulary	Word Journeys
(C) identify the meaning	g of and use words with affixes such as im- (	into), non-, dis-, in- (not,
	non), pre-, -ness, -y, and -ful; and	

Phonics	Lesson/Activities	Greek Roots
(D) identify, use, and exp	lain the meaning of antonyms, synonyms, io homographs in a text.	lioms, homophones, and
Studio	Vocabulary	Word Journeys
	foundational language skills: listening, spea ent reads grade-level text with fluency and c is expected to:	<u> </u>
(A) use appropriate flu	iency (rate, accuracy, and prosody) when re	ading grade-level text.
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
thinkingself-sustained re	foundational language skills: listening, spea eading. The student reads grade-appropriat student is expected to:	e texts independently. The
(A) self-select t	ext and read independently for a sustained	period of time.
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
_	ning, speaking, reading, writing, and thinki ive skills to both develop and deepen compi complex texts. The student is expected to:	
(A) establis	h purpose for reading assigned and self-sel	ected texts;
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
(B) generate questions abo	ut text before, during, and after reading to gain information;	deepen understanding and
Comprehension	Identify Reading Strategies	Instruction/Skill Check
Comprehension	Identify Reading Strategies	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(C) make and correct or o	confirm predictions using text features, cha	racteristics of genre, and
Comprehensies	structures;	Instruction /Chill Charle
Comprehension  Comprehension	Identify Reading Strategies  Identify Reading Strategies	Instruction/Skill Check Supplemental Support
Comprehension	Confirming Predictions	Sheets Instruction/Skill Check
Comprehension	domining i redictions	mod decion, omn direct

Comprehension	Confirming Predictions	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(D	create mental images to deepen understand	ling;
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
(E) make connec	tions to personal experiences, ideas in other	texts, and society;
Comprehension	Recognize Feelings	Instruction/Skill Check
Comprehension	Recognize Feelings	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(F) make	inferences and use evidence to support unde	erstanding;
Comprehension	Making Inferences	Instruction/Skill Check
Comprehension	Making Inferences	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(	G) evaluate details read to determine key ide	as;
Comprehension	Recalling Details	Instruction/Skill Check
Comprehension	Recalling Details	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(H) syn	thesize information to create new understan	ding; and
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
· · ·	ension and make adjustments such as re-reading questions, and annotating when understan	<u> </u>
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books

Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency

#### Fourth Grade

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (B) demonstrate and apply phonetic knowledge by:
- (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
- (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
  - (iii) decoding words using advanced knowledge of syllable division patterns;
    - (iv) decoding words using knowledge of prefixes;
- (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and

Phonics	Lesson/Activities/Supplemental Support Sheets	Open syllable, Y as i or e
Phonics	Lesson/Activities/Supplemental Support Sheets	Long i, Long o
Phonics	Lesson/Activities/Supplemental Support Sheets	silent e, ee
Phonics	Lesson/Activities/Supplemental Support Sheets	Signal a (oa ea)
Phonics	Lesson/Activities/Supplemental Support Sheets	signal a (oa ea)
Phonics	Lesson/Activities/Supplemental Support Sheets	ai-ay
Phonics	Lesson/Activities/Supplemental Support Sheets	oi, oy
Phonics	Lesson/Activities/Supplemental Support Sheets	oi, oy
Phonics	Lesson/Activities/Supplemental Support Sheets	oo (boo), oo (book)
Phonics	Lesson/Activities/Supplemental Support Sheets	oo (boo), oo (book)
Phonics	Lesson/Activities/Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/Supplemental Support Sheets	au, aw
Phonics	Lesson/Activities/Supplemental Support Sheets	ie for long i

Phonics	Lesson/Activities/Supplemental Support Sheets	ir, er, ur
Phonics	Lesson/Activities/Supplemental Support Sheets	2 syllable, compound words
Phonics	Lesson/Activities/Supplemental Support Sheets	2 syllable + k
Phonics	Lesson/Activities/Supplemental Support Sheets	2 syllable tion (shun)
Phonics	Lesson/Activities/Supplemental Support Sheets	Prefixes
Phonics	Lesson/Activities/Supplemental Support Sheets	3 syllable, schwa
Phonics	Lesson/Activities/Supplemental Support Sheets	Consonant le
Phonics	Lesson/Activities/Supplemental Support Sheets	multi-syllable tion -sion
Phonics	Lesson/Activities/Supplemental Support Sheets	Prefixes
(iv) decoding words usin	g knowledge of syllable division patterns suc	ch as VCCV, VCV, and VCCCV
	with accent shifts;	
Phonics	Lesson/Activities/Supplemental Support Sheets	3 syllable schwa
	g foundational language skills: listening, spe	<u> </u>
thinkingvocabulary. Th	e student uses newly acquired vocabulary ex	xpressively. The student is
(R) use context within a	expected to: nd beyond a sentence to determine the releva	ant meaning of unfamiliar
(b) use context within a	words or multiple-meaning words;	ant meaning of amammar
Studio	Vocabulary	Word Journeys
(D) identify, use	e, and explain the meaning of homophones su	ıch as reign/rain.
Studio	Homophones	Word Journeys
Developing and sustaining	g foundational language skills: listening, spe	, ,
	lent reads grade-level text with fluency and c	
	is expected to:	
(A) use appropriate f	luency (rate, accuracy, and prosody) when re	eading grade-level text.
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
	g foundational language skills: listening, speareading. The student reads grade-appropriat	<u> </u>
	student is expected to:	
(A) self-select	text and read independently for a sustained	period of time.
Studio	Library	_ ,,, _ ,
	,	Decodable Books
Studio	Library	Decodable Books Lexile Leveled Books

MindPlay Coach	Fluency Component	Silent Reading Fluency
_	ning, speaking, reading, writing, and thinki ive skills to both develop and deepen comp complex texts. The student is expected to:	
(A) establis	sh purpose for reading assigned and self-se	lected texts;
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
(B) generate questions abo	out text before, during, and after reading to gain information;	deepen understanding and
Comprehension	Identify Reading Strategies	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(C) make and correct or	confirm predictions using text features, cha structures;	racteristics of genre, and
Comprehension	Identify Reading Strategies	Instruction/Skill Check
Comprehension	Identify Reading Strategies	Supplemental Support Sheets
Comprehension	Confirming Predictions	Instruction/Skill Check
Comprehension	Confirming Predictions	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(D)	create mental images to deepen understand	ding;
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
(E) make connect	ions to personal experiences, ideas in other	texts, and society;
Comprehension	Recognize Feelings	Instruction/Skill Check
Comprehension	Recognize Feelings	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
	nferences and use evidence to support und	<u> </u>
Comprehension	Making Inferences	Instruction/Skill Check
Comprehension	Making Inferences	Supplemental Support Sheets

Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(G	) evaluate details read to determine key ide	as;
Comprehension	Recalling Details	Instruction/Skill Check
Comprehension	Recalling Details	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(H) synth	nesize information to create new understand	ding; and
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
· · · · · · · · · · · · · · · · · · ·	nsion and make adjustments such as re-read	<u> </u>
9 . 9	questions, and annotating when understan	
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
_	g, speaking, reading, writing, and thinking ureasingly challenging variety of sources that The student is expected to:	
(A) describe personal	l connections to a variety of sources, includi	ng self-selected texts;
Comprehension	Derive Meaning	Instruction/Skill Check
Comprehension	Derive Meaning	Supplemental Support Sheets
Comprehension	<b>Understanding Characters</b>	Instruction/Skill Check
Comprehension	Understanding Characters	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(B) write responses that demonstrate understanding of texts, including comparing and contrasting		
a. II	ideas across a variety of sources;	A .12
Studio	Writing	Author a Book
Studio	Library	Read Aloud/Retell
(C) use text evidence to support an appropriate response;		

Comprehension	Recall Details	Instruction/Skill Check
Comprehension	Recall Details	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(D) retell, paraphrase,	or summarize texts in ways that mainta order;	in meaning and logical
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
(F) respond u	sing newly acquired vocabulary as app	ropriate; and
Studio	Vocabulary	Word Journeys
(G) discuss spec	ific ideas in the text that are important	to the meaning.
Comprehension	Derive Meaning	Instruction/Skill Check
Comprehension	Derive Meaning	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
diver (A) demonstrate knowledge	lex traditional, contemporary, classical se literary texts. The student is expecte of distinguishing characteristics of well folktales, fables, legends, myths, and ta	ed to: -known children's literature
Studio	Library	Lexile Leveled Books/Content Builder
(D) recognize chara	acteristics and structures of informatio	nal text, including:
(i) t	the central idea with supporting eviden	ce;
Comprehension	Main Idea	Instruction/Skill Check
Comprehension	Main Idea	Supplemental Support Sheets
(iii) organ	izational patterns such as compare and	l contrast;
Comprehension	Cause and Effect	Instruction/Skill Check
Comprehension	Cause and Effect	Supplemental Support Sheets
Comprehension	Classify and Categorize	Instruction/Skill Check
Comprehension	Classify and Categorize	Supplemental Support Sheets
Comprehension	Compare and Contrast	Instruction/Skill Check
Comprehension	Compare and Contrast	Supplemental Support Sheets

The student uses critical	listening, speaking, reading, writing, and the inquiry to analyze the authors' choices and	d how they influence and
_	thin a variety of texts. The student analyzes develop his or her own products and perfo expected to:	
(A) expla	ain the author's purpose and message with	in a text;
Comprehension	Understand the Author's Purpose	Instruction/Skill Check
Comprehension	Understand the Author's Purpose	Supplemental Support Sheets
(B) explain how t	he use of text structure contributes to the a	nuthor's purpose;
Comprehension	How Text is Organized	Instruction/Skill Check
Comprehension	How Text is Organized	Supplemental Support Sheets
	ge of distinguishing characteristics of well-k	
	as folktales, fables, legends, myths, and tall	Lexile Leveled
Studio	Library	Books/Content Builder
· · ·	l devices and figurative language and distin beaker in poems across a variety of poetic f	_
Comprehension	Figurative Language	Instruction/Skill Check
Comprehension	Figurative Language	Supplemental Support Sheets
(D) recognize characteristics and structures of informational text, including:		
<b>(</b> i	i) the central idea with supporting evidence	e;
(iii) organizatio	nal patterns such as logical order and orde	r of importance;
Comprehension	How Text is Organized	Instruction/Skill Check
Comprehension	How Text is Organized	Supplemental Support Sheets
Comprehension	Main Idea	Instruction/Skill Check
Comprehension	Main Idea	Supplemental Support Sheets
Comprehension	Recognize Sequence	Instruction/Skill Check
Comprehension	Recognize Sequence	Supplemental Support Sheets
(E) recognize characteristics and structures of argumentative text by:		
	(i) identifying the claim;	
(ii) explaining how the author has used facts for or against an argument; and		
Comprehension	Evaluate Author's Assertions	Lesson/Skill Check
Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets
Fifth Grade		

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

### (B) demonstrate and apply phonetic knowledge by:

- (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection as music and musician;

## (iii) decoding words using advanced knowledge of syllable division patterns;

(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and

	words; and	
Phonics	Lesson/Activities/Supplemental Support Sheets	Open syllable, Y as i or e
Phonics	Lesson/Activities/Supplemental Support Sheets	Long i, Long o
Phonics	Lesson/Activities/Supplemental Support Sheets	silent e, ee
Phonics	Lesson/Activities/Supplemental Support Sheets	Signal a (oa ea)
Phonics	Lesson/Activities/Supplemental Support Sheets	signal a (oa ea)
Phonics	Lesson/Activities/Supplemental Support Sheets	ai-ay
Phonics	Lesson/Activities/Supplemental Support Sheets	oi, oy
Phonics	Lesson/Activities/Supplemental Support Sheets	oi, oy
Phonics	Lesson/Activities/Supplemental Support Sheets	oo (boo), oo (book)
Phonics	Lesson/Activities/Supplemental Support Sheets	oo (boo), oo (book)
Phonics	Lesson/Activities/Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/Supplemental Support Sheets	ou-ow, OW
Phonics	Lesson/Activities/Supplemental Support Sheets	au, aw
Phonics	Lesson/Activities/Supplemental Support Sheets	ie for long i
Phonics	Lesson/Activities/Supplemental Support Sheets	ir, er, ur
Phonics	Lesson/Activities/Supplemental Support Sheets	2 syllable, compound words
Phonics	Lesson/Activities/Supplemental Support Sheets	2 syllable + k

Phonics	Lesson/Activities/Supplemental Support Sheets	2 syllable tion (shun)
Phonics	Lesson/Activities/Supplemental Support Sheets	Prefixes
Phonics	Lesson/Activities/Supplemental Support Sheets	3 syllable, schwa
Phonics	Lesson/Activities/Supplemental Support Sheets	Consonant le
Phonics	Lesson/Activities/Supplemental Support Sheets	multi-syllable tion -sion
Phonics	Lesson/Activities/Supplemental Support Sheets	Consonant Suffixes
Phonics	Lesson/Activities/Supplemental Support Sheets	Greek roots
Phonics	Lesson/Activities/Supplemental Support Sheets	suffix tive, sive
Phonics	Lesson/Activities/Supplemental Support Sheets	suffix - able -ible
Phonics	Lesson/Activities/Supplemental Support Sheets	suffix -ous -tious -cious
Phonics	Lesson/Activities/Supplemental Support Sheets	suffix -tial -cial
Phonics	Lesson/Activities/Supplemental Support Sheets	suffix-al
Phonics	Lesson/Activities/Supplemental Support Sheets	chameleon prefixes 1 and 2
Phonics	Lesson/Activities/Supplemental Support Sheets	3 syllable schwa

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Studio Vocabulary Word Journeys

(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:

(A) self-select text and read independently for a sustained period of time.

Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
	ning, speaking, reading, writing, and thinki	
student uses metacogniti	ive skills to both develop and deepen comp complex texts. The student is expected to:	rehension of increasingly
(A) establis	h purpose for reading assigned and self-sel	ected texts:
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
-	out text before, during, and after reading to	5 ,
. , , ,	gain information;	
Comprehension	<b>Identify Reading Strategies</b>	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(C) make and correct or confirm predictions using text features, characteristics of genre, and		
	structures;	
Comprehension	Identify Reading Strategies	Instruction/Skill Check
Comprehension	Identify Reading Strategies	Supplemental Support Sheets
Comprehension	Confirming Predictions	Instruction/Skill Check
Comprehension	Confirming Predictions	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(D) c	create mental images to deepen understand	ling;
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) make connecti	ons to personal experiences, ideas in other	texts, and society;
Comprehension	Recognize Feelings	Instruction/Skill Check
Comprehension	Recognize Feelings	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell

(F) make info	erences and use evidence to support un	derstanding;
Comprehension	Making Inferences	Instruction/Skill Check
Comprehension	Making Inferences	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(G) e	valuate details read to determine key ic	leas;
Comprehension	Recalling Details	Instruction/Skill Check
Comprehension	Recalling Details	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(H) synthes	size information to create new understa	nding; and
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
	on and make adjustments such as re-re uestions, and annotating when understa	<u> </u>
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
_	speaking, reading, writing, and thinking isingly challenging variety of sources th The student is expected to:	
(A) describe personal co	onnections to a variety of sources, inclu	ding self-selected texts;
Comprehension	Derive Meaning	Instruction/Skill Check
Comprehension	Derive Meaning	Supplemental Support Sheets
Comprehension	<b>Understanding Characters</b>	Instruction/Skill Check
Comprehension	Understanding Characters	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell

(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;			
Studio	Writing	Author a Book	
Studio	Library	Read Aloud/Retell	
(C) use	text evidence to support an appropriate res	sponse;	
Comprehension	Recall Details	Instruction/Skill Check	
Comprehension	Recall Details	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;			
Comprehension	Summarize Text	Instruction/Skill Check	
Comprehension	Summarize Text	Supplemental Support Sheets	
Studio	Library	Read Aloud/Retell	
(F) respond	d using newly acquired vocabulary as appro	priate; and	
Studio	Vocabulary	Word Journeys	
(G) discuss specific ideas in the text that are important to the meaning.			
Comprehension	Derive Meaning	Instruction/Skill Check	
Comprehension	Derive Meaning	Supplemental Support Sheets	
Studio	Library	Read Aloud/Retell	
elements. The student recomplex traditional, conten	speaking, reading, writing, and thinking us ognizes and analyzes literary elements with aporary, classical, and diverse literary texts ge of distinguishing characteristics of well-k	in and across increasingly The student is expected to:	
. ,	as folktales, fables, legends, myths, and tall		
Studio	Library	Lexile Leveled Books/Content Builder	
(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;			
Comprehension	Figurative Language	Instruction/Skill Check	
Comprehension	Figurative Language	Supplemental Support Sheets	
(D) recognize cha	aracteristics and structures of informationa	nl text, including:	
(1	i) the central idea with supporting evidence	<u>.</u> ,	
(iii) organizatio	nal patterns such as logical order and order	r of importance;	
Comprehension	How Text is Organized	Instruction/Skill Check	
Comprehension	How Text is Organized	Supplemental Support Sheets	
Comprehension	Main Idea	Instruction/Skill Check	

Comprehension	Main Idea	Supplemental Support Sheets	
Comprehension	Recognize Sequence	Instruction/Skill Check	
Comprehension	Recognize Sequence	Supplemental Support Sheets	
(E) recogniz	e characteristics and structures of argument	cative text by:	
	(i) identifying the claim;		
(ii) explaining how the author has used facts for or against an argument; and			
Comprehension	Evaluate Author's Assertions	Lesson/Skill Check	
Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets	
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.  The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:			
`	lain the author's purpose and message withi	n a text;	
Comprehension	Understand the Author's Purpose	Instruction/Skill Check	
Comprehension	Understand the Author's Purpose	Supplemental Support Sheets	
(B) analyze how the use of text structure contributes to the author's purpose;			
Comprehension	Understand the Author's Purpose	Instruction/Skill Check	
Comprehension	Understand the Author's Purpose	Supplemental Support Sheets	
	Sixth Grade		
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:			
(B) use context such as d	lefinition, analogy, and examples to clarify th	ne meaning of words; and	
Studio	Vocabulary	TAT 1 T	
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student			
	foundational language skills: listening, spea ent reads grade-level text with fluency and c		
thinkingfluency. The stud	foundational language skills: listening, spea ent reads grade-level text with fluency and c is expected to:	nking, reading, writing, and omprehension. The student	
thinkingfluency. The stud  (A) adjust fluency	foundational language skills: listening, spea ent reads grade-level text with fluency and c is expected to: when reading grade- level text based on the	nking, reading, writing, and omprehension. The student ereading purpose.	
(A) adjust fluency Studio	foundational language skills: listening, spea ent reads grade-level text with fluency and c is expected to: when reading grade- level text based on the Library	nking, reading, writing, and omprehension. The student e reading purpose.  Decodable Books	
(A) adjust fluency Studio Studio	g foundational language skills: listening, spea ent reads grade-level text with fluency and c is expected to: when reading grade-level text based on the Library Library	aking, reading, writing, and omprehension. The student ereading purpose.  Decodable Books  Lexile Leveled Books	
(A) adjust fluency Studio Studio Studio	foundational language skills: listening, spearent reads grade-level text with fluency and continuous is expected to:  when reading grade-level text based on the Library  Library  Library  Library	aking, reading, writing, and omprehension. The student e reading purpose.  Decodable Books  Lexile Leveled Books  Read Aloud/Retell	
(A) adjust fluency Studio Studio Studio MindPlay Coach Developing and sustaining	foundational language skills: listening, spearent reads grade-level text with fluency and control is expected to:  when reading grade-level text based on the Library  Library  Library  Library  Fluency Component  foundational language skills: listening, speareading. The student reads grade-appropriate	aking, reading, writing, and omprehension. The student reading purpose.  Decodable Books Lexile Leveled Books Read Aloud/Retell Silent Reading Fluency	
(A) adjust fluency Studio Studio Studio MindPlay Coach Developing and sustaining thinkingself-sustained r	foundational language skills: listening, spearent reads grade-level text with fluency and continuous is expected to:  when reading grade-level text based on the Library Library Library Fluency Component  foundational language skills: listening, spearent	hking, reading, writing, and omprehension. The student reading purpose.  Decodable Books Lexile Leveled Books Read Aloud/Retell Silent Reading Fluency hking, reading, writing, and retexts independently. The	

C. II	Y •1	
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
(A) establish purpose for reading assigned and self-selected texts;		
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
(B) generate questions abo	ut text before, during, and after reading to gain information;	deepen understanding and
Comprehension	Identify Reading Strategies	Instruction/Skill Check
Comprehension	Identify Reading Strategies	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(C) make and correct or confirm predictions using text features, characteristics of genre, and		
	structures;	7
Comprehension	Identify Reading Strategies	Instruction/Skill Check
Comprehension	Identify Reading Strategies	Supplemental Support Sheets
Comprehension	Confirming Predictions	Instruction/Skill Check
Comprehension	Confirming Predictions	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(D) c	reate mental images to deepen understand	ling;
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) make connection	ons to personal experiences, ideas in other	texts, and society;
Comprehension	Recognize Feelings	Instruction/Skill Check
Comprehension	Recognize Feelings	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell

(F) make in	nferences and use evidence to support unde	erstanding;	
Comprehension	Making Inferences	Instruction/Skill Check	
Comprehension	Making Inferences	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
(G)	evaluate details read to determine key ide	as;	
Comprehension	Recalling Details	Instruction/Skill Check	
Comprehension	Recalling Details	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
(H) synth	nesize information to create new understand	ding; and	
Comprehension	Summarize Text	Instruction/Skill Check	
Comprehension	Summarize Text	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
· · · · · · · · · · · · · · · · · · ·	nsion and make adjustments such as re-read questions, and annotating when understan	0 0	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
MindPlay Coach	Fluency Component	Silent Reading Fluency	
Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.  The student is expected to:			
	connections to a variety of sources, includi		
Comprehension	Derive Meaning	Instruction/Skill Check	
Comprehension	Derive Meaning	Supplemental Support Sheets	
Comprehension	Understanding Characters	Instruction/Skill Check	
Comprehension	Understanding Characters	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	

(B) write responses that den	monstrate understanding of texts, including	comparing and contrasting	
Q. II	ideas across a variety of sources;	4 .1 P 1	
Studio	Writing	Author a Book	
Studio	Library	Read Aloud/Retell	
` '	text evidence to support an appropriate res		
Comprehension	Recall Details	Instruction/Skill Check	
Comprehension	Recall Details	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
(D) retell, paraphras	e, or summarize texts in ways that maintain	meaning and logical	
Communication	order;	Landa alla della Charl	
Comprehension	Summarize Text	Instruction/Skill Check	
Comprehension	Summarize Text	Supplemental Support Sheets	
Studio	Library	Read Aloud/Retell	
(F) respond	l using newly acquired vocabulary as appro	priate; and	
Studio	Vocabulary	Word Journeys	
(G) discuss sp	ecific ideas in the text that are important to	the meaning.	
Comprehension	Derive Meaning	Instruction/Skill Check	
Comprehension	Derive Meaning	Supplemental Support Sheets	
Studio	Library	Read Aloud/Retell	
(H) respond orally or in	writing with appropriate register, vocabula	ary, tone, and voice; and	
Studio	Library	Read Aloud/Retell	
(I) reflect of	on and adjust responses as new evidence is	presented.	
Studio	Library	Read Aloud/Retell	
Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:			
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical			
Studio	fiction, mysteries, humor, and myths;  Library	Lexile Leveled Books/Content Builder	
(F) analyze	characteristics and structures of argumenta	· · · · · · · · · · · · · · · · · · ·	
(L) unalyze	(i) identifying the claim;	in tent by	
(ii) evalaining how th	, , , , , , , , , , , , , , , , , , ,	unnort the argument	
(ii) explaining how the author uses various types of evidence to support the argument;			
` *	dentifying the intended audience or reader		
Comprehension	Evaluate Author's Assertions	Lesson/Skill Check	

Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets		
	Seventh Grade			
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:				
(B) use context such a	(B) use context such as contrast or cause and effect to clarify the meaning of words; and			
Studio	Vocabulary	Word Journeys		
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to:				
(A) adjust fluency	(A) adjust fluency when reading grade-level text based on the reading purpose.			
Studio	Library	Decodable Books		
Studio	Library	Lexile Leveled Books		
Studio	Library	Read Aloud/Retell		
MindPlay Coach	Fluency Component	Silent Reading Fluency		
	foundational language skills: listening, spea eading. The student reads grade-appropriat student is expected to:			
(A) self-select t	text and read independently for a sustained	period of time.		
Studio	Library	Decodable Books		
Studio	Library	Lexile Leveled Books		
Studio	Library	Read Aloud/Retell		
MindPlay Coach	Fluency Component	Silent Reading Fluency		
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:				
(A) establish purpose for reading assigned and self-selected texts;				
Studio	Library	Decodable Books		
Studio	Library	Lexile Leveled Books		
Studio	Library	Read Aloud/Retell		
MindPlay Coach	Fluency Component	Silent Reading Fluency		
(B) generate questions abo	out text before, during, and after reading to gain information;	deepen understanding and		
Comprehension	Identify Reading Strategies	Instruction/Skill Check		
Comprehension	Identify Reading Strategies	Supplemental Support Sheets		
Studio	Library	Decodable Books		
Studio	Library	Lexile Leveled Books		
Studio	Library	Read Aloud/Retell		
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;				

Comprehension	Identify Reading Strategies	Instruction/Skill Check
Comprehension	Identify Reading Strategies	Supplemental Support Sheets
Comprehension	Confirming Predictions	Instruction/Skill Check
Comprehension	Confirming Predictions	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
<b>(</b> D)	create mental images to deepen understand	ling;
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) make connec	tions to personal experiences, ideas in other	texts, and society;
Comprehension	Recognize Feelings	Instruction/Skill Check
Comprehension	Recognize Feelings	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(F) make	inferences and use evidence to support unde	erstanding;
Comprehension	Making Inferences	Instruction/Skill Check
Comprehension	Making Inferences	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(0	G) evaluate details read to determine key ide	as;
Comprehension	Recalling Details	Instruction/Skill Check
Comprehension	Recalling Details	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(H) synt	hesize information to create new understan	ding; and
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.			
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
MindPlay Coach	Fluency Component	Silent Reading Fluency	
(H) synthesize in	nformation from two texts to create new und	derstanding; and	
Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.  The student is expected to:			
(A) describe personal connections to a variety of sources, including self-selected texts;			
Comprehension	Derive Meaning	Instruction/Skill Check	
Comprehension	Derive Meaning	Supplemental Support Sheets	
Comprehension	Understanding Characters	Instruction/Skill Check	
Comprehension	Understanding Characters	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
(B) write responses that de	monstrate understanding of texts, including	comparing and contrasting	
Studio	ideas across a variety of sources;  Writing	Author a Book	
Studio	Library	Read Aloud/Retell	
	text evidence to support an appropriate res	·	
Comprehension	Recall Details	Instruction/Skill Check	
Comprehension	Recall Details	Supplemental Support Sheets	
Studio	Library	Decodable Books	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
(D) retell, paraphras	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;		
Comprehension	Summarize Text	Instruction/Skill Check	
Comprehension	Summarize Text	Supplemental Support Sheets	
Studio	Library	Read Aloud/Retell	
(F) respond	d using newly acquired vocabulary as appro	priate; and	
Studio	Vocabulary	Word Journeys	
(G) discuss sp	ecific ideas in the text that are important to	the meaning.	
Comprehension	Derive Meaning	Instruction/Skill Check	

Comprehension	Derive Meaning	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
(H) respond orally or in	n writing with appropriate register, vocabula	ary, tone, and voice; and
Studio	Library	Read Aloud/Retell
(I) reflect	on and adjust responses as new evidence is	presented.
Studio	Library	Read Aloud/Retell
elements. The student recomplex traditional, content	speaking, reading, writing, and thinking us ognizes and analyzes literary elements with nporary, classical, and diverse literary texts e of literary genres such as realistic fiction, a	nin and across increasingly The student is expected to:
	nysteries, humor, myths, fantasy, and scienc	
Studio	Library	Lexile Leveled Books/Content Builder
(iii) organizational pa	tterns that support multiple topics, categor	ies, and subcategories;
Comprehension	Cause and Effect	Lesson/Skill Check
Comprehension	Cause and Effect	Supplemental Support Sheets
Comprehension	Classify and Categorize	Lesson/Skill Check
Comprehension	Classify and Categorize	Supplemental Support Sheets
Comprehension	Compare and Contrast	Lesson/Skill Check
Comprehension	Compare and Contrast	Supplemental Support Sheets
(E) analyze	characteristics and structures of argumenta	ntive text by:
	(i) identifying the claim;	
(ii) explaining how the aut	hor uses various types of evidence and cons support the argument; and	ideration of alternatives to
(iii)	identifying the intended audience or reader	; and
Comprehension	Evaluate Author's Assertions	Lesson/Skill Check
Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets
Comprehension	Understand the Author's Purpose	Lesson/Skill Check
Comprehension	Understand the Author's Purpose	Supplemental Support Sheets
Comprehension	Identify Reasons	Lesson/Skill Check
Comprehension	Identify Reasons	Supplemental Support Sheets
Comprehension	Identify Narrator and Point of View	Lesson/Skill Check
Comprehension	Identify Narrator and Point of View	Supplemental Support Sheets

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

	expected to.		
(A) explain the author's purpose and message within a text;			
Comprehension	<b>Evaluate Author's Assertions</b>	Lesson/Skill Check	
Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets	
(D) describe how the auth	nor's use of figurative language such as meta achieves specific purposes;	phor and personification	
Comprehension	Figurative Language	Lesson/Skill Check	
Comprehension	Figurative Language	Supplemental Support Sheets	
(F) analyze how the a	uthor's use of language contributes to mood	l, voice, and tone; and	
Comprehension	Describe an Author's Style	Lesson/Skill Check	
Comprehension	Describe an Author's Style	Supplemental Support Sheets	
Comprehension	<b>Identifying Universal Themes</b>	Lesson/Skill Check	
Comprehension	Identifying Universal Themes	Supplemental Support Sheets	
	Fighth Grade		

#### **Eighth Grade**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

# (A) adjust fluency when reading grade-level text based on the reading purpose.

Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:

### (A) self-select text and read independently for a sustained period of time.

Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
(A) establis	h purpose for reading assigned and self-sel	ected texts;
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
(B) generate questions abo	ut text before, during, and after reading to	deepen understanding and
Camanahanaian	gain information;	In atom ation (Chill Chaple
Comprehension	Identify Reading Strategies	Instruction/Skill Check
Comprehension	Identify Reading Strategies	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(C) make and correct or o	confirm predictions using text features, cha	racteristics of genre, and
Comprehension	structures; Identify Reading Strategies	Instruction/Skill Check
Comprehension	Identify Reading Strategies	Supplemental Support Sheets
Comprehension	Confirming Predictions	Instruction/Skill Check
Comprehension	Confirming Predictions	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(D) (	create mental images to deepen understand	ing;
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) make connecti	ons to personal experiences, ideas in other	texts, and society;
Comprehension	Recognize Feelings	Instruction/Skill Check
Comprehension	Recognize Feelings	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(F) make inferences and use evidence to support understanding;		
Comprehension	Making Inferences	Instruction/Skill Check
Comprehension	Making Inferences	Supplemental Support Sheets

Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(G	) evaluate details read to determine key ide	as;
Comprehension	Recalling Details	Instruction/Skill Check
Comprehension	Recalling Details	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(H) synth	nesize information to create new understand	ding; and
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
· · · · · · · · · · · · · · · · · · ·	nsion and make adjustments such as re-read	<u> </u>
9 . 9	questions, and annotating when understan	
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
_	g, speaking, reading, writing, and thinking ureasingly challenging variety of sources that The student is expected to:	
(A) describe personal	l connections to a variety of sources, includi	ng self-selected texts;
Comprehension	Derive Meaning	Instruction/Skill Check
Comprehension	Derive Meaning	Supplemental Support Sheets
Comprehension	<b>Understanding Characters</b>	Instruction/Skill Check
Comprehension	Understanding Characters	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(B) write responses that de	monstrate understanding of texts, including	comparing and contrasting
a. II	ideas across a variety of sources;	A .12
Studio	Writing	Author a Book
Studio	Library	Read Aloud/Retell
(C) use text evidence to support an appropriate response;		

Comprehension	Recall Details	Instruction/Skill Check
Comprehension	Recall Details	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(D) retell, paraphras	e, or summarize texts in ways that maintain	meaning and logical
	order;	. (2) (3) (4)
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
(F) respond	d using newly acquired vocabulary as appro	priate; and
Studio	Vocabulary	Word Journeys
(G) discuss sp	ecific ideas in the text that are important to	the meaning.
Comprehension	Derive Meaning	Instruction/Skill Check
Comprehension	Derive Meaning	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
(H) respond orally or in	writing with appropriate register, vocabula	ary, tone, and voice; and
Studio	Library	Read Aloud/Retell
(I) reflect	on and adjust responses as new evidence is	presented.
Studio	Library	Read Aloud/Retell
Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:  (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical		
fiction, mys	teries, humor, fantasy, science fiction, and sl	
Studio	Library	Lexile Leveled Books/Content Builder
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.  The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
(A) explain the author's purpose and message within a text;		
Comprehension	Evaluate Author's Assertions	Lesson/Skill Check
Comprehension	Evaluate Author's Assertions	Supplemental Support Sheets
(F) analyze how the aut	chor's use of language contributes to the mo	od, voice, and tone; and
Comprehension	Identifying Universal Themes	Lesson/Skill Check
Comprehension	Identifying Universal Themes	Supplemental Support Sheets

Comprehension	Describe an Author's Style	Lesson/Skill Check
Comprehension	Describe an Author's Style	Supplemental Support Sheets
	Ninth Grade	
	oundational language skills: listening, s student uses newly acquired vocabulary expected to:	
B) analyze context to disting	guish between the denotative and conno	tative meanings of words; and
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
	oundational language skills: listening, s ding. The student reads grade-appropr student is expected to:	C. C.
(A) self-select te	xt and read independently for a sustain	ed period of time.
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
student uses metacognitiv	ing, speaking, reading, writing, and thin re skills to both develop and deepen con complex texts. The student is expected t	prehension of increasingly
(A) establish	purpose for reading assigned and self-	selected texts;
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
(B) generate questions abou	t text before, during, and after reading	to deepen understanding and
(C) make and correct or co	gain information; onfirm predictions using text features, c	haractoristics of gonro, and
(c) make and correct or co	structures;	naracteristics of genre, and
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio		Gontont Bundon

Comprehension	Recognize Sensory Words and Imagery	Instruction/Activities
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) make connec	ctions to personal experiences, ideas in other	texts, and society;
(F) make	$inferences\ and\ use\ evidence\ to\ support\ under \ and\ over \$	erstanding;
(	G) evaluate details read to determine key ide	as;
(H) synthesize	information from two texts to create new un	derstanding; and
	ension and make adjustments such as re-reading questions, and annotating when understan	
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
_	ing, speaking, reading, writing, and thinking t creasingly challenging variety of sources that	
	The student is expected to:	
	e and original commentary to support a com	
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
` '	summarize texts in ways that maintain mean	
(E) interact with source	es in meaningful ways such as notetaking, an illustrating;	notating, freewriting, or
(F) respond usi	ng acquired content and academic vocabular	y as appropriate;
(G) discuss	s and write about the explicit or implicit mea	nings of text;
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
(H) respond orally o	or in writing with appropriate register, vocab	ulary, tone, and voice;
Studio	Writing	Authentic Writing
Studio	Library	Read Aloud/Retell
(I) reflect o	n and adjust responses when valid evidence v	warrants; and
Studio	Writing	Authentic Writing
Studio	Library	Read Aloud/Retell
(J) defend or	challenge the authors' claims using relevant	text evidence.
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books

Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
elements. The student recognic complex traditional, contempor	eaking, reading, writing, and thinking us nizes and analyzes literary elements wit orary, classical, and diverse literary texts	hin and across increasingly s. The student is expected to:
` ,	respond to American, British, and world	·
	sody, and graphic elements such as line poems across a variety of poetic forms;	length and word position in
Studio	Library	Classics
Studio	Library	Content Builder
(C) analyze the function of di	ramatic conventions such as asides, solil	oquies, dramatic irony, and
(m) 1 1 1	satire;	
	istics and structural elements of informa	
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
(i) clear thesis, relevant	supporting evidence, pertinent example	es, and conclusion; and
(ii) multiple org	anizational patterns within a text to dev	elop the thesis;
(E) analyze characteri	stics and structural elements of argume	ntative texts such as:
	guable claim, appeals, and convincing co	
(ii) various types of eviden	ce and treatment of counterarguments, i rebuttals; and	ncluding concessions and
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
(F) analyz	e characteristics of multimodal and digi	tal texts.
Studio	Library	Audio Books
Studio	Library	E-reader
_ <u>-</u>	tening, speaking, reading, writing, and t	
	equiry to analyze the authors' choices an	<u> </u>
	n a variety of texts. The student analyzes evelop his or her own products and perfo	
	expected to:	
	author's purpose, audience, and message	
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books

Studio	Library	Read Aloud/Retell	
Studio	Writing	<b>Authentic Writing</b>	
Studio	Library	Content Builder	
(B) analyz	e use of text structure to achieve the author'	s purpose;	
(C) evaluate the author	or's use of print and graphic features to achie	eve specific purposes;	
(D) analyze ho	w the author's use of language achieves spe	cific purposes;	
(E) analyze the use of liter	cary devices such as irony and oxymoron to	achieve specific purposes;	
(F) analyze how the author	r's diction and syntax contribute to the moo and	d, voice, and tone of a text;	
	rhetorical devices such as understatement		
Studio	al fallacies such as straw man and red herrin Library	ng arguments.  Lexile Leveled Books	
Studio	Library	Antares Books	
Studio	Library	Rosen Books	
Studio	-	Read Aloud/Retell	
Studio	Library	Authentic Writing	
	Writing		
Studio  Multiple genree listening	Library speaking, reading, writing, and thinking us	Content Builder	
elements. The student rec	ognizes and analyzes literary elements with nporary, classical, and diverse literary texts.	in and across increasingly	
(A) read a	nd respond to American, British, and world	literature;	
(B) analyze the structure, p	orosody, and graphic elements such as line lo poems across a variety of poetic forms;	ength and word position in	
(C) analyze the function of	f dramatic conventions such as asides, solilo satire;	quies, dramatic irony, and	
(D) analyze charact	teristics and structural elements of informat	tional texts such as:	
relevant supp	(i) clear thesis, orting evidence, pertinent examples, and co	nclusion; and	
(ii) multiple o	organizational patterns within a text to deve	lop the thesis;	
(E) analyze charact	eristics and structural elements of argumen	tative texts such as:	
(i) clear	arguable claim, appeals, and convincing cor	iclusion;	
(ii) various types of evid	ence and treatment of counterarguments, in rebuttals; and	cluding concessions and	
	(iii) identifiable audience or reader; and		
Studio	Library	Read Aloud/Retell	
Studio	Writing	Authentic Writing	
Studio	Library	Content Builder	
Studio	Library	Lexile Leveled Books	
Studio	Library	Antares Books	
Studio	Library	Rosen Books	
Studio	Library	Classics	

(F) anal	lyze characteristics of multimodal and digit	al texts.
Studio	Library	Audio Books
Studio	Library	E-reader
The student uses critical communicate meaning wi	listening, speaking, reading, writing, and the linquiry to analyze the authors' choices and thin a variety of texts. The student analyzes develop his or her own products and perfo expected to:	l how they influence and and applies author's craft
(A) analyze th	e author's purpose, audience, and message	within a text;
(B) analyze	e use of text structure to achieve the author	s purpose;
(C) evaluate the autho	r's use of print and graphic features to achi	eve specific purposes;
(D) analyze ho	w the author's use of language achieves spe	cific purposes;
(E) analyze the use of liter	ary devices such as irony and oxymoron to	achieve specific purposes;
(F) analyze how the author	r's diction and syntax contribute to the moo	d, voice, and tone of a text;
(G) explain the nurnose of	and rhetorical devices such as understatement :	and overstatement and the
	al fallacies such as straw man and red herrin	
Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library Classics	
	Tenth Grade	
	foundational language skills: listening, spea e student uses newly acquired vocabulary ex expected to:	
(B) analyze context to dis	stinguish among denotative, connotative, an words; and	nd figurative meanings of
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
	foundational language skills: listening, spea eading. The student reads grade-appropriat student is expected to:	
(A) self-select t	ext and read independently for a sustained	period of time.
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books

Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
Comprehension skills: list student uses metacogn	tening, speaking, reading, writing, and thinki itive skills to both develop and deepen comp complex texts. The student is expected to:	ng using multiple texts. The rehension of increasingly
(A) establ	lish purpose for reading assigned and self-sel	ected texts;
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
(B) generate questions a	bout text before, during, and after reading to gain information;	deepen understanding and
(C) make and correct o	r confirm predictions using text features, cha structures;	racteristics of genre, and
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
(D	) create mental images to deepen understand	ling;
Comprehension	Recognize Sensory Words and Imagery	Instruction/Activities
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) make connec	ctions to personal experiences, ideas in other	texts, and society;
(F) make	inferences and use evidence to support unde	erstanding;
	G) evaluate details read to determine key ide	as;
(H) synthesize	information from two texts to create new und	derstanding; and
•	ension and make adjustments such as re-reading questions, and annotating when understan	O.
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
	ing, speaking, reading, writing, and thinking creasingly challenging variety of sources that The student is expected to:	<u> </u>
(C) use text eviden	ce and original commentary to support an in	terpretive response;
Studio	Library	Lexile Leveled Books

Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
	ummarize texts in ways that maintain mean	
` '	s in meaningful ways such as notetaking, an	
	illustrating;	G. G.
(F) respond using	g acquired content and academic vocabular	y as appropriate;
(G) discuss a	and write about the explicit or implicit mean	nings of text;
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
(H) respond orally or	in writing with appropriate register, vocab	ulary, tone, and voice;
(I) reflect on	and adjust responses when valid evidence v	varrants; and
Studio	Writing	Authentic Writing
(J) defend or o	hallenge the authors' claims using relevant	text evidence.
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
elements. The student recomplex traditional, conten	speaking, reading, writing, and thinking us ognizes and analyzes literary elements with aporary, classical, and diverse literary texts.	in and across increasingly. The student is expected to:
. ,	and analyze world literature across literary etrics; rhyme schemes; types of rhymes sucl	•
	er conventions in poems across a variety of p	· · · · · · · · · · · · · · · · · · ·
Studio	Library	Classics
Studio	Library	Content Builder
(C) analyze the function of	dramatic conventions such as asides, solilo	quies, dramatic irony, and
(m) 1 1	satire;	
. , ,	eristics and structural elements of information	
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
(i) clear thesis, releva	nt supporting evidence, pertinent examples	s, and conclusion; and

(ii) the relationship between organizational design and thesi
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- (E) analyze characteristics and structural elements of argumentative texts such as:
  - (i) clear arguable claim, appeals, and convincing conclusion;
- (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

Studio	Writing	Authentic Writing	
Studio	Library	Content Builder	
(F) analyze characteristics of multimodal and digital texts.			

Studio	Library	Audio Books
Studio	Library	E-reader

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

## (A) analyze the author's purpose, audience, and message within a text;

Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder

- (B) analyze use of text structure to achieve the author's purpose;
- (C) evaluate the author's use of print and graphic features to achieve specific purposes;
- (D) analyze how the author's use of language informs and shapes the perception of readers;
- (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
- (G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.

Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- (A) read and analyze world literature across literary periods;
- (B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;

(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and (D) analyze characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and (ii) the relationship between organizational design and thesis; (E) analyze characteristics and structural elements of argumentative texts such as: (i) clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and (iii) identifiable audience or reader; and Studio Read Aloud/Retell Library Studio Writing **Authentic Writing** Studio Library Content Builder Lexile Leveled Books Studio Library Studio Library Antares Books Studio Rosen Books Library Studio Classics Library (F) analyze characteristics of multimodal and digital texts. Studio Audio Books Library Studio E-reader Library Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) analyze the author's purpose, audience, and message within a text; (B) analyze use of text structure to achieve the author's purpose; (C) evaluate the author's use of print and graphic features to achieve specific purposes; (D) analyze how the author's use of language informs and shapes the perception of readers; (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes; (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and (G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies. Studio Library Read Aloud/Retell Studio Writing Authentic Writing Studio Library Content Builder Lexile Leveled Books Studio Library Studio **Antares Books** Library Studio Library Rosen Books

Studio	Library	Classics		
	peaking, reading, writing, and thinking using			
process. The student uses th	process. The student uses the writing process recursively to compose multiple texts that are legible			
	d uses appropriate conventions. The studer			
	gappropriate for various purposes and aud ategies such as brainstorming, journaling, 1			
	a focused, structured, and coherent piece			
	open-ended situations by:			
.,	structure appropriate to purpose, audience	· •		
	g idea reflecting depth of thought with spec			
	rove clarity, development, organization, sty se of parallel constructions and placement clauses;			
(D) edit o	lrafts using standard English conventions, i	ncluding:		
(i) a variety of complete, co	ntrolled sentences and avoidance of uninte fragments;	ntional splices, run-ons, and		
(ii) consistent,	appropriate use of verb tense and active an	d passive voice;		
	(iii) pronoun- antecedent agreement;			
	iv) correct capitalization;			
(v) punctuation, including of	commas, semicolons, colons, dashes, and pa and clauses as appropriate; and	rentheses to set off phrases		
	(vi) correct spelling; and			
Studio	Writing	Authentic Writing		
Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:				
(A) compose literary te	xts such as fiction and poetry using genre c	haracteristics and craft;		
(B) compose informationa	al texts such as explanatory essays, reports, genre characteristics and craft;	and personal essays using		
(C) compose arg	gumentative texts using genre characteristi	cs and craft; and		
(D) compose	correspondence in a professional or friend	dly structure.		
Studio	Writing	Authentic Writing		
	Eleventh Grade			
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:				
(B) analyze context to o	draw conclusions about nuanced meanings	such as in imagery; and		
Studio	Library	Lexile Leveled Books		
Studio	Library	Antares Books		
Studio	Library	Rosen Books		
Studio	Library	Read Aloud/Retell		
MindPlay Coach	Fluency Component	Silent Reading Fluency		

	foundational language skills: listening, spea eading. The student reads grade-appropriat student is expected to:	S. S.	
(A) self-select t	ext and read independently for a sustained	period of time.	
Studio	Library	Classics	
Studio	Library	Lexile Leveled Books	
Studio	Library	Read Aloud/Retell	
MindPlay Coach	Fluency Component	Silent Reading Fluency	
	ning, speaking, reading, writing, and thinki ive skills to both develop and deepen comp complex texts. The student is expected to:		
(A) establis	h purpose for reading assigned and self-sel	ected texts;	
Studio	Library	Lexile Leveled Books	
Studio	Library	Antares Books	
Studio	Library	Rosen Books	
Studio	Library	Read Aloud/Retell	
MindPlay Coach	Fluency Component	Silent Reading Fluency	
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;			
(C) make and correct or o	confirm predictions using text features, cha structures;	racteristics of genre, and	
Studio	Library	Lexile Leveled Books	
Studio	Library	Antares Books	
Studio	Library	Rosen Books	
Studio	Library	Read Aloud/Retell	
Studio	Library	Content Builder	
(D) (	create mental images to deepen understand	ling;	
Comprehension	Recognize Sensory Words and Imagery	Instruction/Activities	
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets	
(E) make connecti	ons to personal experiences, ideas in other	texts, and society;	
(F) make in	nferences and use evidence to support unde	erstanding;	
(G)	evaluate details read to determine key ide	as;	
(H) synthesize in	formation from two texts to create new un	derstanding; and	
Studio	Library	Lexile Leveled Books	
Studio	Library	Antares Books	
Studio	Library	Rosen Books	
Studio	Library	Read Aloud/Retell	
Studio	Library	Content Builder	

· ·	nsion and make adjustments such as re-read g questions, and annotating when understan	<u> </u>
Kilowieuge, asking	g questions, and annotating when understan	Content Builder/Book
Studio	Library	Overlay
Studio	Library	<b>Embedded Comprehension</b>
Studio	Library	Questions in Text
Studio	Library	Authentic Writing
Studio		Assignments Module
<del>-</del>	ng, speaking, reading, writing, and thinking t reasingly challenging variety of sources that The student is expected to:	
(C) use text evidence	e and original commentary to support an in	terpretive response;
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
(D) paraphrase and s	summarize texts in ways that maintain mean	ing and logical order;
(E) interact with source	es in meaningful ways such as notetaking, an illustrating;	notating, freewriting, or
(F) respond usin	ng acquired content and academic vocabular	y as appropriate;
(G) discuss	and write about the explicit or implicit mear	nings of text;
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
or in writing with appro	priate register and effective vocabulary, tone vocabulary, tone, and voice;	e, and voice; and effective
(I) reflect on	and adjust responses when valid evidence v	varrants; and
Studio	Writing	Authentic Writing
(J) defend or	challenge the authors' claims using relevant	text evidence.
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
Multinla ganras: listaning	sneaking, reading, writing, and thinking us	ing multiple textsliterary

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) read and analyze American literature across literary periods;

(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;

a. v.	* a	aı .
Studio	Library	Classics
Studio	Library	Content Builder
(C) analyze how the relationships among dramatic elements advance the plot;		
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
(D) analyze charact	teristics and structural elements of informa	tional texts such as:
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
Studio	Writing	Authentic Writing
(E) analyze characte	eristics and structural elements of argumen	tative texts such as:
(i) clear arguable thesis, a	appeals, structure of the argument, convinc	ing conclusion, and call to
(!!)!	action;	
(11) various types of evidence	ence and treatment of counterarguments, in rebuttals; and	icluding concessions and
	(iii) identifiable audience or reader; and	
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
(F) analyze the ef	fectiveness of characteristics of multimodal	and digital texts.
Author's purpose and craft:	listening, speaking, reading, writing, and th	ninking using multiple texts.
	l inquiry to analyze the authors' choices and	<del>_</del>
	thin a variety of texts. The student analyzes develop his or her own products and perfo	<del>-</del> -
purposcially in order to	expected to:	imanees. The student is
(A) analyze th	ne author's purpose, audience, and message	within a text;
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Audio Books
(B) evaluat	e use of text structure to achieve the author	's purpose;
(C) evaluate the author	or's use of print and graphic features to achi	eve specific purposes;
(D) evaluate how the aut	chor's use of language informs and shapes tl	ne perception of readers;
(G) analyze the effects of	rhetorical devices and logical fallacies on th understood.	e way the text is read and
Studio	Library	Lexile Leveled Books
		1

Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- (A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;
- (B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;
- (C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and
  - (D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.

Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Classics

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) analyze the author's purpose, audience, and message within a text;
  - (B) evaluate use of text structure to achieve the author's purpose;
- (C) evaluate the author's use of print and graphic features to achieve specific purposes;
- (D) evaluate how the author's use of language informs and shapes the perception of readers;
- (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
- (F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
- (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.

Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books

Studio	Library	Rosen Books
Studio	Library	Classics
process. The student uses th	peaking, reading, writing, and thinking using writing process recursively to compose made uses appropriate conventions. The studen	ultiple texts that are legible
	appropriate for various purposes and audi ategies such as brainstorming, journaling, r	
(B) develop drafts into	o a focused, structured, and coherent piece of open-ended situations by:	of writing in timed and
(i) using strategic organiza	tional structures appropriate to purpose, and	udience, topic, and context;
(ii) developing an engaging	idea reflecting depth of thought with effecti details, examples, and commentary;	ve use of rhetorical devices,
(C) revise drafts to improve	clarity, development, organization, style, di both within and between sentences;	ction, and sentence fluency,
	English IV 110.39	
(D) edit drafts to demonstr	rate a command of standard English conven- appropriate; and	tions using a style guide as
Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	o Library Classics	
	aking, reading, writing, and thinking using teristics and craft to compose multiple text: student is expected to:	
(A) compose literary te	xts such as fiction and poetry using genre cl	naracteristics and craft;
(B) compose informational	texts such as explanatory essays, reports, re using genre characteristics and craft;	sumes, and personal essays
(C) compose a	orgumentative texts using genre characteris	tics and craft;
(D) compose	correspondence in a professional or friend	ly structure;
(E) compose l	iterary analysis using genre characteristics	and craft; and
(F) compose rhetorical analysis using genre characteristics and craft.		
Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Classics

	Twelfth Grade	
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
(B) analyze context to d	lraw conclusions about nuanced meanings s	such as in imagery; and
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
	foundational language skills: listening, spea eading. The student reads grade-appropriat student is expected to:	
(A) self-select t	ext and read independently for a sustained	period of time.
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
student uses metacogniti	ning, speaking, reading, writing, and thinking ive skills to both develop and deepen comprocomplex texts. The student is expected to:	ehension of increasingly
	h purpose for reading assigned and self-sel	
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
MindPlay Coach	Fluency Component	Silent Reading Fluency
-	out text before, during, and after reading to o gain information;	
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;		
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell

Studio	Library	Content Builder		
(D)	create mental images to deepen understand	ling;		
Comprehension	Recognize Sensory Words and Imagery	Instruction/Activities		
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets		
(E) make connect	tions to personal experiences, ideas in other	texts, and society;		
Studio	Library	Lexile Leveled Books		
Studio	Library	Antares Books		
Studio	Library	Rosen Books		
Studio	Library	Read Aloud/Retell		
Studio	Library	Content Builder		
Studio	Writing	Authentic Writing		
(F) make	inferences and use evidence to support unde	erstanding;		
Studio	Library	Lexile Leveled Books		
Studio	Library	Antares Books		
Studio	Library	Rosen Books		
Studio	Library	Read Aloud/Retell		
Studio	Library	Content Builder		
(0	(G) evaluate details read to determine key ideas;			
Studio	Library	Lexile Leveled Books		
Studio	Library	Antares Books		
Studio	Library	Rosen Books		
Studio	Library	Read Aloud/Retell		
Studio	Library	Content Builder		
(H) synthesize i	nformation from two texts to create new und	derstanding; and		
Studio	Library	Lexile Leveled Books		
Studio	Library	Antares Books		
Studio	Library	Rosen Books		
Studio	Library	Read Aloud/Retell		
Studio	Library	Content Builder		
	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.			
Studio	Library	Lexile Leveled Books		
Studio	Library	Antares Books		
Studio	Library	Rosen Books		
Studio	· · · · · · · · · · · · · · · · · · ·	Read Aloud/Retell		
Studio	Library	Content Builder		
Stuaio	Library	Content Bullaer		

student responds to an increas	ingly challenging variety of sources the The student is expected to:	iat are read, heard, or viewed	
(C) use text evidence an	d original commentary to support an	interpretive response;	
Studio	Library	Lexile Leveled Books	
Studio	Library	Antares Books	
Studio	Library	Rosen Books	
Studio	Library	Read Aloud/Retell	
Studio	Library	Content Builder	
Studio	Writing	Authentic Writing	
(D) paraphrase and sum	marize texts in ways that maintain me	aning and logical order;	
Studio	Library	Content Builder	
Studio	Writing	Authentic Writing	
(E) interact with sources in	meaningful ways such as notetaking,	annotating, freewriting, or	
- v.	illustrating;		
Studio	Library	Content Builder	
Studio	Writing	Authentic Writing	
, , ,	quired content and academic vocabul	ary as appropriate;	
Studio	Library	Content Builder	
Studio	Writing	Authentic Writing	
(G) discuss and write about the explicit or implicit meanings of text;			
Studio	Library	Content Builder	
Studio	Writing	Authentic Writing	
(H) respond orally or in v	writing with appropriate register voc	abulary, tone, and voice;	
Studio	Writing	Authentic Writing	
(I) reflect on and	adjust responses when valid evidenc	e warrants; and	
Studio	Writing	Authentic Writing	
(J) defend or	challenge the authors' claims using r	elevant text	
Studio	Library	Lexile Leveled Books	
Studio	Library	Antares Books	
Studio	Library	Rosen Books	
Studio	Library	Read Aloud/Retell	
Studio	Library	Content Builder	
Studio	Writing	Authentic Writing	
elements. The student recogn	eaking, reading, writing, and thinking izes and analyzes literary elements w	ithin and across increasingly	
complex traditional, contemporary, classical, and diverse literary texts. The student is expected to (A) read and analyze British literature across literary periods;			
Studio	Library	Classics	
	= <i>y</i>		

Studio	Library	Content Builder
	sound, form, figurative language, graphics,	
	petry across literary time periods and cultur	
Studio	Library	Classics
Studio	Library	Content Builder
	how the relationships among the dramatic $\epsilon$	<u>-</u>
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
(D) critique and evalu	nate characteristics and structural elements	of informational texts
Studio	such as: Library	Lexile Leveled Books
Studio	·	Antares Books
Studio	Library	Rosen Books
Studio	Library	
	Library	Read Aloud/Retell
	characteristics and structural elements of a	
(1) clear arguable thesis	s, appeals, structure of the argument, convin to action;	icing conclusion, and call
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and		
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
	(iii) identifiable audience or reader; and	
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
(F) critique and evaluat	e the effectiveness of characteristics of mult	timodal and digital texts.
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Audio Books
The student uses critica communicate meaning wi	listening, speaking, reading, writing, and the linquiry to analyze the authors' choices and ithin a variety of texts. The student analyzes o develop his or her own products and performance expected to:	d how they influence and sand applies author's craft
(A) evaluate t	the author's purpose, audience, and message	e within a text;
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books

Library	Read Aloud/Retell
Writing	Authentic Writing
Library	Content Builder
se of text structure to achieve the a	uthor's purpose;
Library	Lexile Leveled Books
Library	Antares Books
Library	Rosen Books
Library	Read Aloud/Retell
Writing	Authentic Writing
Library	Content Builder
use of print and graphic features to	achieve specific purposes;
Library	Lexile Leveled Books
Library	Antares Books
Library	Rosen Books
Library	Read Aloud/Retell
Writing	Authentic Writing
Library	Content Builder
v the author's use of language inform	ms and shapes the perception of
readers;	
Library	Lexile Leveled Books
Library	Antares Books
Library	Rosen Books
Library	Read Aloud/Retell
Writing	Authentic Writing
Library	Content Builder
	on the way the text is read and
	Lexile Leveled Books
	Antares Books
	Rosen Books
<u> </u>	Read Aloud/Retell
	Authentic Writing
	Content Builder
<u> </u>	
nizes and analyzes literary elements	
orary, classical, and diverse literary	_
s among thematic development, cha	
s among thematic development, cha re of setting, and plot in a variety of Library	
	Writing Library  Ise of text structure to achieve the achievery Library Library Library Library Library Library Library Writing Library Writing Library Writing Library

Studio	Library	Content Builder
(B) analyze how character	rs' behaviors and underlying motivations cor	ntribute to moral dilemmas
	that influence the plot and theme;	
Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Classics
(C) critique and evaluate l	how complex plot structures such as subplot	s contribute to and advance
Studio	the action; and	Dood Aloud (Dotal)
	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Classics
(D) evaluate how the hi	storical, social, and economic context of setti characterization, and theme.	ng(s) influences the plot,
(ii) the relatio	onship between organizational design and au	thor's purpose:
Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Classics
	characteristics and structural elements of an	
•	s, appeals, structure of the argument, convin	<u> </u>
	to action;	
(ii) various types of evid	dence and treatment of counterarguments, in	ncluding concessions and
	rebuttals; and (iii) identifiable audience or reader; and	
Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books

Studio	Library	Rosen Books	
Studio	Library	Classics	
(F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts.			
	aigitai texts.		
Studio	Library	Audio Books	

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) evaluate the author's purpose, audience, and message within a text;
- (B) evaluate use of text structure to achieve the author's purpose;
- (C) evaluate the author's use of print and graphic features to achieve specific purposes;
- (D) critique and evaluate how the author's use of language informs and shapes the perception of readers;
- (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
- (F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and
- (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.

Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Classics

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is

- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
  - (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
- (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and
- (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
- (C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;
- (D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and

Studio	Writing	Authentic Writing	
Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:			
(A) compose literary to	xts such as fiction and poetry using genre cl	paractoristics and crafts	
(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;			
(C) compose a	argumentative texts using genre characteris	tics and craft;	
(D) compose	correspondence in a professional or friend	ly structure;	
(E) compose l	iterary analysis using genre characteristics	and craft; and	
(F) compose	rhetorical analysis using genre characterist	ics and craft.	
Studio Writing Authentic Writing			