

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;

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
(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;		
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	y
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) identifying the front cover, back cover, and title page of a book;		
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;		
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;		
(iv) recognizing the difference between a letter and a printed word; and		
(v) identifying all uppercase and lowercase letters; and		
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.		
Foundational Skills	Supplemental Activities	Print Awareness
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:		
(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 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) 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 structures 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 mental images to deepen understanding with adult 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, 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
(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
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.		
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	Supplemental Support Sheets	Instruction/Skill Check
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell
(B) provide an oral, pictorial, or written response to a text;		
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
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 texts in ways that maintain meaning;		
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) respond using newly acquired vocabulary as appropriate.		
Studio	Vocabulary	Word Journeys
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) 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 rhyme and rhythm in nursery rhymes and a variety of poems;		
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) 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

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 with adult assistance the author's purpose for 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 assistance 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 assistance the author's use of print and graphic features to achieve specific purposes;

Comprehension	Understand Diagrams and Charts	Instruction/Skill Check
Comprehension	Understand Diagrams and Charts	Supplemental Support Sheets

(D) discuss with adult assistance 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
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(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	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
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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 by generating ideas for writing through class discussions and drawings;

Studio	Writing	Tell Me a Story
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(B) develop drafts in oral, pictorial, or written form by organizing ideas;

Studio	Writing	Tell Me a Story
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(C) revise drafts by adding details in pictures or words;

Studio	Writing	Tell Me a Story
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(D) edit drafts with adult assistance using standard English conventions, including:

(i) complete sentences;

Grammar for Meaning	Sentence Punctuation	Instruction/Skill Check
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Grammar for Meaning	Sentence Punctuation	Supplemental Support Sheets
(ii) verbs;		
Grammar for Meaning	Action Verbs	Instruction/Skill Check
Grammar for Meaning	Action Verbs	Supplemental Support Sheets
(iii) singular and plural nouns;		
Grammar for Meaning	Nouns	Instruction/Skill Check
Grammar for Meaning	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) prepositions;		
Grammar for Meaning	Prepositions	Instruction/Skill Check
Grammar for Meaning	Prepositions	Supplemental Support Sheets
(vi) pronouns, including subjective, objective, and possessive 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
(vii) capitalization of the first letter in a sentence and name;		
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
(viii) punctuation marks at the end of declarative sentences; and		
Grammar for Meaning	Sentence Punctuation	Instruction/Skill Check
Grammar for Meaning	Sentence Punctuation	Supplemental Support Sheets

(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 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 change in spoken word when a specified phoneme 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	y
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
(vi) manipulating phonemes within base words;		
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	y
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
(B) demonstrate and apply phonetic knowledge by:		
(i) decoding words in isolation and in context by applying common letter sound correspondences;		
(C) demonstrate and apply spelling knowledge by:		
(iii) spelling words using sound-spelling patterns;		
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 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 base words to decode common compound 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 awareness by identifying the information that different parts of a book provide;		
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;		
(iv) recognizing the difference between a letter and a printed word; and		
(v) identifying all uppercase and lowercase letters;		
(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.		
(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.		
Foundational Skills	Supplemental Activities	Print Awareness
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:		
(A) use a resource such as a picture dictionary or digital resource to find words;		
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;		
(C) identify the meaning of words with the affixes -s, - ed, and -ing; and		
(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.		
Studio	Vocabulary	Word Journeys
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	Read Aloud/Retell
Studio	Library	Decodable Text
Studio	Library	Lexile Leveled Books
MindPlay Coach	Fluency Component	Silent Reading Fluency
(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 correct or confirm predictions using text features, characteristics of genre, and structures 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
(D) create mental images to deepen understanding with adult 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
(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	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		
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, 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	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell

(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 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 texts in ways that maintain meaning;		
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
(F) respond using newly acquired vocabulary as appropriate.		
Studio	Vocabulary	Word Journeys
<p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>		
(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 rhyme and rhythm in nursery rhymes and a variety of poems;		
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 patterns such as chronological order and description 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
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 the author's purpose for writing text;		
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 assistance the author's use of print and graphic features to achieve specific purposes;		
Comprehension	Understand Diagrams and Charts	Instruction/Skill Check
Comprehension	Understand Diagrams and Charts	Supplemental Support Sheets
(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
(C) discuss elements of drama such as characters and 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 characteristics and structures of informational text, including:		
(i) the central 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 information; and		
Comprehension	Understanding Diagrams and Charts	Instruction/Skill Check
Comprehension	Understanding Diagrams and Charts	Supplemental Support Sheets
(iii) organizational patterns such as chronological order and description 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
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 with adult assistance the author's purpose for 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

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 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 change in spoken word when a specified phoneme is added, changed, or removed; and		
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	y
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
(iv) manipulating phonemes within base words;		
(iv) recognizing the change in spoken word when a specified phoneme 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	y
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
(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	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 words with short, long, or variant vowels, trigraphs, 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) decoding words with silent letters such as knife and gnat;		
Phonics	Lesson/Activities/ Supplemental Support Sheets	Silent Letters n, m, k, r, l, g
(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;		
(C) demonstrate and apply spelling knowledge by:		
(i) spelling one- syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; 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 words with prefixes, including un-, re-, and dis-, and inflectional 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, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
(A) use print or digital resources to determine meaning and pronunciation of unknown words;		
Studio	Vocabulary	Word Journeys
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;		
Studio	Vocabulary	Word Journeys
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.		
Studio	Grammar	Grammar Journeys
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
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 about text before, during, and after reading to deepen understanding and gain information;		
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
(D) create mental images to deepen understanding;		
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
(E) make connections 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 ideas;

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; 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, 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	Supplemental Support Sheets
Studio	Library	Decodable Books
Studio	Library	Lexile Leveled Books
Studio	Library	Read Aloud/Retell

(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;		
Studio	Writing	Tell Me Story
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 and paraphrase 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
(E) interact with sources in meaningful ways such as illustrating or writing; and		
Studio	Library	Lexile Leveled Books/Content Builder
(F) respond using newly acquired vocabulary as appropriate.		
Studio	Vocabulary	Word Journeys
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) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;		
Studio	Library	Lexile Leveled Books/Content Builder
(C) discuss elements of drama such as characters, dialogue, and setting;		
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 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) features and graphics to locate and gain information; and		
Comprehension	Understanding Diagrams and Charts	Instruction/Skill Check
Comprehension	Understanding Diagrams and Charts	Supplemental Support Sheets
(iii) organizational patterns such as chronological order and cause and 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) recognize characteristics of persuasive text, including:		
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 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
(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) discuss the author's purpose for writing text;		
Comprehension	Identify Narrator and Point of View	Instruction/Skill Check

Comprehension	Identify Narrator and Point of View	Supplemental Support Sheets
(C) discuss the author's use of print and graphic features to achieve specific purposes;		
Comprehension	Understand Diagrams and Charts	Instruction/Skill Check
Comprehension	Understand Diagrams and Charts	Supplemental Support Sheets
(D) discuss the use of descriptive, literal, and figurative language;		
Comprehension	Figurative Language	Instruction/Skill Check
Comprehension	Figurative Language	Supplemental Support Sheets
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 first draft by generating ideas for writing such as by drawing and brainstorming;		
Studio	Writing	Author A Book
(B) develop drafts in oral, pictorial, or written form by:		
Studio	Writing	Author A Book
(i) organizing with structure; and		
Studio	Writing	Author A Book
(ii) developing an idea with specific and relevant details;		
Studio	Writing	Author A Book
(C) revise drafts by adding details in pictures or words;		
Studio	Writing	Author A Book
(D) edit drafts using standard English conventions, including:		
(i) complete sentences with subject-verb agreement;		
Grammar for Meaning	Complete Subject and Predicate	Instruction/Skill Check
Grammar for Meaning	Complete Subject and Predicate	Supplemental Support Sheets
(ii) past and present verb tense;		
Grammar for Meaning	Action Verbs	Instruction/Skill Check
Grammar for Meaning	Action Verbs	Supplemental Support Sheets
Grammar for Meaning	Past Tense Verbs	Instruction/Skill Check
Grammar for Meaning	Past Tense Verbs	Supplemental Support Sheets
(iii) singular, plural, common, and proper nouns;		
Grammar for Meaning	Nouns	Instruction/Skill Check
Grammar for Meaning	Nouns	Supplemental Support Sheets
Grammar for Meaning	Proper Nouns	Supplemental Support Sheets

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) pronouns, including subjective, objective, and possessive 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 interrogative sentences; and		
Grammar for Meaning	Sentence Punctuation	Instruction/Skill Check
Grammar for Meaning	Sentence Punctuation	Supplemental Support Sheets
(x) correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words with adult assistance; and		
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

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
(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;		
Phonics	Lesson/Activities	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:		
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;		
Studio	Vocabulary	Word Journeys
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;		
Studio	Vocabulary	Word Journeys
(C) identify the meaning 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 explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.		
Studio	Vocabulary	Word Journeys
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
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 about text before, during, and after reading to deepen understanding and gain information;		
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
(D) create mental images to deepen understanding;		
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
(E) make connections 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 ideas;		
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; 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
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 using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;		
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:		
(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;		
Studio	Vocabulary	Word Journeys
(D) identify, use, and explain the meaning of homophones such as reign/rain.		
Studio	Homophones	Word Journeys
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
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 about text before, during, and after reading to deepen understanding and gain information;		
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, 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) create mental images to deepen understanding;		
Comprehension	Recognize Sensory Words and Imagery	Instruction/Skill Check
Comprehension	Supplemental Support Sheets	Instruction/Skill Check
(E) make connections 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 ideas;		
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; 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
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 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 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 maintain meaning and logical order;		
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
(F) respond using newly acquired vocabulary as appropriate; 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
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) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;		
Studio	Library	Lexile Leveled Books/Content Builder
(D) recognize characteristics and structures of informational text, including:		
(i) the central idea with supporting evidence;		
Comprehension	Main Idea	Instruction/Skill Check
Comprehension	Main Idea	Supplemental Support Sheets
(iii) organizational patterns such as compare and 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

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	Understand the Author's Purpose	Instruction/Skill Check
Comprehension	Understand the Author's Purpose	Supplemental Support Sheets

(B) explain 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

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;

Studio	Library	Lexile Leveled Books/Content Builder
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(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 characteristics and structures of informational text, including:

(i) the central idea with supporting evidence;

(iii) organizational patterns such as logical order and order 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

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
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 about text before, during, and after reading to deepen understanding and gain information;		
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, 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) create mental images to deepen understanding;		
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;		
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 ideas;		
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; 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
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 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 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 maintain meaning and logical order;

Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell

(F) respond using newly acquired vocabulary as appropriate; and

Studio	Vocabulary	Word Journeys
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(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

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) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;

Studio	Library	Lexile Leveled Books/Content Builder
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(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 characteristics and structures of informational text, including:

(i) the central idea with supporting evidence;

(iii) organizational patterns such as logical order and order 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
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	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 thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
(B) use context such as definition, analogy, and examples to clarify the meaning of words; and		
Studio	Vocabulary	Word Journeys
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) 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 about text before, during, and after reading to deepen understanding and gain information;		
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
(D) create mental images to deepen understanding;		
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;		
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 ideas;		
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; 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
<p>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:</p>		
(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 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 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 maintain meaning and logical order;		
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
(F) respond using newly acquired vocabulary as appropriate; 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
(H) respond orally or in writing with appropriate register, vocabulary, 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 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) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;		
Studio	Library	Lexile Leveled Books/Content Builder
(E) analyze characteristics and structures of argumentative text by:		
(i) identifying the claim;		
(ii) explaining how the author uses various types of evidence to support the argument;		
(iii) identifying the intended audience or reader; and		
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 thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
(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 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) 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 about text before, during, and after reading to deepen understanding and gain information;		
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
(D) create mental images to deepen understanding;		
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;		
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 ideas;		
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; 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 information from two texts to create new understanding; 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 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 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 maintain meaning and logical order;		
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
(F) respond using newly acquired vocabulary as appropriate; 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
(H) respond orally or in writing with appropriate register, vocabulary, 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 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) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;		
Studio	Library	Lexile Leveled Books/Content Builder
(iii) organizational patterns that support multiple topics, categories, 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 argumentative text by:		
(i) identifying the claim;		
(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and		
(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:

(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

(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;

Comprehension	Figurative Language	Lesson/Skill Check
Comprehension	Figurative Language	Supplemental Support Sheets

(F) analyze how the author's use of language contributes to mood, voice, and tone; and

Comprehension	Describe an Author's Style	Lesson/Skill Check
Comprehension	Describe an Author's Style	Supplemental Support Sheets
Comprehension	Identifying Universal Themes	Lesson/Skill Check
Comprehension	Identifying Universal Themes	Supplemental Support Sheets

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) 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 about text before, during, and after reading to deepen understanding and gain information;

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

(D) create mental images to deepen understanding;

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;

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 ideas;		
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; 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
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 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 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 maintain meaning and logical order;		
Comprehension	Summarize Text	Instruction/Skill Check
Comprehension	Summarize Text	Supplemental Support Sheets
Studio	Library	Read Aloud/Retell
(F) respond using newly acquired vocabulary as appropriate; 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
(H) respond orally or in writing with appropriate register, vocabulary, 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 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) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;		
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 author's use of language contributes to the mood, 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		
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) analyze context to distinguish between the denotative and connotative 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
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	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: 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	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 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 understanding;		

Comprehension	Recognize Sensory Words and Imagery	Instruction/Activities
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) make connections to personal experiences, ideas in other texts, and society;		
(F) make inferences and use evidence to support understanding;		
(G) evaluate details read to determine key ideas;		
(H) synthesize information from two texts to create new understanding; and		
(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	Library	Read Aloud/Retell
Studio	Library	Content Builder
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:		
(C) use text evidence and original commentary to support a comprehensive 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 summarize texts in ways that maintain meaning and logical order;		
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;		
(F) respond using acquired content and academic vocabulary as appropriate;		
(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 writing with appropriate register, vocabulary, tone, and voice;		
Studio	Writing	Authentic Writing
Studio	Library	Read Aloud/Retell
(I) reflect on and adjust responses when valid evidence 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
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 respond to American, British, and world literature;		
(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;		
Studio	Library	Classics
Studio	Library	Content Builder
(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;		
(D) analyze characteristics and structural elements of informational 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
(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and		
(ii) multiple organizational patterns within a text to develop the 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		
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 achieves specific purposes;		
(E) analyze the use of literary devices such as irony and oxymoron 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) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.		
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 respond to American, British, and world literature;		
(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;		
(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;		
(D) analyze characteristics and structural elements of informational texts such as:		
(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and		
(ii) multiple organizational patterns within a text to develop the 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	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) 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;		
(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 achieves specific purposes;		
(E) analyze the use of literary devices such as irony and oxymoron 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) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.		
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		
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) analyze context to distinguish among denotative, connotative, and figurative 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
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	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: 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	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 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 understanding;		
Comprehension	Recognize Sensory Words and Imagery	Instruction/Activities
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) make connections to personal experiences, ideas in other texts, and society;		
(F) make inferences and use evidence to support understanding;		
(G) evaluate details read to determine key ideas;		
(H) synthesize information from two texts to create new understanding; and		
(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	Library	Read Aloud/Retell
Studio	Library	Content Builder
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:		
(C) use text evidence and 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 summarize texts in ways that maintain meaning and logical order;		
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;		
(F) respond using acquired content and academic vocabulary as appropriate;		
(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 writing with appropriate register, vocabulary, tone, and voice;		
(I) reflect on and adjust responses when valid evidence warrants; 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
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;		
Studio	Library	Classics
Studio	Library	Content Builder
(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;		
(D) analyze characteristics and structural elements of informational 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
(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

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 satire;		
(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	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) 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;		
(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
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 an organizing structure appropriate to purpose, audience, topic, and context; and		
(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;		
(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;		
(D) edit drafts using standard English conventions, including:		
(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;		
(ii) consistent, appropriate use of verb tense and active and passive voice;		
(iii) pronoun- antecedent agreement;		
iv) correct capitalization;		
(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and		
(vi) correct spelling; and		
Studio	Writing	Authentic Writing
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) compose literary texts such as fiction and poetry using genre characteristics and craft;		
(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;		
(C) compose argumentative texts using genre characteristics and craft; and		
(D) compose correspondence in a professional or friendly structure.		
Studio	Writing	Authentic Writing
Eleventh 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) analyze context to 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

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	Classics
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	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 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 understanding;		
Comprehension	Recognize Sensory Words and Imagery	Instruction/Activities
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) make connections to personal experiences, ideas in other texts, and society;		
(F) make inferences and use evidence to support understanding;		
(G) evaluate details read to determine key ideas;		
(H) synthesize information from two texts to create new understanding; 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	Content Builder/Book Overlay
Studio	Library	Embedded Comprehension Questions in Text
Studio	Library	Authentic Writing
Studio		Assignments Module

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:

(C) use text evidence and 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 summarize texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(F) respond using acquired content and academic vocabulary as appropriate;

(G) discuss and write about the explicit or implicit meanings of text;

Studio	Library	Content Builder
Studio	Writing	Authentic Writing

or in writing with appropriate register and effective vocabulary, tone, and voice; and effective vocabulary, tone, and voice;

(I) reflect on and adjust responses when valid evidence warrants; and

Studio	Writing	Authentic Writing
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(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

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;

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 characteristics and structural elements of informational 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 characteristics and structural elements of argumentative texts such as:		
(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;		
(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and		
(iii) identifiable audience or reader; and		
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
(F) analyze the effectiveness of characteristics of multimodal and digital texts.		
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	Writing	Authentic Writing
Studio	Library	Content Builder
Studio	Library	Audio Books
(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;		
(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.		
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
<p>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:</p>		
<p>(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;</p>		
<p>(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</p>		
<p>(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and</p>		
<p>(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</p>		
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
<p>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:</p>		
<p>(A) analyze the author's purpose, audience, and message within a text;</p>		
<p>(B) evaluate use of text structure to achieve the author's purpose;</p>		
<p>(C) evaluate the author's use of print and graphic features to achieve specific purposes;</p>		
<p>(D) evaluate how the author's use of language informs and shapes the perception of readers;</p>		
<p>(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;</p>		
<p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and</p>		
<p>(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</p>		
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;		
English IV 110.39		
(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; 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
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) compose literary texts such as fiction and poetry using genre characteristics and craft;		
(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;		
(C) compose argumentative texts using genre characteristics and craft;		
(D) compose correspondence in a professional or friendly structure;		
(E) compose literary 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 thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(B) analyze context to 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

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	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: 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	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;

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 understanding;		
Comprehension	Recognize Sensory Words and Imagery	Instruction/Activities
Comprehension	Recognize Sensory Words and Imagery	Supplemental Support Sheets
(E) make connections 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 understanding;		
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
Studio	Library	Content Builder
(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 information from two texts to create new understanding; 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	Library	Read Aloud/Retell
Studio	Library	Content Builder

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:

(C) use text evidence and 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 summarize texts in ways that maintain meaning and logical order;

Studio	Library	Content Builder
Studio	Writing	Authentic Writing

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

Studio	Library	Content Builder
Studio	Writing	Authentic Writing

(F) respond using acquired content and academic vocabulary 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 writing with appropriate register vocabulary, tone, and voice;

Studio	Writing	Authentic Writing
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(I) reflect on and adjust responses when valid evidence warrants; and

Studio	Writing	Authentic Writing
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(J) defend or challenge the authors' claims using relevant 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

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 British literature across literary periods;

Studio	Library	Classics
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Studio	Library	Content Builder
(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;		
Studio	Library	Classics
Studio	Library	Content Builder
(C) analyze and evaluate how the relationships among the dramatic elements advance the plot;		
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
(D) critique and evaluate characteristics and structural elements of informational texts such as:		
Studio	Library	Lexile Leveled Books
Studio	Library	Antares Books
Studio	Library	Rosen Books
Studio	Library	Read Aloud/Retell
(E) critique and evaluate characteristics and structural elements of argumentative texts such as:		
(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;		
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 evaluate the effectiveness of characteristics of multimodal and digital texts.		
Studio	Writing	Authentic Writing
Studio	Library	Content Builder
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;		
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) evaluate use of text structure to achieve the author's purpose;		
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
(C) evaluate the author's use of print and graphic features to achieve specific purposes;		
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
(D) critique and evaluate how the author's use of language informs and shapes the perception of readers;		
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
(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.		
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) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;		
Studio	Library	Read Aloud/Retell
Studio	Writing	Authentic Writing

Studio	Library	Content Builder
(B) analyze how characters' behaviors and underlying motivations contribute 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 how complex plot structures such as subplots contribute to and advance the action; 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
(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.		
(ii) the relationship between organizational design and author'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
(E) critique and evaluate characteristics and structural elements of argumentative texts such as:		
(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;		
(ii) various types of evidence and treatment of counterarguments, including 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.		
Studio	Library	Audio Books
Studio	Library	E-reader
<p>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:</p>		
(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
<p>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</p>		
(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		

