DESTINATION
Reading.

Correlation of Destination Reading ® Courseware to Maryland State Standards March - 2005

www.riverdeep.net

Standards	Course 1	Course II
Kindergarten		
1.0 General Reading Processes		
A. Phonemic Awareness		
1. Discriminate sounds and words		
a. Identify whether isolated sounds are same or different	Unit: Jump Rope Rhymes Session: Find the S Sound	
	Unit: Jump Rope Rhymes Session: Find the T Sound	
	Unit: Jump Rope Rhymes Session: Find the M Sound	
	Unit: Jump Rope Rhymes Session: Find the Short A Sound	
	Unit: Jump Rope Rhymes Session: Find the N Sound	
	Unit: Jump Rope Rhymes Session: Find the Short O Sound	
	Unit: Jump Rope Rhymes Session: Find the F Sound	
	Unit: Wild about Animals Session: Find the B Sound	
	Unit: Wild about Animals Session: Find the R Sound	
	Unit: Wild about Animals Session: Find the Short I Sound	
	Unit: Wild about Animals Session: Find the H Sound	
	Unit: Wild about Animals Session: Find the L Sound	

Standards	Course 1	Course II
	Unit: Wild about Animals Session: Find the D Sound	
	Unit: Silly Stories Session: Find the Short U Sound	
	Unit: Silly Stories Session: Find the Hard C Sound	
	Unit: Silly Stories Session: Find the P Sound	
	Unit: Silly Stories Session: Find the Hard G Sound	
	Unit: Silly Stories Session: Find the Short E Sound	
	Unit: Silly Stories Session: Find the W Sound	
	Unit: Lots of Lists Session: Find the V Sound	
	Unit: Lots of Lists Session: Find the K Sound	
	Unit: Lots of Lists Session: Find the Z Sound	
	Unit: Lots of Lists Session: Find the J Sound	
	Unit: Lots of Lists Session: Find the Q Sound	
	Unit: Lots of Lists Session: Find the Y Sound	
	Unit: Lots of Lists Session: Find the X Sound	
b. Identify initial and final sounds in a word	Unit: Jump Rope Rhymes Session: Find S Words	
	Unit: Jump Rope Rhymes Session: Find T Words	

Standards	Course 1	Course II
	Unit: Jump Rope Rhymes Session: Find M Words	
	Unit: Jump Rope Rhymes Session: Find Short A Words	
	Unit: Jump Rope Rhymes Session: Find N Words	
	Unit: Jump Rope Rhymes Session: Find the Short O Sound	
	Unit: Jump Rope Rhymes Session: Find F Words	
	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Find B Words	
	Unit: Wild about Animals Session: Find R Words	
	Unit: Wild about Animals Session: Find Short I Words	
	Unit: Wild about Animals Session: Find H Words	
	Unit: Wild about Animals Session: Find L Words	
	Unit: Wild about Animals Session: Find D Words	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Find Short U Words	
	Unit: Silly Stories Session: Find Hard C Words	
	Unit: Silly Stories Session: Find P Words	

Standards	Course 1	Course II
	Unit: Silly Stories Session: Find Hard G Words	
	Unit: Silly Stories Session: Find Short E Words	
	Unit: Silly Stories Session: Find W Words	
	Unit: Lots of Lists Session: Find V Words	
	Unit: Lots of Lists Session: Find Z Words	
	Unit: Lots of Lists Session: Find J Words	
	Unit: Lots of Lists Session: Find Q Words	
	Unit: Lots of Lists Session: Find Y Words	
	Unit: Lots of Lists Session: Find X Words	
	Unit: Reading with Friends Session: Find Words Review	
c. Categorize words as same or different by initial or final sounds		
2. Discriminate and produce rhyming words and alliteration		
a. Repeat and produce rhyming words	Unit: Jump Rope Rhymes Session: Word Family Portraits 1	
	Unit: Wild about Animals Session: Word Family Portraits 2	
	Unit: Silly Stories Session: Word Family Portraits 3	
	Unit: Lots of Lists Session: Word Family Portraits 4	

Standards	Course 1	Course II
	Unit: Reading with Friends Session: Word Family Portraits 5	
	Unit: Pet Pals Session: Word Family Portraits 6	
	Unit: Blends and Friends Session: Word Family Portraits 7	
b. Identify and repeat sentences that use alliteration		
3. Blend sounds and syllables to form words		
a. Orally blend syllables into a whole word, such as fun-ny=funny	Unit: Rhythm and Rhyme Session: Bouncing Ball	
	Unit: Rhythm and Rhyme Session: Break-a-Word 3	
b. Orally blend onset and rimes (word families) into a whole word, such as b-at=bat	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Word Builder 3	
	Unit: Lots of Lists Session: Word Builder 4	
	Unit: Reading with Friends Session: Word Builder 5	
	Unit: Jump Rope Rhymes Session: Word Family Portraits 1	
	Unit: Wild about Animals Session: Word Family Portraits 2	
	Unit: Silly Stories Session: Word Family Portraits 3	
	Unit: Lots of Lists Session: Word Family Portraits 4	

Standards	Course 1	Course II
	Unit: Reading with Friends Session: Word Family Portraits 5	
	Unit: Pet Pals Session: Word Family Portraits 6	
	Unit: Blends and Friends Session: Word Family Portraits 7	
c. Orally blend 2-3 phonemes into one syllable words, such as m-e=me; f-u-n=fun	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Word Builder 3	
	Unit: Lots of Lists Session: Word Builder 4	
	Unit: Reading with Friends Session: Word Builder 5	
4. Segment and manipulate sounds in spoken words and sentences		
a. Clap words in a sentence	Unit: Rhythm and Rhyme Session: Bouncing Ball	
b. Clap syllables in a word	Unit: Rhythm and Rhyme Session: Bouncing Ball	
c. Say syllables	Unit: Rhythm and Rhyme Session: Bouncing Ball	
	Unit: Rhythm and Rhyme Session: Break-a-Word 3	
d. Identify the initial sound in a word	Unit: Jump Rope Rhymes Session: Find S Words	
	Unit: Jump Rope Rhymes Session: Find T Words	
	Unit: Jump Rope Rhymes Session: Find M Words	

Standards	Course 1	Course II
	Unit: Jump Rope Rhymes Session: Find Short A Words	
	Unit: Jump Rope Rhymes Session: Find N Words	
	Unit: Jump Rope Rhymes Session: Find the Short O Sound	
	Unit: Jump Rope Rhymes Session: Find F Words	
	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Find B Words	
	Unit: Wild about Animals Session: Find R Words	
	Unit: Wild about Animals Session: Find Short I Words	
	Unit: Wild about Animals Session: Find H Words	
	Unit: Wild about Animals Session: Find L Words	
	Unit: Wild about Animals Session: Find D Words	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Find Short U Words	
	Unit: Silly Stories Session: Find Hard C Words	
	Unit: Silly Stories Session: Find P Words	
	Unit: Silly Stories Session: Find Hard G Words	

Standards	Course 1	Course II
	Unit: Silly Stories Session: Find Short E Words	
	Unit: Silly Stories Session: Find W Words	
	Unit: Lots of Lists Session: Find V Words	
	Unit: Lots of Lists Session: Find Z Words	
	Unit: Lots of Lists Session: Find J Words	
	Unit: Lots of Lists Session: Find Q Words	
	Unit: Lots of Lists Session: Find Y Words	
	Unit: Lots of Lists Session: Find X Words	
	Unit: Reading with Friends Session: Find Words Review	
e. Segment individual sounds in words	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Word Builder 3	
	Unit: Lots of Lists Session: Word Builder 4	
	Unit: Reading with Friends Session: Word Builder 5	
f. Substitute initial sounds in words to form new words		
B. Phonics		

Standards	Course 1	Course II
1. Identify letters and corresponding sounds		
a. Identify in isolation all upper and lower case letters of the alphabet	Unit: ABC, Read with Me Session: Letter Shapes and Sizes	
b. Identify letters matched to sounds	Unit: Jump Rope Rhymes Session: Find the S Sound	
	Unit: Jump Rope Rhymes Session: Find the T Sound	
	Unit: Jump Rope Rhymes Session: Find the M Sound	
	Unit: Jump Rope Rhymes Session: Find the Short A Sound	
	Unit: Jump Rope Rhymes Session: Find the N Sound	
	Unit: Jump Rope Rhymes Session: Find the Short O Sound	
	Unit: Jump Rope Rhymes Session: Find the F Sound	
	Unit: Wild about Animals Session: Find the B Sound	
	Unit: Wild about Animals Session: Find the R Sound	
	Unit: Wild about Animals Session: Find the Short I Sound	
	Unit: Wild about Animals Session: Find the H Sound	
	Unit: Wild about Animals Session: Find the L Sound	
	Unit: Wild about Animals Session: Find the D Sound	
	Unit: Silly Stories Session: Find the Short U Sound	

Standards	Course 1	Course II
	Unit: Silly Stories Session: Find the Hard C Sound	
	Unit: Silly Stories Session: Find the P Sound	
	Unit: Silly Stories Session: Find the Hard G Sound	
	Unit: Silly Stories Session: Find the Short E Sound	
	Unit: Silly Stories Session: Find the W Sound	
	Unit: Lots of Lists Session: Find the V Sound	
	Unit: Lots of Lists Session: Find the K Sound	
	Unit: Lots of Lists Session: Find the Z Sound	
	Unit: Lots of Lists Session: Find the J Sound	
	Unit: Lots of Lists Session: Find the Q Sound	
	Unit: Lots of Lists Session: Find the Y Sound	
	Unit: Lots of Lists Session: Find the X Sound	
c. Generate the sounds associated with individual letters and letter patterns, such as s-, st-, -at, -ack, -ed	Unit: Jump Rope Rhymes Session: Find the S Sound	
	Unit: Jump Rope Rhymes Session: Find the T Sound	
	Unit: Jump Rope Rhymes Session: Find the M Sound	
	Unit: Jump Rope Rhymes Session: Find the Short A Sound	

Standards	Course 1	Course II
	Unit: Jump Rope Rhymes Session: Find the N Sound	
	Unit: Jump Rope Rhymes Session: Find the Short O Sound	
	Unit: Jump Rope Rhymes Session: Find the F Sound	
	Unit: Wild about Animals Session: Find the B Sound	
	Unit: Wild about Animals Session: Find the R Sound	
	Unit: Wild about Animals Session: Find the Short I Sound	
	Unit: Wild about Animals Session: Find the H Sound	
	Unit: Wild about Animals Session: Find the L Sound	
	Unit: Wild about Animals Session: Find the D Sound	
	Unit: Silly Stories Session: Find the Short U Sound	
	Unit: Silly Stories Session: Find the Hard C Sound	
	Unit: Silly Stories Session: Find the P Sound	
	Unit: Silly Stories Session: Find the Hard G Sound	
	Unit: Silly Stories Session: Find the Short E Sound	
	Unit: Silly Stories Session: Find the W Sound	
	Unit: Lots of Lists Session: Find the V Sound	

Standards	Course 1	Course II
	Unit: Lots of Lists Session: Find the K Sound	
	Unit: Lots of Lists Session: Find the Z Sound	
	Unit: Lots of Lists Session: Find the J Sound	
	Unit: Lots of Lists Session: Find the Q Sound	
	Unit: Lots of Lists Session: Find the Y Sound	
	Unit: Lots of Lists Session: Find the X Sound	
	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Word Builder 3	
	Unit: Lots of Lists Session: Word Builder 4	
	Unit: Reading with Friends Session: Word Builder 5	
	Unit: Blends and Friends Session: Blend Blocks	
	Unit: Blends and Friends Session: Ice Puzzles: Explore Blends	
	Unit: Blends and Friends Session: Ice Puzzles: Find Blends	
2. Decode words in grade-level texts		
a. Identify similarities and differences in letters and words		

Standards	Course 1	Course II
b. Blend letter sounds in one-syllable words (CVC)	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Word Builder 3	
	Unit: Lots of Lists Session: Word Builder 4	
	Unit: Reading with Friends Session: Word Builder 5	
c. Use onset and rime (word families) to decode one-syllable words	Unit: Jump Rope Rhymes Session: Word Family Portraits 1	
	Unit: Wild about Animals Session: Word Family Portraits 2	
	Unit: Silly Stories Session: Word Family Portraits 3	
	Unit: Lots of Lists Session: Word Family Portraits 4	
	Unit: Reading with Friends Session: Word Family Portraits 5	
	Unit: Pet Pals Session: Word Family Portraits 6	
	Unit: Blends and Friends Session: Word Family Portraits 7	
C. Fluency		
1. Engage in imitative reading at an appropriate rate		
a. Listen to models of fluent reading	Unit: Print in Our World Session: It's Time for Bed	
	Unit: Print in Our World Session: The Thirsty Frog	

Standards	Course 1	Course II
	Unit: Print in Our World Session: The Pig and the Pancake	
	Unit: ABC, Read with Me Session: That's My Name	
	Unit: Jump Rope Rhymes Session: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter F Jump Rope Rhyme	
	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	

Standards	Course 1	Course II
	Unit: Silly Stories Session: I See P	
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: E's, Please Session: I Am E	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Same and Different Session: Puffins and Penguins	

Standards	Course 1	Course II
	Unit: Rhythm and Rhyme Session: December	
	Unit: Rhythm and Rhyme Session: The Beast	
b. Recite nursery rhymes, poems, and finger plays with expression	Unit: Print in Our World Session: B-I-N-G-O	
	Unit: Print in Our World Session: If You're Happy, and You Know It	
	Unit: Print in Our World Session: She'll Be Comin' 'Round the Mountain	
	Unit: Jump Rope Rhymes Session: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter F Jump Rope Rhyme	
2. Read orally from familiar texts at an appropriate rate		
a. Read familiar text with accuracy and expression		
b. Use knowledge of end punctuation to signal expression in reading		
c. Recognize some words by sight, such as student's first and last name, a, the, I, my, you, is, are	Unit: Wild about Animals Session: Sight Words 1	

Standards	Course 1	Course II
	Unit: Silly Stories Session: Sight Words 2	
	Unit: Lots of Lists Session: Sight Words 3	
D. Vocabulary		
1. Develop and apply vocabulary through exposure to a variety of texts		
a. Acquire new vocabulary through listening to and reading a variety of texts on a daily basis	Unit: Print in Our World Session: It's Time for Bed	
	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	
	Unit: ABC, Read with Me Session: That's My Name	
	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	
	Unit: Silly Stories Session: I See P	

Standards	Course 1	Course II
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: E's, Please Session: I Am E	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Rhythm and Rhyme Session: December	

Standards	Course 1	Course II
	Unit: Rhythm and Rhyme Session: The Beast	
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation		
c. Asks questions to clarify meaning about objects and words related to topics discussed		
d. Listen to and identify the meaning of new vocabulary in multiple contexts		
e. Listen to and identify the meaning of content-specific vocabulary		
f. Read signs, labels, and environmental print	Unit: Print in Our World Session: At the Breakfast Table	
	Unit: Print in Our World Session: In the Grocery Store	
	Unit: Print in Our World Session: At the Zoo	
	Unit: Print in Our World Session: On the Street	
g. Collect and manipulate favorite words		
2. Develop a conceptual understanding of new words		
a. Use words to describe location, size, color, and shape		
b. Name pictures of common concepts, such as sleeping, running, walking		
c. Use names and labels of basic concepts, such as *stop, go, boys, girls, in, out, poison*	Unit: Print in Our World Session: On the Street	
d. Identify and sort pictures of common words into basic categories, such as colors, numbers, seasons		
3. Understand, acquire, and use new vocabulary		

Standards	Course 1	Course II
a. Use text and illustrations to identify meaning of unknown words		
b. Use newly learned vocabulary on multiple occasions to reinforce meaning		
c. Use word structure to determine meanings of words		
d. Use resources to determine meanings of unknown words		
E. General Reading Comprehension		
1. Demonstrate an understanding of concepts of print to determine how print is organized and read		
a. Understand that speech can be written and read	Unit: Print in Our World Session: The Thirsty Frog	
b. Read a minimum of 15 books, both literary and informational		
c. Identify title, cover page, front and back of book, table of contents, page numbers, and describe what information is presented on the title and cover pages	Unit: Print in Our World Session: It's Time for Bed	
d. Track print from left to right and top to bottom	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	
e. Make return sweep to next line of text	Unit: Print in Our World Session: The Pig and the Pancake	
f. Match oral words to printed words		
g. Differentiate numerals, letters, and words	Unit: ABC, Read with Me Session: Letter Shapes and Sizes	
h. Recognize that printed words are separated by spaces	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	

Standards	Course 1	Course II
i. Recognize that letters build words and words build sentences	Unit: Print in Our World Session: The Thirsty Frog	
2. Use strategies to prepare for reading (before reading)		
a. Make connections to the text using illustrations, photographs, and prior knowledge		
b. Make predictions by examining the title, cover, illustrations/ photographs/text, and familiar author or topic		
c. Ask questions about the text by examining the title, cover, illustrations, photographs, text	Unit: Triceratops Are Tops Session: Write What You Want to Learn about Triceratops	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
d. Set a purpose for reading		
3. Use strategies to make meaning from text (during reading)		
a. Use illustrations to construct meaning from text	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	
	Unit: Silly Stories Session: I See P	

Standards	Course 1	Course II
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: E's, Please Session: I Am E	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
b. Make, confirm, or adjust predictions		
c. Make comments and ask relevant questions		
d. Reread sentences when meaning is not clear		
e. Connect events, characters, and actions in stories to specific life experiences		
4. Demonstrate understanding of text (after reading)		
a. Recall and discuss information from text		

Standards	Course 1	Course II
b. Respond to questions (who, what, and where) and verify answers using illustrations/text		
c. Respond to text by drawing, speaking, dramatizing, or writing	Unit: Pet Pals Session: Write about a Pet	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Pet Pals Session: Write about Taking Care of a Pet	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Blends and Friends Session: Write about a New Character	
	Unit: Triceratops Are Tops Session: Write What You Want to Learn about Triceratops	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Triceratops Are Tops Session: Write What You Learned about Triceratops	
d. Compare information in text with prior knowledge	Unit: Triceratops Are Tops Session: Write What You Want to Learn about Triceratops	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Triceratops Are Tops Session: Write What You Learned about Triceratops	
e. Validate/determine the purpose for reading		
f. Retell a story using text as support		
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.		
A. Comprehension of Informational Text		

Standards	Course 1	Course II
1. Develop comprehension skills by reading a variety of informational texts		
a. Listen to nonfiction materials	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Same and Different Session: Puffins and Penguins	
b. Listen to and use functional documents by following simple oral or rebus directions		
c. Listen to and use personal interest materials, such as books and magazines		
2. Identify and use text features to facilitate understanding of informational texts		
a. Identify print features	Unit: ABC, Read with Me Session: Letter Shapes and Sizes	
b. Identify graphic aids	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Venn Diagram: Puffins and Penguins	
c. Use informational aids		
d. Identify organizational aids		

Standards	Course 1	Course II
3. Develop knowledge of organizational structure of informational text to understand what is read		
a. Recognize sequential order		
b. Recognize similarities and differences	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Wild about Animals Session: Sort Information about Animals	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Venn Diagram: Puffins and Penguins	
c. Recognize description		
4. Determine important ideas and messages in informational texts		
a. State the text's purpose		
b. Identify the main idea/text's message		
c. Retell important facts from a text		
d. Identify how someone might use the text		

Standards	Course 1	Course II
5. Evaluate informational text		
a. State whether the text fulfills the reading purpose		
b. Tell what the author could have done to make the text easier to understand		
c. Tell whether the author's ideas are clear		
3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.		
A. Comprehension of Literary Text		
1. Develop comprehension skills by listening to and reading a variety of self-selected and assigned literary texts		
a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities	Unit: Print in Our World Session: It's Time for Bed	
	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	
	Unit: ABC, Read with Me Session: That's My Name	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	
	Unit: Silly Stories Session: I See P	
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	

Standards	Course 1	Course II
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	
b. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, fairy tales, and fantasy	Unit: Print in Our World Session: It's Time for Bed	
	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	
	Unit: ABC, Read with Me Session: That's My Name	
	Unit: Jump Rope Rhymes Session: Letter S Jump Rope Rhyme	

Standards	Course 1	Course II
	Unit: Jump Rope Rhymes Session: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter F Jump Rope Rhyme	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	
	Unit: Silly Stories Session: I See P	
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: E's, Please Session: I Am E	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	

Standards	Course 1	Course II
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Rhythm and Rhyme Session: December	
	Unit: Rhythm and Rhyme Session: The Beast	
2. Use text features to facilitate understanding of literary texts		
a. Identify and explain how the title contributes to meaning		
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning		
3. Use elements of narrative texts to facilitate understanding		
a. Identify the beginning, middle, and end of a story, including the problem, and solution		
b. Identify the characters, sequence of events, and setting of a story	Unit: Blends and Friends Session: Owl and Bluebird	

Standards	Course 1	Course II
	Unit: Blends and Friends Session: Sort Characteristics of Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: Sort Characteristics of the King and the Weavers	
4. Use elements of poetry to facilitate understanding		
a. Identify rhyme, rhythm, and repetition in poems read to them		
b. Retell the events of the poem		
5. Use elements of drama to facilitate understanding		
a. Identify the characters, dialogue, and scenery of a play read to them		
6. Determine important ideas and messages in literary texts		
a. Retell the story by sequencing the main events		
b. Identify a personal connection to the text		
7. Identify and describe the author's use of language		
a. Identify descriptive words in text read to them		
4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose		
A. Writing		
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers		

Standards	Course 1	Course II
a. Generate ideas and topics for writing		
b. Dictate or write words, phrases, or sentences related to ideas or illustrations	Unit: ABC, Read with Me Session: My Name Is __	
2. Compose oral, written, and visual presentations that express personal ideas and inform		
a. Write to express personal ideas using drawings, symbols, letters, or words		
b. Contribute to a shared writing experience or topic of interest		
c. Use sensory details to expand ideas		
d. Dictate, draw, or write to inform		
e. Dictate, draw, or write a response to text, such as response logs and journals	Unit: Pet Pals Session: Write about a Pet	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Pet Pals Session: Write about Taking Care of a Pet	
3. Compose texts using the revising and editing strategies of effective writers and speakers		
a. Prepare writing for display by revising and editing using rules, such as capital letters and periods		
4. Identify how language choices in writing and speaking affect thoughts and feelings		
a. Identify and use words to communicate feelings		
b. Acquire and use new vocabulary		
5. Use effective details, words, and figurative language in the student's own composing		

Standards	Course 1	Course II
a. Use descriptive words and other details to expand and improve student's own writing		
6. Use word lists as a source of information in writing		
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing		
A. Grammar		
1. Use grammar concepts and skills that strengthen oral language		
a. Use complete sentences in conversation and to respond to questions		
B. Usage		
1. Comprehend and apply standard English usage in oral language		
a. Use sentences with subject/verb agreement		
b. Use correct verb tense		
c. Use sentences with noun/pronoun agreement		
d. Use commonly confused words correctly, such as *get/got, have/has*		
C. Mechanics		
1. Explain the purpose of mechanics to make and clarify meaning		
2. Comprehend and use basic punctuation and capitalization in written language		
a. Use periods at the end of sentences		

Standards	Course 1	Course II
b. Use capital letters for first letters of names and beginning sentences		
D. Spelling		
1. Apply conventional spelling in written language		
a. Spell first and last name correctly	Unit: ABC, Read with Me Session: My Name Is __	
b. Spell a few high frequency words correctly		
c. Use letters to represent phonemes in words		
d. Use classroom resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries		
E. Handwriting		
1. Produce writing that is legible to the audience		
a. Develop fine motor skills necessary to control and sustain handwriting		
b. Form upper and lower case manuscript letters		
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.		
A. Listening		
1. Demonstrate active listening strategies		
a. Attend to the speaker		
2. Comprehend and analyze what is heard		

Standards	Course 1	Course II
a. Determine a speaker's general purpose		
b. Identify rhythms and patterns of language, including rhyme and repetition	Unit: Jump Rope Rhymes Session: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter F Jump Rope Rhyme	
c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge		
d. Follow a set of two- or three- step directions		
e. Listen carefully to expand and enrich vocabulary		
7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.		
A. Speaking		
1. Use organization and delivery strategies		
a. Speak clearly enough to be heard and understood in a variety of settings		
2. Make oral presentations		

Standards	Course 1	Course II
a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories and/or state an opinion		
b. Use props in situations, such as show-and-tell		

Standards	Course 1	Course II
Grade 1		
1.0 General Reading Processes		
A. Phonemic Awareness		
1. Discriminate sounds and words		
a. Identify initial, medial, and final sounds in one-syllable words	Unit: Jump Rope Rhymes Session: Find S Words	
	Unit: Jump Rope Rhymes Session: Find T Words	
	Unit: Jump Rope Rhymes Session: Find M Words	
	Unit: Jump Rope Rhymes Session: Find Short A Words	
	Unit: Jump Rope Rhymes Session: Find N Words	
	Unit: Jump Rope Rhymes Session: Find the Short O Sound	
	Unit: Jump Rope Rhymes Session: Find F Words	
	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Find B Words	
	Unit: Wild about Animals Session: Find R Words	
	Unit: Wild about Animals Session: Find Short I Words	
	Unit: Wild about Animals Session: Find H Words	

Standards	Course 1	Course II
	Unit: Wild about Animals Session: Find L Words	
	Unit: Wild about Animals Session: Find D Words	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Find Short U Words	
	Unit: Silly Stories Session: Find Hard C Words	
	Unit: Silly Stories Session: Find P Words	
	Unit: Silly Stories Session: Find Hard G Words	
	Unit: Silly Stories Session: Find Short E Words	
	Unit: Silly Stories Session: Find W Words	
	Unit: Lots of Lists Session: Find V Words	
	Unit: Lots of Lists Session: Find Z Words	
	Unit: Lots of Lists Session: Find J Words	
	Unit: Lots of Lists Session: Find Q Words	
	Unit: Lots of Lists Session: Find Y Words	
	Unit: Lots of Lists Session: Find X Words	
	Unit: Reading with Friends Session: Find Words Review	

Standards	Course 1	Course II
b. Compare one-syllable words using initial, medial, and final sounds	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Word Builder 3	
	Unit: Lots of Lists Session: Word Builder 4	
	Unit: Reading with Friends Session: Word Builder 5	
c. Categorize words as same or different by medial sounds		
2. Discriminate and produce rhyming words and alliteration		
a. Produce sentences with rhyming and alliteration		
3. Blend sounds and syllables to form words		
a. Blend sounds and syllables to form words	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Word Builder 3	
	Unit: Lots of Lists Session: Word Builder 4	
	Unit: Reading with Friends Session: Word Builder 5	
4. Segment and manipulate sounds in spoken words		
a. Segment words into syllables	Unit: Rhythm and Rhyme Session: Bouncing Ball	

Standards	Course 1	Course II
	Unit: Rhythm and Rhyme Session: Break-a-Word 3	
b. Segment one-syllable words into phonemes		
c. Delete sounds to form new words		
d. Add sounds to form new words		
e. Substitute sounds to form new words		
B. Phonics		
1. Identify letters and corresponding sounds		
a. Produce letter/sound correspondences rapidly (1 per second)	Unit: Jump Rope Rhymes Session: Find the S Sound	
	Unit: Jump Rope Rhymes Session: Find the T Sound	
	Unit: Jump Rope Rhymes Session: Find the M Sound	
	Unit: Jump Rope Rhymes Session: Find the Short A Sound	
	Unit: Jump Rope Rhymes Session: Find the N Sound	
	Unit: Jump Rope Rhymes Session: Find the Short O Sound	
	Unit: Jump Rope Rhymes Session: Find the F Sound	
	Unit: Wild about Animals Session: Find the B Sound	
	Unit: Wild about Animals Session: Find the R Sound	

Standards	Course 1	Course II
	Unit: Wild about Animals Session: Find the Short I Sound	
	Unit: Wild about Animals Session: Find the H Sound	
	Unit: Wild about Animals Session: Find the L Sound	
	Unit: Wild about Animals Session: Find the D Sound	
	Unit: Silly Stories Session: Find the Short U Sound	
	Unit: Silly Stories Session: Find the Hard C Sound	
	Unit: Silly Stories Session: Find the P Sound	
	Unit: Silly Stories Session: Find the Hard G Sound	
	Unit: Silly Stories Session: Find the Short E Sound	
	Unit: Silly Stories Session: Find the W Sound	
	Unit: Lots of Lists Session: Find the V Sound	
	Unit: Lots of Lists Session: Find the K Sound	
	Unit: Lots of Lists Session: Find the Z Sound	
	Unit: Lots of Lists Session: Find the J Sound	
	Unit: Lots of Lists Session: Find the Q Sound	
	Unit: Lots of Lists Session: Find the Y Sound	

Standards	Course 1	Course II
	Unit: Lots of Lists Session: Find the X Sound	
b. Combine sounds to form letter combinations, such as pl-, bl-, tr-, -nt	Unit: Blends and Friends Session: Blend Blocks	
	Unit: Blends and Friends Session: Ice Puzzles: Explore Blends	
	Unit: Blends and Friends Session: Ice Puzzles: Find Blends	
2. Decode words in grade-level texts		
a. Recognize and apply short vowels, long vowels, and "y" as a vowel	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Find the Short A Sound	
	Unit: Jump Rope Rhymes Session: Find Short A Words	
	Unit: Jump Rope Rhymes Session: Make Your Own Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Find the Short O Sound	
	Unit: Jump Rope Rhymes Session: Find Short O Words	
	Unit: Jump Rope Rhymes Session: Make Your Own Letter O Jump Rope Rhyme	
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Find the Short I Sound	
	Unit: Wild about Animals Session: Find Short I Words	

Standards	Course 1	Course II
	Unit: Wild about Animals Session: Make Your Own Iguana Book	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: Find the Short U Sound	
	Unit: Silly Stories Session: Find Short U Words	
	Unit: Silly Stories Session: Make Your Own "I See U" Book	
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: Find the Short E Sound	
	Unit: Silly Stories Session: Find Short E Words	
	Unit: Silly Stories Session: Make Your Own "I See E" Book	
	Unit: E's, Please Session: I Am E	
	Unit: E's, Please Session: Hey Tiger!: The Silent E Song	
	Unit: E's, Please Session: Silent E Tree: Explore	
	Unit: E's, Please Session: Silent E Tree: Find the Word	
	Unit: E's, Please Session: Listen for Silent E Words	
b. Decode words with letter combinations, such as consonant digraphs, blends, and special vowel patterns	Unit: Blends and Friends Session: Blend Blocks	
	Unit: Blends and Friends Session: Ice Puzzles: Explore Blends	

Standards	Course 1	Course II
	Unit: Blends and Friends Session: Ice Puzzles: Find Blends	
	Unit: Folk and Fairy Tales Session: Word Puzzles 2	
	Unit: Triceratops Are Tops Session: Listen for Digraphs	
	Unit: Adventure! Session: Bossy R Song	
	Unit: Adventure! Session: Bossy R Treasure	
	Unit: Adventure! Session: Listen for Bossy R Words	
	Unit: Stories Take Us Places Session: Listen for Diphthongs	
	Unit: Stories Take Us Places Session: Word Puzzles 3	
c. Read one-syllable words fluently (CVC, CVCE)	Unit: Jump Rope Rhymes Session: Word Builder 1	
	Unit: Wild about Animals Session: Word Builder 2	
	Unit: Silly Stories Session: Word Builder 3	
	Unit: Lots of Lists Session: Word Builder 4	
	Unit: Reading with Friends Session: Word Builder 5	
	Unit: Jump Rope Rhymes Session: Word Family Portraits 1	
	Unit: Wild about Animals Session: Word Family Portraits 2	
	Unit: Silly Stories Session: Word Family Portraits 3	

Standards	Course 1	Course II
	Unit: Lots of Lists Session: Word Family Portraits 4	
	Unit: Reading with Friends Session: Word Family Portraits 5	
	Unit: Pet Pals Session: Word Family Portraits 6	
	Unit: Blends and Friends Session: Word Family Portraits 7	
	Unit: Wild about Animals Session: Sight Words 1	
	Unit: Silly Stories Session: Sight Words 2	
	Unit: Lots of Lists Session: Sight Words 3	
	Unit: Reading with Friends Session: Sight Words 4	
	Unit: E's, Please Session: Sight Words 5	
	Unit: Pet Pals Session: Sight Words 6	
	Unit: Blends and Friends Session: Sight Words 7	
	Unit: Folk and Fairy Tales Session: Sight Words 8	
	Unit: Adventure! Session: Sight Words 10	
	Unit: Stories Take Us Places Session: Sight Words 11	
	Unit: Same and Different Session: Sight Words 13	
	Unit: Rhythm and Rhyme Session: Sight Words 14	

Standards	Course 1	Course II
d. Use known word/part to decode unknown words, such as caràcard		
C. Fluency		
1. Read orally from familiar text at an appropriate rate		
a. Listen to models of fluent reading	Unit: Print in Our World Session: It's Time for Bed	
	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	
	Unit: ABC, Read with Me Session: That's My Name	
	Unit: Jump Rope Rhymes Session: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter F Jump Rope Rhyme	
	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	

Standards	Course 1	Course II
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	
	Unit: Silly Stories Session: I See P	
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: E's, Please Session: I Am E	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	

Standards	Course 1	Course II
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Rhythm and Rhyme Session: December	
	Unit: Rhythm and Rhyme Session: The Beast	
b. Read familiar text at a rate that is conversational and consistent		
c. Reread text multiple times to increase familiarity with words	Unit: Print in Our World Session: It's Time for Bed	
	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	
	Unit: ABC, Read with Me Session: That's My Name	
	Unit: Jump Rope Rhymes Session: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	

Standards	Course 1	Course II
	Unit: Jump Rope Rhymes Session: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter F Jump Rope Rhyme	
	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	
	Unit: Silly Stories Session: I See P	
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: E's, Please Session: I Am E	

Standards	Course 1	Course II
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Rhythm and Rhyme Session: December	
	Unit: Rhythm and Rhyme Session: The Beast	
2. Read grade-level text accurately		
a. Reread and self-correct while reading		
b. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	Unit: Triceratops Are Tops Session: Mystery Word 1	
	Unit: Stories Take Us Places Session: Mystery Word 2	

Standards	Course 1	Course II
c. Read sight words automatically, such as have, said, where, two	Unit: Wild about Animals Session: Sight Words 1	
	Unit: Silly Stories Session: Sight Words 2	
	Unit: Lots of Lists Session: Sight Words 3	
	Unit: Reading with Friends Session: Sight Words 4	
	Unit: E's, Please Session: Sight Words 5	
	Unit: Pet Pals Session: Sight Words 6	
	Unit: Blends and Friends Session: Sight Words 7	
	Unit: Folk and Fairy Tales Session: Sight Words 8	
	Unit: Triceratops Are Tops Session: Sight Words 9	
	Unit: Adventure! Session: Sight Words 10	
	Unit: Stories Take Us Places Session: Sight Words 11	
	Unit: Tall Tales Session: Sight Words 12	
	Unit: Same and Different Session: Sight Words 13	
	Unit: Rhythm and Rhyme Session: Sight Words 14	
3. Read grade-level text with expression		
a. Demonstrate appropriate use of phrasing when reading familiar text		

Standards	Course 1	Course II
D. Vocabulary		
1. Develop and apply vocabulary through exposure to a variety of texts		
a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate text daily	Unit: Print in Our World Session: It's Time for Bed	
	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	
	Unit: ABC, Read with Me Session: That's My Name	
	Unit: Jump Rope Rhymes Session: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter F Jump Rope Rhyme	
	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	
	Unit: Wild about Animals Session: Iguanas	

Standards	Course 1	Course II
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	
	Unit: Silly Stories Session: I See P	
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: E's, Please Session: I Am E	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Adventure! Session: How My Home Run Went around the World	

Standards	Course 1	Course II
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Rhythm and Rhyme Session: December	
	Unit: Rhythm and Rhyme Session: The Beast	
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	Unit: Triceratops Are Tops Session: Mystery Word 1	
	Unit: Stories Take Us Places Session: Mystery Word 2	
c. Asks questions to clarify meaning about objects and words related to topics discussed		
d. Listen to and identify the meaning of new vocabulary in multiple contexts		
e. Connect unfamiliar words from texts, instruction, and conversation to prior knowledge to enhance meaning		
f. Learn 5-8 new words every week (independent reading)		
2. Develop a conceptual understanding of new words		
a. Sort grade-appropriate words with or without pictures into categories	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Blends and Friends Session: Sort Characteristics of Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	

Standards	Course 1	Course II
	Unit: Folk and Fairy Tales Session: Sort Characteristics of the King and the Weavers	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read: Read on Your Own	
	Unit: Stories Take Us Places Session: Sort Setting Words	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Venn Diagram: Puffins and Penguins	
b. Identify antonyms and synonyms		Unit: All about Aardvarks Session: Hollywood Pairs 2
		Unit: An Amazing Life Session: Hollywood Pairs 4
c. Identify and use correctly new words acquired through study of their relationship to other words		
3. Understand, acquire, and use new vocabulary		
a. Determine the meanings of words using their context	Unit: Triceratops Are Tops Session: Mystery Word 1	
	Unit: Stories Take Us Places Session: Mystery Word 2	
b. Use unfamiliar words introduced in literary and informational texts		
c. Use word structure to determine meanings of words	Unit: Tall Tales Session: Word Pop 1	Unit: Food for Thought Session: Hollywood Pairs 1
	Unit: Tall Tales Session: Break-a-Word 1	

Standards	Course 1	Course II
	Unit: Tall Tales Session: Write Your Own Compound Words	
	Unit: Same and Different Session: Word Pop 2	
	Unit: Same and Different Session: Break-a-Word 2	
d. Use resources to determine meanings of unknown words		
E. General Reading Comprehension		
1. Develop comprehension skills through exposure to a variety of texts		
a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	Unit: Print in Our World Session: It's Time for Bed	
	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	
	Unit: ABC, Read with Me Session: That's My Name	
	Unit: Jump Rope Rhymes Session: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	

Standards	Course 1	Course II
	Unit: Jump Rope Rhymes Session: Letter F Jump Rope Rhyme	
	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	
	Unit: Silly Stories Session: I See P	
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: E's, Please Session: I Am E	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	

Standards	Course 1	Course II
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Rhythm and Rhyme Session: December	
	Unit: Rhythm and Rhyme Session: The Beast	
b. Self-select appropriate text for a variety of purposes		
c. Read a minimum of 25 books representing various genres	Unit: Print in Our World Session: It's Time for Bed	
	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	
	Unit: ABC, Read with Me Session: That's My Name	
	Unit: Jump Rope Rhymes Session: Letter S Jump Rope Rhyme	

Standards	Course 1	Course II
	Unit: Jump Rope Rhymes Session: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter F Jump Rope Rhyme	
	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	
	Unit: Silly Stories Session: I See P	
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	

Standards	Course 1	Course II
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: E's, Please Session: I Am E	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Rhythm and Rhyme Session: December	
	Unit: Rhythm and Rhyme Session: The Beast	
d. Discuss ideas/information gained from reading experiences with adults and peers		

Standards	Course 1	Course II
2. Use strategies to prepare for reading (before reading)		
a. Make connections to the text using their prior knowledge and experiences with the text	Unit: Pet Pals Session: Write about a Pet	
	Unit: Pet Pals Session: A Pet for Me	
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic		
c. Set a purpose for reading and identify type of text (fiction or nonfiction)		
3. Use strategies to make meaning from text (during reading)		
a. Recall and discuss what they understand		
b. Identify and question what did not make sense		
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts		
d. Make, confirm, or adjust predictions		
e. Look back through the text to search for connections between topics, events, characters, and actions in stories to specific life experiences		
4. Use strategies to demonstrate understanding of the text (after reading)		
a. Describe what the text is about	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Write about Puffins and Penguins	
b. Describe what is directly stated in the text (details, literal meaning)		
c. Engage in conversation to understand what has been read		

Standards	Course 1	Course II
d. Answer simple questions (who, what, when, where, and how) in writing	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Write about Puffins and Penguins	
e. Respond to text by drawing, speaking, dramatizing, or writing	Unit: Pet Pals Session: Write about a Pet	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Pet Pals Session: A Pet for Me: Read on Your Own	
	Unit: Pet Pals Session: Write about Taking Care of a Pet	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Blends and Friends Session: Write about a New Character	
	Unit: Folk and Fairy Tales Session: The Two Mice: Read on Your Own	
	Unit: Folk and Fairy Tales Session: Picture Postcard 1	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Triceratops Are Tops Session: Write What You Want to Learn about Triceratops	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Triceratops Are Tops Session: Write What You Learned about Triceratops	
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Adventure! Session: Write Your Own Adventure	

Standards	Course 1	Course II
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Write about Puffins and Penguins	
	Unit: Rhythm and Rhyme Session: The Beast: Read on Your Own	
	Unit: Rhythm and Rhyme Session: Picture Postcard 2	
	Unit: Rhythm and Rhyme Session: The Beast	
f. Retell the main idea of texts		
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.		
A. Comprehension of Informational Text		
1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts		
a. Listen to nonfiction materials	Unit: Wild about Animals Session: Baboons	
	Unit: Wild about Animals Session: Raccoons	
	Unit: Wild about Animals Session: Iguanas	
	Unit: Wild about Animals Session: Hippos	
	Unit: Wild about Animals Session: Dolphins	
	Unit: Triceratops Are Tops Session: Meet the Triceratops	
	Unit: Same and Different Session: Puffins and Penguins	

Standards	Course 1	Course II
b. Read and recognize functional documents	Unit: Triceratops Are Tops Session: Poster: How Fossils Are Formed	Unit: Food for Thought Session: Red, White, and Blue Salad
		Unit: Food for Thought Session: Sequence Steps in a Procedure 1
c. Select and read personal interest materials, such as brochures, books, magazines, and web sites		Unit: Food for Thought Session: Build a Pyramid of Good Foods
		Unit: Food for Thought Session: Focus on a Magazine Article
2. Identify and use text features to facilitate understanding of informational texts		
a. Use print features		Unit: What Do You Know? Session: Focus on Informational Text
		Unit: What Do You Know? Session: A Volcano Is Born
b. Use graphic aids	Unit: Same and Different Session: Puffins and Penguins	Unit: Food for Thought Session: Build a Pyramid of Good Foods
	Unit: Same and Different Session: Venn Diagram: Puffins and Penguins	Unit: Food for Thought Session: Focus on a Magazine Article
		Unit: Food for Thought Session: Focus on a Chart
		Unit: Food for Thought Session: Choice is Right: Chart
c. Use informational aids		
d. Use organizational aids when reading		Unit: What Do You Know? Session: A Volcano Is Born
		Unit: What Do You Know? Session: Word Finder 3
3. Develop knowledge of organizational structure of informational text to understand what is read		
a. Distinguish between fiction and nonfiction text		

Standards	Course 1	Course II
b. Recognize words that signal the structure of informational text		
c. Recognize sequential order		
d. Recognize cause/effect relationships		
e. Recognize similarities and differences	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Venn Diagram: Puffins and Penguins	
f. Recognize main idea		Unit: What Do You Know? Session: Focus on Informational Text
		Unit: What Do You Know? Session: A Volcano Is Born
		Unit: What Do You Know? Session: Word Finder 2
		Unit: What Do You Know? Session: Sort Information about Volcanoes
4. Determine important ideas and messages in informational texts		
a. Identify the text's purpose		
b. Identify main ideas/messages		Unit: What Do You Know? Session: A Volcano Is Born
		Unit: What Do You Know? Session: Word Finder 2
c. Distinguish between a fact and an opinion		
d. Retell important facts from a text	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Write about Puffins and Penguins	

Standards	Course 1	Course II
e. Identify how someone might use the text		
f. Identify prior knowledge that clarifies the main idea of the text		
5. Identify and explain the author's use of language		
a. Recognize specific punctuation that create tone		
6. Read critically to evaluate informational text		
a. State whether the text fulfills the reading purpose		
b. Tell what the author could have done to make the text easier to understand		
c. Explain whether the author's ideas are clear		
d. Identify words that affect the reader's feelings		
3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.		
A. Comprehension of Literary Text		
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts		
a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities	Unit: Print in Our World Session: It's Time for Bed	
	Unit: Print in Our World Session: The Thirsty Frog	
	Unit: Print in Our World Session: The Pig and the Pancake	
	Unit: ABC, Read with Me Session: That's My Name	

Standards	Course 1	Course II
	Unit: Silly Stories Session: I See U	
	Unit: Silly Stories Session: I See C	
	Unit: Silly Stories Session: I See P	
	Unit: Silly Stories Session: I See G	
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: I See W	
	Unit: Lots of Lists Session: I Like to Eat	
	Unit: E's, Please Session: I Am E	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	

Standards	Course 1	Course II
b. Listen to, read, and discuss a variety of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)	Unit: Jump Rope Rhymes Session: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Session: Letter F Jump Rope Rhyme	
	Unit: E's, Please Session: I Am E	
	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: The Two Mice	
	Unit: Adventure! Session: How My Home Run Went around the World	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
	Unit: Tall Tales Session: Big John Henry	
2. Use text features to facilitate understanding of literary texts		
a. Identify and explain how the title contributes to meaning	Unit: Print in Our World Session: It's Time for Bed	

Standards	Course 1	Course II
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	Unit: Print in Our World Session: The Pig and the Pancake	
3. Use elements of narrative texts to facilitate understanding		
a. Identify the elements of a story, including characters, setting, problem, and solution	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Blends and Friends Session: Sort Characteristics of Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: Sort Characteristics of the King and the Weavers	
	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read: Read on Your Own	
	Unit: Stories Take Us Places Session: Sort Setting Words	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
b. Identify and explain character traits and actions	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Blends and Friends Session: Sort Characteristics of Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: Sort Characteristics of the King and the Weavers	
c. Sequence the important events	Unit: Reading with Friends Session: My Best Friend Ben: Read on Your Own	
	Unit: Reading with Friends Session: Sequence Events in a Story	

Standards	Course 1	Course II
4. Use elements of poetry to facilitate understanding		
a. Identify rhyme, rhythm, and repetition in poems read to them	Unit: E's, Please Session: I Am E	
	Unit: E's, Please Session: Write Your Own Rhyming Poem	
	Unit: Rhythm and Rhyme Session: December	
	Unit: Rhythm and Rhyme Session: Bouncing Ball	
	Unit: Rhythm and Rhyme Session: The Beast: Read on Your Own	
	Unit: Rhythm and Rhyme Session: The Beast	
b. Summarize the events or tell the meaning of the poem	Unit: Rhythm and Rhyme Session: The Beast: Read on Your Own	
	Unit: Rhythm and Rhyme Session: Picture Postcard 2	
	Unit: Rhythm and Rhyme Session: The Beast	
5. Use elements of drama to facilitate understanding		
a. Identify the characters, dialogue, and scenery of a play read to them		
6. Determine important ideas and messages in literary texts		
a. Recognize the main idea		
b. Recognize a similar message in more than one text	Unit: Stories Take Us Places Session: Maria's Mail	
	Unit: Stories Take Us Places Session: Emma Wants to Read: Read on Your Own	

Standards	Course 1	Course II
	Unit: Stories Take Us Places Session: Sort Setting Words	
	Unit: Stories Take Us Places Session: Emma Wants to Read	
c. Summarize the text by stating the main idea and sequencing the important events	Unit: Reading with Friends Session: My Best Friend Ben: Read on Your Own	
	Unit: Reading with Friends Session: Sequence Events in a Story	
d. Identify personal connections to the text	Unit: Pet Pals Session: Write about a Pet	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Pet Pals Session: A Pet for Me: Read on Your Own	
	Unit: Pet Pals Session: Write about Taking Care of a Pet	
7. Identify and describe the author's use of language		
a. Identify language that appeals to the senses and feelings	Unit: Tall Tales Session: Tall Tale Song	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Tall Tales Session: Sort Exaggerated and Plain Sentences	
	Unit: Tall Tales Session: John Henry's Song	
	Unit: Tall Tales Session: Write Exaggerated Sentences	
b. Identify repetition		
c. Identify specific words and punctuation that create tone		

Standards	Course 1	Course II
4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.		
A. Writing		
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers		
a. Generate ideas and topics and make a plan for writing		
b. Write a first draft with a main idea and supporting details		
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade		
a. Write to express personal ideas using drawings, symbols, letters, words, sentences, and simple paragraphs	Unit: Pet Pals Session: Write about a Pet	
	Unit: Pet Pals Session: A Pet for Me	
	Unit: Pet Pals Session: A Pet for Me: Read on Your Own	
	Unit: Pet Pals Session: Write about Taking Care of a Pet	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Write about Puffins and Penguins	
b. Contribute to a shared writing experience or topic of interest		
c. Use sensory details to expand ideas	Unit: Tall Tales Session: Tall Tale Song	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Tall Tales Session: Sort Exaggerated and Plain Sentences	

Standards	Course 1	Course II
	Unit: Tall Tales Session: John Henry's Song	
	Unit: Tall Tales Session: Write Exaggerated Sentences	
d. Use details that support a topic with a clear beginning, middle, and end to inform		
e. Write persuasive text to support a stated opinion		
f. Write a variety of responses to text, such as response logs and journals		
3. Compose texts using the revising and editing strategies of effective writers and speakers		
a. Improve writing by maintaining a topic and adding ideas		
b. Proofread and edit writing		
c. Prepare writing for publication		
4. Identify how language choices in writing and speaking affect thoughts and feelings		
a. Identify and use words to express feelings, such as happiness, anger, sadness, frustration		
b. Identify and use words to express feelings, such as happiness, anger, sadness, frustration		
c. Acquire and use new vocabulary		
5. Use effective details, words, and figurative language in the student's own composing		
a. Use descriptive words and other details to expand and improve student's own writing	Unit: Tall Tales Session: Big John Henry	
	Unit: Tall Tales Session: Sort Exaggerated and Plain Sentences	

Standards	Course 1	Course II
	Unit: Tall Tales Session: Write Exaggerated Sentences	
6. Use information from various sources to accomplish a purpose		
a. Identify sources of information on a topic, such as trade books, classroom dictionaries, glossaries, indexes, maps, news magazines, etc.		Unit: Food for Thought Session: Build a Pyramid of Good Foods
		Unit: Food for Thought Session: Focus on a Magazine Article
		Unit: Food for Thought Session: Focus on a Chart
		Unit: Food for Thought Session: Choice is Right: Chart
b. Use graphic organizers, such as webs and story maps to organize information	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Blends and Friends Session: Sort Characteristics of Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: Sort Characteristics of the King and the Weavers	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Venn Diagram: Puffins and Penguins	
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.		
A. Grammar		
1. Use grammar concepts and skills that strengthen oral and written language		
a. Use various parts of speech, such as nouns, pronouns, and verbs		Unit: Here We Grow! Session: The Noun Frog

Standards	Course 1	Course II
		Unit: Here We Grow! Session: Complete the Sentence 1
		Unit: What Do You Know? Session: Adjectives: The Yellow, Bumpy Lizard
		Unit: What Do You Know? Session: Complete the Sentence 2
		Unit: Food for Thought Session: The Always Active Verb Dog
		Unit: Food for Thought Session: Word Finder 6
		Unit: Folk and Fairy Tales Session: The Adverb County Fair
		Unit: Folk and Fairy Tales Session: Complete the Sentence 3
b. Distinguish between complete and incomplete sentences		Unit: What Do You Know? Session: Sentences on Stage 1
c. Compose simple sentences using correct word order		
B. Usage		
1. Recognize examples of conventional usage in personal and academic reading		
2. Comprehend and apply standard English usage in oral and written language		
a. Recognize when subjects and verbs agree		
b. Recognize when personal nouns and pronouns agree		
C. Mechanics		
1. Explain the purpose of mechanics to make and clarify meaning		

Standards	Course 1	Course II
2. Comprehend and use basic punctuation and capitalization in written language		
a. Consistently use end punctuation, such as period, question mark, exclamation mark		
b. Use periods in numbered lists		
c. Use commas in dates and salutations and closings		
d. Use capital letters to begin sentences and identify proper nouns, such as names		
D. Spelling		
1. Apply conventional spelling in written language		
a. Correctly spell several non-phonetic high frequency words		
b. Spell phonetically regular high frequency words		
c. Correctly spell grade level appropriate pattern words		
d. Spell two syllable words that follow regular spelling patterns, including compound words	Unit: Tall Tales Session: Word Pop 1	
	Unit: Tall Tales Session: Break-a-Word 1	
e. Encode words with simple blends	Unit: Blends and Friends Session: Blend Blocks	
	Unit: Blends and Friends Session: Ice Puzzles: Explore Blends	
	Unit: Blends and Friends Session: Ice Puzzles: Find Blends	
f. Spell words with simple prefixes and inflectional endings	Unit: Same and Different Session: Word Pop 2	

Standards	Course 1	Course II
	Unit: Same and Different Session: Break-a-Word 2	
g. Use temporary spelling to attempt unknown words		
h. Access resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries		
E. Handwriting		
1. Produce writing that is legible to the audience		
a. Form upper and lower case manuscript letters		
b. Control size and spacing of manuscript letters on appropriately lined paper		
c. Use manuscript in daily assignments to build accuracy and automaticity		
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.		
A. Listening		
1. Demonstrate active listening strategies		
a. Attend to the speaker		
b. Respond appropriately to clarify and understand		
2. Comprehend and analyze what is heard		
a. Determine a speaker's general purpose		
a. Identify rhythms and patterns of language, including rhyme and repetition	Unit: Rhythm and Rhyme Session: December	

Standards	Course 1	Course II
	Unit: Rhythm and Rhyme Session: Bouncing Ball	
	Unit: Rhythm and Rhyme Session: Break-a-Word 3	
b. Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge	Unit: Blends and Friends Session: Owl and Bluebird	
	Unit: Blends and Friends Session: Sort Characteristics of Owl and Bluebird	
	Unit: Folk and Fairy Tales Session: The King's New Clothes	
	Unit: Folk and Fairy Tales Session: Sort Characteristics of the King and the Weavers	
	Unit: Same and Different Session: Puffins and Penguins	
	Unit: Same and Different Session: Venn Diagram: Puffins and Penguins	
c. Follow a set of multi-step directions		
d. Listen carefully to expand and enrich vocabulary		
e. Make judgments based on information from the speaker		
7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.		
A. Speaking		
1. Use organization and delivery strategies		
a. Speak clearly enough to be heard and understood in a variety of settings		
b. Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures		

Standards	Course 1	Course II
2. Make oral presentations		
a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories and/or state an opinion		
b. State a position and support it with reasons		
c. Use props when appropriate		
Grade 2		
1.0 General Reading Processes		
A. Phonemic Awareness		
B. Phonics		
1. Identify letters and their corresponding sounds		
a. Identify digraphs, such as ch, ph, sh, th, and wh	Unit: Triceratops Are Tops Session: Listen for Digraphs	
b. Identify diphthongs, such as oy, ow, ay	Unit: Stories Take Us Places Session: Listen for Diphthongs	Unit: In the Mountains Session: Word Family Portraits 3
	Unit: Stories Take Us Places Session: Word Puzzles 3	
2. Decode words in grade-level texts		
a. Use phonics to decode words		Unit: What Do You Know? Session: Write Sentences 1
		Unit: Nature Poems Session: Write Sentences 2
		Unit: Kids Then and Now Session: Write Sentences 3

Standards	Course 1	Course II
		Unit: Out of This World Session: Write Sentences 4
		Unit: An Inventor's Life Session: Write Sentences 5
b. Break compound words, contractions, and inflectional endings into known parts	Unit: Tall Tales Session: Word Pop 1	Unit: Here We Grow! Session: Word Pop 1
	Unit: Tall Tales Session: Break-a-Word 1	Unit: Food for Thought Session: Hollywood Pairs 1
	Unit: Same and Different Session: Word Pop 2	Unit: An Adventure in the City Session: Silly Sentences 2
	Unit: Same and Different Session: Break-a-Word 2	Unit: In the Mountains Session: Word Pop 5
		Unit: In the Mountains Session: Break-a-Word 4
		Unit: An African Folk Tale Session: Hollywood Pairs 7
c. Identify and apply vowel patterns to read words, such as CVC, CVCE, CVVC	Unit: Jump Rope Rhymes Session: Letter A Jump Rope Rhyme	Unit: Food for Thought Session: Word Finder 5
	Unit: Jump Rope Rhymes Session: Find the Short A Sound	Unit: Folk and Fairy Tales Session: Word Family Portraits 1
	Unit: Jump Rope Rhymes Session: Find Short A Words	Unit: Nature Poems Session: Write Sentences 2
	Unit: Jump Rope Rhymes Session: Make Your Own Letter A Jump Rope Rhyme	Unit: All about Aardvarks Session: Word Finder 8
	Unit: Jump Rope Rhymes Session: Letter O Jump Rope Rhyme	Unit: Dive In with Dolphins Session: Word Family Portraits 2
	Unit: Jump Rope Rhymes Session: Find the Short O Sound	Unit: Kids Then and Now Session: Write Sentences 3
	Unit: Jump Rope Rhymes Session: Find Short O Words	Unit: An Amazing Life Session: Word Finder 11
	Unit: Jump Rope Rhymes Session: Make Your Own Letter O Jump Rope Rhyme	Unit: Out of This World Session: Write Sentences 4

Standards	Course 1	Course II
	Unit: Wild about Animals Session: Iguanas	Unit: It's a Mystery Session: Word Finder 14
	Unit: Wild about Animals Session: Find the Short I Sound	Unit: In the Mountains Session: Word Family Portraits 3
	Unit: Wild about Animals Session: Find Short I Words	Unit: An Inventor's Life Session: Write Sentences 5
	Unit: Wild about Animals Session: Make Your Own Iguana Book	Unit: An African Folk Tale Session: Word Family Portraits 4
	Unit: Silly Stories Session: I See U	Unit: True to Life Session: Write Sentences 6
	Unit: Silly Stories Session: Find the Short U Sound	Unit: Long Ago in Mexico Session: Word Finder 22
	Unit: Silly Stories Session: Find Short U Words	Unit: Super-Size Sci-Fi Session: Write Sentences 8
	Unit: Silly Stories Session: Make Your Own "I See U" Book	Unit: A Trickster Tale Session: Word Finder 26
	Unit: Silly Stories Session: I See E	
	Unit: Silly Stories Session: Find the Short E Sound	
	Unit: Silly Stories Session: Find Short E Words	
	Unit: Silly Stories Session: Make Your Own "I See E" Book	
	Unit: E's, Please Session: I Am E	
	Unit: E's, Please Session: Hey Tiger!: The Silent E Song	
	Unit: E's, Please Session: Silent E Tree: Explore	
	Unit: E's, Please Session: Silent E Tree: Find the Word	

Standards	Course 1	Course II
	Unit: E's, Please Session: Listen for Silent E Words	
d. Read blends fluently, such as spl, str		Unit: Baseball's Best Session: Word Finder 15
		Unit: An Adventure in the City Session: Word Puzzles 1
C. Fluency		
1. Read orally from familiar text at an appropriate rate		
a. Listen to models of fluent reading	Unit: Folk and Fairy Tales Session: The King's New Clothes	Unit: Here We Grow! Session: How to Grow Vegetable Soup
	Unit: Folk and Fairy Tales Session: The Two Mice	Unit: What Do You Know? Session: A Volcano Is Born
	Unit: Triceratops Are Tops Session: Meet the Triceratops	Unit: Food for Thought Session: Build a Pyramid of Good Foods
	Unit: Adventure! Session: How My Home Run Went around the World	Unit: Food for Thought Session: Red, White, and Blue Salad
	Unit: Stories Take Us Places Session: Maria's Mail	Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
	Unit: Stories Take Us Places Session: Emma Wants to Read	Unit: Folk and Fairy Tales Session: The Shoemaker and the Elves
	Unit: Tall Tales Session: Big John Henry	Unit: Nature Poems Session: An Apple Happens
	Unit: Same and Different Session: Puffins and Penguins	Unit: Nature Poems Session: Firefly
	Unit: Rhythm and Rhyme Session: December	Unit: Nature Poems Session: Fog
	Unit: Rhythm and Rhyme Session: The Beast	Unit: All about Aardvarks Session: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Session: Aardvarks: A Student Report

Standards	Course 1	Course II
		Unit: Dive In with Dolphins Session: Arion's Music
		Unit: Dive In with Dolphins Session: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Session: Rebecca's Journey
		Unit: Kids Then and Now Session: Rebecca's Letter
		Unit: An Amazing Life Session: Mae Jemison: Flying High!
		Unit: An Adventure in the City Session: Mari's Scavenger Hunt
		Unit: Out of This World Session: Life on a Space Station
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: In the Mountains Session: Magpie Spring
		Unit: In the Mountains Session: At Home in the Alpine Forest
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Session: Baseball Cards
b. Read familiar text at a rate that is conversational and consistent		
c. Reread text multiple times to increase familiarity with words	Unit: Folk and Fairy Tales Session: The King's New Clothes	Unit: Here We Grow! Session: How to Grow Vegetable Soup

Standards	Course 1	Course II
	Unit: Folk and Fairy Tales Session: The Two Mice	Unit: What Do You Know? Session: A Volcano Is Born
	Unit: Triceratops Are Tops Session: Meet the Triceratops	Unit: Food for Thought Session: Build a Pyramid of Good Foods
	Unit: Adventure! Session: How My Home Run Went around the World	Unit: Food for Thought Session: Red, White, and Blue Salad
	Unit: Stories Take Us Places Session: Maria's Mail	Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
	Unit: Stories Take Us Places Session: Emma Wants to Read	Unit: Folk and Fairy Tales Session: The Shoemaker and the Elves
	Unit: Tall Tales Session: Big John Henry	Unit: Nature Poems Session: An Apple Happens
	Unit: Same and Different Session: Puffins and Penguins	Unit: Nature Poems Session: Firefly
	Unit: Rhythm and Rhyme Session: December	Unit: Nature Poems Session: Fog
	Unit: Rhythm and Rhyme Session: The Beast	Unit: All about Aardvarks Session: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Session: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Session: Arion's Music
		Unit: Dive In with Dolphins Session: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Session: Rebecca's Journey
		Unit: Kids Then and Now Session: Rebecca's Letter
		Unit: An Amazing Life Session: Mae Jemison: Flying High!
		Unit: An Adventure in the City Session: Mari's Scavenger Hunt

Standards	Course 1	Course II
		Unit: Out of This World Session: Life on a Space Station
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: In the Mountains Session: Magpie Spring
		Unit: In the Mountains Session: At Home in the Alpine Forest
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Session: Baseball Cards
2. Read grade-level text accurately		
a. Reread and self-correct while reading		
b. Decode words automatically		
c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction		Unit: An African Folk Tale Session: Context Clues on Stage
d. Read sight words automatically	Unit: Wild about Animals Session: Sight Words 1	
	Unit: Silly Stories Session: Sight Words 2	
	Unit: Lots of Lists Session: Sight Words 3	
	Unit: Reading with Friends Session: Sight Words 4	

Standards	Course 1	Course II
	Unit: E's, Please Session: Sight Words 5	
	Unit: Pet Pals Session: Sight Words 6	
	Unit: Blends and Friends Session: Sight Words 7	
	Unit: Folk and Fairy Tales Session: Sight Words 8	
	Unit: Triceratops Are Tops Session: Sight Words 9	
	Unit: Adventure! Session: Sight Words 10	
	Unit: Stories Take Us Places Session: Sight Words 11	
	Unit: Tall Tales Session: Sight Words 12	
	Unit: Same and Different Session: Sight Words 13	
	Unit: Rhythm and Rhyme Session: Sight Words 14	
3. Read grade-level text with expression		
a. Demonstrate appropriate use of phrasing when reading both familiar and unfamiliar text		
D. Vocabulary		
1. Develop and apply vocabulary through exposure to a variety of texts		
a. Acquire new vocabulary through listening to and independently reading a variety of literary and informational texts		Unit: Food for Thought Session: Build a Pyramid of Good Foods
		Unit: Food for Thought Session: Make a Match: Vocabulary 1

Standards	Course 1	Course II
		Unit: All about Aardvarks Session: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Session: Make a Match: Vocabulary 2
		Unit: An Adventure in the City Session: Mari's Scavenger Hunt
		Unit: An Adventure in the City Session: Make a Match: Vocabulary 3
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Session: Make a Match: Vocabulary 4
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation		
c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts		
d. Make inferences about the meaning of a word based on its use in a sentence		
e. Identify simple multiple meaning words		
f. Learn 8-12 new words every week (independent reading)		
2. Develop a conceptual understanding of new words		
a. Classify and categorize words into sets and groups, such as animals, adult/baby	Unit: Folk and Fairy Tales Session: The King's New Clothes	Unit: Here We Grow! Session: How to Grow Vegetable Soup
	Unit: Folk and Fairy Tales Session: Sort Characteristics of the King and the Weavers	Unit: Here We Grow! Session: Venn Diagram: Character Traits
	Unit: Stories Take Us Places Session: Maria's Mail	Unit: What Do You Know? Session: A Volcano Is Born
	Unit: Stories Take Us Places Session: Emma Wants to Read: Read on Your Own	Unit: What Do You Know? Session: Sort Information about Volcanoes

Standards	Course 1	Course II
	Unit: Stories Take Us Places Session: Sort Setting Words	Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
	Unit: Same and Different Session: Puffins and Penguins	Unit: Folk and Fairy Tales Session: The Shoemaker and the Elves
	Unit: Same and Different Session: Puffins and Penguins: Read on Your Own	Unit: Folk and Fairy Tales Session: Venn Diagram: Character, Plot, and Setting
	Unit: Same and Different Session: Venn Diagram: Puffins and Penguins	Unit: All about Aardvarks Session: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Session: Sort Information about Aardvarks
		Unit: Kids Then and Now Session: Rebecca's Journey
		Unit: Kids Then and Now Session: Venn Diagram: Then and Now 1
		Unit: An Amazing Life Session: Mae Jemison: Flying High!
		Unit: An Amazing Life Session: Venn Diagram: Child and Adult
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: An Inventor's Life Session: Sort Information about Thomas Edison
		Unit: Baseball's Best Session: Baseball Cards
		Unit: Baseball's Best Session: Sort Information about Baseball Cards
b. Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills		Unit: All about Aardvarks Session: Hollywood Pairs 2
		Unit: True to Life Session: Hollywood Pairs 8
		Unit: Super-Size Sci-Fi Session: Hollywood Pairs 11

Standards	Course 1	Course II
c. Identify and use correctly new words acquired through study of their relationship to other words		
3. Understand, acquire, and use new vocabulary		
a. Determine the meanings of unknown words		
b. Use unfamiliar words introduced in literary and informational texts		
c. Use word structure to determine meanings of words		Unit: Folk and Fairy Tales Session: Word Pop 2
		Unit: Folk and Fairy Tales Session: Break-a-Word 1
		Unit: An Inventor's Life Session: Word Pop 6
		Unit: An Inventor's Life Session: Break-a-Word 5
		Unit: Long Ago in Mexico Session: Word Pop 8
		Unit: Long Ago in Mexico Session: Break-a-Word 7
d. Use resources to determine meaning of unknown words		Unit: What Do You Know? Session: Word Finder 3
E. General Reading Comprehension		
1. Develop comprehension skills through exposure to a variety of texts		
a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion		Unit: Here We Grow! Session: How to Grow Vegetable Soup
		Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
		Unit: Dive In with Dolphins Session: Randy Wells: A Life with Dolphins

Standards	Course 1	Course II
		Unit: Kids Then and Now Session: Rebecca's Journey
		Unit: Kids Then and Now Session: Rebecca's Letter
		Unit: An Amazing Life Session: Mae Jemison: Flying High!
		Unit: An Adventure in the City Session: Mari's Scavenger Hunt
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: In the Mountains Session: Magpie Spring
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
b. Self-select appropriate text for a variety of purposes		
c. Read a minimum of 25-30 self-selected and/or assigned books representing various genres		Unit: Here We Grow! Session: How to Grow Vegetable Soup
		Unit: What Do You Know? Session: A Volcano Is Born
		Unit: Food for Thought Session: Build a Pyramid of Good Foods
		Unit: Food for Thought Session: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Session: The Shoemaker and the Elves

Standards	Course 1	Course II
		Unit: Nature Poems Session: An Apple Happens
		Unit: Nature Poems Session: Firefly
		Unit: Nature Poems Session: Fog
		Unit: All about Aardvarks Session: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Session: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Session: Arion's Music
		Unit: Dive In with Dolphins Session: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Session: Rebecca's Journey
		Unit: Kids Then and Now Session: Rebecca's Letter
		Unit: An Amazing Life Session: Mae Jemison: Flying High!
		Unit: An Adventure in the City Session: Mari's Scavenger Hunt
		Unit: Out of This World Session: Life on a Space Station
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: In the Mountains Session: Magpie Spring
		Unit: In the Mountains Session: At Home in the Alpine Forest

Standards	Course 1	Course II
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Session: Choice Is Right: Summaries and Details
d. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations		
2. Use strategies to prepare for reading (before reading)		
a. Make and explain the connections made from prior knowledge and experiences with the text	Unit: Triceratops Are Tops Session: Meet the Triceratops	Unit: Here We Grow! Session: How to Grow Vegetable Soup
	Unit: Triceratops Are Tops Session: Write What You Learned about Triceratops	Unit: Here We Grow! Session: Write about a Personal Experience.
	Unit: Same and Different Session: Puffins and Penguins	Unit: Out of This World Session: Life on a Space Station
	Unit: Same and Different Session: Write about Puffins and Penguins	Unit: Out of This World Session: Write about Details from an Article
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic		Unit: Here We Grow! Session: Focus on Parts of a Book
		Unit: Here We Grow! Session: Write a Prediction 1
		Unit: Food for Thought Session: Write a Prediction 2
		Unit: Food for Thought Session: Focus on a Procedure 1
		Unit: Dive In with Dolphins Session: Focus on a Myth
		Unit: Dive In with Dolphins Session: Write a Prediction 3
		Unit: An Inventor's Life Session: Focus on a Biography 2

Standards	Course 1	Course II
		Unit: An Inventor's Life Session: Write a Prediction 4
c. Set a purpose for reading and identify type of text (fiction or nonfiction)		
3. Use strategies to make meaning from text (during reading)		
a. Recall and discuss what they understand		
b. Identify and question what did not make sense		
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts		
d. Read on, revisit, and restate the difficult parts in your own words		
e. Make, confirm, or adjust predictions		
f. Ask and answer questions about the text		
g. Periodically summarize while reading		
h. Visualize what was read		
i. Look back through the text to search for connections between and among ideas		
j. Explain personal connections to the topics, events, characters, and actions in texts		
4. Use strategies to demonstrate understanding of the text (after reading)		
a. Review/restate and explain what the text is mainly about		Unit: An Amazing Life Session: Choice Is Right: Summaries 1
		Unit: What Do You Know? Session: Word Finder 2

Standards	Course 1	Course II
		Unit: What Do You Know? Session: Sort Information about Volcanoes
b. Identify and explain what is directly stated in the text (details, literal meaning)		Unit: What Do You Know? Session: Sort Information about Volcanoes
		Unit: Out of This World Session: Write about Details from an Article
c. Identify and explain what is not stated in the text (implied or inferential meaning)		
d. Summarize the text orally		
e. Confirm, refute, or make predictions to form new ideas		
f. Connect the text to prior knowledge or personal experience		
g. Engage in conversation to understand what has been read		
h. Retell explicit and implicit main ideas of texts		
i. Answer questions (what if, why, and how) in writing		Unit: Out of This World Session: Life on a Space Station
		Unit: Out of This World Session: Write Your Own News Questions
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.		
A. Comprehension of Informational Text		
1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts		
a. Read and recognize nonfiction materials to gain information and content knowledge		Unit: What Do You Know? Session: Focus on Informational Text
		Unit: What Do You Know? Session: A Volcano Is Born

Standards	Course 1	Course II
		Unit: All about Aardvarks Session: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Session: Focus on an Encyclopedia Article
		Unit: All about Aardvarks Session: Aardvarks: A Student Report
		Unit: An Amazing Life Session: Focus on a Biography 1
		Unit: An Amazing Life Session: Mae Jemison: Flying High!
		Unit: Out of This World Session: Focus on a News Article 1
		Unit: Out of This World Session: Life on a Space Station
		Unit: In the Mountains Session: At Home in the Alpine Forest
		Unit: In the Mountains Session: Focus on an Informational Book
		Unit: An Inventor's Life Session: Focus on a Biography 2
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: Baseball's Best Session: Focus on a News Article 2
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
b. Read and identify functional documents	Unit: Triceratops Are Tops Session: Poster: How Fossils Are Formed	Unit: Here We Grow! Session: Focus on a Map 1
		Unit: Here We Grow! Session: Choice Is Right: Map 1
		Unit: Food for Thought Session: Focus on a Chart

Standards	Course 1	Course II
		Unit: Food for Thought Session: Choice is Right: Chart
		Unit: Food for Thought Session: Red, White, and Blue Salad
		Unit: Food for Thought Session: Focus on a Procedure 1
		Unit: An Amazing Life Session: Focus on a Timeline 1
		Unit: An Amazing Life Session: Choice Is Right: Timeline 1
		Unit: An Inventor's Life Session: Focus on a Timeline 2
		Unit: An Inventor's Life Session: Choice Is Right: Timeline 2
		Unit: Baseball's Best Session: Baseball Cards
		Unit: Baseball's Best Session: Sort Information about Baseball Cards
c. Select and read personal interest materials, such as brochures, books, magazines, and web sites		Unit: Food for Thought Session: Build a Pyramid of Good Foods
		Unit: Food for Thought Session: Focus on a Magazine Article
2. Identify and use text features to facilitate understanding of informational texts		

Standards	Course 1	Course II
a. Use print features		Unit: All about Aardvarks Session: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Session: Focus on an Encyclopedia Article
b. Use graphic aids		Unit: Here We Grow! Session: Focus on a Map 1
		Unit: Here We Grow! Session: Choice Is Right: Map 1
		Unit: Dive In with Dolphins Session: Focus on a Map 2
		Unit: Dive In with Dolphins Session: Choice Is Right: Map 2
		Unit: Food for Thought Session: Focus on a Chart
		Unit: Food for Thought Session: Choice is Right: Chart
c. Use informational aids		Unit: An Amazing Life Session: Focus on a Timeline 1
		Unit: An Amazing Life Session: Choice Is Right: Timeline 1
		Unit: An Inventor's Life Session: Focus on a Timeline 2
		Unit: An Inventor's Life Session: Choice Is Right: Timeline 2
d. Use organizational aids when reading		Unit: What Do You Know? Session: Focus on Informational Text
		Unit: What Do You Know? Session: Word Finder 3
		Unit: In the Mountains Session: Focus on an Informational Book
		Unit: In the Mountains Session: Choice Is Right: Informational Text

Standards	Course 1	Course II
3. Develop knowledge of organizational structure of informational text to understand what is read		
a. Distinguish between fiction and nonfiction text		
b. Recognize words that signal the structure of informational text		
c. Recognize sequential and chronological order		Unit: Food for Thought Session: Red, White, and Blue Salad
		Unit: Food for Thought Session: Sequence Steps in a Procedure 1
		Unit: Dive In with Dolphins Session: Randy Wells: A Life with Dolphins
		Unit: Dive In with Dolphins Session: Make a Match: Cause and Effect 1
d. Recognize cause/effect relationships		
e. Recognize similarities and differences		Unit: An Amazing Life Session: Focus on a Biography 1
		Unit: An Amazing Life Session: Venn Diagram: Child and Adult
f. Recognize description		
g. Recognize and use main idea and supporting details		Unit: What Do You Know? Session: Word Finder 2
		Unit: What Do You Know? Session: Sort Information about Volcanoes
4. Determine important ideas and messages in informational texts		
a. Identify the author's/text's purpose		Unit: A Visit to the Aquarium Session: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Session: Persuasive or Informational

Standards	Course 1	Course II
b. Identify main ideas/messages		Unit: What Do You Know? Session: Word Finder 2
		Unit: What Do You Know? Session: Sort Information about Volcanoes
c. Identify information not related to the main idea		
d. Draw conclusions and generalizations from text to form new understanding		Unit: An Adventure in the City Session: Choice Is Right: Draw Conclusions
e. Distinguish between a fact and an opinion		Unit: A Visit to the Aquarium Session: Dive into the Pacific Bay Aquarium
f. Identify how someone might use the text		Unit: A Visit to the Aquarium Session: Persuasive or Informational
g. Summarize the text or a portion of the text		Unit: An Amazing Life Session: Choice Is Right: Summaries 1
		Unit: Baseball's Best Session: Choice Is Right: Summaries and Details
		Unit: An African Folk Tale Session: Anansi and Chameleon
		Unit: An African Folk Tale Session: Choice Is Right: Summaries 2
h. Identify prior knowledge that clarifies the main idea of the text		
5. Identify and explain the author's use of language		
a. Identify words and phrases with a specific effect on meaning (similes, metaphors)		
b. Recognize specific words and punctuation that create tone		
c. Recognize repetition of words		
6. Read critically to evaluate informational text		

Standards	Course 1	Course II
a. State whether the text fulfills the reading purpose		
b. Explain what the author could have done to make the text easier to understand		
c. Explain whether the author's ideas are clear		
d. Identify words that affect the reader's feelings		
3.0 Comprehension of Literary Text: Students, read, comprehend, interpret, analyze, and evaluate literary text.		
A. Comprehension of Literary Text		
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts		
a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods		Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
		Unit: Dive In with Dolphins Session: Arion's Music
		Unit: Kids Then and Now Session: Rebecca's Journey
		Unit: An Amazing Life Session: Mae Jemison: Flying High!
b. Listen to, read, and discuss a variety of different types of fiction and nonfiction texts		Unit: Here We Grow! Session: How to Grow Vegetable Soup
		Unit: What Do You Know? Session: A Volcano Is Born
		Unit: Food for Thought Session: Build a Pyramid of Good Foods
		Unit: Food for Thought Session: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Session: The Shoemaker and the Elves

Standards	Course 1	Course II
		Unit: Nature Poems Session: An Apple Happens
		Unit: Nature Poems Session: Firefly
		Unit: Nature Poems Session: Fog
		Unit: All about Aardvarks Session: Aardvark: An Encyclopedia Article
		Unit: Dive In with Dolphins Session: Randy Wells: A Life with Dolphins
		Unit: An Adventure in the City Session: Mari's Scavenger Hunt
		Unit: Out of This World Session: Focus on a News Article 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Session: Baseball Cards
c. Identify characteristics of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)		Unit: Nature Poems Session: An Apple Happens
		Unit: Nature Poems Session: Firefly
		Unit: Nature Poems Session: Fog
		Unit: Nature Poems Session: Focus on Poetry
		Unit: Dive In with Dolphins Session: Focus on a Myth

Standards	Course 1	Course II
		Unit: Dive In with Dolphins Session: Arion's Music
		Unit: Kids Then and Now Session: Focus on Historical Fiction
		Unit: Kids Then and Now Session: Rebecca's Journey
		Unit: An Adventure in the City Session: Mari's Scavenger Hunt
		Unit: An Adventure in the City Session: Focus on Adventure Fiction 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: It's a Mystery Session: Focus on a Mystery
2. Use text features to facilitate understanding of literary texts		
a. Identify and explain how the title contributes to meaning		Unit: Here We Grow! Session: Focus on Parts of a Book
		Unit: Here We Grow! Session: Write a Prediction 1
		Unit: Here We Grow! Session: How to Grow Vegetable Soup
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning		
3. Use elements of narrative texts to facilitate understanding		
a. Identify and explain the elements of a story, including the problem, the sequence of events, and the solution to the problem		Unit: Here We Grow! Session: How to Grow Vegetable Soup
		Unit: Here We Grow! Session: Sequence Events from a Story

Standards	Course 1	Course II
		Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Session: Sequence Events from a Folk Tale
		Unit: Folk and Fairy Tales Session: Make a Match: Problems and Solutions 1
		Unit: Dive In with Dolphins Session: Arion's Music
		Unit: Dive In with Dolphins Session: Sequence Events from a Myth
		Unit: Kids Then and Now Session: Rebecca's Journey
		Unit: Kids Then and Now Session: Sequence Events from Historical Fiction
		Unit: An Amazing Life Session: Mae Jemison: Flying High!
		Unit: An Amazing Life Session: Make a Match: Problems and Solutions 2
b. Identify the setting and explain its importance to the story		Unit: An Adventure in the City Session: Mari's Scavenger Hunt
		Unit: An Adventure in the City Session: Write a List for a New Setting
c. Identify the main character(s) and explain their importance in the story	Unit: Folk and Fairy Tales Session: The King's New Clothes	Unit: Here We Grow! Session: How to Grow Vegetable Soup
	Unit: Folk and Fairy Tales Session: Sort Characteristics of the King and the Weavers	Unit: Here We Grow! Session: Venn Diagram: Character Traits
d. Identify characters' actions, motives, emotions, traits, and feelings		
e. Identify and explain relationships between and among characters, setting, and events	Unit: Folk and Fairy Tales Session: The Two Mice: Read on Your Own	
	Unit: Folk and Fairy Tales Session: Picture Postcard 1	

Standards	Course 1	Course II
4. Use elements of poetry to facilitate understanding		
a. Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas		
b. Analyze the meaning of words, lines, and stanzas		
c. Identify and use sound elements of poetry, such as rhyme, no rhyme, and rhythm		Unit: Nature Poems Session: An Apple Happens
		Unit: Nature Poems Session: Firefly
		Unit: Nature Poems Session: Fog
		Unit: Nature Poems Session: Focus on Poetry
5. Use elements of drama to facilitate understanding		
a. Identify the structure of a play, including characters, costumes, dialogue, and scenery		Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
6. Determine important ideas and messages in literary texts		
a. Recognize the main idea or message of the text		Unit: What Do You Know? Session: Word Finder 2
b. Recognize a similar message in more than one text		Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Session: The Shoemaker and the Elves
		Unit: Folk and Fairy Tales Session: Venn Diagram: Character, Plot, and Setting
c. Retell the text or part of the text		
d. Summarize the text		Unit: An Amazing Life Session: Choice Is Right: Summaries 1

Standards	Course 1	Course II
e. Identify personal connections to the text		Unit: Here We Grow! Session: How to Grow Vegetable Soup
		Unit: Here We Grow! Session: Write about a Personal Experience.
7. Identify and describe the author's use of language		
a. Explain how the use of dialogue contributes to a story		
b. Identify specific words and phrases that contribute to the meaning of a text		
c. Identify specific words and punctuation that create tone		
d. Identify language that appeals to the senses and feelings		
e. Identify repetition and exaggeration	Unit: Tall Tales Session: Tall Tale Song	
	Unit: Tall Tales Session: Big John Henry	
	Unit: Tall Tales Session: Sort Exaggerated and Plain Sentences	
	Unit: Tall Tales Session: Write Exaggerated Sentences	
4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular		
A. Writing		
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers		
a. Generate ideas and topics and make a plan before writing		
b. Write a first draft with a main idea and supporting details		

Standards	Course 1	Course II
c. Organize related ideas into a simple paragraph		Unit: Here We Grow! Session: How to Grow Vegetable Soup
		Unit: Here We Grow! Session: Write about a Personal Experience.
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade		
a. Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports		Unit: All about Aardvarks Session: Write Questions for a Report
		Unit: Kids Then and Now Session: Write a Personal Letter
b. Contribute to a shared writing experience or topic of interest		
c. Use sensory details to expand ideas		
d. Compose to inform using major points and examples to support a main idea		
e. Write persuasive text to support a stated opinion		
f. Write a variety of responses to text, such as response logs, journals, and constructed responses		
3. Compose texts using the revising and editing strategies of effective writers and speakers		
a. Improve writing by maintaining a topic, adding details, deleting unrelated ideas		
b. Proofread and edit writing for punctuation		
c. Prepare writing for publication		
4. Identify how language choices in writing and speaking affect thoughts and feelings		
a. Use colorful language to convey thoughts and feelings in formal and informal writing	Unit: Tall Tales Session: Tall Tale Song	

Standards	Course 1	Course II
	Unit: Tall Tales Session: Big John Henry	
	Unit: Tall Tales Session: Sort Exaggerated and Plain Sentences	
	Unit: Tall Tales Session: Write Exaggerated Sentences	
b. Acquire and use new vocabulary		
5. Use effective details, words, and figurative language in the student's own composing		
a. Use sensory words and other details to expand and improve student's own writing		
b. Examine and use basic transitions, such as "and," "but," "or," "first," "second," and "last"		Unit: Here We Grow! Session: Write about a Personal Experience.
6. Explain how textual changes in a work clarify meaning or fulfill a purpose		
a. Revise own text for word choice		
7. Locate, retrieve, and use information from various sources to accomplish a purpose		
a. Identify and use sources of information on a topic		Unit: All about Aardvarks Session: Aardvark: An Encyclopedia Article
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic		Unit: All about Aardvarks Session: Focus on an Encyclopedia Article
		Unit: All about Aardvarks Session: Write Questions for a Report
c. Use note taking and organizational strategies to record and organize information		
d. Use information to fulfill a given purpose		
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.		

Standards	Course 1	Course II
A. Grammar		
1. Identify and use grammar concepts and skills that strengthen oral and written language		
a. Identify and use various parts of speech, such as nouns, pronouns, verbs, and adjectives		Unit: Here We Grow! Session: The Noun Frog
		Unit: Here We Grow! Session: Complete the Sentence 1
		Unit: What Do You Know? Session: Adjectives: The Yellow, Bumpy Lizard
		Unit: What Do You Know? Session: Complete the Sentence 2
		Unit: Food for Thought Session: The Always Active Verb Dog
		Unit: Food for Thought Session: Word Finder 6
		Unit: Folk and Fairy Tales Session: The Adverb County Fair
		Unit: Folk and Fairy Tales Session: Complete the Sentence 3
b. Compose declarative, interrogative, imperative, and exclamatory sentences		
c. Identify and use verb forms, such as helping verbs		
d. Identify and use verb tenses, such as present, past, and future		Unit: True to Life Session: Verb Tenses on Stage
B. Usage		
1. Recognize examples of conventional usage in personal and academic reading		

Standards	Course 1	Course II
2. Comprehend and apply standard English usage in oral and written language		
a. Recognize and use correct subject/verb agreement and noun/pronoun agreement		Unit: An Amazing Life Session: Subject-Verb Agreement on Stage
		Unit: An Amazing Life Session: Choice Is Right: Subject-Verb Agreement 1
b. Recognize and use consistent and appropriate verb tenses, such as past, present, and future		Unit: True to Life Session: Verb Tenses on Stage
C. Mechanics		
1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing		
2. Comprehend and apply standard English punctuation and capitalization in written language		
a. Use periods and other end punctuation		Unit: What Do You Know? Session: Sentences on Stage 1
		Unit: What Do You Know? Session: Word Finder 4
b. Use commas correctly in dates, addresses, salutations and closings, and items in a series		Unit: Out of This World Session: Commas in a Series on Stage 1
		Unit: Out of This World Session: Word Finder 12
		Unit: A Visit to the Aquarium Session: Commas in a Series on Stage 2
c. Use apostrophes in contractions		Unit: Food for Thought Session: Hollywood Pairs 1
		Unit: An African Folk Tale Session: Hollywood Pairs 7
		Unit: Up Periscope Session: Hollywood Pairs 10
d. Use capital letters to identify proper nouns and to begin sentences		Unit: All about Aardvarks Session: Proper Nouns on Stage

Standards	Course 1	Course II
		Unit: All about Aardvarks Session: Word Finder 9
D. Spelling		
1. Apply conventional spelling in written language		
a. Spell non-phonetic high frequency words		
b. Spell phonetically regular high frequency words		
c. Spell grade level appropriate pattern words		
d. Spell two syllable words that follow regular spelling patterns, including compound words		
e. Spell words with simple prefixes and suffixes		
f. Represent all sounds in a word when attempting unknown words		
g. Access resources to spell unknown words, such as word wall, content word chart, dictionary, technology		
E. Handwriting		
1. Produce writing that is legible to the audience		
a. Form upper and lower case cursive letters		
b. Use manuscript in daily assignments to build accuracy and automaticity		
c. Use connecting strokes to write continuous text		
A. Listening		

Standards	Course 1	Course II
1. Demonstrate active listening strategies		
a. Attend to the speaker		
b. Ask appropriate questions		
c. Respond appropriately to clarify and understand		
2. Comprehend and analyze what is heard		
a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain		
b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition		
c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing		
d. Follow a set of multi-step directions		
e. Listen carefully to expand and enrich vocabulary		
f. Make judgments based on information from the speaker		
7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.		
A. Speaking		
1. Use organization and delivery strategies		
a. Speak clearly enough to be heard and understood in a variety of settings		
b. Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures		

Standards	Course 1	Course II
2. Make oral presentations		
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories		
b. State a position and support it with reasons		
c. Participate in dramatic presentations		
d. Plan and deliver effective oral presentations		
e. Use props when appropriate		
Grade 3		
1.0 General Reading Processes: Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.		
A. Phonemic Awareness		
B. Phonics		
1. Use a variety of phonetic skills to read unfamiliar words		
a. Apply phonics skills		Unit: Here We Grow! Session: Word Finder 1
		Unit: What Do You Know? Session: Write Sentences 1
		Unit: Food for Thought Session: Word Finder 5
		Unit: Folk and Fairy Tales Session: Word Family Portraits 1
		Unit: Nature Poems Session: Word Finder 7

Standards	Course 1	Course II
		Unit: Nature Poems Session: Write Sentences 2
		Unit: All about Aardvarks Session: Word Finder 8
		Unit: Dive In with Dolphins Session: Word Family Portraits 2
		Unit: Kids Then and Now Session: Sound It Out on Stage
		Unit: Kids Then and Now Session: Write Sentences 3
		Unit: An Amazing Life Session: Word Finder 11
		Unit: An Adventure in the City Session: Word Puzzles 1
		Unit: Out of This World Session: Write Sentences 4
		Unit: It's a Mystery Session: Word Finder 14
		Unit: In the Mountains Session: Word Family Portraits 3
		Unit: An Inventor's Life Session: Write Sentences 5
		Unit: Baseball's Best Session: Word Finder 15
		Unit: An African Folk Tale Session: Word Family Portraits 4
		Unit: True to Life Session: Write Sentences 6
		Unit: A Wilderness Adventure Session: Word Finder 18
		Unit: A Visit to the Aquarium Session: Word Puzzles 2

Standards	Course 1	Course II
		Unit: Long Ago in Mexico Session: Word Finder 22
		Unit: Up Periscope Session: Word Puzzles 3
		Unit: Super-Size Sci-Fi Session: Write Sentences 8
		Unit: A Trickster Tale Session: Word Finder 26
2. Decode words in grade-level texts		
a. Sound out common word parts		Unit: Kids Then and Now Session: Sound It Out on Stage
b. Break words into familiar parts		Unit: Folk and Fairy Tales Session: Break-a-Word 1
		Unit: Nature Poems Session: Break-a-Word 2
		Unit: Out of This World Session: Break-a-Word 3
		Unit: In the Mountains Session: Break-a-Word 4
		Unit: An Inventor's Life Session: Break-a-Word 5
		Unit: Baseball's Best Session: Break-a-Word 6
		Unit: Long Ago in Mexico Session: Break-a-Word 7
c. Use word meanings and order in sentences to confirm decoding efforts		Unit: Here We Grow! Session: Complete the Sentence 1
		Unit: What Do You Know? Session: Complete the Sentence 2
		Unit: Folk and Fairy Tales Session: Complete the Sentence 3

Standards	Course 1	Course II
		Unit: Nature Poems Session: Complete the Sentence 4
		Unit: Dive In with Dolphins Session: Complete the Sentence 5
		Unit: An Adventure in the City Session: Complete the Sentence 6
		Unit: Out of This World Session: Complete the Sentence 7
		Unit: In the Mountains Session: Complete the Sentence 8
		Unit: An Inventor's Life Session: Complete the Sentence 9
		Unit: Tall Tales Session: Complete the Sentence 10
C. Fluency		
1. Read orally from familiar text at an appropriate rate		
a. Listen to models of fluent reading		Unit: Out of This World Session: Life on a Space Station
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: In the Mountains Session: Magpie Spring
		Unit: In the Mountains Session: At Home in the Alpine Forest
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title

Standards	Course 1	Course II
		Unit: Baseball's Best Session: Baseball Cards
		Unit: An African Folk Tale Session: Anansi and Chameleon
		Unit: True to Life Session: Starring Miss Perfect: Chapter 1
		Unit: True to Life Session: Starring Miss Perfect: Chapter 2
		Unit: True to Life Session: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Session: Race Across Alaska
		Unit: A Visit to the Aquarium Session: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Session: Aquarium Exhibit Plaques
		Unit: Tall Tales Session: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Session: Bayou Bonnie
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 3
		Unit: Up Periscope Session: Periscopes
		Unit: Up Periscope Session: Build a Periscope
		Unit: Super-Size Sci-Fi Session: Super-Duper Biggies

Standards	Course 1	Course II
		Unit: A Trickster Tale Session: Why Clouds Bring Storms
b. Read familiar text at a rate that is conversational and consistent		
2. Read grade-level text accurately		
a. Reread and self-correct while reading		
b. Decode words automatically		
c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction		Unit: An African Folk Tale Session: Context Clues on Stage
d. Increase sight words read fluently	Unit: Wild about Animals Session: Sight Words 1	
	Unit: Silly Stories Session: Sight Words 2	
	Unit: Lots of Lists Session: Sight Words 3	
	Unit: Reading with Friends Session: Sight Words 4	
	Unit: E's, Please Session: Sight Words 5	
	Unit: Pet Pals Session: Sight Words 6	
	Unit: Blends and Friends Session: Sight Words 7	
	Unit: Folk and Fairy Tales Session: Sight Words 8	
	Unit: Triceratops Are Tops Session: Sight Words 9	
	Unit: Adventure! Session: Sight Words 10	

Standards	Course 1	Course II
	Unit: Stories Take Us Places Session: Sight Words 11	
	Unit: Tall Tales Session: Sight Words 12	
	Unit: Same and Different Session: Sight Words 13	
	Unit: Rhythm and Rhyme Session: Sight Words 14	
3. Read grade-level text with expression		
a. Demonstrate appropriate use of phrasing		
D. Vocabulary		
1. Develop and apply vocabulary through exposure to a variety of texts		
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts		Unit: Food for Thought Session: Make a Match: Vocabulary 1
		Unit: All about Aardvarks Session: Make a Match: Vocabulary 2
		Unit: An Adventure in the City Session: Make a Match: Vocabulary 3
		Unit: Baseball's Best Session: Make a Match: Vocabulary 4
		Unit: Tall Tales Session: Make a Match: Vocabulary 5
		Unit: Up Periscope Session: Make a Match: Vocabulary 6
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation		
2. Develop a conceptual understanding of new words		

Standards	Course 1	Course II
a. Identify and sort common words into conceptual categories, such as general to specific, lesser to greater		
b. Identify and explain word relationships to determine the meanings of words		Unit: All about Aardvarks Session: Hollywood Pairs 2
		Unit: An Amazing Life Session: Hollywood Pairs 4
		Unit: True to Life Session: Hollywood Pairs 8
		Unit: Super-Size Sci-Fi Session: Hollywood Pairs 11
		Unit: Dive In with Dolphins Session: Silly Sentences 1
		Unit: Tall Tales Session: Silly Sentences 4
		Unit: A Trickster Tale Session: Silly Sentences 5
c. Identify and use correctly new words acquired through study of their relationship to other words		
3. Understand, acquire, and use new vocabulary		
a. Use context to determine the meanings of words		Unit: An African Folk Tale Session: Context Clues on Stage
b. Use word structure to determine the meanings of words	Unit: Same and Different Session: Word Pop 2	Unit: Folk and Fairy Tales Session: Word Pop 2
		Unit: Folk and Fairy Tales Session: Break-a-Word 1
		Unit: An Inventor's Life Session: Word Pop 6
		Unit: An Inventor's Life Session: Break-a-Word 5
		Unit: Long Ago in Mexico Session: Word Pop 8

Standards	Course 1	Course II
		Unit: Long Ago in Mexico Session: Break-a-Word 7
		Unit: Here We Grow! Session: Word Pop 1
E. General Reading Comprehension		
1. Develop comprehension skills through exposure to a variety of texts		
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio economic background		Unit: Out of This World Session: Life on a Space Station
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: In the Mountains Session: Magpie Spring
		Unit: In the Mountains Session: At Home in the Alpine Forest
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Session: Baseball Cards
		Unit: An African Folk Tale Session: Anansi and Chameleon
		Unit: True to Life Session: Starring Miss Perfect: Chapter 1
		Unit: True to Life Session: Starring Miss Perfect: Chapter 2
		Unit: True to Life Session: Starring Miss Perfect: Chapter 3

Standards	Course 1	Course II
		Unit: A Wilderness Adventure Session: Race Across Alaska
		Unit: A Visit to the Aquarium Session: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Session: Aquarium Exhibit Plaques
		Unit: Tall Tales Session: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Session: Bayou Bonnie
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 3
		Unit: Up Periscope Session: Periscopes
		Unit: Up Periscope Session: Build a Periscope
		Unit: Super-Size Sci-Fi Session: Super-Duper Biggies
		Unit: A Trickster Tale Session: Why Clouds Bring Storms
b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres		
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations		
2. Use strategies to prepare for reading (before reading)		
a. Survey and preview the text by examining features, such as the title, pictures, illustrations, photographs, charts, and graphs		Unit: An Adventure in the City Session: Mari's Scavenger Hunt

Standards	Course 1	Course II
		Unit: An Adventure in the City Session: Focus on Adventure Fiction 1
		Unit: Out of This World Session: Focus on a News Article 1
		Unit: Out of This World Session: Life on a Space Station
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: It's a Mystery Session: Focus on a Mystery
		Unit: In the Mountains Session: Magpie Spring
		Unit: In the Mountains Session: Focus on an Informational Book
		Unit: An Inventor's Life Session: Focus on a Biography 2
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: Baseball's Best Session: Focus on a News Article 2
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: A Wilderness Adventure Session: Focus on Adventure Fiction 2
		Unit: A Wilderness Adventure Session: Race Across Alaska
		Unit: A Visit to the Aquarium Session: Focus on Persuasive Writing
		Unit: A Visit to the Aquarium Session: Dive into the Pacific Bay Aquarium

Standards	Course 1	Course II
		Unit: Tall Tales Session: What Makes a Tall Tale Fun?
		Unit: Tall Tales Session: The Very Tall Tale of Paul Bunyan
		Unit: Up Periscope Session: Focus on Technical Text
		Unit: Up Periscope Session: Periscopes
		Unit: Up Periscope Session: Focus on a Procedure 2
		Unit: Up Periscope Session: Build a Periscope
b. Set a purpose for reading the text		
c. Make predictions and ask questions about the text		Unit: An Inventor's Life Session: Focus on a Biography 2
		Unit: An Inventor's Life Session: Write a Prediction 4
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: An African Folk Tale Session: Write a Prediction 5
		Unit: An African Folk Tale Session: Anansi and Chameleon
		Unit: Up Periscope Session: Focus on Technical Text
		Unit: Up Periscope Session: Write a Prediction 6
		Unit: Up Periscope Session: Periscopes
d. Make connections to the text from prior knowledge and experiences		

Standards	Course 1	Course II
3. Use strategies to make meaning from text (during reading)		
a. Reread the difficult parts slowly and carefully		
b. Use own words to restate the difficult part		
c. Read on and revisit the difficult part		
d. Look back through the text to search for connections between and among ideas		
e. Make, confirm, or adjust predictions		Unit: An Inventor's Life Session: Focus on a Biography 2
		Unit: An Inventor's Life Session: Write a Prediction 4
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: An African Folk Tale Session: Write a Prediction 5
		Unit: An African Folk Tale Session: Anansi and Chameleon
		Unit: Up Periscope Session: Focus on Technical Text
		Unit: Up Periscope Session: Write a Prediction 6
		Unit: Up Periscope Session: Periscopes
f. Periodically summarize while reading		
g. Periodically paraphrase important ideas or information		
h. Visualize what was read for deeper understanding		

Standards	Course 1	Course II
i. Explain personal connections to the ideas or information in the text		
4. Use strategies to demonstrate understanding of the text (after reading)		
a. Identify and explain the main idea		Unit: What Do You Know? Session: A Volcano Is Born
		Unit: What Do You Know? Session: Word Finder 2
		Unit: What Do You Know? Session: Sort Information about Volcanoes
b. Identify and explain what is directly stated in the text		
c. Identify and explain what is not directly stated in the text by drawing inferences		Unit: An Adventure in the City Session: Choice Is Right: Draw Conclusions
d. Draw conclusions based on the text and prior knowledge		
e. Confirm, refute, or make predictions and form new ideas		
f. Paraphrase the main idea		
g. Summarize		Unit: An Amazing Life Session: Choice Is Right: Summaries 1
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Session: Choice Is Right: Summaries and Details
		Unit: An African Folk Tale Session: Choice Is Right: Summaries 2
h. Connect the text to prior knowledge or personal experience		Unit: Here We Grow! Session: How to Grow Vegetable Soup
		Unit: Here We Grow! Session: Write about a Personal Experience.

Standards	Course 1	Course II
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.		
A. Comprehension of Informational Text		
1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts		
a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge		Unit: Out of This World Session: Focus on a News Article 1
		Unit: Out of This World Session: Life on a Space Station
		Unit: In the Mountains Session: At Home in the Alpine Forest
		Unit: In the Mountains Session: Focus on an Informational Book
		Unit: An Inventor's Life Session: Focus on a Biography 2
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: Baseball's Best Session: Focus on a News Article 2
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Session: Baseball Cards
		Unit: Up Periscope Session: Focus on Technical Text
		Unit: Up Periscope Session: Periscopes
		Unit: Up Periscope Session: Focus on a Procedure 2
		Unit: Up Periscope Session: Build a Periscope

Standards	Course 1	Course II
b. Read, use, and identify the characteristics of functional documents		Unit: Up Periscope Session: Focus on a Procedure 2
		Unit: Up Periscope Session: Build a Periscope
		Unit: Up Periscope Session: Focus on Technical Text
		Unit: Up Periscope Session: Periscopes
		Unit: A Visit to the Aquarium Session: Focus on Persuasive Writing
		Unit: A Visit to the Aquarium Session: Dive into the Pacific Bay Aquarium
c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, and web sites		Unit: Baseball's Best Session: Focus on a News Article 2
		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: A Visit to the Aquarium Session: Focus on Persuasive Writing
		Unit: A Visit to the Aquarium Session: Dive into the Pacific Bay Aquarium
2. Identify and use text features to facilitate understanding of informational texts		
a. Use print features		

Standards	Course 1	Course II
b. Use graphic aids		Unit: Long Ago in Mexico Session: Focus on a Map 3
		Unit: Long Ago in Mexico Session: Choice Is Right: Map 3
		Unit: A Visit to the Aquarium Session: Focus on a Bar Graph
		Unit: A Visit to the Aquarium Session: Choice Is Right: Diagram and Bar Graph
		Unit: A Wilderness Adventure Session: Focus on a Schedule
		Unit: A Wilderness Adventure Session: Choice Is Right: Schedule
c. Use informational aids		Unit: An Inventor's Life Session: Focus on a Timeline 2
		Unit: An Inventor's Life Session: Choice Is Right: Timeline 2
		Unit: Up Periscope Session: Focus on a Procedure 2
		Unit: Up Periscope Session: Build a Periscope
d. Use organizational aids		Unit: What Do You Know? Session: Focus on Informational Text
		Unit: What Do You Know? Session: Word Finder 3
		Unit: Long Ago in Mexico Session: Word Finder 21
e. Use online features		
f. Identify and explain the contributions of text features to meaning		

Standards	Course 1	Course II
3. Develop knowledge of organizational structure of informational text to understand what is read		
a. Identify and analyze the organization of texts		Unit: Up Periscope Session: Build a Periscope
		Unit: Up Periscope Session: Sequence Steps in a Procedure 2
		Unit: Dive In with Dolphins Session: Randy Wells: A Life with Dolphins
		Unit: Dive In with Dolphins Session: Make a Match: Cause and Effect 1
		Unit: An Amazing Life Session: Mae Jemison: Flying High!
		Unit: An Amazing Life Session: Venn Diagram: Child and Adult
		Unit: What Do You Know? Session: A Volcano Is Born
		Unit: What Do You Know? Session: Word Finder 2
		Unit: What Do You Know? Session: Sort Information about Volcanoes
b. Identify and use words and phrases associated with common organizational patterns		
4. Determine important ideas and messages in informational texts		
a. Identify and explain the author's/text's purpose and intended audience		Unit: A Visit to the Aquarium Session: Focus on Persuasive Writing
		Unit: A Visit to the Aquarium Session: Dive into the Pacific Bay Aquarium
b. Identify and explain the author's opinion		
c. State and support main ideas and messages		

Standards	Course 1	Course II
d. Summarize or paraphrase		
e. Identify and explain information not related to the main idea		
f. Identify and explain relationships between and among ideas		Unit: Up Periscope Session: Build a Periscope
		Unit: Up Periscope Session: Sequence Steps in a Procedure 2
		Unit: Dive In with Dolphins Session: Randy Wells: A Life with Dolphins
		Unit: Dive In with Dolphins Session: Make a Match: Cause and Effect 1
		Unit: An Amazing Life Session: Mae Jemison: Flying High!
		Unit: An Amazing Life Session: Venn Diagram: Child and Adult
g. Draw conclusions and inferences and make generalizations and predictions from text		
h. Distinguish between a fact and an opinion		Unit: A Visit to the Aquarium Session: Dive into the Pacific Bay Aquarium
i. Identify and explain how someone might use the text		
j. Connect the text to prior knowledge or experience		
5. Identify and explain the author's use of language		
a. Identify and explain specific words or phrases that contribute to the meaning of a text		Unit: Baseball's Best Session: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Session: Make a Match: Vocabulary 4
		Unit: Up Periscope Session: Periscopes

Standards	Course 1	Course II
		Unit: Up Periscope Session: Make a Match: Vocabulary 6
b. Identify and explain specific words and punctuation that create tone		
c. Identify and explain the effect of repetition of words or phrases		
6. Read critically to evaluate informational text		
a. Explain whether the text fulfills the reading purpose		
b. Identify and explain additions or changes to format or features that would make the text easier to understand		
c. Identify and explain what makes the text a reliable source of information		
d. Explain whether or not the author's opinion is presented fairly		
e. Identify and explain information not included in the text		
f. Identify and explain words and other techniques that affect the reader's feelings		
3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, and evaluate literary text.		
A. Comprehension of Literary Text		
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts		
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: In the Mountains Session: Magpie Spring

Standards	Course 1	Course II
		Unit: An African Folk Tale Session: Anansi and Chameleon
		Unit: True to Life Session: Starring Miss Perfect: Chapter 1
		Unit: True to Life Session: Starring Miss Perfect: Chapter 2
		Unit: True to Life Session: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Session: Race Across Alaska
		Unit: Tall Tales Session: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Session: Bayou Bonnie
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 3
		Unit: Super-Size Sci-Fi Session: Super-Duper Biggies
		Unit: A Trickster Tale Session: Why Clouds Bring Storms
b. Listen to critically, read, and discuss a variety of different types of fiction and nonfiction texts		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: In the Mountains Session: Magpie Spring
		Unit: An African Folk Tale Session: Anansi and Chameleon

Standards	Course 1	Course II
		Unit: True to Life Session: Starring Miss Perfect: Chapter 1
		Unit: True to Life Session: Starring Miss Perfect: Chapter 2
		Unit: True to Life Session: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Session: Race Across Alaska
		Unit: Tall Tales Session: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Session: Bayou Bonnie
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 3
		Unit: Super-Size Sci-Fi Session: Super-Duper Biggies
		Unit: A Trickster Tale Session: Why Clouds Bring Storms
2. Use text features to facilitate understanding of literary texts		
a. Identify and explain how organizational aids contribute to meaning		Unit: Here We Grow! Session: Write a Prediction 1
		Unit: Here We Grow! Session: How to Grow Vegetable Soup
b. Identify and explain how graphic aids contribute to meaning		
c. Identify and explain how informational aids contribute to meaning		

Standards	Course 1	Course II
3. Use elements of narrative texts to facilitate understanding		
a. Identify and distinguish among types of narrative texts		Unit: An Adventure in the City Session: Mari's Scavenger Hunt
		Unit: An Adventure in the City Session: Focus on Adventure Fiction 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: It's a Mystery Session: Focus on a Mystery
		Unit: An Inventor's Life Session: Focus on a Biography 2
		Unit: An Inventor's Life Session: Thomas Edison
		Unit: A Wilderness Adventure Session: Focus on Adventure Fiction 2
		Unit: A Wilderness Adventure Session: Race Across Alaska
		Unit: A Wilderness Adventure Session: Focus on a Journal
		Unit: Tall Tales Session: What Makes a Tall Tale Fun?
		Unit: Tall Tales Session: The Very Tall Tale of Paul Bunyan
b. Identify and explain the elements of a story		Unit: A Wilderness Adventure Session: Race Across Alaska
		Unit: A Wilderness Adventure Session: Sequence Events from an Adventure
		Unit: A Trickster Tale Session: Why Clouds Bring Storms

Standards	Course 1	Course II
		Unit: A Trickster Tale Session: Sequence Events from a Legend
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Session: The Mystery of the Purple Footprints: Chapter 2
		Unit: It's a Mystery Session: Make a Match: Problems and Solutions 3
		Unit: Super-Size Sci-Fi Session: Super-Duper Biggies
		Unit: Super-Size Sci-Fi Session: Make a Match: Problems and Solutions 4
c. Identify and describe the setting and the mood		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Session: Nico's Gift: Chapter 3
d. Identify and analyze the characters		Unit: True to Life Session: Starring Miss Perfect: Chapter 1
		Unit: True to Life Session: Starring Miss Perfect: Chapter 2
		Unit: True to Life Session: Starring Miss Perfect: Chapter 3
		Unit: True to Life Session: Venn Diagram: Character Comparison
e. Identify and explain relationships between and among characters, setting, and events		Unit: True to Life Session: Starring Miss Perfect: Chapter 1
		Unit: True to Life Session: Starring Miss Perfect: Chapter 2
		Unit: True to Life Session: Starring Miss Perfect: Chapter 3

Standards	Course 1	Course II
		Unit: True to Life Session: Sort Character, Plot, and Setting 1
		Unit: Super-Size Sci-Fi Session: Super-Duper Biggies
		Unit: Super-Size Sci-Fi Session: Sort Character, Plot, and Setting 2
f. Identify and describe the narrator		
4. Use elements of poetry to facilitate understanding		
a. Use structural features to identify poetry as a literary form		Unit: Nature Poems Session: An Apple Happens
		Unit: Nature Poems Session: Firefly
		Unit: Nature Poems Session: Fog
		Unit: Nature Poems Session: Focus on Poetry
b. Identify and explain the meaning of words, lines, and stanzas		
c. Identify and explain sound elements of poetry		Unit: Nature Poems Session: An Apple Happens
		Unit: Nature Poems Session: Firefly
		Unit: Nature Poems Session: Fog
		Unit: Nature Poems Session: Focus on Poetry
d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning		
5. Use elements of drama to facilitate understanding		

Standards	Course 1	Course II
a. Use structural features to identify a play as a literary form		Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
b. Identify and explain the action of a scene		
c. Identify and explain stage directions that help to create character and movement		
d. Identify and explain stage directions and dialogue that help to create character		
6. Determine important ideas and messages in literary texts		
a. Identify and explain main ideas and universal themes		
b. Identify and explain a similar idea or theme in more than one text		Unit: Folk and Fairy Tales Session: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Session: The Shoemaker and the Elves
		Unit: Folk and Fairy Tales Session: Venn Diagram: Character, Plot, and Setting
c. Retell the text		
d. Summarize		Unit: An African Folk Tale Session: Anansi and Chameleon
		Unit: An African Folk Tale Session: Choice Is Right: Summaries 2
e. Identify and explain personal connections to the text		
7. Identify and describe the author's use of language		
a. Identify and explain how the use of dialogue contributes to a story		
b. Identify and explain specific words and phrases that contribute to meaning		

Standards	Course 1	Course II
c. Identify and explain words and punctuation that create tone		
d. Identify and explain figurative language		
e. Identify and explain language that appeals to the senses and feelings		
f. Identify and explain repetition and exaggeration		Unit: Tall Tales Session: What Makes a Tall Tale Fun?
		Unit: Tall Tales Session: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Session: Bayou Bonnie
8. Read critically to evaluate literary texts		
a. Identify and explain the believability of the characters' actions and the story's events		
b. Identify and explain questions left unanswered by the text		
4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.		
A. Writing		
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers		
a. Generate topics based on discussion of common experiences using techniques, such as graphic organizers, journal writing, listing, webbing, and discussion of prior experiences		
b. Plan and organize ideas for writing by using an appropriate organizational structure, such as chronological or sequential order, comparison and contrast		Unit: Here We Grow! Session: How to Grow Vegetable Soup
		Unit: Here We Grow! Session: Write about a Personal Experience.
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade		

Standards	Course 1	Course II
a. Compose to express personal ideas to develop fluency using a variety of forms, such as journals, narratives, letters, reports, and paragraphs		Unit: Kids Then and Now Session: Write a Personal Letter
		Unit: A Wilderness Adventure Session: Write a Personal Journal Entry
		Unit: All about Aardvarks Session: Write Questions for a Report
b. Describe in prose and poetry by using sensory details and vivid language with active verbs and colorful adjectives		Unit: Nature Poems Session: Write Your Own Acrostic Poem
c. Compose to inform using summary and selection of major points and examples to support a main idea		
d. Compose to persuade using significant reasons and relevant support		Unit: A Visit to the Aquarium Session: Write a Persuasive Paragraph
e. Use writing-to-learn strategies, such as journals, admit/exit slips, diagrams, drawings, graphic organizers, and "think-aloud's on paper" to connect ideas and thinking about lesson content		
f. Manage time and process when writing for a given purpose		
3. Compose texts using the revising and editing strategies of effective writers and speakers		
a. Revise texts for clarity, completeness, and effectiveness		
b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions, such as capitalization, punctuation, and spelling		
c. Prepare the final product for presentation to an audience		
4. Identify how language choices in writing and speaking affect thoughts and feelings		
a. Select words appropriate for audience, situation, or purpose		
b. Acquire and use new vocabulary		
c. Consider the effect of word choices on the audience		

Standards	Course 1	Course II
5. Assess the effectiveness of choice of details, word choice, and use of figurative language in the student's own composing		
a. Assess the effectiveness of choice of details and words/phrases that extend meaning in student's own composing		
b. Explain how specific words/phrases used by the writer affects reader response		
c. Examine and use basic transitions, such as "and," "but," "or," "first," "second," and "last"		
6. Explain how textual changes in a work clarify meaning or fulfill a purpose		
a. Revise own text for word choice		
7. Locate, retrieve, and use information from various sources to accomplish a purpose		
a. Identify and use sources of information on a topic		Unit: All about Aardvarks Session: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Session: Focus on an Encyclopedia Article
		Unit: All about Aardvarks Session: Aardvarks: A Student Report
		Unit: All about Aardvarks Session: Focus on a Report
		Unit: All about Aardvarks Session: Write Questions for a Report
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic		
c. Use note taking and organizational strategies to record and organize information		
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing		
A. Grammar		

Standards	Course 1	Course II
1. Recognize elements of grammar in personal and academic reading		
2. Recognize, recall, and use basic elements of grammar to express ideas clearly		
a. Identify and use parts of speech, such as nouns, pronouns, verbs, adverbs, adjectives (including articles)		Unit: In the Mountains Session: The Noun Frog
		Unit: In the Mountains Session: Adjectives: The Yellow, Bumpy Lizard
		Unit: In the Mountains Session: Complete the Sentence 8
		Unit: An Inventor's Life Session: The Always Active Verb Dog
		Unit: An Inventor's Life Session: The Adverb County Fair
		Unit: An Inventor's Life Session: Complete the Sentence 9
		Unit: True to Life Session: Verb Tenses on Stage
		Unit: True to Life Session: The Adverb County Fair
		Unit: True to Life Session: Word Finder 17
b. Identify and incorporate subjects and verbs when composing simple sentences		
c. Compose complete and correct declarative, interrogative, imperative, and exclamatory sentences		
d. Identify and use verb forms, such as singular/plural, regular/irregular		Unit: An Adventure in the City Session: Complete the Sentence 6
		Unit: Out of This World Session: Complete the Sentence 7
e. Identify and use verb tenses, such as present, past, and future		Unit: Out of This World Session: Complete the Sentence 7

Standards	Course 1	Course II
		Unit: True to Life Session: Verb Tenses on Stage
B. Usage		
1. Recognize examples of conventional usage in personal and academic reading		
2. Comprehend and apply standard English usage in oral and written language**		
a. Use singular subjects with singular verbs and plural subjects with plural verbs		Unit: An Amazing Life Session: Subject-Verb Agreement on Stage
		Unit: An Amazing Life Session: Choice Is Right: Subject-Verb Agreement 1
		Unit: A Wilderness Adventure Session: Choice Is Right: Subject-Verb Agreement 2
b. Apply consistent and appropriate use of verb tenses, such as past, present, and future; pronouns, such as personal and possessive; and modifiers		Unit: Out of This World Session: Complete the Sentence 7
		Unit: True to Life Session: Verb Tenses on Stage
		Unit: Up Periscope Session: Pronouns on Stage 2
		Unit: Up Periscope Session: Word Finder 23
		Unit: Kids Then and Now Session: Possessive Nouns on Stage
		Unit: Kids Then and Now Session: Word Finder 10
		Unit: Tall Tales Session: Complete the Sentence 10
c. Recognize and correct common usage errors, such as homophones, contractions, and commonly confused words		Unit: Dive In with Dolphins Session: Silly Sentences 1

Standards	Course 1	Course II
		Unit: Tall Tales Session: Silly Sentences 4
		Unit: A Trickster Tale Session: Silly Sentences 5
d. Use available resources to correct or confirm editorial choices		
C. Mechanics		
1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing		
2. Apply standard English punctuation and capitalization in written language		
a. Use correct end punctuation		
b. Use commas correctly in dates, addresses, cities and states, salutations and closings, and items in a series		Unit: Out of This World Session: Commas in a Series on Stage 1
		Unit: Out of This World Session: Word Finder 12
		Unit: A Visit to the Aquarium Session: Commas in a Series on Stage 2
c. Use underlining for titles of books		
d. Use apostrophes in contractions and singular possessives		Unit: Food for Thought Session: Hollywood Pairs 1
		Unit: An African Folk Tale Session: Hollywood Pairs 7
		Unit: Up Periscope Session: Hollywood Pairs 10
		Unit: Kids Then and Now Session: Possessive Nouns on Stage
		Unit: Kids Then and Now Session: Word Finder 10

Standards	Course 1	Course II
		Unit: Tall Tales Session: Complete the Sentence 10
e. Use quotation marks in simple dialogue		
f. Use capital letters to begin a sentence and identify a proper noun		Unit: All about Aardvarks Session: Proper Nouns on Stage
		Unit: All about Aardvarks Session: Word Finder 9
g. Indent for paragraphs		
3. Explain editorial choices involving mechanics		
D. Spelling		
1. Recognize conventional spelling in and through personal and academic reading		
2. Apply conventional spelling in written language		
a. Spell non-phonetic high frequency words		
b. Spell words with common prefixes and suffixes		Unit: Folk and Fairy Tales Session: Word Pop 2
		Unit: Folk and Fairy Tales Session: Break-a-Word 1
		Unit: Nature Poems Session: Word Pop 3
		Unit: Nature Poems Session: Break-a-Word 2
		Unit: Out of This World Session: Word Pop 4
		Unit: Out of This World Session: Break-a-Word 3

Standards	Course 1	Course II
		Unit: An Inventor's Life Session: Word Pop 6
		Unit: An Inventor's Life Session: Break-a-Word 5
		Unit: Baseball's Best Session: Word Pop 7
		Unit: Baseball's Best Session: Break-a-Word 6
		Unit: Long Ago in Mexico Session: Word Pop 8
		Unit: Long Ago in Mexico Session: Break-a-Word 7
c. Modify spellings when adding inflectional endings and suffixes	Unit: Same and Different Session: Word Pop 2	
	Unit: Same and Different Session: Break-a-Word 2	
		Unit: Here We Grow! Session: Complete the Sentence 1
d. Spell words that follow regular spelling patterns in multi-syllabic words		
e. Spell previously studied contractions and possessives		
f. Access resources as a spelling aid, such as word wall, dictionary, technology		
3. Maintain a personal list of words to use in editing original writing		
E. Handwriting		
1. Produce writing that is legible to the audience		
a. Use manuscript fluently when appropriate to the task		

Standards	Course 1	Course II
b. Form upper and lower case letters using cursive writing		
c. Use connecting strokes to write continuous text for daily assignments		
d. Use cursive writing for independent assignments to build accuracy and automaticity		
e. Use word processing technology when appropriate		
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.		
A. Listening		
1. Demonstrate active listening strategies		
a. Attend to the speaker		
b. Ask appropriate questions		
c. Respond appropriately to clarify and understand		
2. Comprehend and analyze what is heard		
a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain		
b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition		
c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing		
d. Follow a set of multi-step directions		
e. Listen carefully to expand and enrich vocabulary		

Standards	Course 1	Course II
f. Make judgments based on information from the speaker		
7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.		
A. Speaking		
1. Use organization and delivery strategies at an appropriate level		
a. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes		
b. Use appropriate non-verbal techniques to enhance communications		
2. Make oral presentations		
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories		
b. State a position and support it with reasons		
c. Participate in dramatic presentations		
d. Plan and deliver effective oral presentations		
e. Use props when appropriate		