DESTINATION Reading.

Correlation of Destination Reading® Courseware to Texas (TEKS) State Standards
August - 2006

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Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
Kindergarten		
(K.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:		
(K.1.A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate(K-3);		
(K.1.B) respond appropriately and courteously to directions and questions (K-3);		
(K.1.C) participate in rhymes, songs, conversations, and discussions (K-3);	Unit: Print in Our World Activity: B-I-N-G-O	
	Unit: Print in Our World Activity: If You're Happy, and You Know It	
	Unit: Print in Our World Activity: She'll Be Comin' 'Round the Mountain	
	Unit: Jump Rope Rhymes Activity: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter T Jump Rope Rhyme	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Jump Rope Rhymes Activity: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter F Jump Rope Rhyme	
(K.1.D) listen critically to interpret and evaluate (K-3);		
(K.1.E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works(K-3); and	Unit: Print in Our World Activity: It's Time for Bed	
	Unit: Print in Our World Activity: The Thirsty Frog	
	Unit: Print in Our World Activity: The Pig and the Pancake	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: ABC, Read with Me Activity: My Alphabet Book	
	Unit: Jump Rope Rhymes Activity: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter F Jump Rope Rhyme	
	Unit: Wild about Animals Activity: Baboons	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Wild about Animals Activity: Raccoons	
	Unit: Wild about Animals Activity: Iguanas	
	Unit: Wild about Animals Activity: Hippos	
	Unit: Wild about Animals Activity: Leopards	
	Unit: Wild about Animals Activity: Dolphins	
	Unit: Silly Stories Activity: I See U	
	Unit: Silly Stories Activity: I See C	
	Unit: Silly Stories Activity: I See P	
	Unit: Silly Stories Activity: I See G	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Silly Stories Activity: I See E	
	Unit: Silly Stories Activity: I See W	
	Unit: Lots of Lists Activity: I Like to Eat	
(K.1.F) identify the musical elements of literary language such as its rhymes or repeated sounds(K-1).		
(K.2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:		
(K.2.A) connect experiences and ideas with those of others through speaking and listening (K-3); and		
(K.2.B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).		
(K.3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:		
(K.3.A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);		

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(K.3.B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3);		
(K.3.C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);		
(K.3.D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and		
(K.3.E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).		
(K.4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:		
(K.4.A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);		
(K.4.B) use vocabulary to describe clearly ideas, feelings, and experiences(K-3);		
(K.4.C) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and		
(K.4.D) retell a spoken message by summarizing or clarifying (K-3).		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(K.5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:		
(K.5.A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1);	Unit: Print in Our World Activity: In the Grocery Store	
	Unit: Print in Our World Activity: At the Zoo	
	Unit: Print in Our World Activity: On the Street	
	Unit: ABC, Read with Me Activity: My Name Is __	
(K.5.B) know that print moves left-to-right across the page and top-to-bottom (K-1);	Unit: Print in Our World Activity: The Pig and the Pancake	
(K.5.C) understand that written words are separated by spaces (K-1);	Unit: Print in Our World Activity: The Thirsty Frog	
	Unit: Print in Our World Activity: The Pig and the Pancake	
(K.5.D) know the difference between individual letters and printed words (K-1);	Unit: Print in Our World Activity: The Thirsty Frog	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(K.5.E) know the difference between capital and lowercase letters (K-1);	Unit: ABC, Read with Me Activity: My Alphabet Blocks	
(K.5.F) recognize how readers use capitalization and punctuation to comprehend(K-1);	Unit: Print in Our World Activity: The Pig and the Pancake	
(K.5.G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and	Unit: Print in Our World Activity: B-I-N-G-O	
	Unit: Print in Our World Activity: It's Time for Bed	
	Unit: Print in Our World Activity: The Thirsty Frog	
	Unit: Print in Our World Activity: The Pig and the Pancake	
(K.5.H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).	Unit: Print in Our World Activity: It's Time for Bed	
(K.6) Reading/phonological awareness. The student orally demonstrates phonological awareness(an understanding that spoken language is composed of sequences of sounds). The student is expected to:		
(K.6.A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);		

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(K.6.B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);		
(K.6.C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);	Unit: Jump Rope Rhymes Activity: Word Family Portraits 1	
	Unit: Wild about Animals Activity: Word Family Portraits 2	
	Unit: Silly Stories Activity: Word Family Portraits 3	
	Unit: Lots of Lists Activity: Word Family Portraits 4	
	Unit: Reading with Friends Activity: Word Family Portraits 5	
(K.6.D) identify and isolate the initial and final sound of a spoken word (K-1);		
(K.6.E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K); and	Unit: Jump Rope Rhymes Activity: Word Builder 1	
	Unit: Wild about Animals Activity: Word Builder 2	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Silly Stories Activity: Word Builder 3	
	Unit: Lots of Lists Activity: Word Builder 4	
	Unit: Reading with Friends Activity: Word Builder 5	
(K.6.F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).	Unit: Jump Rope Rhymes Activity: Word Builder 1	
	Unit: Wild about Animals Activity: Word Builder 2	
	Unit: Silly Stories Activity: Word Builder 3	
	Unit: Lots of Lists Activity: Word Builder 4	
	Unit: Reading with Friends Activity: Word Builder 5	
(K.7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(K.7.A) name and identify each letter of the alphabet (K- 1);	Unit: ABC, Read with Me Activity: My Alphabet Blocks	
	Unit: ABC, Read with Me Activity: Alphabet Book: Find the Picture	
(K.7.B) understand that written words are composed of letters that represent sounds (K-1); and	Unit: Jump Rope Rhymes Activity: Word Builder 1	
	Unit: Wild about Animals Activity: Word Builder 2	
	Unit: Silly Stories Activity: Word Builder 3	
	Unit: Lots of Lists Activity: Word Builder 4	
	Unit: Reading with Friends Activity: Word Builder 5	
(K.7.C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K- 1).	Unit: Jump Rope Rhymes Activity: Word Builder 1	
	Unit: Wild about Animals Activity: Word Builder 2	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Silly Stories Activity: Word Builder 3	
	Unit: Lots of Lists Activity: Word Builder 4	
	Unit: Reading with Friends Activity: Word Builder 5	
(K.8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:		
(K.8.A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);		
(K.8.B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and		
(K.8.C) identify words that name persons, places, or things and words that name actions (K-1).		
(K.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:		
(K.9.A) use prior knowledge to anticipate meaning and make sense of texts (K-3);		

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(K.9.B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and		
(K.9.C) retell or act out the order of important events in stories (K-3).		
(K.10) Reading/literary response. The student responds to various texts. The student is expected to:		
(K.10.A) listen to stories being read aloud (K-1);	Unit: Print in Our World Activity: It's Time for Bed	
	Unit: Print in Our World Activity: The Thirsty Frog	
	Unit: Print in Our World Activity: The Pig and the Pancake	
	Unit: ABC, Read with Me Activity: My Alphabet Book	
	Unit: Wild about Animals Activity: Baboons	
	Unit: Wild about Animals Activity: Raccoons	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Wild about Animals Activity: Iguanas	
	Unit: Wild about Animals Activity: Hippos	
	Unit: Wild about Animals Activity: Leopards	
	Unit: Wild about Animals Activity: Dolphins	
	Unit: Silly Stories Activity: I See U	
	Unit: Silly Stories Activity: I See C	
	Unit: Silly Stories Activity: I See P	
	Unit: Silly Stories Activity: I See G	
	Unit: Silly Stories Activity: I See E	

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	Unit: Silly Stories Activity: I See W	
	Unit: Lots of Lists Activity: I Like to Eat	
(K.10.B) participate actively(react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);		
(K.10.C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and		
(K.10.D) describe how illustrations contribute to the text (K-1).		
(K.11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:		
(K.11.A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);		
(K.11.B) understand simple story structure (K-1);		
(K.11.C) distinguish fiction from nonfiction, including fact and fantasy (K-3);		

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(K.11.D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and		
(K.11.E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).	Unit: Print in Our World Activity: It's Time for Bed	
(K.12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:		
(K.12.A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);		
(K.12.B) use pictures, print, and people to gather information and answer questions(K-1);	Unit: Wild about Animals Activity: Baboons	
	Unit: Wild about Animals Activity: Raccoons	
	Unit: Wild about Animals Activity: Iguanas	
	Unit: Wild about Animals Activity: Hippos	
	Unit: Wild about Animals Activity: Leopards	
	Unit: Wild about Animals Activity: Dolphins	

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	Unit: Wild about Animals Activity: Sort Information about Animals	
(K.12.C) draw conclusions from information gathered(K-3); and		
(K.12.D) locate important areas of the library/media center(K-1).		
(K.13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:		
(K.13.A) connect his/her own experiences with the life experiences, language, customs, and culture of others(K-3); and		
(K.13.B) compare experiences of characters across cultures(K-3).		
(K.14) Writing/spelling/penmanship. The student develops the foundations of writing. The student is expected to:		
(K.14.A) write his/her own name and other important words(K-1);	Unit: ABC, Read with Me Activity: My Name Is __	
(K.14.B) write each letter of the alphabet, both capital and lowercase(K);		
(K.14.C) use phonological knowledge to map sounds to letters to write messages(K-1);		

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(K.14.D) write messages that move left-to-right and top-to-bottom on the page(K-1); and		
(K.14.E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke(K).		
(K.15) Writing/composition. The student composes original texts. The student is expected to:		
(K.15.A) dictate messages such as news and stories for others to write(K-1);		
(K.15.B) write labels, notes, and captions for illustrations, possessions, charts, centers(K-1);		
(K.15.C) write to record ideas and reflections(K-3);		
(K.15.D) generate ideas before writing on self-selected topics(K-1);		
(K.15.E) generate ideas before writing on assigned tasks(K- 1); and		
(K.15.F) use available technology to compose text(K-3).		

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(K.16) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:		
(K.16.A) record or dictate questions for investigating(K- 1); and		
(K.16.B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas(K-3).Grade 1		
Grade 1		
(1.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:		
(1.1.A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate(K-3);		
(1.1.B) respond appropriately and courteously to directions and questions(K-3);		
(1.1.C) participate in rhymes, songs, conversations, and discussions(K-3);	Unit: Print in Our World Activity: B-I-N-G-O	
	Unit: Print in Our World Activity: If You're Happy, and You Know It	
	Unit: Print in Our World Activity: She'll Be Comin' 'Round the Mountain	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Jump Rope Rhymes Activity: Letter S Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter T Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter M Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter A Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter N Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter O Jump Rope Rhyme	
	Unit: Jump Rope Rhymes Activity: Letter F Jump Rope Rhyme	
(1.1.D) listen critically to interpret and evaluate(K-3);		
(1.1.E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works(K-3); and		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.1.F) identify the musical elements of literary language such as its rhymes or repeated sounds(K-1).		
(1.2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:		
(1.2.A) connect experiences and ideas with those of others through speaking and listening(K-3); and		
(1.2.B) compare language and oral traditions(family stories) that reflect customs, regions, and cultures(K-3).		
(1.3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:		
(1.3.A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate(K-3);		
(1.3.B) use verbal and nonverbal communication in effective ways such as in making announcements, giving directions, or making introductions(K-3);		
(1.3.C) ask and answer relevant questions and make contributions in small or large group discussions(K-3);		
(1.3.D) present dramatic interpretations of experiences, stories, poems, or plays(K-3); and		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.3.E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense(K-3).		
(1.4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:		
(1.4.A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories(K-1);		
(1.4.B) use vocabulary to describe clearly ideas, feelings, and experiences(K-3);		
(1.4.C) clarify and support spoken messages using appropriate props such as objects, pictures, and charts(K-3); and		
(1.4.D) retell a spoken message by summarizing or clarifying(K-3).		
(1.5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:		
(1.5.A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger(K-1);	Unit: Print in Our World Activity: At the Breakfast Table	
	Unit: Print in Our World Activity: In the Grocery Store	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Print in Our World Activity: At the Zoo	
	Unit: Print in Our World Activity: On the Street	
(1.5.B) know that print moves left-to-right across the page and top-to-bottom(K-1);	Unit: Print in Our World Activity: The Pig and the Pancake	
(1.5.C) understand that written words are separated by spaces(K-1);	Unit: Print in Our World Activity: The Thirsty Frog	
(1.5.D) know the difference between individual letters and printed words(K-1);	Unit: Print in Our World Activity: The Pig and the Pancake	
	Unit: Print in Our World Activity: The Thirsty Frog	
(1.5.E) know the order of the alphabet(1);	Unit: ABC, Read with Me Activity: Alphabet Train	
(1.5.F) know the difference between capital and lowercase letters(K-1);	Unit: ABC, Read with Me Activity: My Alphabet Blocks	
(1.5.G) recognize how readers use capitalization and punctuation to comprehend(K-1);	Unit: Print in Our World Activity: The Pig and the Pancake	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.5.H) understand that spoken words are represented in written language by specific sequences of letters(K-1);	Unit: Jump Rope Rhymes Activity: Word Builder 1	
	Unit: Wild about Animals Activity: Word Builder 2	
	Unit: Silly Stories Activity: Word Builder 3	
	Unit: Lots of Lists Activity: Word Builder 4	
	Unit: Reading with Friends Activity: Word Builder 5	
(1.5.I) recognize that different parts of a book such as cover, title page, and table of contents offer information(K-1);	Unit: Print in Our World Activity: It's Time for Bed	
(1.5.J) recognize that there are correct spellings for words(1); and		
(1.5.K) recognize the distinguishing features of a paragraph(1).		
(1.6) Reading/phonological awareness. The student orally demonstrates phonological awareness(an understanding that spoken language is composed of sequences of sounds). The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.6.A) demonstrate the concept of word by dividing spoken sentences into individual words(K-1);		
(1.6.B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words(K-1);		
(1.6.C) produce rhyming words and distinguish rhyming words from non-rhyming words(K-1);		
(1.6.D) identify and isolate the initial and final sound of a spoken word(K-1);		
(1.6.E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word(1); and		
(1.6.F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds(K-1).		
(1.7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:		
(1.7.A) name and identify each letter of the alphabet(K- 1);	Unit: ABC, Read with Me Activity: My Alphabet Book	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: ABC, Read with Me Activity: Alphabet Train	
	Unit: ABC, Read with Me Activity: Alphabet Book: Find the Picture	
(1.7.B) understand that written words are composed of letters that represent sounds(K-1);	Unit: Jump Rope Rhymes Activity: Word Builder 1	
	Unit: Wild about Animals Activity: Word Builder 2	
	Unit: Silly Stories Activity: Word Builder 3	
	Unit: Lots of Lists Activity: Word Builder 4	
	Unit: Reading with Friends Activity: Word Builder 5	
(1.7.C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read(K- 1);	Unit: Jump Rope Rhymes Activity: Word Builder 1	
	Unit: Wild about Animals Activity: Word Builder 2	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Silly Stories Activity: Word Builder 3	
	Unit: Lots of Lists Activity: Word Builder 4	
	Unit: Reading with Friends Activity: Word Builder 5	
(1.7.D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters(consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee(1);	Unit: Jump Rope Rhymes Activity: Word Builder 1	
	Unit: Wild about Animals Activity: Word Builder 2	
	Unit: Silly Stories Activity: Word Builder 3	
	Unit: Lots of Lists Activity: Word Builder 4	
	Unit: Reading with Friends Activity: Word Builder 5	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Blends and Friends Activity: Blend Blocks	
	Unit: Blends and Friends Activity: Ice Puzzles: Explore Blends	
	Unit: Blends and Friends Activity: Ice Puzzles: Find Blends	
	Unit: Triceratops Are Tops Activity: Listen for Digraphs	
	Unit: Stories Take Us Places Activity: Listen for Diphthongs	
(1.7.E) blend initial letter-sounds with common vowel spelling patterns to read words(1-3);	Unit: Stories Take Us Places Activity: Listen for Diphthongs	
(1.7.F) decode by using all letter-sound correspondences within regularly spelled words(1-3); and	Unit: Jump Rope Rhymes Activity: Word Builder 1	
	Unit: Wild about Animals Activity: Word Builder 2	
	Unit: Silly Stories Activity: Word Builder 3	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Lots of Lists Activity: Word Builder 4	
	Unit: Reading with Friends Activity: Word Builder 5	
(1.7.G) use letter-sound knowledge to read decodable texts(engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)(1).	Unit: Jump Rope Rhymes Activity: Ants on the Mat: Read on Your Own	
	Unit: Wild about Animals Activity: Nat at the Zoo: Read on Your Own	
	Unit: Silly Stories Activity: Pet Shop: Read on Your Own	
	Unit: Lots of Lists Activity: What Did You Do in the Sun?: Read on Your Own	
	Unit: Reading with Friends Activity: My Best Friend Ben: Read on Your Own	
(1.8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:		
(1.8.A) decode by using all letter-sound correspondences within a word(1-3);	Unit: Jump Rope Rhymes Activity: Word Builder 1	

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	Unit: Wild about Animals Activity: Word Builder 2	
	Unit: Silly Stories Activity: Word Builder 3	
	Unit: Lots of Lists Activity: Word Builder 4	
	Unit: Reading with Friends Activity: Word Builder 5	
	Unit: Blends and Friends Activity: Blend Blocks	
	Unit: Blends and Friends Activity: Ice Puzzles: Explore Blends	
	Unit: Blends and Friends Activity: Ice Puzzles: Find Blends	
	Unit: Triceratops Are Tops Activity: Listen for Digraphs	
	Unit: Stories Take Us Places Activity: Listen for Diphthongs	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.8.B) use common spelling patterns to read words(1);	Unit: Blends and Friends Activity: Blend Blocks	
	Unit: Blends and Friends Activity: Ice Puzzles: Explore Blends	
	Unit: Blends and Friends Activity: Ice Puzzles: Find Blends	
	Unit: Triceratops Are Tops Activity: Listen for Digraphs	
	Unit: Stories Take Us Places Activity: Listen for Diphthongs	
(1.8.C) use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing(1-2);	Unit: Tall Tales Activity: Word Pop 1	
	Unit: Same and Different Activity: Word Pop 2	
(1.8.D) identify multisyllabic words by using common syllable patterns(1-3);		
(1.8.E) recognize high frequency irregular words such as said, was, where, and is(1-2);	Unit: Wild about Animals Activity: Sight Words 1	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Silly Stories Activity: Sight Words 2	
	Unit: Lots of Lists Activity: Sight Words 3	
	Unit: Reading with Friends Activity: Sight Words 4	
	Unit: E's, Please Activity: Sight Words 5	
	Unit: Pet Pals Activity: Sight Words 6	
	Unit: Blends and Friends Activity: Sight Words 7	
	Unit: Folk and Fairy Tales Activity: Sight Words 8	
	Unit: Triceratops Are Tops Activity: Sight Words 9	
	Unit: Adventure! Activity: Sight Words 10	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Stories Take Us Places Activity: Sight Words 11	
	Unit: Tall Tales Activity: Sight Words 12	
	Unit: Same and Different Activity: Sight Words 13	
	Unit: Rhythm and Rhyme Activity: Sight Words 14	
(1.8.F) use knowledge of word order(syntax) and context to support word identification and confirm word meaning(1-3); and		
(1.8.G) read both regular and irregular words automatically such as through multiple opportunities to read and reread(1-3).	Unit: Wild about Animals Activity: Nat at the Zoo: Read on Your Own	
	Unit: Lots of Lists Activity: What Did You Do in the Sun?: Read on Your Own	
	Unit: Reading with Friends Activity: My Best Friend Ben: Read on Your Own	
	Unit: E's, Please Activity: I Am E: Read on Your Own	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Pet Pals Activity: A Pet for Me	
	Unit: Pet Pals Activity: A Pet for Me: Read on Your Own	
	Unit: Blends and Friends Activity: Owl and Bluebird	
	Unit: Folk and Fairy Tales Activity: The King's New Clothes	
	Unit: Folk and Fairy Tales Activity: The Two Mice: Read on Your Own	
	Unit: Folk and Fairy Tales Activity: The Two Mice	
	Unit: Triceratops Are Tops Activity: Meet the Triceratops	
	Unit: Adventure! Activity: How My Home Run Went around the World	
	Unit: Adventure! Activity: How My Home Run Went around the World: Read on Your Own	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Stories Take Us Places Activity: Maria's Mail	
	Unit: Stories Take Us Places Activity: Emma Wants to Read: Read on Your Own	
	Unit: Stories Take Us Places Activity: Emma Wants to Read	
	Unit: Tall Tales Activity: Big John Henry	
	Unit: Tall Tales Activity: Big John Henry: Read on Your Own	
	Unit: Same and Different Activity: Puffins and Penguins	
	Unit: Same and Different Activity: Puffins and Penguins: Read on Your Own	
	Unit: Rhythm and Rhyme Activity: December	
	Unit: Rhythm and Rhyme Activity: The Beast: Read on Your Own	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Rhythm and Rhyme Activity: The Beast	
(1.9) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:		
(1.9.A) read regularly in independent-level materials(texts in which no more than approximately 1 in 20 words is difficult for the reader)(1);	Unit: Wild about Animals Activity: Nat at the Zoo: Read on Your Own	
	Unit: Lots of Lists Activity: What Did You Do in the Sun?: Read on Your Own	
	Unit: Reading with Friends Activity: My Best Friend Ben: Read on Your Own	
	Unit: E's, Please Activity: I Am E: Read on Your Own	
	Unit: Pet Pals Activity: A Pet for Me	
	Unit: Pet Pals Activity: A Pet for Me: Read on Your Own	
	Unit: Blends and Friends Activity: Owl and Bluebird	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Folk and Fairy Tales Activity: The King's New Clothes	
	Unit: Folk and Fairy Tales Activity: The Two Mice: Read on Your Own	
	Unit: Folk and Fairy Tales Activity: The Two Mice	
	Unit: Triceratops Are Tops Activity: Meet the Triceratops	
	Unit: Adventure! Activity: How My Home Run Went around the World	
	Unit: Adventure! Activity: How My Home Run Went around the World: Read on Your Own	
	Unit: Stories Take Us Places Activity: Maria's Mail	
	Unit: Stories Take Us Places Activity: Emma Wants to Read: Read on Your Own	
	Unit: Stories Take Us Places Activity: Emma Wants to Read	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Tall Tales Activity: Big John Henry	
	Unit: Tall Tales Activity: Big John Henry: Read on Your Own	
	Unit: Same and Different Activity: Puffins and Penguins	
	Unit: Same and Different Activity: Puffins and Penguins: Read on Your Own	
	Unit: Rhythm and Rhyme Activity: December	
	Unit: Rhythm and Rhyme Activity: The Beast: Read on Your Own	
	Unit: Rhythm and Rhyme Activity: The Beast	
(1.9.B) read regularly in instructional-level materials that are challenging but manageable(texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm)(1);	Unit: Triceratops Are Tops Activity: Meet the Triceratops	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Same and Different Activity: Puffins and Penguins: Read on Your Own	
	Unit: Stories Take Us Places Activity: Emma Wants to Read: Read on Your Own	
	Unit: Tall Tales Activity: Big John Henry: Read on Your Own	
	Unit: Rhythm and Rhyme Activity: The Beast: Read on Your Own	
(1.9.C) read orally from familiar texts with fluency(accuracy, expression, appropriate phrasing, and attention to punctuation)(1); and	Unit: Wild about Animals Activity: Nat at the Zoo: Read on Your Own	
	Unit: Lots of Lists Activity: What Did You Do in the Sun?: Read on Your Own	
	Unit: Reading with Friends Activity: My Best Friend Ben: Read on Your Own	
	Unit: E's, Please Activity: I Am E: Read on Your Own	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Pet Pals Activity: A Pet for Me: Read on Your Own	
	Unit: Blends and Friends Activity: Owl and Bluebird	
	Unit: Folk and Fairy Tales Activity: The King's New Clothes	
	Unit: Folk and Fairy Tales Activity: The Two Mice: Read on Your Own	
	Unit: Triceratops Are Tops Activity: Meet the Triceratops	
	Unit: Adventure! Activity: How My Home Run Went around the World	
	Unit: Adventure! Activity: How My Home Run Went around the World: Read on Your Own	
	Unit: Stories Take Us Places Activity: Maria's Mail	
	Unit: Stories Take Us Places Activity: Emma Wants to Read	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Tall Tales Activity: Big John Henry: Read on Your Own	
	Unit: Same and Different Activity: Puffins and Penguins: Read on Your Own	
	Unit: Rhythm and Rhyme Activity: December	
	Unit: Rhythm and Rhyme Activity: The Beast: Read on Your Own	
(1.9.D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty(1-3).		
(1.10) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:		
(1.10.A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information(1); and	Unit: Wild about Animals Activity: Nat at the Zoo: Read on Your Own	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Lots of Lists Activity: What Did You Do in the Sun?: Read on Your Own	
	Unit: Reading with Friends Activity: My Best Friend Ben: Read on Your Own	
	Unit: E's, Please Activity: I Am E: Read on Your Own	
	Unit: Pet Pals Activity: A Pet for Me: Read on Your Own	
	Unit: Blends and Friends Activity: Owl and Bluebird	
	Unit: Folk and Fairy Tales Activity: The King's New Clothes	
	Unit: Folk and Fairy Tales Activity: The Two Mice: Read on Your Own	
	Unit: Triceratops Are Tops Activity: Meet the Triceratops	
	Unit: Adventure! Activity: How My Home Run Went around the World	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Adventure! Activity: How My Home Run Went around the World: Read on Your Own	
	Unit: Stories Take Us Places Activity: Maria's Mail	
	Unit: Stories Take Us Places Activity: Emma Wants to Read	
	Unit: Tall Tales Activity: Big John Henry: Read on Your Own	
	Unit: Same and Different Activity: Puffins and Penguins: Read on Your Own	
	Unit: Rhythm and Rhyme Activity: December	
	Unit: Rhythm and Rhyme Activity: The Beast: Read on Your Own	
(1.10.B) use graphs, charts, signs, captions, and other informational texts to acquire information(1).	Unit: Triceratops Are Tops Activity: Poster: How Fossils Are Formed	
	Unit: Same and Different Activity: Puffins and Penguins	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.11) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:		
(1.11.A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences(K-2);		
(1.11.B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud(K-3); and	Unit: E's, Please Activity: I Am E	
	Unit: Pet Pals Activity: A Pet for Me	
	Unit: Blends and Friends Activity: Owl and Bluebird	
	Unit: Folk and Fairy Tales Activity: The King's New Clothes	
	Unit: Folk and Fairy Tales Activity: The Two Mice: Read on Your Own	
	Unit: Triceratops Are Tops Activity: Meet the Triceratops	
	Unit: Adventure! Activity: How My Home Run Went around the World	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Stories Take Us Places Activity: Maria's Mail	
	Unit: Stories Take Us Places Activity: Emma Wants to Read	
	Unit: Tall Tales Activity: Big John Henry	
	Unit: Same and Different Activity: Puffins and Penguins	
	Unit: Rhythm and Rhyme Activity: December	
	Unit: Rhythm and Rhyme Activity: The Beast	
(1.11.C) identify words that name persons, places, or things and words that name actions(K-1).		
(1.12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:		
(1.12.A) use prior knowledge to anticipate meaning and make sense of texts(K-3);	Unit: Tall Tales Activity: Tall Tale Song	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Tall Tales Activity: Big John Henry	
(1.12.B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained(K-3);	Unit: Tall Tales Activity: Tall Tale Song	
	Unit: Tall Tales Activity: Big John Henry	
(1.12.C) retell or act out the order of important events in stories(K-3);	Unit: Reading with Friends Activity: My Best Friend Ben: Read on Your Own	
	Unit: Reading with Friends Activity: Sequence Events in a Story	
(1.12.D) monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help(1-3);		
(1.12.E) draw and discuss visual images based on text descriptions(1-3);		
(1.12.F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions(1-3); and		
(1.12.G) identify similarities and differences across texts such as in topics, characters, and problems(1-2).	Unit: Stories Take Us Places Activity: Maria's Mail	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Stories Take Us Places Activity: Emma Wants to Read: Read on Your Own	
	Unit: Stories Take Us Places Activity: Sort Setting Words	
(1.13) Reading/literary response. The student responds to various texts. The student is expected to:		
(1.13.A) listen to stories being read aloud(K-1);	Unit: E's, Please Activity: I Am E	
	Unit: Pet Pals Activity: A Pet for Me	
	Unit: Blends and Friends Activity: Owl and Bluebird	
	Unit: Folk and Fairy Tales Activity: The King's New Clothes	
	Unit: Folk and Fairy Tales Activity: The Two Mice	
	Unit: Triceratops Are Tops Activity: Poster: How Fossils Are Formed	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Adventure! Activity: How My Home Run Went around the World	
	Unit: Stories Take Us Places Activity: Maria's Mail	
	Unit: Stories Take Us Places Activity: Emma Wants to Read	
	Unit: Tall Tales Activity: Big John Henry	
	Unit: Same and Different Activity: Puffins and Penguins	
	Unit: Rhythm and Rhyme Activity: December	
	Unit: Rhythm and Rhyme Activity: The Beast	
(1.13.B) participate actively(react, speculate, join in, read along) when predictable and patterned selections are read aloud(K-1);	Unit: E's, Please Activity: I Am E	
	Unit: Pet Pals Activity: A Pet for Me	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Blends and Friends Activity: Owl and Bluebird	
	Unit: Folk and Fairy Tales Activity: The King's New Clothes	
	Unit: Folk and Fairy Tales Activity: The Two Mice	
	Unit: Triceratops Are Tops Activity: Poster: How Fossils Are Formed	
	Unit: Adventure! Activity: How My Home Run Went around the World	
	Unit: Stories Take Us Places Activity: Maria's Mail	
	Unit: Stories Take Us Places Activity: Emma Wants to Read	
	Unit: Tall Tales Activity: Big John Henry	
	Unit: Same and Different Activity: Puffins and Penguins	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
	Unit: Rhythm and Rhyme Activity: December	
	Unit: Rhythm and Rhyme Activity: The Beast	
(1.13.C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation(K-1);		
(1.13.D) connect ideas and themes across texts(1-3); and		
(1.13.E) describe how illustrations contribute to the text(K-1).		
(1.14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:		
(1.14.A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve(K-3);		
(1.14.B) understand simple story structure(K-1);	Unit: Reading with Friends Activity: My Best Friend Ben: Read on Your Own	
	Unit: Reading with Friends Activity: Sequence Events in a Story	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.14.C) distinguish fiction from nonfiction, including fact and fantasy(K-3);		
(1.14.D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts(1-3);		
(1.14.E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books(K-2);		
(1.14.F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures(K-1);	Unit: Print in Our World Activity: It's Time for Bed	
(1.14.G) analyze characters, including their traits, feelings, relationships, and changes(1-3);		
(1.14.H) identify the importance of the setting to a story's meaning(1-3); and		
(1.14.I) recognize the story problem(s) or plot(1-3).		
(1.15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources, including selections read aloud. The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.15.A) identify relevant questions for inquiry such as "What do pill bugs eat?"(K-3);	Unit: Triceratops Are Tops Activity: Write What You Want to Learn about Triceratops	
	Unit: Triceratops Are Tops Activity: Meet the Triceratops	
(1.15.B) use pictures, print, and people to gather information and answer questions(K-1);		
(1.15.C) draw conclusions from information gathered(K-3);		
(1.15.D) use alphabetical order to locate information(1- 3);		
(1.15.E) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices(1-3); and		
(1.15.F) locate important areas of the library/media center(K-1).		
(1.16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:		
(1.16.A) connect his/her own experiences with the life experiences, languages, customs, and culture of others(K-3); and		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.16.B) compare experiences of characters across cultures(K-3).		
(1.17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:		
(1.17.A) write his/her own name and other important words(K-1);		
(1.17.B) write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing(1);		
(1.17.C) use phonological knowledge to map sounds to letters to write messages(K-1);		
(1.17.D) write messages that move left-to-right and top-to-bottom on the page(K-1);		
(1.17.E) gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture(1);		
(1.17.F) use word and letter spacing and margins to make messages readable(1-2); and		
(1.17.G) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points(1-2).		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.18) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:		
(1.18.A) dictate messages such as news and stories for others to write(K-1);		
(1.18.B) write labels, notes, and captions for illustrations, possessions, charts, and centers(K- 1);		
(1.18.C) write to record ideas and reflections(K-3);	Unit: Triceratops Are Tops Activity: Meet the Triceratops	
	Unit: Triceratops Are Tops Activity: Write What You Learned about Triceratops	
	Unit: Same and Different Activity: Puffins and Penguins	
	Unit: Same and Different Activity: Write about Puffins and Penguins	
(1.18.D) write to discover, develop, and refine ideas(1- 3);	Unit: Triceratops Are Tops Activity: Meet the Triceratops	
	Unit: Triceratops Are Tops Activity: Write What You Learned about Triceratops	

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.18.E) write to communicate with a variety of audiences(1-3); and		
(1.18.F) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain(1-3).		
(1.19) Writing/writing processes. The student selects and uses writing processes to compose original text. The student is expected to:		
(1.19.A) generate ideas before writing on self-selected topics(K-1);		
(1.19.B) generate ideas before writing on assigned tasks(K- 1);		
(1.19.C) develop drafts(1-3);		
(1.19.D) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images(1-3); and		
(1.19.E) use available technology to compose text(K-3).		
(1.20) Writing/spelling. The student spells proficiently. The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.20.A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant(CVC)(hop), consonant-vowel-consonant-silent e(CVCe)(hope), and one-syllable words with blends(drop)(1-3);	Unit: E's, Please Activity: Write Your Own Rhyming Poem	
(1.20.B) write with more proficient spelling of inflectional endings such as plurals and verb tenses(1-2);		
(1.20.C) spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck(1);		
(1.20.D) use resources to find correct spellings, synonyms, and replacement words(1-3); and		
(1.20.E) use conventional spelling of familiar words in final drafts(1).		
(1.21) Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage. The student is expected to:		
(1.21.A) use nouns and verbs in sentences(1); and		
(1.21.B) compose complete sentences in written texts and use the appropriate end punctuation(1-2).		
(1.22) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(1.22.A) identify the most effective features of a piece of writing using criteria generated by the teacher and class(1-3);		
(1.22.B) respond constructively to others' writing(1-3); and		
(1.22.C) determine how his/her own writing achieves its purposes(1-3).		
(1.23) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:		
(1.23.A) record or dictate questions for investigating(K- 1); and		
(1.23.B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas(K-3).		
Grade 2		
(2.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:		
(2.1.A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate(K-3);		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.1.B) respond appropriately and courteously to directions and questions(K-3);		
(2.1.C) participate in rhymes, songs, conversations, and discussions(K-3);		
(2.1.D) listen critically to interpret and evaluate(K-3);		
(2.1.E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works(K-3); and		
(2.1.F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia(2-3).		
(2.2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:		
(2.2.A) connect experiences and ideas with those of others through speaking and listening(K-3); and		
(2.2.B) compare language and oral traditions(family stories) that reflect customs, regions, and cultures(K-3).		
(2.3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.3.A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate(K-3);		
(2.3.B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions(K-3);		
(2.3.C) ask and answer relevant questions and make contributions in small or large group discussions(K-3);		
(2.3.D) present dramatic interpretations of experiences, stories, poems, or plays(K-3); and		
(2.3.E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense(K-3).		
(2.4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:		
(2.4.A) use vocabulary to describe clearly ideas, feelings, and experiences(K-3);		
(2.4.B) clarify and support spoken messages using appropriate props such as objects, pictures, or charts(K-3); and		
(2.4.C) retell a spoken message by summarizing or clarifying(K-3).		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:		
(2.5.A) decode by using all letter-sound correspondences within a word(1-3);		Unit: Here We Grow! Activity: Word Finder 1
		Unit: Food for Thought Activity: Word Finder 5
		Unit: Nature Poems Activity: Word Finder 7
		Unit: Dive In with Dolphins Activity: Word Family Portraits 2
		Unit: An Amazing Life Activity: Word Finder 11
(2.5.B) blend initial letter - sounds with common vowel spelling patterns to read words(1-3);		Unit: Folk and Fairy Tales Activity: Word Family Portraits 1
(2.5.C) recognize high frequency irregular words such as said, was, where, and is(1-2);		
(2.5.D) identify multisyllabic words by using common syllable patterns(1-3);		Unit: Kids Then and Now Activity: Sound It Out on Stage

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.5.E) use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing(1-2);		Unit: It's a Mystery Activity: Vocabulary Strategies on Stage 1
(2.5.F) use structural cues such as prefixes and suffixes to recognize words, for example, un- and -ly(2);		Unit: Folk and Fairy Tales Activity: Word Pop 2
		Unit: Folk and Fairy Tales Activity: Break-a-Word 1
		Unit: Out of This World Activity: Word Pop 4
		Unit: Out of This World Activity: Break-a-Word 3
(2.5.G) use knowledge of word order(syntax) and context to support word identification and confirm word meaning(1-3); and		
(2.5.H) read both regular and irregular words automatically such as through multiple opportunities to read and reread(1-3).		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly
		Unit: Nature Poems Activity: Fog
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Activity: Arion's Music

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Dive In with Dolphins Activity: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Rebecca's Letter
		Unit: Kids Then and Now Activity: Tyler's E-mail
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: Out of This World Activity: Life on a Space Station
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:		
(2.6.A) read regularly in independent-level materials(texts in which no more than approximately 1 in 20 words is difficult for the reader)(2);		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Nature Poems Activity: Fog
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Rebecca's Letter
		Unit: Kids Then and Now Activity: Tyler's E-mail
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: Out of This World Activity: Life on a Space Station
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 2
(2.6.B) read regularly in instructional-level materials that are challenging but manageable(texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm)(2);		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly
		Unit: Nature Poems Activity: Fog
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Activity: Rebecca's Journey

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Kids Then and Now Activity: Rebecca's Letter
		Unit: Kids Then and Now Activity: Tyler's E-mail
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: Out of This World Activity: Life on a Space Station
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 2
(2.6.C) read orally from familiar texts with fluency(accuracy, expression, appropriate phrasing, and attention to punctuation)(2);		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: What Do You Know? Activity: A Volcano Is Born

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly
		Unit: Nature Poems Activity: Fog
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Rebecca's Letter
		Unit: Kids Then and Now Activity: Tyler's E-mail
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: Out of This World Activity: Life on a Space Station
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 1

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 2
(2.6.D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty(1-3); and		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Nature Poems Activity: Fog
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Rebecca's Letter
		Unit: Kids Then and Now Activity: Tyler's E-mail
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: Out of This World Activity: Life on a Space Station
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 2
(2.6.E) read silently for increasing periods of time(2- 3).		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly
		Unit: Nature Poems Activity: Fog
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Activity: Rebecca's Journey

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Kids Then and Now Activity: Rebecca's Letter
		Unit: Kids Then and Now Activity: Tyler's E-mail
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: Out of This World Activity: Life on a Space Station
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 2
(2.7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:		
(2.7.A) read classic and contemporary works(2-8);		Unit: Here We Grow! Activity: How to Grow Vegetable Soup

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly
		Unit: Nature Poems Activity: Fog
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Rebecca's Letter
		Unit: Kids Then and Now Activity: Tyler's E-mail
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: Out of This World Activity: Life on a Space Station

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 2
(2.7.B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources(2-3); and		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Nature Poems Activity: An Apple Happens

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Nature Poems Activity: Firefly
		Unit: Nature Poems Activity: Fog
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Rebecca's Letter
		Unit: Kids Then and Now Activity: Tyler's E-mail

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: Out of This World Activity: Life on a Space Station
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 2
(2.7.C) read to accomplish various purposes, both assigned and self-selected(2-3).		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Red, White, and Blue Salad

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly
		Unit: Nature Poems Activity: Fog
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Randy Wells: A Life with Dolphins

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Rebecca's Letter
		Unit: Kids Then and Now Activity: Tyler's E-mail
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: Out of This World Activity: Life on a Space Station
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 2
(2.8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.8.A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences(K-2);		
(2.8.B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud(K-3);		
(2.8.C) develop vocabulary through reading(2-3); and		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Nature Poems Activity: Fog
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Randy Wells: A Life with Dolphins
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Rebecca's Letter
		Unit: Kids Then and Now Activity: Tyler's E-mail
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: Out of This World Activity: Life on a Space Station
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 1
		Unit: It's a Mystery Activity: The Mystery of the Purple Footprints: Chapter 2
(2.8.D) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words(2-3).		
(2.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:		
(2.9.A) use prior knowledge to anticipate meaning and make sense of texts(K-3);		Unit: Here We Grow! Activity: Focus on Parts of a Book
		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: Dive In with Dolphins Activity: Focus on a Myth

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Kids Then and Now Activity: Focus on Historical Fiction
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: An Amazing Life Activity: Focus on a Biography 1
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: Out of This World Activity: Focus on a News Article 1
		Unit: Out of This World Activity: Life on a Space Station
(2.9..B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained(K-3);		Unit: Here We Grow! Activity: Focus on Parts of a Book
		Unit: Here We Grow! Activity: How to Grow Vegetable Soup

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Dive In with Dolphins Activity: Focus on a Myth
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Kids Then and Now Activity: Focus on Historical Fiction
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: An Amazing Life Activity: Focus on a Biography 1
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: Out of This World Activity: Focus on a News Article 1
		Unit: Out of This World Activity: Life on a Space Station
(2.9.C) retell or act out the order of important events in stories(K-3);		Unit: Here We Grow! Activity: How to Grow Vegetable Soup

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Here We Grow! Activity: Sequence Events from a Story
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Food for Thought Activity: Sequence Steps in a Procedure 1
		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Activity: Sequence Events from a Folk Tale
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Sequence Events from a Myth
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Sequence Events from Historical Fiction

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.9.D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help(1-3);		
(2.9.E) draw and discuss visual images based on text descriptions(1-3);		
(2.9.F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions(1-3);		
(2.9.G) identify similarities and differences across texts such as in topics, characters, and problems(1-2);		Unit: Folk and Fairy Tales Activity: The Grateful Statues: A Play
		Unit: Folk and Fairy Tales Activity: The Shoemaker and the Elves
		Unit: Folk and Fairy Tales Activity: Venn Diagram: Character, Plot, and Setting
		Unit: Folk and Fairy Tales Activity: Make a Match: Problems and Solutions 1
(2.9.H) produce summaries of text selections(2-3); and		
(2.9.I) represent text information in different ways, including story maps, graphs, and charts(2-3).		Unit: Here We Grow! Activity: How to Grow Vegetable Soup

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Here We Grow! Activity: Venn Diagram: Character Traits
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: What Do You Know? Activity: Sort Information about Volcanoes
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: An Amazing Life Activity: Venn Diagram: Child and Adult
(2.10) Reading/literary response. The student responds to various texts. The student is expected to:		
(2.10.A) respond to stories and poems in ways that reflect understanding and interpretation in discussion(speculating, questioning) in writing, and through movement, music, art, and drama(2-3);		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: An Adventure in the City Activity: Write a New Ending to an Adventure
(2.10.B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology(2-3);		Unit: Out of This World Activity: Life on a Space Station

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Out of This World Activity: Write Your Own News Questions
(2.10.C) support interpretations or conclusions with examples drawn from text(2-3); and		
(2.10.D) connect ideas and themes across texts(1-3).		
(2.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:		
(2.11.A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve(K-3);		Unit: Here We Grow! Activity: Focus on Parts of a Book
		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: Here We Grow! Activity: Focus on a Map 1
		Unit: Here We Grow! Activity: Choice Is Right: Map 1
		Unit: What Do You Know? Activity: Focus on Informational Text

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: What Do You Know? Activity: A Volcano Is Born
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Focus on a Chart
		Unit: Food for Thought Activity: Choice is Right: Chart
		Unit: Food for Thought Activity: Focus on a Magazine Article
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Food for Thought Activity: Focus on a Procedure 1
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Nature Poems Activity: Fog
		Unit: Nature Poems Activity: Focus on Poetry
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Focus on an Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: All about Aardvarks Activity: Focus on a Report
		Unit: Dive In with Dolphins Activity: Focus on a Myth
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Focus on a Map 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Dive In with Dolphins Activity: Choice Is Right: Map 2
(2.11.B) identify text as written for entertainment(narrative) or for information(expository)(2);		
(2.11.C) distinguish fiction from nonfiction, including fact and fantasy(K-3);		
(2.11.D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts(1-3);		Unit: Here We Grow! Activity: Focus on Parts of a Book
		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: Here We Grow! Activity: Focus on a Map 1
		Unit: Here We Grow! Activity: Choice Is Right: Map 1
		Unit: What Do You Know? Activity: Focus on Informational Text
		Unit: What Do You Know? Activity: A Volcano Is Born

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Food for Thought Activity: Build a Pyramid of Good Foods
		Unit: Food for Thought Activity: Focus on a Chart
		Unit: Food for Thought Activity: Choice is Right: Chart
		Unit: Food for Thought Activity: Focus on a Magazine Article
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Food for Thought Activity: Focus on a Procedure 1
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly
		Unit: Nature Poems Activity: Fog

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Nature Poems Activity: Focus on Poetry
		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Focus on an Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: All about Aardvarks Activity: Focus on a Report
		Unit: Dive In with Dolphins Activity: Focus on a Myth
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Focus on a Map 2
		Unit: Dive In with Dolphins Activity: Choice Is Right: Map 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.11.E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants(2-8);		
(2.11.F) understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms(texts)(2);		Unit: Here We Grow! Activity: Focus on Parts of a Book
(2.11.G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books(K-2);		
(2.11.H) analyze characters, including their traits, relationships, and changes(1-3);		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: Here We Grow! Activity: Venn Diagram: Character Traits
		Unit: An Amazing Life Activity: Focus on a Biography 1
		Unit: An Amazing Life Activity: Venn Diagram: Child and Adult
(2.11.I) identify the importance of the setting to a story's meaning(1-3); and		
(2.11.J) recognize the story problem(s) or plot(1-3).		Unit: Dive In with Dolphins Activity: Arion's Music

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Dive In with Dolphins Activity: Sequence Events from a Myth
		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Sequence Events from Historical Fiction
(2.12) Reading inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:		
(2.12.A) identify relevant questions for inquiry such as "Why do birds build different kinds of nests?"(K- 3);		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Focus on an Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: All about Aardvarks Activity: Write Questions for a Report
(2.12.B) use alphabetical order to locate information(1- 3);		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.12.C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices(1-3);		Unit: What Do You Know? Activity: Word Finder 3
		Unit: In the Mountains Activity: Focus on an Informational Book
		Unit: In the Mountains Activity: Choice Is Right: Informational Text
(2.12.D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions(2-3);		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Focus on an Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: All about Aardvarks Activity: Write Questions for a Report
(2.12.E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams(2-3);		Unit: Here We Grow! Activity: Focus on a Map 1
		Unit: Here We Grow! Activity: Choice Is Right: Map 1

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Food for Thought Activity: Focus on a Chart
		Unit: Food for Thought Activity: Choice is Right: Chart
(2.12.F) locate and use important areas of the library media center(2-3);		
(2.12.G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations(2-3); and		
(2.12.H) draw conclusions from information gathered(K-3).		Unit: An Adventure in the City Activity: Make a Match: Cause and Effect 2
(2.13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:		
(2.13.A) connect life experiences with the life experiences, language, customs, and culture of others(K-3); and		Unit: Kids Then and Now Activity: Rebecca's Journey
		Unit: Kids Then and Now Activity: Venn Diagram: Then and Now 1
(2.13.B) compare experiences of characters across cultures(K-3).		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The student is expected to:		
(2.14.A) write to record ideas and reflections(K-3);		
(2.14.B) write to discover, develop, and refine ideas(1- 3);		
(2.14.C) write to communicate with a variety of audiences(1-3); and		
(2.14.D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain(1-3).		Unit: Here We Grow! Activity: How to Grow Vegetable Soup
		Unit: Here We Grow! Activity: Write about a Personal Experience.
		Unit: Food for Thought Activity: Red, White, and Blue Salad
		Unit: Food for Thought Activity: Focus on a Procedure 1
		Unit: Food for Thought Activity: Write a Procedure 1

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Nature Poems Activity: An Apple Happens
		Unit: Nature Poems Activity: Firefly
		Unit: Nature Poems Activity: Fog
		Unit: Nature Poems Activity: Focus on Poetry
		Unit: Nature Poems Activity: Write Your Own Acrostic Poem
		Unit: Dive In with Dolphins Activity: Focus on a Myth
		Unit: Dive In with Dolphins Activity: Arion's Music
		Unit: Dive In with Dolphins Activity: Write Your Own Myth
		Unit: Kids Then and Now Activity: Rebecca's Letter

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Kids Then and Now Activity: Focus on a Letter
		Unit: Kids Then and Now Activity: Write a Personal Letter
		Unit: An Adventure in the City Activity: Mari's Scavenger Hunt
		Unit: An Adventure in the City Activity: Write a New Ending to an Adventure
(2.15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:		
(2.15.A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing(2);		
(2.15.B) use word and letter spacing and margins to make messages readable(1-2);		
(2.15.C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points(1-2); and		
(2.15.D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks(2).		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.16) Writing/spelling. The student spells proficiently. The student is expected to:		
(2.16.A) use resources to find correct spellings, synonyms, and replacement words(1-3);		
(2.16.B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant(CVC)(hop), consonant-vowel-consonant-silent e(CVCe)(hope), and one-syllable words with blends(drop)(1-3);		
(2.16.C) write with more proficient spelling of inflectional endings, including plurals and verb tenses(1-2); and		
(2.16.D) write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i(2).		
(2.17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:		
(2.17.A) use singular and plural forms of regular nouns(2);		
(2.17.B) compose complete sentences in written texts and use the appropriate end punctuation(1-2);		
(2.17.C) compose sentences with interesting, elaborated subjects(2-3); and		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.17.D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts(2-3).		
(2.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:		
(2.18.A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts(2-3);		
(2.18.B) develop drafts(1-3);		
(2.18.C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images(1-3);		
(2.18.D) edit for appropriate grammar, spelling, punctuation, and features of polished writings(2- 3);		
(2.18.E) use available technology for aspects of writing, including word processing, spell checking, and printing(2-3); and		
(2.18.F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences(2- 3).		
(2.19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(2.19.A) identify the most effective features of a piece of writing using criteria generated by the teacher and class(1-3);		
(2.19.B) respond constructively to others' writing(1-3);		
(2.19.C) determine how his/her own writing achieves its purposes(1-3);		
(2.19.D) use published pieces as models for writing(2-3); and		
(2.19.E) review a collection of his/her own written work to monitor growth as a writer(2-3).		
(2.20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:		
(2.20.A) write or dictate questions for investigating(2- 3);		Unit: All about Aardvarks Activity: Aardvark: An Encyclopedia Article
		Unit: All about Aardvarks Activity: Aardvarks: A Student Report
		Unit: All about Aardvarks Activity: Write Questions for a Report

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Amazing Life Activity: Mae Jemison: Flying High!
		Unit: An Amazing Life Activity: Write Interview Questions 1
(2.20.B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas(K-3);		
(2.20.C) take simple notes from relevant sources such as classroom guests, information books, and media sources(2-3); and		
(2.20.D) compile notes into outlines, reports, summaries, or other written efforts using available technology(2-3).		
Grade 3		
(3.1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:		
(3.1.A) determine the purpose (s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);		
(3.1.B) respond appropriately and courteously to directions and questions (K-3);		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(3.1.C) participate in rhymes, songs, conversations, and discussions (K-3);		
(3.1.D) listen critically to interpret and evaluate (K-3);		
(3.1.E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and		
(3.1.F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).		
(3.2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:		
(3.2.A) connect experiences and ideas with those of others through speaking and listening (K-3); and		
(3.2.B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).		
(3.3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:		
(3.3.A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);		
(3.3.B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(3.3.C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);		
(3.3.D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and		
(3.3.E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).		
(3.4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:		
(3.4.A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);		
(3.4.B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and		
(3.4.C) retell a spoken message by summarizing or clarifying (K-3).		
(3.5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:		
(3.5.A) decode by using all letter-sound correspondences within a word (1-3);		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(3.5.B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);		Unit: In the Mountains Activity: Word Family Portraits 3
		Unit: Baseball's Best Activity: Word Finder 15
		Unit: An African Folk Tale Activity: Word Family Portraits 4
		Unit: A Wilderness Adventure Activity: Word Finder 18
		Unit: A Visit to the Aquarium Activity: Word Puzzles 2
		Unit: Long Ago in Mexico Activity: Word Finder 22
		Unit: A Trickster Tale Activity: Word Finder 26
(3.5.C) identify multisyllabic words by using common syllable patterns (1-3);		Unit: A Trickster Tale Activity: Vocabulary Strategies on Stage 2
(3.5.D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);		Unit: An Inventor's Life Activity: Word Pop 6

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Inventor's Life Activity: Break-a-Word 5
		Unit: Long Ago in Mexico Activity: Word Pop 8
		Unit: Long Ago in Mexico Activity: Break-a-Word 7
(3.5.E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and		
(3.5.F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).		Unit: In the Mountains Activity: Magpie Spring
		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Baseball Cards

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Bayou Bonnie

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Up Periscope Activity: Periscopes
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:		
(3.6.A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);		Unit: In the Mountains Activity: Magpie Spring

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Activity: Race Across Alaska

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Bayou Bonnie
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Up Periscope Activity: Periscopes
		Unit: Up Periscope Activity: Build a Periscope

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
(3.6.B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3);		Unit: In the Mountains Activity: Magpie Spring
		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Bayou Bonnie
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Up Periscope Activity: Periscopes
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
(3.6.C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);		Unit: In the Mountains Activity: Magpie Spring
		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Tall Tales Activity: Bayou Bonnie
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Up Periscope Activity: Periscopes
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
(3.6.D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and		Unit: In the Mountains Activity: Magpie Spring

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Activity: Race Across Alaska

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Bayou Bonnie
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Up Periscope Activity: Periscopes
		Unit: Up Periscope Activity: Build a Periscope

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
(3.6.E) read silently for increasing periods of time (2- 3).		Unit: In the Mountains Activity: Magpie Spring
		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Bayou Bonnie
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Up Periscope Activity: Periscopes
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:		
(3.7.A) read classic and contemporary works (2-8);		Unit: In the Mountains Activity: Magpie Spring
		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: An Inventor's Life Activity: Thomas Edison

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Bayou Bonnie
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Up Periscope Activity: Periscopes
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(3.7.B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and		Unit: In the Mountains Activity: Magpie Spring
		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Bayou Bonnie
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Up Periscope Activity: Periscopes

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
(3.7.C) read to accomplish various purposes, both assigned and self-selected (2-3).		Unit: In the Mountains Activity: Magpie Spring
		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: An African Folk Tale Activity: Anansi and Chameleon

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Bayou Bonnie
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Up Periscope Activity: Periscopes
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
(3.8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:		
(3.8.A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);		Unit: In the Mountains Activity: Magpie Spring
		Unit: In the Mountains Activity: At Home in the Alpine Forest

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Bayou Bonnie
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Up Periscope Activity: Periscopes
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
(3.8.B) develop vocabulary through reading (2-3);		Unit: In the Mountains Activity: Magpie Spring
		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Bayou Bonnie
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Up Periscope Activity: Periscopes
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
(3.8.C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and		Unit: Long Ago in Mexico Activity: Word Finder 21
(3.8.D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).		Unit: True to Life Activity: Hollywood Pairs 8
		Unit: Super-Size Sci-Fi Activity: Hollywood Pairs 11
(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:		
(3.9.A) use prior knowledge to anticipate meaning and make sense of texts (K-3);		Unit: An Inventor's Life Activity: Focus on a Biography 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Inventor's Life Activity: Write a Prediction 4
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Focus on a News Article 2
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: A Wilderness Adventure Activity: Focus on Adventure Fiction 2
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Focus on Persuasive Writing
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: Tall Tales Activity: What Makes a Tall Tale Fun?

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Up Periscope Activity: Focus on Technical Text
		Unit: Up Periscope Activity: Periscopes
(3.9.B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);		Unit: An Inventor's Life Activity: Focus on a Biography 2
		Unit: An Inventor's Life Activity: Write a Prediction 4
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Baseball's Best Activity: Focus on a News Article 2
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: A Wilderness Adventure Activity: Focus on Adventure Fiction 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Focus on Persuasive Writing
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: Tall Tales Activity: What Makes a Tall Tale Fun?
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Up Periscope Activity: Focus on Technical Text
		Unit: Up Periscope Activity: Periscopes
(3.9.C) retell or act out the order of important events in stories (K-3);		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Wilderness Adventure Activity: Sequence Events from an Adventure

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Up Periscope Activity: Sequence Steps in a Procedure 2
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
		Unit: A Trickster Tale Activity: Sequence Events from a Legend
(3.9.D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);		
(3.9.E) draw and discuss visual images based on text descriptions (1-3);		
(3.9.F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);		
(3.9.G) identify similarities and differences across texts such as in topics, characters, and themes (3);		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: True to Life Activity: Venn Diagram: Character Comparison
(3.9.H) produce summaries of text selections (2-3);		
(3.9.I) represent text information in different ways, including story maps, graphs, and charts (2-3);		
(3.9.J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Wilderness Adventure Activity: Fact or Opinion?
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Persuasive or Informational
(3.9.K) practice different kinds of questions and tasks, including test-like comprehension questions (3).		Unit: An Inventor's Life Activity: Thomas Edison

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Inventor's Life Activity: Choice Is Right: Comprehension 4
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: Baseball's Best Activity: Choice Is Right: Summaries and Details
		Unit: An African Folk Tale Activity: Choice Is Right: Summaries 2
		Unit: A Wilderness Adventure Activity: Choice Is Right: Schedule
		Unit: A Visit to the Aquarium Activity: Choice Is Right: Diagram and Bar Graph
		Unit: Long Ago in Mexico Activity: Choice Is Right: Map 3
		Unit: Up Periscope Activity: Choice Is Right: Cutaway Diagram
(3.10) Reading/literary response. The student responds to various texts. The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(3.10.A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);		
(3.10.B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);		
(3.10.C) support interpretations or conclusions with examples drawn from text (2-3); and		
(3.10.D) connect ideas and themes across texts (1-3).		
(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:		
(3.11.A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);		
(3.11.B) distinguish fiction from nonfiction, including fact and fantasy (K-3);		
(3.11.C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);		Unit: In the Mountains Activity: At Home in the Alpine Forest
		Unit: In the Mountains Activity: Focus on an Informational Book

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Inventor's Life Activity: Focus on a Biography 2
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: An Inventor's Life Activity: Focus on a Timeline 2
		Unit: An Inventor's Life Activity: Choice Is Right: Timeline 2
		Unit: Baseball's Best Activity: Focus on a News Article 2
		Unit: Baseball's Best Activity: Texas Team Wins U.S. Little League Title
		Unit: A Wilderness Adventure Activity: Focus on Adventure Fiction 2
		Unit: A Wilderness Adventure Activity: Race Across Alaska
		Unit: A Visit to the Aquarium Activity: Focus on Persuasive Writing

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: Tall Tales Activity: What Makes a Tall Tale Fun?
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Up Periscope Activity: Focus on a Cutaway Diagram
		Unit: Up Periscope Activity: Choice Is Right: Cutaway Diagram
(3.11.D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);		
(3.11.E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);		
(3.11.F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);		Unit: An Inventor's Life Activity: Focus on a Biography 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Inventor's Life Activity: Thomas Edison
		Unit: Tall Tales Activity: What Makes a Tall Tale Fun?
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
(3.11.G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3);		
(3.11.H) analyze characters, including their traits, feelings, relationships, and changes (1-3);		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		Unit: Tall Tales Activity: Write from a Character's Point of View 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: True to Life Activity: Sort Character, Plot, and Setting 1
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: Super-Size Sci-Fi Activity: Sort Character, Plot, and Setting 2
(3.11.I) identify the importance of the setting to a story's meaning (1-3); and		
(3.11.J) recognize the story problem (s) or plot (1-3).		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: True to Life Activity: Sort Character, Plot, and Setting 1
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Super-Size Sci-Fi Activity: Sort Character, Plot, and Setting 2
(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:		
(3.12.A) identify relevant questions for inquiry such as "What Native American tribes inhabit (ed) Texas?" (K-3);		
(3.12.B) use alphabetical order to locate information (1- 3);		
(3.12.C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);		Unit: Long Ago in Mexico Activity: Word Finder 21
(3.12.D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);		
(3.12.E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2- 3);		Unit: An Inventor's Life Activity: Focus on a Timeline 2
		Unit: An Inventor's Life Activity: Choice Is Right: Timeline 2
		Unit: A Wilderness Adventure Activity: Focus on a Schedule

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: A Wilderness Adventure Activity: Choice Is Right: Schedule
		Unit: A Visit to the Aquarium Activity: Focus on a Bar Graph
		Unit: A Visit to the Aquarium Activity: Choice Is Right: Diagram and Bar Graph
		Unit: Long Ago in Mexico Activity: Focus on a Map 3
		Unit: Long Ago in Mexico Activity: Choice Is Right: Map 3
		Unit: Up Periscope Activity: Focus on a Cutaway Diagram
		Unit: Up Periscope Activity: Choice Is Right: Cutaway Diagram
(3.12.F) locate and use important areas of the library media center (2-3);		
(3.12.G) organize information in systematic ways, including notes, charts, and labels (3);		Unit: An Inventor's Life Activity: Thomas Edison

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: An Inventor's Life Activity: Sort Information about Thomas Edison
		Unit: Baseball's Best Activity: Baseball Cards
		Unit: Baseball's Best Activity: Sort Information about Baseball Cards
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 1
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 2
		Unit: True to Life Activity: Starring Miss Perfect: Chapter 3
		Unit: True to Life Activity: Sort Character, Plot, and Setting 1
		Unit: A Visit to the Aquarium Activity: Aquarium Exhibit Plaques
		Unit: A Visit to the Aquarium Activity: Sort Information from Aquarium Exhibit Plaques

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: Super-Size Sci-Fi Activity: Sort Character, Plot, and Setting 2
(3.12.H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3);		
(3.12.I) use compiled information and knowledge to raise additional, unanswered questions (3); and		
(3.12.J) draw conclusions from information gathered (K-3).		
(3.13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:		
(3.13.A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Venn Diagram: Then and Now 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3
		Unit: Long Ago in Mexico Activity: Write to Compare Life Then and Now
(3.13.B) compare experiences of characters across cultures (K-3).		
(3.14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:		
(3.14.A) write to record ideas and reflections (K-3);		
(3.14.B) write to discover, develop, and refine ideas (1- 3);		
(3.14.C) write to communicate with a variety of audiences (1-3); and		
(3.14.D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).		Unit: An African Folk Tale Activity: Anansi and Chameleon
		Unit: An African Folk Tale Activity: Write Your Own Folk Tale

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: A Wilderness Adventure Activity: Focus on a Journal
		Unit: A Visit to the Aquarium Activity: Focus on Persuasive Writing
		Unit: A Visit to the Aquarium Activity: Dive into the Pacific Bay Aquarium
		Unit: A Visit to the Aquarium Activity: Write a Persuasive Paragraph
		Unit: Tall Tales Activity: The Very Tall Tale of Paul Bunyan
		DR2: Unit: Tall Tales Activity: Write Exaggerated Sentences
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 1
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 2
		Unit: Long Ago in Mexico Activity: Nico's Gift: Chapter 3

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
		Unit: Long Ago in Mexico Activity: Write about Another Time Period
		Unit: Up Periscope Activity: Build a Periscope
		Unit: Up Periscope Activity: Write a Procedure 2
		Unit: Super-Size Sci-Fi Activity: Super-Duper Biggies
		Unit: Super-Size Sci-Fi Activity: Write Your Own Science Fiction Story
		Unit: A Trickster Tale Activity: Why Clouds Bring Storms
		Unit: A Trickster Tale Activity: Write Your Own Legend
(3.15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(3.15.A) gain more proficient control of all aspects of penmanship (3); and		
(3.15.B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3).		
(3.16) Writing/spelling. The student spells proficiently. The student is expected to:		
(3.16.A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);		
(3.16.B) spell multisyllabic words using regularly spelled phonogram patterns (3);		
(3.16.C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3);		
(3.16.D) write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3);		Unit: True to Life Activity: Write Sentences 6
		Unit: Super-Size Sci-Fi Activity: Write Sentences 8

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(3.16.E) write with more proficient spelling of contractions, compounds, and homonyms such as hair- hare and bear-bare (3);		
(3.16.F) write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6);		
(3.16.G) spell words ending in -tion and -sion such as station and procession (3); and		
(3.16.H) use resources to find correct spellings, synonyms, or replacement words (1-3).		
(3.17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:		
(3.17.A) use correct irregular plurals such as sheep (3);		
(3.17.B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);		
(3.17.C) compose elaborated sentences in written texts and use the appropriate end punctuation (3);		
(3.17.D) compose sentences with interesting, elaborated subjects (2-3); and		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(3.17.E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).		
(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:		
(3.18.A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);		
(3.18.B) develop drafts (1-3);		
(3.18.C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);		
(3.18.D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2- 3);		
(3.18.E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and		
(3.18.F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).		
(3.19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(3.19.A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);		
(3.19.B) respond constructively to others' writing (1-3);		
(3.19.C) determine how his/her own writing achieves its purposes (1-3);		
(3.19.D) use published pieces as models for writing (2-3); and		
(3.19.E) review a collection of his/her own written work to monitor growth as a writer (2-3).		
(3.20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:		
(3.20.A) write or dictate questions for investigating (2- 3);		
(3.20.B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);		
(3.20.C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and		

Standards	Course I: Emergent Literacy and Phonemic Awareness	Course II: Building Fluency and Comprehension
(3.20.D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).		