Corrective Reading

	GRADE 1 STANDARDS	LESSON REFERENCES
	Reading Standards for Literature: Key Ideas and Details	
RL.1.1	Ask and answer questions about key details in a text.	**Decoding A Standardized Test Practice:** 10, 15, 25, 30, 35, 50, 55, 65 **Comprehension A Standardized Test Practice:** 5, 13.2, 15, 20, 23.1, 33.3, 44.1, 45, 46.1, 50, 55 **Decoding A Teacher's Resource Book:** pp. 35–47 **Comprehension A Teacher's Resource Book:** pp. 19–45 **Content Connections Level A:** pp. 8–14, 21–33, 57–63, 75–84
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**Content Connections Level A:** pp. 8–14, 21–33, 57–63, 75–84
RL.1.3	Describe characters, settings, and major events in a story, using key details.	**Decoding A Standardized Test Practice:** 10, 15, 25, 30, 35, 50, 55, 65 **Comprehension A Standardized Test Practice:** 5, 15, 20, 45, 50, 55 **Decoding A Teacher's Resource Book:** pp. 35–47 **Comprehension A Teacher's Resource Book:** pp. 19–45 **Content Connections Level A:** pp. 8–14, 22–33, 57–63, 75–84
	Reading Standards for Literature: Craft and Structure	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**Content Connections Level A:** pp. 75–84
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
RL.1.6	Identify who is telling the story at various points in a text.	
	Reading Standards for Literature: Integration of Knowledge and Ideas	

GRADE 1 STANDARDS		LESSON REFERENCES
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	**Content Connections Level A:** p. 8–14, 21–33, 57–63, 75–84
RL.1.8	*(Not applicable to literature)*	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	**Content Connections Level A:** pp. 8–14
	Reading Standards for Literature: Range of Reading and Level of Text Complexity	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
	Reading Standards for Informational Text: Key Ideas and Details	
RI.1.1	Ask and answer questions about key details in a text.	**Decoding A Standardized Test Practice:** 5, 20, 40, 60 **Comprehension A Standardized Test Practice:** 7.3, 9.1, 10. 13.3, 17.1, 25, 30, 32.1, 35, 40, 60 **Content Connections Level A:** pp. 15–20, 34–38, 39–44, 45–56, 64–68, 69–74, 85–90, 91–94
RI.1.2	Identify the main topic and retell key details of a text.	**Decoding A Standardized Test Practice:** 5, 20, 40, 60 **Comprehension A Standardized Test Practice:** 10, 25, 30, 35, 40, 60 **Content Connections Level A:** pp. 15–20,
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Decoding A Standardized Test Practice:** 5, 20, 40, 60 **Comprehension A Standardized Test Practice:** 10, 25, 30, 35, 40, 60 **Content Connections Level A:** pp. 34–38, 39–44, 45–56, 64–68, 69–74, 85–90, 91–94
	Reading Standards for Informational Text: Craft and Structure	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
	Reading Standards for Informational Text: Integration of Knowledge and Ideas	
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	**Decoding A Enrichment Blackline Masters:** 38.3, 39.3, 42.3, 43.3, 45.3, 47.3, 50.3, 53.3, 57.3, 58.3, 60.3, 61.3, 62.3
RI.1.8	Identify the reasons an author gives to	**Content Connections Level A:** pp. 15–20

GRADE 1 STANDARDS		LESSON REFERENCES
	support points in a text.	
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
	Reading Standards for Informational Text: Range of Reading and Level of Text Complexity	
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	
	Reading Standards for Foundational Skills: Print Concepts	
RF.1.1	Demonstrate understanding of the organization and basic features of print.	
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
	Reading Standards for Foundational Skills: Phonological Awareness	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	**Decoding A Standardized Test Practice:** 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2, 9.1, 9.2, 11.1, 11.2, 12.1, 12.2, 13.1, 13.2, 14.1, 14.2, 16.1, 16.2, 17.1, 17.2, 18.1, 18.2, 19.1, 19.2, 21.1, 21.2, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2, 26.1, 26.2, 27.1, 27.2, 28.1, 28.2, 29.1, 29.2, 31.1, 31.2, 32.1, 32.2, 33.1, 33.2, 34.1, 34.2, 36.1, 36.2, 37.1, 37.2, 38.1, 38.2, 39.1, 39.2, 41.1, 41.2, 42.1, 42.2, 43.1, 43.2, 44.1, 44.2, 46.1, 46.2, 47.1, 47.2, 48.1, 49.2, 49.1, 49.2, 51.1, 51.2, 52.1, 52.2, 53.1, 53.2, 54.1, 54.2, 56.1, 56.2, 57.1, 57.2, 58.1, 58.2, 59.1, 59.2, 61.1, 61.2, 62.1, 62.2, 63.1, 63.2, 64.1, 64.2
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	

GRADE 1 STANDARDS		LESSON REFERENCES
	Reading Standards for Foundational Skills: Phonics and Word Recognition	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	**Decoding A Standardized Test Practice:** 9.1, 9.3, 11.2, 11.4, 12.1, 12.4, 13.3, 14.2–14.4, 16.2, 16.3, 17.1, 17.3, 17.4, 18.3, 18.4, 21.3, 22.1, 22.3, 23.3, 24.1, 24.3, 26.2, 26.4, 27.3, 27.4, 28.3, 28.4, 29.2–29.4, 31.3, 31.4, 32.5, 33.1, 33.3, 33.4, 34.4, 37.1, 37.3, 37.4, 38.3, 39.4, 42.2, 43.3, 43.4, 44.4, 46.3, 48.4, 49.1, 49.4, 51.1, 51.2, 51.4, 52.1, 53.3, 54.4, 56.3, 58.2, 58.3, 59.3, 62.1, 62.3, 62.4, 63.3, 63.4, 64.3, 64.4 **Decoding A Enrichment Blackline Masters:** 17.3, 19.3, 20.5, 21.3, 21.5, 22.5, 23.5, 24.5, 25.5, 26.5, 27.5, 28.3, 28.5, 29.5, 30.5, 31.3, 31.5, 32.3, 32.5, 33.3, 33.5, 34.5, 35.5, 36.3, 36.5, 37.5, 38.5, 39.5, 40.3, 40.5, 41.5, 42.5, 43.5, 44.5, 45.5, 46.5, 47.5, 48.5, 49.3, 49.5, 50.6, 51.6, 52.7, 53.6, 54.6, 55.7, 56.6, 57.7, 58.7, 59.7, 60.7, 61.7, 62.7, 63.7, 64.7, 65.3, 65.7
RF.1.3b	Decode regularly spelled one-syllable words.	**Decoding A Standardized Test Practice:** 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.3, 4.4, 6.3, 6.4, 7.3, 7.4, 8.3, 8.4, 9.3, 9.4, 11.3, 11.4, 12.3, 12.4, 13.3, 13.4, 14.3, 14.4, 16.3, 16.4, 17.3, 17.4, 18.3, 18.4, 19.3, 19.4, 21.3, 21.4, 22.3, 22.4, 23.3, 23.4, 24.3, 24.4, 26.3, 26.4, 27.3, 27.4, 28.3, 28.4, 29.3, 29.4, 31.3, 31.4, 32.3, 32.4, 33.3, 33.4, 34.3, 34.4, 36.3, 36.4, 37.3, 37.4, 38.3, 38.4, 39.3, 39.4, 41.3, 41.4, 42.3, 42.4, 43.3, 43.4, 44.3, 44.4, 46.3, 46.4, 47.3, 47.4, 48.3, 49.4, 49.3, 49.4, 51.3, 51.4, 52.3, 52.4, 53.3, 53.4, 54.3, 54.4, 56.3, 56.4, 57.3, 57.4, 58.3, 58.4, 59.3, 59.4, 61.3, 61.4, 62.3, 62.4, 63.3, 63.4, 64.3, 64.4 **Decoding A Enrichment Blackline Masters:** 11.3, 12.3, 13.3, 14.3, 16.3, 17.3, 19.3, 20.5, 21.3, 21.5, 22.5, 23.3, 23.5, 24.5, 25.5, 26.3, 26.5, 27.5, 28.3, 28.5, 29.5, 30.5, 31.3, 31.5, 32.3, 32.5, 33.3, 33.5, 34.3, 34.5, 35.5, 36.3, 36.5, 37.5, 38.5, 39.5, 40.3, 40.5, 41.5, 42.5, 43.5, 44.5, 45.5, 46.5, 47.5, 48.5, 49.3, 49.5, 50.6, 51.6, 52.3, 52.7, 53.6, 54.6, 55.3, 55.7, 56.6, 57.3, 57.7, 58.7, 59.3, 59.7, 60.7, 61.7, 62.7, 63.3, 63.7, 64.3, 4.7, 65.3, 65.7
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	**Decoding A Standardized Test Practice:** 21.3, 22.3, 32.4, 33.3, 34.4, 43.4, 44.4, 47.4, 54.3 **Decoding A Enrichment Blackline Masters:** 20.5, 21.5, 26.5, 28.5, 29.5, 31.5, 32.5, 33.3, 33.5, 34.3, 34.5, 35.5, 36.5, 37.5, 38.5, 39.5, 40.5, 41.5, 42.5, 43.5, 44.5, 45.5, 46.5, 47.5, 48.5, 49.5, 50.6, 51.6, 52.7, 53.6, 54.6, 56.6, 58.7, 59.7, 60.7, 64.7
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
RF.1.3e	Decode two-syllable words following	

GRADE 1 STANDARDS		LESSON REFERENCES
	basic patterns by breaking the words into syllables.	
RF.1.3f	Read words with inflectional endings.	**Decoding A Standardized Test Practice:** 41.3,57.3 **Decoding A Enrichment Blackline Masters:** 20.5, 21.5, 26.5, 28.5, 29.5, 30.5, 31.3, 31.5, 32.3, 32.5, 33.5, 35.5, 36.5, 37.5, 38.5, 41.5, 42.5, 43.5, 44.5, 45.5, 46.5, 47.5, 48.5, 50.6, 51.6, 52.7, 54.6, 56.6, 57.3, 57.7, 58.7, 60.7, 61.7, 62.7, 63.7, 64.7
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	
	Reading Standards for Foundational Skills: Fluency	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.1.4a	Read grade-level text with purpose and understanding.	**Decoding A Teacher's Resource Book:** pp. 35–47 **Comprehension A Teacher's Resource Book:** pp. 19–45
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression.	
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
	Writing Standards: Text Types and Purposes	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
	Writing Standards: Production and Distribution of Writing	

GRADE 1 STANDARDS		LESSON REFERENCES
W.1.4	*(Begins in Grade 3)*	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	Writing Standards: Research to Build and Present Knowledge	
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
W.1.9	*(Begins in Grade 4)*	
	Writing Standards: Range of Writing	
W.1.10	*(Begins in Grade 3)*	
	Speaking & Listening Standards: Comprehension and Collaboration	
SL.1.1	Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.	
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	

GRADE 1 STANDARDS		LESSON REFERENCES
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**Decoding A Standardized Test Practice:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 **Content Connections Level A:** pp. 8–14, 15–20, 21–33, 34–38, 39–44, 45–56, 57–63, 64–68, 69–74, 75–84, 85–90, 91–94
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
	Speaking & Listening Standards: Presentation of Knowledge and Ideas	
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
SL.1.6	Produce complete sentences when appropriate to task and situation.	
	Language Standards: Conventions of Standard English	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.1.1a	Print all upper- and lowercase letters.	
L.1.1b	Use common, proper, and possessive nouns.	
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	
L.1.1f	Use frequently occurring adjectives.	**Comprehension A Standardized Test Practice:** 47.1, 56.1
L.1.1g	Use frequently occurring conjunctions	

GRADE 1 STANDARDS		LESSON REFERENCES
	(e.g., *and, but, or, so, because*).	
L.1.1h	Use determiners (e.g., articles, demonstratives).	
L.1.1i	Use frequently occurring prepositions (e.g., *during, beyond, toward*).	
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.1.2a	Capitalize dates and names of people.	
L.1.2b	Use end punctuation for sentences.	
L.1.2c	Use commas in dates and to separate single words in a series.	
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
	Language Standards: Knowledge of Language	
L.1.3	*(Begins in Grade 2)*	
	Language Standards: Vocabulary Acquisition and Use	
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	**Comprehension A Standardized Test Practice:** 1.2, 18.1, 28.3
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	

GRADE 1 STANDARDS		LESSON REFERENCES
L.1.4c	Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	**Comprehension A Standardized Test Practice:** 1.3, 2.2, 2.4, 3.2, 4.1, 5.2, 6.2, 7.1, 8.1, 8.3, 8.4, 11.1, 11.4, 13.1, 13.3, 16.1, 16.4, 17.2, 18.2, 18.4, 19.3, 22.4, 24.3, 26.3, 27.2, 29.4, 31.3, 34.2, 37.4, 39.4, 42.1, 44.3, 47.4, 48.1, 51.5, 57.2, 57.3, 58.3, 59.1
L.1.5b	Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	**Comprehension A Standardized Test Practice:** 41.3, 41.4, 53.3
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).	
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	[Note: I used meaning, synonym, and antonym from Comp A Test Practice] **Comprehension A Standardized Test Practice:** 2.3, 3.1, 7.2, 11.2, 11.3, 16.2, 17.3, 18.1, 18.3, 21.3, 21.4, 23.3, 26.1, 29.1, 31.1, 34.1, 36.3, 36.4, 37.2, 37.3, 42.3, 43.2, 44.2, 46.3, 47.2, 48.2, 50.1, 52.1, 52.3, 52.4, 58.2 **Content Connections Level A:** pp. 15–20, 34–38, 39–44, 45–56, 64–68, 69–74, 85–90, 91–94

Corrective Reading

GRADE 2 STANDARDS		LESSON REFERENCES
	Reading Standards for Literature: Key Ideas and Details	
RL.2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	**Decoding B1 Standardized Test Practice:** 5, 15, 30, 40, 50, 55 **Comprehension B1 Standardized Test Practice:** 5, 15, 20, 30, 40, 45, 50 **Decoding B1 Teacher's Resource Book:** pp. 27–50, 52–54 **Comprehension B1 Teacher's Resource Book:** pp. 19–25, 27–31, 36–40, 45–49, 52–53, 56–57 **Decoding B1 Enrichment Blackline Masters:** 20.1, 21.1, 22.3, 23.2, 24.2, 30.1, 32.1, 34.1, 40.4, 44.3, 51.1, 62.2 **B1 Content Connections:** pp. 8–17, 32–41, 55–59, 83–87
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**B1 Content Connections:** pp. 8–17, 55–59, 83–87
RL.2.3	Describe how characters in a story respond to major events and challenges.	**Comprehension B1 Standardized Test Practice:** 5, 30, 40 **B1 Content Connections:** pp. 32–41, 55–59
	Reading Standards for Literature: Craft and Structure	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**Decoding B1 Enrichment Blackline Masters:** 47.1, 48.3, 50.1, 53.1, 54.2, 56.1, 58.3, 59.2, 61.2, 65.1 **B1 Content Connections:** pp. 8–17, 32–41, 55–59, 83–87
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character	

GRADE 2 STANDARDS		LESSON REFERENCES
	when reading dialogue aloud.	
	Reading Standards for Literature: Integration of Knowledge and Ideas	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
RL.2.8	*(Not applicable to literature)*	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
	Reading Standards for Literature: Range of Reading and Level of Text Complexity	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Decoding B1 Standardized Test Practice:** 5, 15, 30, 40, 50, 55 **Comprehension B1 Standardized Test Practice:** 5, 15, 20, 30, 40, 45, 50
	Reading Standards for Informational Text: Key Ideas and Details	
RI.2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	**Decoding B1 Standardized Test Practice:** 10, 20, 25, 35, 45, 60, 65 **Comprehension B1 Standardized Test Practice:** 10, 25, 35, 55, 60 **Decoding B1 Teacher's Resource Book:** p. 51 **Comprehension B1 Teacher's Resource Book:** pp. 26, 32–35, 41–44, 50–51, 54–55 **B1 Content Connections:** pp. 18–23, 24–31, 42–48, 49–54, 60–67, 68–72, 73–77, 78–82
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	**Decoding B1 Standardized Test Practice:** 25, 45 **Comprehension B1 Standardized Test Practice:** 35 **B1 Content Connections:** 24–31, 49–54, 60–67, 68–72, 73–77, 78–82
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**Comprehension B1 Standardized Test Practice:** 60.5 **B1 Content Connections:** 42–48, 60–67
	Reading Standards for Informational Text: Craft and Structure	
RI.2.4	Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	Note: I included synonyms, antonyms, definition, related words in this category] **Decoding B1 Teacher's Resource Book:** pp. 35.1, 36.4 **Comprehension B1 Standardized Test Practice:** 2.1,

GRADE 2 STANDARDS		LESSON REFERENCES
		2.2, 2.3, 2.4, 3.2, 3.3, 4.1, 4.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.3, 9.1, 9.4, 11.3, 11.4, 13.1, 13.3, 14.1, 16.3, 21.1, 23.1, 24.1, 26.1, 27.2, 29.1, 29.2, 31.1, 36.1, 39.1, 42.2, 42.4, 43.1, 46.1, 47.1, 49.1, 50.1, 51.1, 53.2, 53.3, 54.1, 56.2, 57.1, 58.1, 58.2, 59.2, 60.4 **Comprehension B1 Enrichment Blackline Masters:** 5.5, 11.5, 12.2, 13.1, 13.3, 14.3, 15.4, 16.3, 18.4, 21.2, 22.3, 23.1, 28.1, 30.3, 33.4, 38.1, 41.5, 43.1, 48.1, 50.3, 52.2, 53.1, 55.4, 58.1
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**Comprehension B1 Standardized Test Practice:** 10.1 **B1 Content Connections:** pp. 49–54
	Reading Standards for Informational Text: Integration of Knowledge and Ideas	
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
RI.2.8	Describe how reasons support specific points the author makes in a text.	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	
	Reading Standards for Informational Text: Range of Reading and Level of Text Complexity	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Decoding B1 Standardized Test Practice:** 10, 20, 25, 35, 45, 60, 65 **Comprehension B1 Standardized Test Practice:** 10, 25, 35, 55, 60
	Reading Standards for Foundational Skills: Print Concepts	
RF.2.1	*(Not applicable to Grade 2)*	
	Reading Standards for Foundational Skills: Phonological Awareness	
RF.2.2	*(Not applicable to Grade 2)*	

GRADE 2 STANDARDS		LESSON REFERENCES
	Reading Standards for Foundational Skills: Phonics and Word Recognition	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	**Decoding B1 Standardized Test Practice:** 2.1, 3.1, 4.2, 7.2, 13.4, 14.1, 17.3, 21.1, 22.1, 24.1, 46.3
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	**Decoding B1 Standardized Test Practice:** 1.3, 11.1, 12.3, 13.1, 14.2, 16.1, 19.1, 24.3, 24.4, 28.2, 28.4, 32.3, 33.1, 33.2, 41.1, 41.4, 42.2, 44.3, 48.1, 64.1 **Comprehension B1 Standardized Test Practice:** 19.2 **Decoding B1 Enrichment Blackline Masters:** 15.3, 16.3, 17.2, 18.1, 19.1, 20.2, 21.2, 23.1, 24.1, 25.3, 26.2, 27.3, 29.2, 30.3, 32.2, 33.1, 34.2, 35.2, 36.2, 37.3, 38.1, 39.4, 40.1, 42.2, 44.1, 45.2, 46.3, 47.2, 48.1, 49.2, 50.3, 51.3, 52.3, 53.2, 54.3, 55.2, 56.2, 58.2, 59.3, 60.3, 62.1, 64.1, 65.2 **Comprehension B1 Enrichment Blackline Masters:** 6.5, 9.2, 10.2, 11.4, 12.4, 13.4, 14.5, 16.2, 19.2, 25.2, 26.5, 32.1, 33.5, 35.2, 38.5, 50.5, 51.5, 59.5
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	
RF.2.3d	Decode words with common prefixes and suffixes.	
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	
	Reading Standards for Foundational Skills: Fluency	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4a	Read grade-level text with purpose and understanding.	**Decoding B1 Standardized Test Practice:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 50, 60, 65 **Comprehension B1 Standardized Test Practice:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 50, 60 **Decoding B1 Teacher's Resource Book:** pp. 27–54 **Comprehension B1 Teacher's Resource Book:** pp. 19–57 **Decoding B1 Enrichment Blackline Masters:** 20.1, 21.1, 22.3, 23.2, 24.2, 30.1, 32.1, 34.1, 40.4, 44.3, 51.1, 62.2 **B1 Content Connections:** pp. 8–17, 18–23, 24–31, 32–41, 42–48, 49–54, 55–59, 60–67, 68–72, 73–77, 78–

GRADE 2 STANDARDS		LESSON REFERENCES
		8283–87
RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression.	**Decoding B1 Enrichment Blackline Masters:** 16.5, 17.4, 18.5, 19.5, 20.4, 21.4, 22.4, 23.4, 24.4, 25.4, 26.4, 27.4, 28.4, 29.4, 30.4, 31.4, 32.4, 33.4, 34.4, 35.4, 36.4, 37.4, 38.4, 39.5, 40.5, 41.4, 42.5, 43.4, 44.4, 45.4, 46.4, 47.4, 48.4, 49.4, 50.5, 52.4, 53.5, 54.4, 55.4, 56.4, 57.4, 58.4, 59.4, 60.4, 61.4, 62.4, 63.4, 64.4, 65.4
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
	Writing Standards: Text Types and Purposes	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	**Comprehension B1 Standardized Test Practice:** 15.4, 35.4, 40.5, 45.4
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**Decoding B1 Standardized Test Practice:** 60.7, 65.4 **Comprehension B1 Standardized Test Practice:** 10.4, 20.10, 25.4, 30.4, 50.5, 50.10, 55.4,
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	**Decoding B1 Standardized Test Practice:** 40.7 **Comprehension B1 Standardized Test Practice:** 40.10, 60.10
	Writing Standards: Production and Distribution of Writing	
W.2.4	*(Begins in Grade 3)*	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	

GRADE 2 STANDARDS		LESSON REFERENCES
	Writing Standards: Research to Build and Present Knowledge	
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	
W.2.9	*(Begins in Grade 4)*	
	Writing Standards: Range of Writing	
W.2.10	*(Begins in Grade 3)*	
	Speaking & Listening Standards: Comprehension and Collaboration	
SL.2.1	Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**B1 Content Connections:** pp. 8–17, 18–23, 24–31, 32–41, 42–48, 49–54, 55–59, 60–67, 68–72, 73–77, 78–8283–87
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
	Speaking & Listening Standards: Presentation of Knowledge and Ideas	

GRADE 2 STANDARDS		LESSON REFERENCES
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
	Language Standards: Conventions of Standard English	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	Use collective nouns (e.g., *group*).	
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).	**Comprehension B1 Enrichment Blackline Masters:** 56.1, 57.1, 58.2
L.2.1c	Use reflexive pronouns (e.g., *myself, ourselves*).	
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).	
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	**Comprehension B1 Standardized Test Practice:** 13.4, 14.4, 22.2, 26.2, 28.1, 43.4, 53.1 **Comprehension B1 Enrichment Blackline Masters:** 20.6, 32.2, 33.3, 34.4, 35.4, 36.3, 37.1
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	**Comprehension B1 Standardized Test Practice:** 22.3, 22.4, 24.2, 28.3, 34.3, 38.3, 46.2, 52.2, 58.4, 59.4 **Comprehension B1 Enrichment Blackline Masters:** 26.6, 27.3, 29.1, 32.4, 37.5, 39.3, 40.5, 46.2, 49.5, 50.6, 51.4, 56.2, 57.5, 58.3, 60.4
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	

GRADE 2 STANDARDS		LESSON REFERENCES
	when writing.	
L.2.2a	Capitalize holidays, product names, and geographic names.	**Comprehension B1 Enrichment Blackline Masters:** 22.1, 43.3
L.2.2b	Use commas in greetings and closings of letters.	
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	**Decoding B1 Standardized Test Practice:** 22.3, 23.3, 39.4, 48.4, 54.4, 58.4 **Comprehension B1 Enrichment Blackline Masters:** 23.4, 34.5, 35.6
L.2.2d	Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).	
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
	Language Standards: Knowledge of Language	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3a	Compare formal and informal uses of English.	
	Language Standards: Vocabulary Acquisition and Use	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	**Decoding B1 Standardized Test Practice:** 6.4, 16.4, 28.1, 34.3, 40.1 **Comprehension B1 Standardized Test Practice:** 1.2, 20.1, 20.4, 20.6, 40.4, 50.1 **Decoding B1 Enrichment Blackline Masters:** 26.1, 27.1, 28.1, 29.1, 31.3, 33.2, 35.1, 36.1, 37.2, 47.2, 43.3, 45.3, 46.3, 49.3, 52.2, 55.3, 63.2, 65.3 **Comprehension B1 Enrichment Blackline Masters:** 29.2, 30.1, 31.1, 53.2, 54.5, 55.1
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).	**Comprehension B1 Enrichment Blackline Masters:** 47.3, 48.5, 49.1

GRADE 2 STANDARDS		LESSON REFERENCES
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).	**Comprehension B1 Standardized Test Practice:** 19.2, 32.1, 33.1 **Comprehension B1 Enrichment Blackline Masters:** 47.3, 48.5, 49.1, 50.5, 51.5
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).	**Decoding B1 Standardized Test Practice:** 26.3, 37.3, 38.2, 39.3, 41.3, 42.2, 43.3, 44.4, 47.3, 48.3, 57.4, 62.4, 64.3 **Decoding B1 Enrichment Blackline Masters:** 38.2, 39.2, 40.3, 41.1, 42.3, 44.2, 45.1, 48.2, 54.1, 57.1, 59.1, 62.3, 63.1 **Comprehension B1 Enrichment Blackline Masters:** 26.7, 27.4, 28.4
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.2.5a	Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).	
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	[Note: I included synonyms, antonyms, definition, related words in this category] **Decoding B1 Teacher's Resource Book:** pp. 35.1, 36.4 **Comprehension B1 Standardized Test Practice:** 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 4.1, 4.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.3, 9.1, 9.4, 11.3, 11.4, 13.1, 13.3, 14.1, 16.3, 21.1, 23.1, 24.1, 26.1, 27.2, 29.1, 29.2, 31.1, 36.1, 39.1, 42.2, 42.4, 43.1, 46.1, 47.1, 49.1, 50.1, 51.1, 53.2, 53.3, 54.1, 56.2, 57.1, 58.1, 58.2, 59.2, 60.4 **Comprehension B1 Enrichment Blackline Masters:** 5.5, 11.5, 12.2, 13.1, 13.3, 14.3, 15.4, 16.3, 18.4, 21.2, 22.3, 23.1, 28.1, 30.3, 33.4, 38.1, 41.5, 43.1, 48.1, 50.3, 52.2, 53.1, 55.4, 58.1

Corrective Reading

GRADE 3 STANDARDS		LESSON REFERENCES
	Reading Standards for Literature: Key Ideas and Details	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Decoding B2 Standardized Test Practice:** 5, 10, 15, 20, 25, 40 **Comprehension B2 Standardized Test Practice:** 5, 15, 20, 35, 60 **Decoding B2 Enrichment Blackline Masters:** 2.3, 3.6, 54, 6.3, 7.1, 8.1, 8.3, 9.4, 10.1, 12.1, 13.2, 14.1, 15.2, 17.2, 18.1, 20.2, 21.2, 23.2, 24.2, 26.1, 27.1, 28.2, 38.1, 42.1, 46.1, 47.1, 49.1, 51.1, 53.1, 55.1, 56.1, 56.2, 57.1, 58.1, 61.1, 62.1 **Decoding B2 Teacher's Resource Book:** pp. 27–28, 33–37, 42–47, 50–51, 54–57, 62–63, 66–67, 70–73, 78–80 **Comprehension B2 Teacher's Resource Book:** pp. 19–20, 25–26, 29–30, 33–36, 41–43, 46–47, 50–51, 54–55, 58–63, 66–67, 70–71 **B2 Content Connections:** pp. 8–14, 59–62, 82–87, 49–58
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**Decoding B2 Enrichment Blackline Masters:** 10.2, 33.1, 37.1, 63.1, 64.1 **Decoding B2 Standardized Test Practice:** 40.5 **B2 Content Connections:** pp. 8–14, 24–36, 49–58
	Reading Standards for Literature: Craft and Structure	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**Decoding B2 Standardized Test Practice:** 10.6, 55.3 **Comprehension B2 Standardized Test Practice:** 3.3, 4.3, 6.4, 7.4, 11.4, 13.1, 26.2, 27.2, 30.4, 30.7, 32.3, 33.3, 40.1, 46.3, 63.4, 64.2 **Comprehension B2 Enrichment Blackline Masters:** 3.1, 4.4, 5.2, 6.5, 7.1, 10.3, 11.4, 16.6, 18.4, 24.3, 27.2, 30.2, 31.6, 33.4, 36.1, 37.2, 44.1, 45.2, 46.2, 47.2, 51.1, 52.5, 56.3, 65.2

GRADE 3 STANDARDS		LESSON REFERENCES
		B2 Content Connections: pp. 8–14, 24–36, 49–58
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	
	Reading Standards for Literature: Integration of Knowledge and Ideas	
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
RL.3.8	*(Not applicable to literature)*	
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
	Reading Standards for Literature: Range of Reading and Level of Text Complexity	
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	
	Reading Standards for Informational Text: Key Ideas and Details	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Decoding B2 Standardized Test Practice:** 30, 35, 45, 50, 55, 60, 65 **Comprehension B2 Standardized Test Practice:** 10, 25, 30, 40, 45, 50, 55, 65 **B2 Content Connections:** pp. 15–23, 24–36, 37–41, 42–48, 63–70, 60–74, 75–81, 88–91
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	**B2 Content Connections:** 37–41
RI.3.3	Describe the relationship between a series of historical events, scientific ideas	**B2 Content Connections:** pp. 15–23, 42–48, 70–74

GRADE 3 STANDARDS		LESSON REFERENCES
	or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
	Reading Standards for Informational Text: Craft and Structure	
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	**Decoding B2 Standardized Test Practice:** 6.3, 7.3, 9.3, 10.9, 11.4, 12.3, 17.2, 17.4, 19.4, 21.4, 26.3, 31.4, 33.3, 34.4, 36.4, 42.4, 43.4, 46.3, 47.3, 49.4, 51.4, 57.2, 58.2, 58.4, 59.3, 61.2, 61.3, 62.3, 64.3 **Comprehension B2 Standardized Test Practice:** 1.1, 1.2, 7.1, 10.2, 14.1, 16.1, 17.1, 18.1, 26.1, 27.1, 31.1, 33.1, 34.1, 36.1, 42.1, 51.1, 59.3 **Comprehension B2 Enrichment Blackline Masters:** 4.1, 9.1, 12.2, 13.6, 14.1, 14.4, 16.4, 19.1, 20.5, 21.5, 22.2, 23.4, 24.1, 28.2, 291, 34.1, 39.1, 43.1, 44.4, 47.3, 49.3, 54.1, 59.1, 62.6, 64.1, 65.4
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
RI.3.6	Distinguish their own point of view from that of the author of a text.	
	Reading Standards for Informational Text: Integration of Knowledge and Ideas	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**B2 Content Connections:** pp. 15–23, 42–48, 70–74 82–87
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	
	Reading Standards for Informational Text: Range of Reading and Level of Text Complexity	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the	

GRADE 3 STANDARDS		LESSON REFERENCES
	grades 2–3 text complexity band independently and proficiently.	
	Reading Standards for Foundational Skills: Print Concepts	
RF.3.1	*(NOT APPLICABLE TO GRADE 3)*	
	Reading Standards for Foundational Skills: Phonological Awareness	
RF.3.2	*(NOT APPLICABLE TO GRADE 3)*	
	Reading Standards for Foundational Skills: Phonics and Word Recognition	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	
RF.3.3b	Decode words with common Latin suffixes.	
RF.3.3c	Decode multisyllable words.	
RF.3.3d	Read grade-appropriate irregularly spelled words.	
	Reading Standards for Foundational Skills: Fluency	
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4a	Read grade-level text with purpose and understanding.	
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	**Decoding B2 Enrichment Blackline Masters:** 4.5, 5.5, 6.5, 7.4, 8.4, 9.5, 10.3, 11.4, 12.4, 13.4, 14.3, 15.5, 16.5, 17.4, 18.3, 19.4, 20.4, 21.4, 22.4, 23.3, 24.4, 25.3, 26.4, 27.4, 28.4, 29.4, 30.5, 31.4, 32.4, 33.4, 35.4, 36.3, 37.3, 38.3, 39.4, 40.3, 41.4, 42.4, 43.2, 44.4, 45.4, 46.3, 47.4, 48.4, 49.3, 50.3, 51.4, 52.4, 53.4, 55.4, 56.3, 57.3, 58.3, 59.4, 60.4, 61.4, 62.4, 63.4, 64.3, 65.4
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
	Writing Standards: Text Types and Purposes	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an	**Decoding B2 Standardized Test Practice:** 5.4, 15.4, 20.5, 30.5, 40.5, 60.10, 65.4

GRADE 3 STANDARDS		LESSON REFERENCES
	organizational structure that lists reasons.	**Comprehension B2 Standardized Test Practice:** 20.10, 40.10, 50.10
W.3.1b	Provide reasons that support the opinion.	**Decoding B2 Standardized Test Practice:** 5.4, 15.4, 20.5, 30.5, 40.5, 60.10, 65.4
W.3.1c	Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.	**Decoding B2 Standardized Test Practice:** 5.4, 15.4, 20.5, 30.5, 40.5, 60.10, 65.4 **Comprehension B2 Standardized Test Practice:** 20.10, 40.10, 50.10
W.3.1d	Provide a concluding statement or section.	
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**Decoding B2 Standardized Test Practice:** 10.5, 10.10, 20.10, 25.4, 30.10, 35.4, 40.10, 45.4, 50.5, 50.10, 55.4, 60.5 **Comprehension B2 Standardized Test Practice:** 10.5, 10.10, 15.4, 25.4, 30.9, 35.4, 40.5, 50.5, 55.4, 60.5, 60.10, 65.4
W.3.2b	Develop the topic with facts, definitions, and details.	
W.3.2c	Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.	**Decoding B2 Standardized Test Practice:** 10.5, 10.10, 20.10, 25.4, 30.10, 35.4, 40.10, 45.4, 50.5, 50.10, 55.4, 60.5 **Comprehension B2 Standardized Test Practice:** 10.5, 10.10, 15.4, 25.4, 30.9, 35.4, 40.5, 50.5, 55.4, 60.5, 60.10, 65.4
W.3.2d	Provide a concluding statement or section.	
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**Comprehension B2 Standardized Test Practice:** 5.4, 30.5, 45.4
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**Comprehension B2 Standardized Test Practice:** 5.4, 30.5, 45.4
W.3.3c	Use temporal words and phrases to signal event order.	**Comprehension B2 Standardized Test Practice:** 5.4, 30.5, 45.4

GRADE 3 STANDARDS		LESSON REFERENCES
W.3.3d	Provide a sense of closure.	
	Writing Standards: Production and Distribution of Writing	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**Comprehension B2 Enrichment Blackline Masters:** 11.5, 15.5, 16.3, 17.3, 20.1, 21.2, 22.1, 22.4, 25.4, 27.4, 28.3, 30.4, 31.1, 32.2, 36.2, 37.5, 40.1, 42.1, 43.3, 45.4, 46.3, 47.4, 48.1, 50.4, 51.3, 52.4, 53.1, 53.3, 53.4, 54.4, 56.1, 56.4, 57.5, 58.5, 61.1, 62.4
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
	Writing Standards: Research to Build and Present Knowledge	
W.3.7	Conduct short research projects that build knowledge about a topic.	
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
W.3.9	*(Begins in Grade 4)*	
	Writing Standards: Range of Writing	
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Decoding B2 Standardized Test Practice:** 27–80
	Speaking & Listening Standards: Comprehension and Collaboration	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing	

GRADE 3 STANDARDS		LESSON REFERENCES
	their own clearly.	
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**B2 Content Connections:** pp. 8–91
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
	Speaking & Listening Standards: Presentation of Knowledge and Ideas	
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
SL.3.6	Speak in complete sentences when	

GRADE 3 STANDARDS		LESSON REFERENCES
	appropriate to task and situation in order to provide requested detail or clarification.	
	Language Standards: Conventions of Standard English	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	**Comprehension B2 Enrichment Blackline Masters:** 2.4, 4.5, 5.4, 5.5, 7.2, 9.2, 11.3, 12.5, 17.4, 24.4, 25.5, 27/3. 29.5, 30.1, 30.6, 31.4, 31.8, 32.3, 32.4, 34.3, 35.2, 36.4, 37.1, 38.3, 39.2, 39.3, 40.2, 41.1, 41.4, 48.2, 51.4, 5.2, 52.3, 55.2, 57.4, 58.4, 62.2
L.3.1b	Form and use regular and irregular plural nouns.	**Comprehension B2 Enrichment Blackline Masters:** 57.1, 58.2, 59.4
L.3.1c	Use abstract nouns (e.g., *childhood*).	
L.3.1d	Form and use regular and irregular verbs.	
L.3.1e	Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.*	
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
L.3.1h	Use coordinating and subordinating conjunctions.	**Comprehension B2 Standardized Test Practice:** 1.4, 4.4, 6.2, 8.3, 11.2, 14.3, 18.2, 22.4, 24.2, 29.1, 31.2, 40.4, 42.3, 44.4, 49.2, 51.2, 52.3, 56.2, 57.3, 59.2, 63.3 **Comprehension B2 Enrichment Blackline Masters:** 1.1, 1.4, 2.6, 3.6, 5.1, 8.3, 13.3, 15.4, 17.1, 18.2, 19.4, 20.4, 21.3, 23.3, 25.2, 26.3, 27.7, 31.7, 33.5, 35.4, 37.4, 38.5, 39.4, 40.4, 42.3, 42.4, 43.2, 45.1, 46.5, 49.1, 50.1, 51.3, 60.2, 61.5, 63.2
L.3.1i	Produce simple, compound, and complex sentences.	**Comprehension B2 Standardized Test Practice:** 1.4, 4.4, 6.2, 8.3, 11.2, 14.3, 18.2, 22.4, 24.2, 29.1, 31.2, 40.4, 42.3, 44.4, 49.2, 51.2, 52.3, 56.2, 57.3, 59.2, 63.3 **Comprehension B2 Enrichment Blackline Masters:** 1.1, 1.4, 2.6, 3.6, 5.1, 8.3, 13.3, 15.4, 17.1, 18.2, 19.4, 20.4, 21.3, 23.3, 25.2, 26.3, 27.7, 31.7, 33.5, 35.4, 37.4, 38.5, 39.4, 40.4, 42.3, 42.4, 43.2, 45.1, 46.5, 49.1, 50.1, 51.3, 60.2, 61.5, 63.2
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	

GRADE 3 STANDARDS		LESSON REFERENCES
	when writing.	
L.3.2a	Capitalize appropriate words in titles.	
L.3.2b	Use commas in addresses.	
L.3.2c	Use commas and quotation marks in dialogue.	
L.3.2d	Form and use possessives.	**Comprehension B2 Enrichment Blackline Masters:** 63.5, 64.3, 65.2
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	**Decoding B2 Standardized Test Practice:** 2.4, 3.2, 3.4, 4.1, 6.4, 7.1, 7.3, 7.4, 9.1, 9.3, 11.1, 12.3, 14.2, 16.1, 16.4, 17.2, 17.4, 18.1, 18.4, 21.3, 23.4, 24.3, 24.4, 26.4, 28.2, 28.3, 28.4, 3.14, 32.3, 33.1, 33.2, 33.4, 34.1, 34.3, 37.3, 38.4, 39.1, 39.4, 41.4, 42.1, 42.4, 43.4, 46.4, 48.4, 51.1, 54.4, 57.1, 58.2, 59.2, 61.2, 63.2, 64.4 **Decoding B2 Enrichment Blackline Masters:** 1.1, 1.4, 2.1, 2.5, 3.1, 3.3, 3.4, 4.1, 4.2, 4.4, 5.1, 5.2, 6.1, 7.2, 8.2, 9.2, .3, 11.1, 11.2, 12.2, 12.3, 13.3, 14.2, 15.1, 15.2, 15.4, 16.1, 16.3, 16.4, 17.1, 18.2, 19.3, 20.3, 21.1, 21.3, 22.1, 22.3, 24.1 24.3, 25.1, 26.3,27.2, 27.3, 28.2, 28.3, 29.1, 29.3, 30.3, 30.4, 31.2, 32.1, 32.2, 32.3, 33.3, 34.1, 34.2, 35.1, 35.2, 36.2, 37.2, 38.2, 39.1, 40.2, 41.3, 42.2, 52.3, 43.1, 43.3, 44.2, 45.2, 46.2, 47.2, 47.3, 48.2, 48.3, 49.2, 51.2, 51.3, 53.2, 53.3, 54.3, 55.2, 55.3, 58.2, 60.1, 60.2, 61.3, 62.2, 63.2, 62.3, 64.2, 65.1, 65.3
L.3.2f	Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.	**Decoding B2 Standardized Test Practice:** 2.4, 3.2, 3.4, 4.1, 6.4, 7.1, 7.3, 7.4, 9.1, 9.3, 11.1, 12.3, 14.2, 16.1, 16.4, 17.2, 17.4, 18.1, 18.4, 21.3, 23.4, 24.3, 24.4, 26.4, 28.2, 28.3, 28.4, 3.14, 32.3, 33.1, 33.2, 33.4, 34.1, 34.3, 37.3, 38.4, 39.1, 39.4, 41.4, 42.1, 42.4, 43.4, 46.4, 48.4, 51.1, 54.4, 57.1, 58.2, 59.2, 61.2, 63.2, 64.4 **Decoding B2 Enrichment Blackline Masters:** 1.1, 1.4, 2.1, 2.5, 3.1, 3.3, 3.4, 4.1, 4.2, 4.4, 5.1, 5.2, 6.1, 7.2, 8.2, 9.2, .3, 11.1, 11.2, 12.2, 12.3, 13.3, 14.2, 15.1, 15.2, 15.4, 16.1, 16.3, 16.4, 17.1, 18.2, 19.3, 20.3, 21.1, 21.3, 22.1, 22.3, 24.1 24.3, 25.1, 26.3,27.2, 27.3, 28.2, 28.3, 29.1, 29.3, 30.3, 30.4, 31.2, 32.1, 32.2, 32.3, 33.3, 34.1, 34.2, 35.1, 35.2, 36.2, 37.2, 38.2, 39.1, 40.2, 41.3, 42.2, 52.3, 43.1, 43.3, 44.2, 45.2, 46.2, 47.2, 47.3, 48.2, 48.3, 49.2, 51.2, 51.3, 53.2, 53.3, 54.3, 55.2, 55.3, 58.2, 60.1, 60.2, 61.3, 62.2, 63.2, 62.3, 64.2, 65.1, 65.3
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
	Language Standards: Knowledge of Language	
L.3.3	Use knowledge of language and its conventions when writing, speaking,	

GRADE 3 STANDARDS		LESSON REFERENCES
	reading, or listening.	
L.3.3a	Choose words and phrases for effect.*	
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	
	Language Standards: Vocabulary Acquisition and Use	
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	**Decoding B2 Standardized Test Practice:** 3.4, 6.4, 10.9, 14.4, 16.4, 18.4, 20.3, 20.9, 30.1, 34.3, 38.4, 404., 50.1, 50.4, 60.1, 60.4, 62.4 **Comprehension B2 Standardized Test Practice:** 3.1, 10.1, 10.4, 20.4, 21.1, 23.1, 24.1, 40.4, 45.1, 50.1, 50.4, 55.1, 58.2, 60.1, 60.4 **Comprehension B2 Enrichment Blackline Masters:** 9.4, 10.2, 11.1, 54.6, 55.6, 56.2, 60.5, 61.3, 62.1
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).	**Decoding B2 Enrichment Blackline Masters:** 1.2, 2.4, 7.3, 12.1, 14.1, 16.2, 19.2, 23.1, 25.2, 28.1, 33.2, 34.3, 36.1, 39.2, 40.1, 41.1, 44.1, 48.1, 50.1, 52.1, 54.1, 57.2, 59.1 **Comprehension B2 Standardized Test Practice:** 19.2, 37.1, 42.1, 42.4, 43.1, 56.1, 57.1, 58.1, 61.1, 62.1, 63.1 **Comprehension B2 Enrichment Blackline Masters:** 45.6, 46.4, 48.5, 49.5, 50.3
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).	**Comprehension B2 Standardized Test Practice:** 19.2, 37.1, 42.1, 42.4, 43.1, 56.1, 57.1, 58.1, 61.1, 62.1, 63.1 **Comprehension B2 Enrichment Blackline Masters:** 45.6, 46.4, 48.5, 49.5, 50.3
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).	**Decoding B2 Standardized Test Practice:** 10.6, 55.3 **Comprehension B2 Standardized Test Practice:** 3.3, 4.3, 6.4, 7.4, 11.4, 13.1, 26.2, 27.2, 30.4, 30.7, 32.3, 33.3, 40.1, 46.3, 63.4, 64.2 **Comprehension B2 Enrichment Blackline Masters:** 3.1, 4.4, 5.2, 6.5, 7.1, 10.3, 11.4, 16.6, 18.4, 24.3, 27.2,

GRADE 3 STANDARDS		LESSON REFERENCES
		30.2, 31.6, 33.4, 36.1, 37.2, 44.1, 45.2, 46.2, 47.2, 51.1, 52.5, 56.3, 65.2 **B2 Content Connections:** pp. 8–14, 24–36, 49–58
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	
L.3.6	Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	

Corrective Reading

	GRADE 4 STANDARDS	PAGE REFERENCES
	Reading Standards for Literature: Key Ideas and Details	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Decoding C Teacher's Resource Book:** pp. 31–32, 35–36, 39–40, 43–44, 47–48, 50–51, 55–56, 60–62, 61–72, 75–77, 80–82 **Comprehension C Teacher's Resource Book:** pp. 41–42, 45–47, 50–52, 58–60, 61–63, 67–68, 82–83, 87–89, 96–97, 100–102 **Decoding C Standardized Test Practice:** 10, 15, 20, 35, 50, 55 **Comprehension C Standardized Test Practice:** 5, 20, 30, 35, 70, 75 **C Content Connections:** pp. 8–19, 42–55, 56–63, 76–82, 106–120
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**Decoding C Teacher's Resource Book:** pp. 35–36, 43–44, 60–62 **Decoding C Standardized Test Practice:** 55.2 **C Content Connections:** pp. 42–55, 56–63, 64–75, 76–82, 106–120
	Reading Standards for Literature: Craft and Structure	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	**Decoding C Teacher's Resource Book:** pp. 35–36, 47–48, 51–52, 55–56, 60–62, 75–77 **Comprehension C Teacher's Resource Book:** pp. 45–47, 58–60, 61–63, 67–68, 87–89, 96–97, 100–102
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
RL.4.6	Compare and contrast the point of view	

DRAFT

GRADE 4 STANDARDS		PAGE REFERENCES
	from which different stories are narrated, including the difference between first- and third-person narrations.	
	Reading Standards for Literature: Integration of Knowledge and Ideas	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
RL.4.8	*(Not applicable to literature)*	
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
	Reading Standards for Literature: Range of Reading and Level of Text Complexity	
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Decoding C Teacher's Resource Book:** pp. 31–32, 35–36, 39–40, 43–44, 47–48, 50–51, 55–56, 60–62, 61–72, 75–77, 80–82 **Comprehension C Teacher's Resource Book:** pp. 41–42, 45–47, 50–52, 58–60, 61–63, 67–68, 82–83, 87–89, 96–97, 100–102 **Decoding C Standardized Test Practice:** 10, 15, 20, 35, 50, 55 **Comprehension C Standardized Test Practice:** 5, 20, 30, 35, 70, 75
	Reading Standards for Informational Text: Key Ideas and Details	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Decoding C Teacher's Resource Book:** pp. 29–30, 33–34, 37–38, 41–42, 45–46, 49–50, 53–54, 57–59, 63–70, 73–74, 78–79 **Comprehension C Teacher's Resource Book:** pp. 37–40, 43–44, 48–49, 53–55, 56–57, 64–66, 69–70, 71–73, 74–76, 77–79, 80–81, 84–86, 90–92, 93–95, 98–99 **Decoding C Standardized Test Practice:** 5, 25, 30, 40, 45, 60 **Comprehension C Standardized Test Practice:** 10, 15, 25, 40, 45, 50, 55, 60, 65 **Decoding C Enrichment Blackline Masters:** 1–60 **C Content Connections:** pp. 20–28, 29–34, 25–41, 64–75, 83–90, 91–99, 100–105
RI.4.2	Determine the main idea of a text and explain how it is supported by key details;	**Decoding C Teacher's Resource Book:** pp. 49–50, 57–58, 66–68, 78–79 **Decoding C Standardized Test Practice:** 40.6

DRAFT

GRADE 4 STANDARDS		PAGE REFERENCES
	summarize the text.	**Comprehension C Standardized Test Practice:** 74.1 **Decoding C Enrichment Blackline Masters:** 26.9, 26.10, 28.10, 38.9, 39.10, 43.9, 43.10, 44.10, 46.10, 47.10, 50.9, 50.9, 50.10, 51.7, 51.8 **Comprehension C Enrichment Blackline Masters:** 62.2, 63.1, 64.3, 65.4, 66.1, 68.2, 69.4 **C Content Connections:** pp. 29–34, 35–41, 83–90
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
	Reading Standards for Informational Text: Craft and Structure	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	**Decoding C Teacher's Resource Book**: pp. 37–38, 45–46, 49–50, 57–58, 66–68, 69–70, 78–79 **Comprehension C Teacher's Resource Book**: pp. 37–38, 39–40, 48–49, 53–55, 56–57, 64–66, 69–70, 71–73,, 74–76, 77–79, 80–81, 84–86, 90–92, 98–99 **Decoding C Enrichment Blackline Masters:** 26.1, 26.2, 28.1, 28.2, 29.5, 29.6, 31.1, 33.1, 33.2, 33.3, 33.4, 34.1, 34.2, 34.3, 36.9, 37.1, 37.2, 48.1, 48.2, 48.3, 48.4, 49.1, 50.1, 51.1, 51.2, 52.1, 53.1, 59.1, 59.2
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**Decoding C Enrichment Blackline Masters:** 51.9, 52.7, 53.8, 53.9 **C Content Connections:** pp. 20–28, 56–63, 91–99, 100–105
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
	Reading Standards for Informational Text: Integration of Knowledge and Ideas	
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**Comprehension C Enrichment Blackline Masters:** 68.3, 70.3, 71.1, 73.3, 74.2
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	

DRAFT

GRADE 4 STANDARDS		PAGE REFERENCES
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
	Reading Standards for Informational Text: Range of Reading and Level of Text Complexity	
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Decoding C Teacher's Resource Book:** pp. 29–30, 33–34, 37–38, 41–42, 45–46, 49–50, 53–54, 57–59, 63–70, 73–74, 78–79 **Comprehension C Teacher's Resource Book:** pp. 37–40, 43–44, 48–49, 53–55, 56–57, 64–66, 69–70, 71–73, 74–76, 77–79, 80–81, 84–86, 90–92, 93–95, 98–99 **Decoding C Standardized Test Practice:** 5, 25, 30, 40, 45, 60 **Comprehension C Standardized Test Practice:** 10, 15, 25, 40, 45, 50, 55, 60, 65 **Decoding C Enrichment Blackline Masters:** 1–60
	Reading Standards for Foundational Skills: Print Concepts	
RF.4.1	*(NOT APPLICABLE TO GRADE 4)*	
	Reading Standards for Foundational Skills: Phonological Awareness	
RF.4.2	*(NOT APPLICABLE TO GRADE 4)*	
	Reading Standards for Foundational Skills: Phonics and Word Recognition	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Decoding C Teacher's Resource Book:** pp. 29–82 **Comprehension C Teacher's Resource Book:** pp. 37–102 **Decoding C Standardized Test Practice:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60
	Reading Standards for Foundational Skills: Fluency	
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4a	Read grade-level text with purpose and understanding.	**Decoding C Standardized Test Practice:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60 **Comprehension C Standardized Test Practice:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60,65, 70, 75 **Decoding C Enrichment Blackline Masters:** 1–60 **Decoding C Teacher's Resource Book:** pp. 29–82 **Comprehension C Teacher's Resource Book:** pp. 37–102
RF.4.4b	Read grade-level prose and poetry orally	**Decoding C Standardized Test Practice:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

DRAFT

GRADE 4 STANDARDS		PAGE REFERENCES
	with accuracy, appropriate rate, and expression.	**Comprehension C Standardized Test Practice:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60,65, 70, 75 **Decoding C Enrichment Blackline Masters:** 1–60 **Decoding C Teacher's Resource Book:** pp. 29–82 **Comprehension C Teacher's Resource Book:** pp. 37–102
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Decoding C Standardized Test Practice:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60 **Comprehension C Standardized Test Practice:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60,65, 70, 75 **Decoding C Enrichment Blackline Masters:** 1–60 **Decoding C Teacher's Resource Book:** pp. 29–82 **Comprehension C Teacher's Resource Book:** pp. 37–102
	Writing Standards: Text Types and Purposes	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	**Decoding C Standardized Test Practice:** 30.5, 40.5, 40.10, 50.10 **Comprehension C Standardized Test Practice:** 10.10, 20.10, 30.5, 30.10, 70.5
W.4.1b	Provide reasons that are supported by facts and details.	**Decoding C Standardized Test Practice:** 30.5, 40.5, 40.10, 50.10 **Comprehension C Standardized Test Practice:** 10.10, 20.10, 30.5, 30.10, 70.5
W.4.1c	Link opinion and reasons using words and phrases (e.g., f*or instance*, *in order to*, *in addition*).	**Decoding C Standardized Test Practice:** 30.5, 40.5, 40.10, 50.10 **Comprehension C Standardized Test Practice:** 10.10, 20.10, 30.5, 30.10, 70.5
W.4.1d	Provide a concluding statement or section related to the opinion presented.	
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**Decoding C Standardized Test Practice:** 35.4, 45.4, 50.5, 60.5, 60.10 **Comprehension C Standardized Test Practice:** 5.4, 10.5, 15.4, 25.4, 40.5, 40.10, 45.4, 50.5, 50.10, 55.4, 60.5, 60.10, 65.4, 60.10, 75.4
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the	**Decoding C Standardized Test Practice:** 35.4, 45.4, 50.5, 60.5, 60.10 **Comprehension C Standardized Test Practice:** 5.4, 10.5, 15.4, 25.4, 40.5, 40.10, 45.4, 50.5, 50.10, 55.4,

DRAFT

GRADE 4 STANDARDS		PAGE REFERENCES
	topic.	60.5, 60.10, 65.4, 60.10, 75.4
W.4.2c	Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).	
W.4.2d	Provide a concluding statement or section related to the information or explanation presented.	**Comprehension C Standardized Test Practice:** 40.10, 50.10, 60.10, 70.10
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**Decoding C Standardized Test Practice:** 20.5, 20.10 **Comprehension C Standardized Test Practice:** 20.5, 35.4
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**Comprehension C Standardized Test Practice:** 20.5
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	**Decoding C Standardized Test Practice:** 20.5, 20.10 **Comprehension C Standardized Test Practice:** 20.5, 35.4
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	**Comprehension C Standardized Test Practice:** 35.4
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	
	Writing Standards: Production and Distribution of Writing	
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	

DRAFT

GRADE 4 STANDARDS		PAGE REFERENCES
	and editing.	
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
	Writing Standards: Research to Build and Present Knowledge	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9a	Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	
W.4.9b	Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	
	Writing Standards: Range of Writing	
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Decoding C Standardized Test Practice:** 5.4, 10.5, 10.10, 15.4, 20.5, 25.4, 30.5, 35.4, 40.5, 40.10, 45.4, 50.4, 50.10, 55.4, 60.5, 60.10 **Comprehension C Standardized Test Practice:** 5.4, 10.5, 10.10, 15.4, 20.5, 20.10, 35.4, 30.5, 30.10, 35.4, 40.5, 40.10, 45.4, 50.5, 55.4, 60.5, 60.10, 65.4, 70.5, 70.10, 75.4 **Decoding C Enrichment Blackline Masters:** 1–60
	Speaking & Listening Standards: Comprehension and Collaboration	

DRAFT

GRADE 4 STANDARDS		PAGE REFERENCES
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	
	Speaking & Listening Standards: Presentation of Knowledge and Ideas	
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas	

DRAFT

GRADE 4 STANDARDS		PAGE REFERENCES
	or themes.	
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	
	Language Standards: Conventions of Standard English	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1a	Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	**Comprehension C Standardized Test Practice:** 44.3, 46.2, 47.1, 48.1, 49.2, 51.1, 51.4, 61.3, 66.3 **Comprehension C Enrichment Blackline Masters:** 44.2, 45.3, 46.2, 47.3, 48.2, 49.4, 57.1, 64.1, 67.1, 70.2, 53.1
L.4.1b	Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	
L.4.1c	Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	
L.4.1e	Form and use prepositional phrases.	
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	
L.4.1g	Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	**Comprehension C Enrichment Blackline Masters:** 53.5, 55.4, 59.3, 62.3, 66.4, 69.3, 72.3
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.4.2a	Use correct capitalization.	**Comprehension C Enrichment Blackline Masters:** 52.2, 65.5, 71.2, 75.3
L.4.2b	Use commas and quotation marks to	

DRAFT

GRADE 4 STANDARDS		PAGE REFERENCES
	mark direct speech and quotations from a text.	
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	**Comprehension C Standardized Test Practice:** 23.1, 54.1, 72.2 **Comprehension C Enrichment Blackline Masters:** 18.1, 20.2, 21.2, 22.2, 25.1, 31.2, 54.2, 54.3, 61.5, 64.2
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	**Decoding C Standardized Test Practice**: 1.4, 3.3, 4.2, 4.4, 6.1, 6.4, 11.2, 12.3, 14.3, 16.1, 16.4, 17.2, 18.2, 18.4, 19.3, 21.1, 21.2, 22.1, 23.2, 26.1, 29.2, 29.4, 34.3, 36.2, 37.4, 38.1, 53.2, 56.3, 58.2
	Language Standards: Knowledge of Language	
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.4.3a	Choose words and phrases to convey ideas precisely.*	
L.4.3b	Choose punctuation for effect.*	
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
	Language Standards: Vocabulary Acquisition and Use	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	**Decoding C Teacher's Resource Book:** pp. 35–36, 37–38, 45–46, 47–48, 49–50, 51–52, 55–56, 57–59, 60–62, 63–65, 66–68, 69–70, 75–77, 78–79, 80–82 **Comprehension C Teacher's Resource Book:** pp. 37–38, 39–40, 45–47, 48–49, 53–55, 56–57, 58–60, 61–63, 64–66, 67–68, 69–70, 71–73, 74–76, 77–79, 80–81, 90–92, 96–97, 98–99, 100–102 **Decoding C Standardized Test Practice:** 5.1, 15.1, 20.3, 20.9, 30.1, 35.1, 40.1, 45.1, 50.1, 50.4, 51.1, 60.1, 60.4
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	**Decoding C Standardized Test Practice:** 27.1, 31.1, 34.1, 36.1, 41.2, 42.1, 44.1, 44.4, 46.2, 46.3, 47.1, 49.1, 52.1, 53.1, 54.1, 56.2, 59.2

DRAFT

GRADE 4 STANDARDS		PAGE REFERENCES
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**Comprehension C Enrichment Blackline Masters:** 65.2
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	**Comprehension C Standardized Test Practice:** 30.1, 50.8
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	**Decoding C Standardized Test Practice:** 44.4, 55.4 **Comprehension C Standardized Test Practice:** 40.1, 40.4
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**Decoding C Standardized Test Practice:** 7.4, 8.4, 13.3, 14.4, 19.4, 23.2, 26.3, 29.2, 29.3, 32.3, 52.3, 53.3, 58.2 **Comprehension C Standardized Test Practice:** 29.1, 37.3 **Comprehension C Enrichment Blackline Masters:** 21.3, 22.3, 23.3, 24.3, 25.3, 27.4, 29.4, 31.1, 32.5, 33.2, 34.1, 35.4, 37.1, 38.6, 47.2, 51.2, 56.1, 57.2, 58.3, 61.2, 62.1, 5.1, 65.3, 67.2, 69.2, 74.1
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	

DRAFT

Corrective Reading

GRADE 5 STANDARDS		PAGE REFERENCES
	Reading Standards for Literature: Key Ideas and Details	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**Decoding C Teacher's Resource Book:** pp. 88–90, 91–93, 97–98, 112–113, 117–119, 126–127, 130–132, 133–135 **Comprehension C Teacher's Resource Book:** pp. 103–105, 117–119, 137–138, 139–141, 145–147, 152–154, 171–173, 177–179 **Decoding C Standardized Test Practice:** 65, 70, 90, 95, 105, 110, 120 **Comprehension C Standardized Test Practice:** 80, 90, 115 **C Content Connections:** pp. 8–19, 42–55, 56–63, 76–82, 106–120
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**Decoding C Standardized Test Practice:** 65, 120 **Comprehension C Standardized Test Practice:** 121.2, 123.2, 124.2, 127.2, 128.3, 129.2, 131.2 **Comprehension C Enrichment Blackline Masters:** 121.4, 122.4, 124.3, 129.2, 135.2
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
	Reading Standards for Literature: Craft and Structure	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**Decoding C Teacher's Resource Book:** pp. 88–90, 91–93, 94–96, 97–98, 99–100, 101–103, 107–109, 117–119, 120–122, 126–127, 128–129, 130–132, 133–135, 140–143 **Comprehension C Teacher's Resource Book:** pp. 103–105, 111–113, 120–122, 126–128, 129–130, 137–138, 139–141, 142–144, 145–147, 157–159, 171–173, 174–179 **Comprehension C Enrichment Blackline Masters:** 95.3, 96.3, 97.3, 98.2, 105.2, 106.2, 107.2, 108.1, 108.3, 109.1, 110.2, 114.2, 118.2, 118.4, 199.2, 120.3, 123.3, 128.3, 134.1, 137.3, 139.1 **Decoding C Standardized Test Practice**: 65.1, 70.1,

GRADE 5 STANDARDS		PAGE REFERENCES
		75.1, 80.1, 80.4, 85.1, 90.1, 90.4, 95.1, 96.4, 101.1, 101.9, 110.1, 110.4, 112.4, 120.1, 123.4, 125.1 **Comprehension C Standardized Test Practice:** 80.4, 86.1, 90.4, 100.4, 101.2, 104.2, 106.4, 107.3, 111.1, 113.1, 115.1, 120.1, 130.4, 135.1, 140.1
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	
	Reading Standards for Literature: Integration of Knowledge and Ideas	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
RL.5.8	*(Not applicable to literature)*	
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
	Reading Standards for Literature: Range of Reading and Level of Text Complexity	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	
	Reading Standards for Informational Text: Key Ideas and Details	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**Decoding C Standardized Test Practice:** 75, 80, 85, 100, 115, 125 **Comprehension Standardized Test Practice:** 85, 95, 100, 105, 110, 120, 125, 130, 135, 140 **Decoding C Enrichment Blackline Masters:** 76–125 **Comprehension C Enrichment Blackline Masters:** 79.1, 92.1, 94.3, 98.1, 109.1, 127.3, 136.1 **Decoding C Teacher's Resource Book**: pp. 83–85, 86–87, 94–96, 99–100, 101–103, 104–106, 107–109, 110–111, 114–116, 120–122, 123–125, 128–130, 136–138, 139–140, 141–143, 144–146 **Comprehension C Teacher's Resource Book:** pp.

GRADE 5 STANDARDS		PAGE REFERENCES
		106–108, 109–110, 111–113, 114–116, 120–122, 123–125, 126–128, 129–130, 131–133, 134–136, 142–144, 148–150, 155–156, 157–159, 160–161, 162–164, 165–167, 168–170, 174–176 **C Content Connections:** pp. 20–28, 29–34, 25–41, 64–75, 83–90, 91–99, 100–105
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**Comprehension C Enrichment Blackline Masters:** 78.1, 93.1, 100.3, 104.2, 105.4, 136.2
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**Decoding C Standardized Test Practice:** 125.4 **Decoding C Enrichment Blackline Masters**: 77.1–77.10, 78.1–78.8, 86.9, 86.10, 88.7–88.10, 103.1–103.4, 104.9, 104.10, 107.4, 107.5, 108.3, 108.4, 108.10, 109.10, 110.10, 116.10, 118.2, 188.3, 120.10, 120.11
	Reading Standards for Informational Text: Craft and Structure	
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	**Decoding C Enrichment Blackline Masters:** 80.12, 81.1, 81.2, 91.1–91.5, 92.1–92.3, 94.1, 96.1, 98.1–98.3, 107.1–107.3, 108.1, 108.2, 110.1, 116.10, 118.1, 121.1, 123.1–123.3 **Decoding C Teacher's Resource Book:** pp. 83–85, 86–87 **Comprehension C Teacher's Resource Book:** pp. 164
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
	Reading Standards for Informational Text: Integration of Knowledge and Ideas	
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
RI.5.9	Integrate information from several texts	

GRADE 5 STANDARDS		PAGE REFERENCES
	on the same topic in order to write or speak about the subject knowledgeably.	
	Reading Standards for Informational Text: Range of Reading and Level of Text Complexity	
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	**Decoding C Enrichment Blackline Masters:** 80.12, 81.1, 81.2, 91.1–91.5, 92.1–92.3, 94.1, 96.1, 98.1–98.3, 107.1–107.3, 108.1, 108.2, 110.1, 116.10, 118.1, 121.1, 123.1–123.3 **Decoding C Teacher's Resource Book:** pp. 83–85, 86–87 **Comprehension C Teacher's Resource Book:** pp. 164
	Reading Standards for Foundational Skills: Print Concepts	
RF.5.1	*(NOT APPLICABLE TO GRADE 5)*	
	Reading Standards for Foundational Skills: Phonological Awareness	
RF.5.2	*(NOT APPLICABLE TO GRADE 5)*	
	Reading Standards for Foundational Skills: Phonics and Word Recognition	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Decoding C Standardized Test Practice:** 61–125
	Reading Standards for Foundational Skills: Fluency	
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.5.4a	Read grade-level text with purpose and understanding.	**Decoding C Teacher's Resource Book:** pp. 88–146 **Comprehension C Teacher's Resource Book:** pp. 103–179 **Decoding C Standardized Test Practice:** 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125 **Comprehension C Standardized Test Practice:** 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140 **Decoding C Enrichment Blackline Masters:** 76–125 **Comprehension C Enrichment Blackline Masters:** 79.1, 92.1, 94.3, 98.1, 109.1, 127.3, 136.1
RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	

GRADE 5 STANDARDS		PAGE REFERENCES
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
	Writing Standards: Text Types and Purposes	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	**Decoding C Standardized Test Practice:** 70.5, 90.5, 110.10
W.5.1b	Provide logically ordered reasons that are supported by facts and details.	**Decoding C Standardized Test Practice:** 70.5, 90.5, 110.10
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).	**Decoding C Standardized Test Practice:** 70.5, 90.5, 110.10
W.5.1d	Provide a concluding statement or section related to the opinion presented.	**Decoding C Standardized Test Practice:** 70.5, 90.5, 110.10
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**Decoding C Standardized Test Practice:** 75.4, 80.5, 80.10, 85.4, 95.4, 100.5, 100.10, 110.5, 120.5, 120.10, 125.4
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**Decoding C Standardized Test Practice:** 75.4, 80.5, 80.10, 85.4, 95.4, 100.5, 100.10, 110.5, 120.5, 120.10, 125.4
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).	**Decoding C Standardized Test Practice:** 100.5, 100.10, 110.5, 120.10, 125.4
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	**Decoding C Standardized Test Practice:** 75.4, 80.5, 80.10, 85.4, 95.4, 100.5, 100.10, 110.5, 120.5, 120.10, 125.4

GRADE 5 STANDARDS		PAGE REFERENCES
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	**Decoding C Standardized Test Practice:** 75.4, 80.5, 80.10, 85.4, 95.4, 100.5, 100.10, 110.5, 120.5, 120.10, 125.4
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.	
	Writing Standards: Production and Distribution of Writing	
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing	

GRADE 5 STANDARDS		PAGE REFERENCES
	as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
	Writing Standards: Research to Build and Present Knowledge	
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.5.9a	Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	
W.5.9b	Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	
	Writing Standards: Range of Writing	
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Decoding C Standardized Test Practice:** 65.4, 70.5, 75.4, 80.5, 80.10, 85.4, 90.5, 95.4, 100.5, 100.10, 110.5, 110.10, 120.5, 120.10, 125.4 **Decoding C Enrichment Blackline Masters**: 77.7–77.10, 78.1–78.7, 86.9, 86.10, 88.7–88.10, 103.1–103.4, 104.9, 104.10, 107.4, 107.5, 108.3, 108.4, 108.10, 109.10, 110.10, 116.10, 118.2, 118.3, 120.10, 120.11,
	Speaking & Listening Standards: Comprehension and Collaboration	

GRADE 5 STANDARDS		PAGE REFERENCES
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
	Speaking & Listening Standards: Presentation of Knowledge and Ideas	
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to	

GRADE 5 STANDARDS		PAGE REFERENCES
	enhance the development of main ideas or themes.	
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
	Language Standards: Conventions of Standard English	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
L.5.1b	Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.	
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	**Comprehension C Enrichment Blackline Masters:** 76.1, 83.4, 96.2, 101.1, 113.1
L.5.1e	Use correlative conjunctions (e.g., *either/or, neither/nor*).	
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.5.2a	Use punctuation to separate items in a series.*	
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	
L.5.2c	Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).	
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	

GRADE 5 STANDARDS		PAGE REFERENCES
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	**Decoding C Standardized Test Practice:** 68.4, 72.1, 81.3, 84.2, 87.1, 87.2, 89.2, 91.4, 98.1, 98.3, 102.2, 103.2, 107.2, 107.4, 108.1, 109.2, 112.2, 113.2, 114.3, 116.3, 117.2, 118.2, 119.3, 123.2, 124.2
	Language Standards: Knowledge of Language	
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**Comprehension C Enrichment Blackline Masters:** 76.2, 77.1, 77.4, 78.2, 78.3, 80.1,80.3, 83.1,84.1, 87.1,88.1, 88.3, 90.4, 91.4, 92.1, 93.2, 94.1, 95.1, 102.2, 107.1, 107.3, 110.3, 111.1, 111.2, 112.1, 112.2, 113.4, 114.1, 115.1, 116.2, 117.2, 118.1, 120.2, 121.2, 122.2, 124.2, 125.2, 127.2, 133.4, 140.1
L.5.3b	Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.	
	Language Standards: Vocabulary Acquisition and Use	
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	**Decoding C Teacher's Resource Book:** pp. 91–93, 94–96, 97–98, 99–100, 101–103, 107–109, 117–119, 120–122, 126–127, 128–129, 130–132, 133–135, 140–143 **Comprehension C Teacher's Resource Book:** pp. 103–105, 111–113, 120–122, 126–128, 129–130, 137–138, 139–141, 142–144, 145–147, 157–159, 171–173, 174–179 **Comprehension C Enrichment Blackline Masters:** 95.3, 96.3, 97.3, 98.2, 105.2, 106.2, 107.2, 108.1, 108.3, 109.1, 110.2, 114.2, 118.2, 118.4, 199.2, 120.3, 123.3, 128.3, 134.1, 137.3, 139.1 **Decoding C Standardized Test Practice**: 65.1, 70.1, 75.1, 80.1, 80.4, 85.1, 90.1, 90.4, 95.1, 96.4, 101.1, 101.9, 110.1, 110.4, 112.4, 120.1, 123.4, 125.1 **Comprehension C Standardized Test Practice:** 80.4, 86.1, 90.4, 100.4, 101.2, 104.2, 106.4, 107.3, 111.1, 113.1, 115.1, 120.1, 130.4, 135.1, 140.1
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	**Decoding C Standardized Test Practice:** 61.2, 61.3, 61.4, 62.2, 63.2, 64.1, 71.1, 72.2, 73.1, 74.1, 76.1, 76.4, 78.2, 83.3, 84.4, 86.2, 88.2, 89.1, 93.2, 94.1, 97.1, 99.2, 101.1, 102.1, 106.3, 109.1, 112.1, 117.3, 118.1, 121.1, 121.2, 123.1, 124.1 **Comprehension C Standardized Test Practice:** 106.1,

GRADE 5 STANDARDS		PAGE REFERENCES
		122.3, 128.2 **Decoding C Teacher's Resource Book:** p. 111, **Comprehension C Teacher's Resource Book:** pp. 127, 133, 150
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	**Decoding C Standardized Test Practice:** 85.2 **Comprehension C Standardized Test Practice:** 80.1, 90.1, 120.4, 130.1, 135.3, 140.4
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	**Comprehension C Standardized Test Practice:** 101.1, 110.1, 110.4
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**Decoding C Standardized Test Practice:** 69.3,72.3, 81.2, 83.2, 89.3, 101.3, 104.2, 107.3, 108.2, 109.4 **Comprehension C Standardized Test Practice:** 87.2, 97.1, 116.1, 125.1, 129.3, 134.3, 137.3 **Decoding C Teacher's Resource Book:** pp. 90, 106, 146 **Comprehension C Teacher's Resource Book:** pp. 116, 135–136, 141, 144, 154, 168–170, 173, 174–176, 179 **Comprehension C Enrichment Blackline Masters:** 82.3, 86.1, 88.2, 89.2, 90.3, 95.2, 97.1, 99.1, 101.2, 104.1, 106.4, 107.4, 108.2, 131.1, 133.1, 140.1
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	**Decoding C Standardized Test Practice:** 61.3, 62.3, 63.3, 63.4, 64.3, 66.4, 67.1–67.3, 71.3, 72.2, 74.3, 77.3, 78.3, 79.3, 82.3, 84.3, 86.4, 87.4, 88.4, 91.3, 92.3, 92.4, 93.3, 94.3, 94.4, 97.4, 98.4, 99.3, 99.4, 101.4, 102.3, 103.3, 103.4, 104.3, 104.4, 106.4, 113.4, 114.4, 116.4, 117.4, 118.4, 119.4, 121.4, 124.4 **Comprehension C Standardized Test Practice:** 76.4, 79.4, 84.3, 86.3, 96.1, 96.3, 99.3, 102.1, 104.1, 104.4, 109.4, 111.3, 112.4, 132.3 **Decoding C Enrichment Blackline Masters:** 80.12, 81.1, 81.2, 91.1–91.5, 92.1–92.3, 94.1, 96.1, 98.1–98.3, 107.1–107.3, 108.1, 108.2, 110.1, 116.10, 118.1, 121.1, 123.1–123.3 **Comprehension C Enrichment Blackline Masters:** 90.1, 92.2, 96.1, 120.4 **Decoding C Teacher's Resource Book:** pp. 83–85, 86–87 **Comprehension C Teacher's Resource Book:** pp. 164