SCHOOLWIDE

READING FUNDAMENTALS UNITS OF STUDY

EXTENDED PROGRAM NARRATIVE AND RESEARCH DOCUMENT

SCHOOLWIDE

INTRODUCTION

Schoolwide's Reading Fundamentals has a central mission to develop, expand, and enhance the skills, strategies, and tools students can use to make meaning of and interact with text.

Reading Fundamentals is a teaching resource that will help educators improve their students' ability to:

- Identify key ideas, themes, or topics and distinguish between important and unimportant information;
- Use prior knowledge and textual information to draw conclusions, make predictions, and form interpretations;
- Synthesize important textual information with existing knowledge to summarize what was read and form new ideas or opinions;
- Find the meaning of unfamiliar words and broaden their range of domain- and academic-specific vocabulary; and
- Read closely from a wide range of texts so as to gain deeper understanding, meaning, and/or knowledge.

Reading Fundamentals Units of Study align to:

- Common Core State Standards for English Language Arts & Literacy (CCSS)
  - Reading Foundational Skills
  - Reading Literature
  - Reading Informational Text
  - Speaking and Listening
  - Language
  - Writing
- Common Core Instructional Shifts
- The Publisher's Criteria for the Common Core State Standards in English Language Arts & Literacy
- New research on text complexity
- Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Model Content Frameworks
- Depth of Knowledge (DOK) and higher-level thinking strategies
- The Gradual Release of Responsibility Model
- Research-based best practices in comprehension skill and strategy instruction

The enclosed document illustrates the aforementioned alignment in both narrative and graphical form.

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Connecting the Common Core State Standards to Best Practice

Common Core State Standards for English Language Arts & Literacy

The Standards	Reading Fundamentals
Key Ideas and Details:	
- Read closely to determine what the text says explicitly	✓
- Make logical inferences from text	✓
- Cite specific textual evidence when writing or speaking	✓
- Determine central ideas or themes of a text and analyze their development	✓
- Summarize key supporting details and ideas	✓
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text	✓
Craft and Structure:	
- Interpret words and phrases as they are used in a text	✓
- Analyze the structure of texts	✓
- Assess how point of view or purpose shapes the content and style of a text	✓
Integration of Knowledge and Ideas:	
- Integrate and evaluate content presented in diverse media and formats	✓
- Delineate and evaluate the argument and specific claims in a text	✓
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	✓
Range of Reading and Level of Text Complexity:	
- Read and comprehend complex literary and informational texts independently and proficiently	✓
- Read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts	✓
- Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, gain literary and cultural knowledge as well as familiarity with various text structures and elements	✓

Common Core Instructional Shifts

The Shifts	Reading Fundamentals
Balancing Informational and Literary Texts:	
- Students read a true balance of informational and literary texts.	✓
- At least 50% of what students read is informational.	✓
Text-Based Answers:	
- Students have rich and rigorous conversations that are dependent on a common text.	✓
- Classroom experiences stay deeply connected to the text.	✓
- Students develop habits for making evidentiary arguments both in conversation and in writing.	✓
Staircase of Complexity:	
- Each grade level requires a step of growth.	✓
- The curriculum centers on close and careful readings of grade-appropriate text.	✓
- Teachers provide appropriate and necessary scaffolds and supports for students reading below their grade levels.	✓
Academic Vocabulary:	
- Students constantly build the vocabulary they need to access grade-level complex texts.	✓
- The curriculum strategically focuses on the comprehension of pivotal words.	✓

The Publisher's Criteria and New Research on Text Complexity

The Criteria & Research	Reading Fundamentals
Anchor texts align with the complexity requirements outlined in the standards.	✓
Materials provide students at every grade level the opportunity to read appropriately complex text.	✓
Materials include short, self-contained texts that elicit close reading and rereading.	✓
Materials aim to increase independent reading of texts that appeal to students' interests while developing their knowledge base.	✓
Materials include independent or guided reading collections that: - Include texts at students' own reading levels and texts with complexity levels that challenge and motivate students; - Vary in length and density; and - Include informational and literary nonfiction as well as fiction.	✓
The quality of the text selections is high. They are worth reading closely.	✓
Specific text types named in the standards are included, such as: - Fairy tales, folktales, and myths; - Works representing diverse cultures; - Poetry; - Plays and dramas; and - Primary sources.	✓
Questions and tasks cultivate students' abilities to ask and answer text-dependent questions.	✓
Materials provide opportunities for students to build knowledge through close reading of specific texts, including read-alouds.	✓
Questions and tasks attend to analyzing the arguments and information at the heart of informational text.	✓
Reading strategies support comprehension of specific texts and focus on building knowledge and insight.	✓
Materials are designed for whole-group, small-group, and individual instruction.	✓
Materials focus on academic vocabulary that is prevalent in complex texts.	✓
Materials provide systematic opportunities for students to read complex text with fluency.	✓
Materials help teachers plan substantive academic discussions.	✓
Materials offer assessment opportunities that genuinely measure progress.	✓

PARCC Model Content Frameworks for English Language Arts and Literacy

The Frameworks	Reading Fundamentals
The Model Content Frameworks highlight the importance of focusing on close, sustained analysis of complex text.	✓
Comparison and synthesis of ideas across multiple texts allows students to thoroughly demonstrate reading comprehension as defined by the entirety of the reading standards.	✓
The Model Content Frameworks suggest that educators select grade-level-appropriate short texts of sufficient complexity for close, analytic reading as well as extended text.	✓
Independent reading should include texts at a student's independent reading level and texts with complexity levels that are challenging and motivating.	✓

The reading strategies that are taught support comprehension of specific texts and focus on building knowledge and insight.

Reading Fundamentals Units of Study systematically integrate reading comprehension skill and strategy instruction with the study of genre and/or content area subject matter.

The following research-based reading comprehension strategies are taught with increasing degrees of sophistication in every Reading Fundamentals Unit of Study across grades K–8:

Text and Genre Features/Structure: Good readers are better able to recognize and retain important information and appreciate and understand text when they are familiar with text structure and genre features (e.g., story elements, characters, plot, setting, problem/solution, cause/effect, temporal sequence, illustrations, Table of Contents, headings, bold print, Index, captions, etc.).

Using Schema: Good readers make connections and retrieve and activate prior knowledge to connect to what is known and deepen understanding of the texts they read.

Questioning: Good readers ask and answer questions as they interact with texts and construct meaning.

Visualizing: Good readers use their background knowledge and the writer's words to create mental images as they read, to enhance understanding, and to bring the text to life.

Making Inferences: Good readers use prior knowledge and textual information to draw conclusions, make predictions, and form interpretations.

Determining Importance: Good readers identify key ideas, themes, or topics and distinguish between important and unimportant information.

Synthesizing: Good readers synthesize or combine important textual information with existing knowledge to summarize what was read and form new ideas or opinions.

Monitoring and Repairing Comprehension: Good readers are aware of their understanding of text while reading and have a repertoire of fix-up strategies when meaning breaks down.

Finding Word Meaning (Vocabulary): Good readers use context clues to find the meaning of unfamiliar words. Good readers possess a broad range of domain- and academic-specific vocabulary, fostering deeper understanding of topics and subjects.

Reading Foundational Skills: Print Concepts and Features (K–1): Good readers recognize that spoken words are represented by written language; they understand that words move from left to right, top to bottom, and page by page.

The application of the aforementioned skills and strategies are initially modeled by the teacher in a whole-class setting via 8–10 Interactive Read-Aloud lessons with specific mentor texts. Each Reading Fundamentals Unit of Study includes 5–6 mentor texts and 3 or more short shared texts for modeling and demonstration purposes.

Following each whole-class Interactive Read-Aloud lesson, students routinely practice the comprehension skills and strategies introduced with specific texts at their own reading levels.

Materials are designed for whole-group, small-group, and individual instruction.

Reading Fundamentals Units of Study link standards across several instructional contexts, which allows multiple opportunities to practice the strategies and skills taught.

Reading Fundamentals units exist inside a balanced literacy framework that capitalizes on the Gradual Release of Responsibility Model. Within this framework there are opportunities to read to students in a whole-group setting while modeling key skills and strategies (Interactive Read-Aloud), to read with students either in a whole group or small group (Shared Reading), to support and guide students at their instructional levels (Small-Group Work and/or Guided Reading), and to have students read books or texts at their independent reading levels (Independent Reading).

During whole-group instruction, teachers read aloud the mentor texts while thinking aloud and modeling how readers interact and engage with complex text in order to make meaning and build knowledge about various topics and themes. These Interactive Read-Aloud lessons integrate reading skill and strategy instruction with the study of genre and/or content area subject matter and serve to build schema for the next phases of learning.

After the 8–10 Interactive Read-Aloud lessons, there are 8–12 Mini-Lessons. During the whole-class Mini-Lessons, students revisit and examine the specific strategies previously introduced during the Interactive Read-Alouds. In the Mini-Lessons, teachers return to the mentor texts and/or use shared texts to focus on a single skill and

engage and guide students as they practice this skill together. This modeling and guided practice enables students to begin to independently apply the strategies.

After the Interactive Read-Aloud lessons and Mini-Lessons, students transition to independent reading, and teachers meet with individuals, partnerships, and/or small groups of students to provide additional guidance and reinforcement of the focus strategies. The "Independent Reading and Guided Practice" section of each Reading Fundamentals lesson describes instructional connections to independent reading and small-group work and/or guided reading. These connections focus on how to support students in knowing when and how to use the various strategies as they read a variety of texts on their own.

Reading Fundamentals offers carefully selected classroom Leveled Libraries for independent reading as well as book collections and Book Rooms for Guided Reading that align to the whole-class instruction with regards to genres and text types, content area topic and subject matter, conceptual understandings, authors, cultures, and themes. The grade-specific book collections include texts both at students' own reading levels and texts with complexity levels that challenge and motivate students.

During Interactive Read-Aloud lessons, shared reading, guided reading, and independent reading, students will have multiple opportunities to read and experience a variety of genres and text types while also being exposed to, through our content literacy units, both primary and secondary sources for the purpose of enhancing content knowledge and attaining a deeper understanding of discipline-specific information.

Materials provide opportunities for students to build knowledge through close readings of specific texts, including read-alouds.

Reading Fundamentals Units of Study continually provide meaningful opportunities for students to interact with authentic texts, including opportunities through read-alouds.

Each Reading Fundamentals Unit of Study includes 5–6 mentor texts and 3 or more short shared texts. These texts not only enhance literary development but also, through close readings, allow students to build content and genre-specific knowledge and conceptual understandings. These texts are often linked by topic or theme so students gain a deeper understanding of the content or subject matter.

All Reading Fundamentals Units of Study begin with an Interactive Read-Aloud phase (8–10 lessons). Lessons include explicit sample language that guides teachers to read aloud the mentor texts while thinking aloud and modeling how readers interact with text in order to make meaning.

The Interactive Read-Aloud lessons model the process of close reading as teachers observe, highlight, and/or question the facts and details about the text. The lessons may focus on a particular passage or the text as a whole. Students will notice (for example) structural features, challenging vocabulary, literary elements, or striking facts.

Close reading also involves reflecting on what was read and observed, as well as thinking about what it all means. After the read-aloud, students engage in collaborative conversations where they interpret what they have noticed and discuss what they have learned.

In addition to the Interactive Read-Aloud lessons, each Reading Fundamentals Unit of Study also includes 8–12 Mini-Lessons wherein teachers return to the mentor texts for additional re-readings and further modeling of close readings where students think critically about the texts. Following each whole-class Interactive Read-Aloud lesson and Mini-Lesson, students routinely practice the skills and strategies introduced with specific close readings of texts at their reading levels.

Students will read closely to determine what the text says explicitly and to make logical inferences from the text.

Both the lessons and follow-up extensions in Reading Fundamentals direct students to engage with and examine facts and details about the text while also noticing features, language, and meaning. Throughout the read-aloud, shared reading, small-group or guided reading, and independent reading, emphasis is placed on having students slow down and be deliberate with their attention to text. Lessons also address the value of rereading for clarification or gaining deeper meaning. The use of skimming and scanning is modeled for students, along with other strategies (such as highlighting or underlining key words and phrases) that can be used for the purpose of making inferences based on textual evidence. Other lessons address generating interactions between schema and text.

The use of text-dependent questions is a common thread throughout the lessons and provides opportunities for students to not only use their own personal knowledge but to dig deeper into the text to draw inferences from the evidence they gain from this close reading. Students are constantly being encouraged to think and search, and it is through this recursive practice that students develop study skills and reading skills that will support them across all content areas.

Students will have rich and rigorous conversations about a common text, and classroom experiences stay deeply connected to the text.

High-level questions and discussions with high-quality texts are key components of Reading Fundamentals. Built into each lesson are opportunities for students to engage in conversations about content, strategy use, personal reflections, and conceptual understandings. Through exploring essential questions, enduring understandings, and key ideas, students will connect their own personal knowledge to the content they are interacting with while also building upon this knowledge through conversation and discussion.

Explicit teaching and modeling of sharing and building on the thinking of others extends the opportunities for students to grow their thinking and expand their academic discussions as a community of readers, writers, and thinkers.

Students will cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading Fundamentals guides students to read closely while also showing them how to look back at text, reread, point to lines, and underline important information as they make meaning. The lessons also provide opportunities for students to practice synthesizing evidence from different locations in a text and drawing a conclusion.

Students are guided throughout the lessons to think about questions like "Where did the text tell me that?" and "How do I use evidence to explain my thoughts and reactions?"

Many of the activities in the lessons will take students back to the text, and they will be taught the differences among literal (exact words contained in the text or story), inferential (putting two or more ideas from the text together), and critical questions (questions answered from the author's point of view via the text).

In the early primary grades, the lessons consider what support these young readers need as they become detectives who are learning to make stronger connections between their ideas and texts.

Throughout the lessons, students will have many opportunities to read and discuss a variety of texts and to write routinely about specific facts and details drawn from the text. Students will learn how to record pertinent information from a variety of sources as they deepen their content understandings. Students will learn how to take notes and sort, categorize, and summarize information for later reflection and analysis.

Students will determine central ideas or themes of a text, analyze their development, and summarize key supporting details and ideas.

The lessons in the Reading Fundamentals units allow students to learn and apply reading skills and strategies that enable them to identify central ideas and themes while learning new information about the topics they are reading about.

More specifically, the skills of "Determining Importance" —whereby readers identify key ideas, themes, or topics and distinguish between important and unimportant information—and "Synthesizing"—whereby readers synthesize or combine important textual information with existing knowledge to summarize what was read and form new ideas or opinions—are taught in every Reading Fundamentals Unit of Study.

Students will analyze how and why individuals, events, or ideas develop and interact over the course of a text.

The goal of many of the lessons in Reading Fundamentals is for students to think critically, making connections between events or ideas and analyzing cause and effect relationships between and among key ideas in a text. By considering these relationships, students are provided with an opportunity to compare and contrast the similarities and differences among various kinds of content and themes. Both Interactive Read-Aloud lessons and Mini-Lessons allow students to critically analyze the commonalities of content while also noticing the vast differences that may be presented.

Graphic organizers are also incorporated into the lessons so that students can visually distinguish among and study the different individuals, events, themes, and ideas.

Students will analyze the structure of texts.

For consistency and clarity, the K–8 Reading Fundamentals Units of Study use common language and terms when naming and defining text structures (e.g., description, chronological, compare and contrast, problem and solution, and cause and effect).

Research supports the idea that knowledge of text structure is an important factor in fostering comprehension. Students with knowledge of text structure can expect texts to unfold in certain ways and can readily retrieve information. By having a consistent thread of text structures running through all of the units, Reading Fundamentals provides students with a foundation for structural expectations, which in turn assists them as both readers and writers.

The comparison and synthesis of ideas across multiple texts allows students to thoroughly demonstrate reading comprehension. Students will analyze how two or more texts address similar themes or topics.

Reading Fundamentals Units of Study allow students to analyze multiple accounts of the same event or topic while noting important similarities and differences in the

point of view they represent.

There are lessons in each unit that address similar topics or themes using a variety of genres (e.g., using poetry and a nonfiction text to study the topics of family and communities) while also guiding students to synthesize, analyze, evaluate, compare, and contrast the similarities, differences, and connections through speaking and writing.

Through extensive reading of literature and informational texts from diverse cultures and different time periods, students will gain literary and cultural knowledge as well as familiarity with various text structures and elements.

The selection of mentor texts that accompany each grade level unit of study reflects a range of literature that will take students across genres, cultures, time periods, structures, and features. Strong consideration was placed on balancing the variety of texts within one unit and across a typical grade-level school year.

The mentor texts are written by respected authors from diverse backgrounds and time periods. Students will gain literary and cultural knowledge through rich language and research, as well as extend their genre knowledge through ongoing attention to genre features and text structures.

In addition to the mentor texts (5–6) and short shared texts (3 or more) included with each unit, Reading Fundamentals also offers grade-specific Independent Leveled Libraries and school Book Rooms (e.g., grades K–5) that consist of an extensive variety of literary and informational texts from diverse cultures and time periods, both at students' reading levels and at complexity levels that challenge and motivate students.

Students will read a true balance of informational and literary texts.

- Students will read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts.

The mentor and shared texts included in the Reading Fundamentals Units of Study, as well as the selection of texts included in the Reading Fundamentals Leveled Libraries and Book Room collections, expose students to a multitude of standards-based text types and genres, including fiction, nonfiction, poetry, historical fiction, personal narrative, fairy tales, folktales, plays, dramas, realistic fiction, expository text, literary nonfiction, biography, narrative procedure, and technical texts. They also expose students to increasingly challenging texts that meet the new text complexity requirements outlined in the CCSS.

The balance between informational and literary text mirrors the shifts that the CCSS recommend, exposing students from elementary grades to upper middle school grades to a greater amount of informational text across the content areas.

Materials include independent and guided reading collections that:

- Include texts at students' own reading levels and texts with complexity levels that challenge and motivate students;
- Include quality texts worth reading and re-reading;
- Include the specific genres and text types named in the Common Core State Standards, such as fairy tales, folktales, myths, poetry, and literary nonfiction; and
- Include works from diverse cultures and authors.

Reading Fundamentals offers carefully selected Leveled Libraries, book collections, and Book Rooms that can be used for independent and/or guided reading, book clubs, literature circles, and/or other small-group work. The grade-specific book collections include texts both at students' own reading levels and texts with complexity levels that challenge and motivate students. The text selections include quality texts from diverse cultures and across genres and text types.

Following each Interactive Read-Aloud lesson and Mini-Lesson, independent and/or guided reading suggestions or extensions are included with the intended goal of helping students gain an increased understanding of how and when to use various strategies as they read a variety of texts on their own.

The Leveled Libraries and Book Rooms are aligned to the whole-class instruction in regards to genres and text types, content area topic and subject matter, conceptual understandings, authors, and diversity of cultures and themes.

Materials aid teachers in providing appropriate and necessary scaffolds and supports for students reading below their grade levels.

Adjusting instruction for the benefit of students who are reading below their grade levels is an integral component of Reading Fundamentals. Attention to readers who may need less complex text is addressed through suggestions for using graphic organizers, oral rehearsal, and retelling practices.

For students in the early primary grades (K–1), the lessons also suggest multisensory activities and concepts of print reinforcement in order to support the development of emergent readers.

Similarly, independent Leveled Libraries and Book Rooms not only align to the upper range of the new text complexity levels outlined in the Common Core State Standards but also include a selection of titles below

recommended levels to provide the necessary supports for students reading below their grade levels.

Materials focus on academic vocabulary prevalent in complex texts, and the curriculum strategically focuses on the comprehension of pivotal words.

Another essential element of research connected to literacy instruction is the selection of words for study. Linking vocabulary to comprehension is a strong component of all of the lessons. Throughout Reading Fundamentals Units of Study, students have multiple opportunities to use and respond to the words they learn through collaborative discussions, reading, being read to, and responding to what is read.

In addition, there is explicit instruction on strategies readers use to determine or clarify meanings of unfamiliar words. For example, readers use context clues to determine the meaning of unknown words, and they also look for morphology or word structure cues, such as meaningful word parts (e.g., prefixes, suffixes, and root words) to infer the meaning of unfamiliar words. As a result, students will be able to employ a repertoire of strategies to define and apply challenging academic and domain-specific (Tier 2 and Tier 3) vocabulary while reading, discussing, and writing.

Academic (Tier 2) vocabulary and domain-specific (Tier 3) vocabulary terms are listed at the beginning of each Reading Fundamentals Unit of Study. These terms were derived from the unit texts, instructional directions, and discussions outlined in the lessons and were based upon their importance, utility, and instructional potential to enhance conceptual understandings.

Materials include short, self-contained texts that elicit close reading and re-reading.

Each Reading Fundamentals Unit of Study includes a selection of 3 or more short shared texts. Short shared texts mirror the genre and/or content area subject matter under study and expose students to a wide variety of text structures and authentic forms of expression, such as feature articles, letters, essays, and speeches.

Reading Fundamentals lessons model the processes of close reading and re-reading as teachers observe, highlight, and/or question the facts and details about the text. The lessons may focus on a particular passage or the text as a whole, noticing (for example) structural features, challenging vocabulary, literary elements, or striking facts. Close readings also involve reflecting on what was read and observed and thinking about what it all means.

Short shared texts are provided in both print and digital forms, allowing for access via interactive whiteboards and other comparable digital technologies.

Materials provide systematic opportunities for students to read complex text with fluency.

The lessons and instructional suggestions in Reading Fundamentals guide teachers to move students purposefully through increasingly complex text to build skill and stamina.

Fluency instruction is taught and modeled not as an end in and of itself but, rather, in the context of students' attempts to make meaning of a particular text. True fluency is not addressed in our lessons as merely lining up one sentence after another and reading them aloud quickly; instead, fluency is about maintaining understanding across a text and analyzing and understanding sentence structure and meaning. Repeated readings of the same text with questions that require students to read closely for details and key ideas also provide students with additional practice regarding fluency.

Following the whole-class Interactive Read-Aloud lessons and Mini-Lessons, students routinely practice the skills and strategies introduced with texts at their reading levels. The selection of titles included in the independent Leveled Libraries and Book Rooms represents a wide range of reading levels. The titles align to text complexity levels and ranges outlined in the Common Core State Standards, thereby affording students repeated opportunities to read texts with fluency, whether reading at their levels or reading more complex texts.

Materials offer assessment opportunities that genuinely measure progress.

Over the course of each Reading Fundamentals Unit of Study as well as at the conclusion of each unit, teachers will find multiple means for assessing students. These formative assessments (informal and ongoing, including written and oral responses, inquiry, turn-and-talk, and conferences) and summative assessments (for grades 2–8) allow for data collection that will inform future teaching and differentiation and provide important information about students as thinkers, readers, writers, and researchers. The units include:

- Specific conference questions;
- Suggestions for formative (informal) assessments;
- Suggestions for Response to Reading extensions;
- A kid-watching tool provided for notating student progress (a user-friendly tool that helps teachers monitor students' acquisition of essential skills and strategies and effectively plan additional support and interventions to meet the differentiated learning needs of students); and
- A Student Performance Checklist (an assessment tool that lists the skills, strategies, and standards taught so teachers can record if and when students have met the desired outcomes of each unit).

At the end of each unit, students in grades 2–8 will complete a Summative Assessment. This assessment is not intended to be comprehensive but to provide an additional lens regarding some of the major strategies and skills that students have developed.

Some of the questions are written in formats requiring students to not only choose the best answer but to also justify their response by choosing or highlighting in the text itself the evidence that supports their thinking.

Students will also be asked to complete a constructed response item in which they demonstrate their ability to produce a short written response to a prompt, providing evidence to justify their interpretations of information from the text. This task will be scored by using a 2-point scoring rubric.

These types of questions and the scoring rubric are consistent with current approaches to assessing students' understanding of the skills associated with the Common Core State Standards. They are designed to emphasize not only students' answers but also their thought processes and ability to communicate their understanding in writing.

SCHOOLWIDE

LAUNCHING

Grades K–8

The beginning of the school year is an exciting time! Students enter their classrooms with a heightened sense of curiosity and wonder. First impressions go a long way for young learners, and it is important for them to experience a comfortable and engaging invitation into their literacy-rich environment. Brightly decorated bulletin boards, shiny desks and tables, and beautifully organized books await your students. The start of each new school year provides opportunities for you and your students to create a community of learners who respect, listen to, share, and respond to the thoughts and ideas of others. This is especially important when considering your community of readers.

"A community of readers is a group of people who share the common goal of reading and discussing literature and becoming literate human beings. This community is built upon mutual respect and a willingness to listen to and consider the merits of each member's ideas and interpretations" (Frank Serafini, *Around the Reading Workshop in 180 Days*).

As teachers of reading, we know that it is very important to provide students with multiple opportunities to experience literature. Through listening to read-alouds, reading independently, and reading in small groups, students begin to open their eyes to the possibilities found in reading.

The Reading Fundamentals Launching Units of Study for grades K–8 provide models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help your students develop and grow. Through the targeted lessons in these units, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they bring their background knowledge to the workshop and begin to participate in meaningful conversations connected to the books they are sharing.

Throughout the workshop, students will have many choices to make: choosing books for independent reading; deciding how actively they will think about and respond to them; deciding how attentively they will engage in listening during the Mini-Lessons; determining their level of participation in partnership or small-group work; determining how much effort and positive energy they will put forth; deciding on the risks they will take as readers and learners; and deciding which connections they can make with their community of readers. Students will recognize that it is through the workshop that they are able to learn, share, give it a try, and make mistakes. It is also a place where students work collaboratively, take care of materials, and respect each other.

FICTION GENRE STUDY

Grades K–6

Readers of all ages are drawn to fiction, and it may very well be the genre students are most likely to choose as they search through a library or bookstore. Fiction stories are typically the stories your students will be most familiar with. These are the stories they remember hearing when they were younger—the stories told and retold from generation to generation and from one culture to another. Each story takes readers on a journey, an adventure, and/or an experience with memorable characters and events. The world is full of stories, and through these stories readers learn about themselves and others.

Fiction encompasses many different types of stories—fantastical, magical, traditional, historical, mythological, and realistic. There is something for everyone. Fiction transports the reader to an imaginary place and time, into a world that may feel familiar or foreign. Fiction writers are storytellers who aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination, or explain aspects of life, culture, and nature. When one reads fiction, anything is possible as skillful writers capture the reader's imagination. It can't get better than that!

Part of the magic in any unit of study is exposing students to possibilities within a genre. By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.

NONFICTION GENRE STUDY

Grades K–8

Nonfiction is a rich, varied genre that offers a plethora of topics to entice any reader! Students will spend a great deal of time in school (and in their lives outside of school) reading nonfiction, from newspaper articles to textbooks, recipes to biographies, and travel brochures to informational web pages. Reading nonfiction is empowering. So often students feel like experts about the topic or subject they have read about. Nonfiction reading sparks students' curiosity and opens their eyes to new worlds and different points of view. Nonfiction has so much to offer readers and is an essential genre to study.

Part of the magic in any unit of study is exposing students to possibilities within the genre. Nonfiction writers stir the imagination and write in vivid, engaging styles. By reading and studying three types of nonfiction (reference, biography, and literary), students will develop an understanding of various forms, features, and purposes of nonfiction. The reading of nonfiction texts will be enhanced by an understanding of the structure, layout, and text features associated with each particular type of nonfiction writing. Common conventions and features enable writers to make their ideas and information clear and accessible to readers. Students will enjoy the aesthetic features of nonfiction texts while appreciating the clear and accurate information and presentation of facts.

Nonfiction reading often leads to inquiry. Students have a natural curiosity and "wonder" about many things. Nonfiction texts encourage students to closely observe and learn about all that is around them. Students will develop passions for locating information, finding answers to questions and wonderings, and deepening their understanding about the nonfiction topics they are reading and learning about. The grades K–8 Nonfiction units will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas, and learn new information about the topics they are reading about. This genre study will also provide them with specific tools to address the challenges of reading nonfiction as well as ways to work through difficult text—essential skills for any reader.

POETRY GENRE STUDY

Grades K–6

The poet Julia Cunningham says, “Poetry is, to me, a place to be. Walk with your words into these secret, mysterious, and magic places where poems lead you.” Poetry is a rich genre that awakens readers’ senses to the extraordinary things in their everyday world. Through precise and lyrical language, poems express thoughts and feelings, create images and moods, and cause us to reflect on what we see and experience. Poetry can broaden or intensify our understanding of the world. What greater joy is there than uncovering something new about yourself or the world through your reading? Poetry does that!

Part of the magic in any unit of study is exposing students to possibilities within the genre. By reading a variety of poems (e.g., free verse, rhyming, haiku) with various topics or themes (e.g., friendship, family, nature, school), students will be invited into the world of poetry. The varying lengths of poems, from a few lines to many stanzas, make it an accessible genre for all readers. The short nature of poetry also makes it a genre that invites rereading and deeper reading. Poems are the perfect vehicle for close reading, interpretation, and analysis.

The grades K–6 Poetry units will help students learn and apply specific reading skills and strategies that unlock the meaning of poems and build their understanding of poetry as a genre. This genre study will also address the challenges of reading poetry, as well as ways to work through difficult text—essential skills for any reader.

Launching Grade K

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Key Ideas and Details																		
RL.K.1: With prompting and support, ask and answer questions about key details in a text.	●						●	●	●		●					●	●	
RL.K.2: With prompting and support, retell familiar stories, including key details.	●						●		●		●						●	●
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	●						●		●		●					●	●	●
Craft and Structure																		
RL.K.4: Ask and answer questions about unknown words in a text.								X			●							
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).	●		X		●		●				●		●	●	●		●	●
RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	X					X					●							
Integration of Knowledge and Ideas																		
RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.	●				●	●			X		●					●	●	●
RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.																	●	●
Range of Reading and Level of Text Complexity																		
RL.K.10: Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●	●	●	●	●	●	X	●	●	●	●	●	●	●

Launching Grade K

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Key Ideas and Details																		
RI.K.1: With prompting and support, ask and answer questions about key details in a text.							●											
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.							X											
Craft and Structure																		
RI.K.5: Identify the front cover, back cover, and title page of a book.			●											●	●			
Range of Reading and Level of Text Complexity																		
RI.K.10: Actively engage in group reading activities with purpose and understanding.							X					●		●	●			●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Comprehension and Collaboration																		
SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.	●	●	●	●	●		●	●	●	X	●	●			X	●	●	●
SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.	●						●				●						●	X
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.							●				●		●					
Presentation of Knowledge and Ideas																		
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			●					●			●						X	●
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.											●		●		●			
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Launching Grade K

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Conventions																		
L.K.1: Observe conventions of grammar and usage when writing or speaking.													●	●	●	●	●	●
L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing.										●			●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.						X		●	●	●								
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.								X	●	●								
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●	●	●	●	●	●	●	X	●	X	●	●	●	●	●	●	●	●

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Print Concepts																		
RF.K.1: Demonstrate understanding of the organization and basic features of print.	●	X	●	X	●	X	●	●	X	X	●	●						
Phonological Awareness																		
RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		●		X		X		●	●	●		X						
Phonics and Word Recognition																		
RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.		X		X		X		X	●			X						
RF.K.4: Read emergent-reader texts with purpose and understanding.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Research to Build and Present Knowledge																		
W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.													●	●	●	●	●	●

Fiction Grade K

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.K.1: With prompting and support, ask and answer questions about key details in a text.	X	X	X	X	X	X	X	X	●	●		X		●		X		
RL.K.2: With prompting and support, retell familiar stories, including key details.	●	X	X	●	●		●	●			●					●	X	●
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	X	X	X	X	X	●	X	X	X		X		●	●	●	X	X	X
Craft and Structure																		
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).	X	●			X	●	●	●	X						●			
RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●			●		●		●									●	
Integration of Knowledge and Ideas																		
RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.	●	X	X	●		X		X	X					X	X	●		
RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			●		X	●	●		●		●							●
Range of Reading and Level of Text Complexity																		
RL.K.10: Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.	X	●	X	●	●	X	●	●	●	●	●	●	●	●	●	●		●
SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.	X	X	●	X	●		X	X	●	●		X		●	●	●	X	
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.									●	●		X						
Presentation of Knowledge and Ideas																		
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			●		X		X	X						●			X	●
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.													X	●	●			

Fiction Grade K

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●	●	●	●	X	●	●	X	●	●	●	●	●	X	X	●	X	X

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Print Concepts																		
RF.K.1: Demonstrate understanding of the organization and basic features of print.										●			●					
Phonological Awareness																		
RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).										●								
a Recognize and produce rhyming words.										●								
Phonics and Word Recognition																		
RF.K.4: Read emergent-reader texts with purpose and understanding.									X	X			X					

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).																		●
W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.								●										

Nonfiction Grade K

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RI.K.1: With prompting and support, ask and answer questions about key details in a text.		●			●	X		X	X	●			●	●	●	●		
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.				●				X		X					X		X	X
Craft and Structure																		
RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.							●						X	X				
RI.K.5: Identify the front cover, back cover, and title page of a book.	X	●	X		●													
Integration of Knowledge and Ideas																		
RI.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.		●		X			●		●		X							
RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.						●		X				X					●	
Range of Reading and Level of Text Complexity																		
RI.K.10: Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		●				●		●					●					
Presentation of Knowledge and Ideas																		
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Nonfiction Grade K

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.K.1: Observe conventions of grammar and usage when writing or speaking.									●	●	●	●	●	●	●	●	●	●
L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing.									●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.							X							X				
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Phonics and Word Recognition																		
RF.K.4: Read emergent-reader texts with purpose and understanding.													●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.									●	●	●	●	●	●	●	●	●	●
Research to Build and Present Knowledge																		
W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									●	●	●	●	●	●	●	●	●	

Poetry Grade K

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA11	SR12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Key Ideas and Details																		
RL.K.1: With prompting and support, ask and answer questions about key details in a text.		X									●	●	●	●	●	●	X	
Craft and Structure																		
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).	X	X	X	X	●	X	●	●	●		●	●	●	●	●	●	●	
Integration of Knowledge and Ideas																		
RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.	●	●																
Range of Reading and Level of Text Complexity																		
RL.K.10: Actively engage in group reading activities with purpose and understanding.		●									X	X	●	●	●	●	●	

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA11	SR12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Comprehension and Collaboration																		
SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.	X	●	X	●	X	●	●	●	X	●		●	●	●	●	●	●	●
SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.							●			X		X	●	●	●	●	●	●
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●	●	●	●	●	●	●	●	●						
Presentation of Knowledge and Ideas																		
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X

Poetry Grade K

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LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA11	SR12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Conventions																		
L.K.1: Observe conventions of grammar and usage when writing or speaking.													●	●	●	●	●	●
L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing.													●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.													X	X				
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA11	SR12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Print Concepts																		
RF.K.1: Demonstrate understanding of the organization and basic features of print.	X		X	X	X	X	●	●	X	●					X			
Phonological Awareness																		
RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				X	X	X												
Phonics and Word Recognition																		
RF.K.4: Read emergent-reader texts with purpose and understanding.	X	●		●	●	●	●	●	●	X								

My Place in the World Grade K

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.K.1: With prompting and support, ask and answer questions about key details in a text.										●	●					●	●	●
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.											X							
Craft and Structure																		
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).											●							
Integration of Knowledge and Ideas																		
RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.										●						●	●	●

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RI.K.1: With prompting and support, ask and answer questions about key details in a text.	X	X		X	X													
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	●			●									X					
RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			X															
Craft and Structure																		
RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.				●		●	●											
RI.K.5: Identify the front cover, back cover, and title page of a book.				●		●	●	X	X									
RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	●	X	X		X			X	X					●				

My Place in the World Grade K

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Integration of Knowledge and Ideas																		
RI.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.		X			X			X			X							
RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.	●											●		●	●			
Range of Reading and Level of Text Complexity																		
RI.K.10: Actively engage in group reading activities with purpose and understanding.											●		●					

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.	X	X	X	●	X	●	●	●			●		●	X				
SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.	X	X	X		X							●		X	●			
Presentation of Knowledge and Ideas																		
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.				●		●	●			●	X		X			●	●	●
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.									X	●						●	●	●
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●		●									●				

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.				X		X	X	●				X			X			
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●	●	●		●			●		●	●		●	●		●	●	●

My Place in the World Grade K

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).																	X	
W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.										X						X		X

Schools Help Us Learn Grade K

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.K.1: With prompting and support, ask and answer questions about key details in a text.				●		●							●		●	●		
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.		●				X										X		
Craft and Structure																		
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).																●		
Integration of Knowledge and Ideas																		
RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				●		●							●		●			
Range of Reading and Level of Text Complexity																		
RL.K.10: Actively engage in group reading activities with purpose and understanding.											●							

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RI.K.1: With prompting and support, ask and answer questions about key details in a text.							X					X						
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.							X				X	●		X			X	X
RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	X																	X

Schools Help Us Learn Grade K

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Craft and Structure																		
RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.					●							●						
RI.K.5: Identify the front cover, back cover, and title page of a book.		●	X		●			X	X	X		●						
RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	X	●	X				●	X	X	X								X
Integration of Knowledge and Ideas																		
RI.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.		●				X		X	X							X		
RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.							●											X
RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).																		X
Range of Reading and Level of Text Complexity																		
RI.K.10: Actively engage in group reading activities with purpose and understanding.														●		●	●	

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.	X	●	●	●	●	●	X	●	●	●	●	●	●	●	●	●	●	●
SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.	X						X											●
Presentation of Knowledge and Ideas																		
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		●		●	●	X					X	●	●	X	●	X	X	
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.			X	●		●				X			●		●			
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Schools Help Us Learn Grade K

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.					X			●	●			X						
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.																		●
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).															X			●
W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.													X				●	

Plants Grade K
Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Key Ideas and Details																		
RL.K.1: With prompting and support, ask and answer questions about key details in a text.						X	X	X	X									X
Craft and Structure																		
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).									X									X

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Key Ideas and Details																		
RI.K.1: With prompting and support, ask and answer questions about key details in a text.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	●	●	X
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	●	●	X
RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X	X	X	X	X	X	X		X	X	X	X	X	X	●	●	
Craft and Structure																		
RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.				X	X								X	X	X	●	●	
RI.K.5: Identify the front cover, back cover, and title page of a book.						X	X	X										
RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.									X			X						X
Integration of Knowledge and Ideas																		
RI.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.	X	X	X							X	X	X						

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Comprehension and Collaboration																		
SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●
SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●
Presentation of Knowledge and Ideas																		
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Conventions																		
L.K.1: Observe conventions of grammar and usage when writing or speaking.			x	x	x								x	x	x			
Vocabulary Acquisition and Usage																		
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.								●	●					●				●
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Print Concepts																		
RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					●													

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Text Types and Purposes																		
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																X	X	
Production and Distribution of Writing																		
W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Research to Build and Present Knowledge																		
W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).																X	X	

Launching Grade 1

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA11	SR12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Key Ideas and Details																		
RL.1.1: Ask and answer questions about key details in a text.	●		●			●	X	X	●			●			X		●	●
RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	●		●			X	●	X	●						●		●	●
RL.1.3: Describe characters, settings, and major events in a story, using key details.			●			X	●	X	X						●		●	●
Craft and Structure																		
RL1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.									X	X	X	●			●			
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.	●	X	●	●				●		●			●	X	●		●	X
RL1.6: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●		●			X		●		●					●		●	●
Integration of Knowledge and Ideas																		
RL1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.	●		●	●		X		X	●				●				●	●
RL.1.9: Compare and contrast the adventures and experiences of characters in stories.						X		X										
Range of Reading and Level of Text Complexity																		
RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1.													●	●	●	●	●	●

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA11	SR12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Key Ideas and Details																		
RI.1.1: Ask and answer questions about key details in a text.					●		●					●				●		
RI.1.2: Identify the main topic and retell key details of a text.					●		●					X				X		
Craft and Structure																		
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.		X		●	●								●			●		
Integration of Knowledge and Ideas																		
RI1.7: Use pictures, illustrations, and details in a text to describe its key ideas.												X						
Range of Reading and Level of Text Complexity																		
RI.1.10: With prompting and support, read appropriately complex informational texts for grade 1.		●		●	●		●					●	●			●		

Launching Grade 1

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Comprehension and Collaboration																		
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.	X		X	●	X	●	X	●	●	●			●	●	●		●	●
SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	X		X		X	●	X	X	●		●			X	X		●	●
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.					X		●				●			●	X	X		
Presentation of Knowledge and Ideas																		
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					●	●		X		●				●	●			
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. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●		●	●	●					●		●		●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Vocabulary Acquisition and Usage																		
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.											X	X						
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.											X	X		●				
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., *I named my hamster Nibblet because she nibbles too much because she likes that*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Launching Grade 1

X = Lesson Focus | ● = Reinforced

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Print Concepts																		
RF.1.1: Demonstrate understanding of the organization and basic features of print.		X								●								
Phonological Awareness																		
RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).										X								

WRITING STANDARDS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Production and Distribution of Writing																		
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.													●	●	●	●	●	●

Fiction Grade 1

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.1.1: Ask and answer questions about key details in a text.	X	●	X	●	X	●	●	X	●		X				X	●		
RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	●	X	X	●				X	●						●	X	X	X
RL.1.3: Describe characters, settings, and major events in a story, using key details.		X	X	X	X	X	X	●	X	X				●	X	X	X	●
Craft and Structure																		
RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		●			●	●	●	●		+							●	
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.		●		●				●					●					
Integration of Knowledge and Ideas																		
RL.1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.	●		X	●	●	X	X	X	X		●			X	X			
RL.1.9: Compare and contrast the adventures and experiences of characters in stories.	●		●	X	X	●	●	●						●				●
Range of Reading and Level of Text Complexity																		
RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1.			●					●	X	X	X	X	X	●	●	X		

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.	●	●	●	●	●	●	X	●	●	●	●	●		●	●	●	●	X
SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	●		●	●	●	●	●	●	●	●	●			●	●	X	●	X
Presentation of Knowledge and Ideas																		
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		X	X				X	●	●	X								
SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	●	●		●														

Fiction Grade 1

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
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.									●			X						
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.												X						
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., *I named my hamster Nibblet because she nibbles too much because she likes that*).	●	●	●	●	●	●	●	●	●	●	●	●	●	X	●	X	●	X

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Print Concepts																		
RF.1.1: Demonstrate understanding of the organization and basic features of print.													●					
Phonics and Word Recognition																		
RF.1.4: Read with sufficient accuracy and fluency to support comprehension.													X					

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.1.3: 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.																	●	

Nonfiction Grade 1

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RI.1.1: Ask and answer questions about key details in a text.				X				X					X					
RI.1.2: Identify the main topic and retell key details of a text.		●	●	●	X		X	X		●		X	X	●	X	●	X	X
RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a 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.				●		X					X							
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.	X	X	X		●				X	X						X	X	
RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		●			●					X								
Integration of Knowledge and Ideas																		
RI.1.7: Use pictures, illustrations, and details in a text to describe its key ideas.			X							X								
RI.1.8: Identify the reasons an author gives to support points in a text.			●				X	X					X	●				X
RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).														X				
Range of Reading and Level of Text Complexity																		
RI.1.10: With prompting and support, read appropriately complex informational texts for grade 1.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.	X	X	X	X		X	X	X	●	●	●	●	●	●	●	●	●	●
SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	X	●	●	X	X	●	●	X	●	●	●	●	●	●	●	●	●	●
Presentation of Knowledge and Ideas																		
SL.1.6: Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Nonfiction Grade 1

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.1.2: Observe conventions of capitalization, punctuation, and spelling when writing.													●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
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.			●			X					X							
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., *I named my hamster Nibblet because she nibbles too much because she likes that*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
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.													●	●	●	●	●	●
Production and Distribution of Writing																		
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.													●	●	●	●	●	●
Research to Build and Present Knowledge																		
W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																		●

Poetry Grade 1

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Key Ideas and Details																		
RL.1.1: Ask and answer questions about key details in a text.	●	●	●	●	●	●	●	●	X	X	●	●	●	●	●	●	●	●
RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.																	X	
RL.1.3: Describe characters, settings, and major events in a story, using key details.														X				
Craft and Structure																		
RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	●	●	X	●	●	X	●	X	X	●	X	X	X	X	●	X	X	●
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.	X													X				
Integration of Knowledge and Ideas																		
RL.1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.	●	●	●	●	●	●	X	●	●	●	●	●	X	●	●	●	●	●
RL.1.9: Compare and contrast the adventures and experiences of characters in stories.																		X
Range of Reading and Level of Text Complexity																		
RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1.		X		●	●	X		●		●		●	●	●	●	●	●	●

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Key Ideas and Details																		
RI.1.2: Identify the main topic and retell key details of a text.													●	●				

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA 11	SR 12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Comprehension and Collaboration																		
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.	X	X	X	●	X	●	●		●	●	●	●	●					
SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.			X	●			●	X	●	●	●	●	●					
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.					X	●	●	X	●	●								

Poetry Grade 1

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

CONTINUED

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA11	SR12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Presentation of Knowledge and Ideas																		
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.1.6: Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA11	SR12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Conventions																		
L.1.1: Observe conventions of grammar and usage when writing or speaking.													●	●	●	●	●	●
L.1.2: Observe conventions of capitalization, punctuation, and spelling when writing.													●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
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., *I named my hamster Nibblet because she nibbles too much because she likes that*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA11	SR12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Print Concepts																		
RF.1.1: Demonstrate understanding of the organization and basic features of print.	●																	
a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	●																	
Phonics and Word Recognition																		
RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.	●		X	X									●	●	X	●	●	●
RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	●		X	X									●	●	X	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons												Mini-Lessons					
	IRA 1	SR 2	IRA 3	SR 4	IRA 5	SR 6	IRA 7	SR 8	IRA 9	SR 10	IRA11	SR12	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6
Production and Distribution of Writing																		
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.													●	●	●	●	●	●

Communities, Families, and Traditions Grade 1

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Key Ideas and Details																		
RL.1.1: Ask and answer questions about key details in a text.									●							X	●	
RL.1.3: Describe characters, settings, and major events in a story, using key details.		X			X			●	X	X								
Craft and Structure																		
RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		X											●					
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.									●	●								
Integration of Knowledge and Ideas																		
RL.1.9: Compare and contrast the adventures and experiences of characters in stories.					X								X			X	●	

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Key Ideas and Details																		
RI.1.1: Ask and answer questions about key details in a text.	X			X						●								
RI.1.2: Identify the main topic and retell key details of a text.				X							X							X
RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.			X															X
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.						●	X	X						X				
RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	X		X	●			X	X						X				X

Communities, Families, and Traditions Grade 1

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Integration of Knowledge and Ideas																		
RI.1.7: Use pictures, illustrations, and details in a text to describe its key ideas.	X						X	X	●									
RI.1.8: Identify the reasons an author gives to support points in a text.				●											●			X
RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).										X		X						X
RI.1.10: With prompting and support, read appropriately complex informational texts for grade 1.									●		●							

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Comprehension and Collaboration																		
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.	X	X	X	X	X	X	X	X	●	●	●							●
a 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).			X		X													
SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	X	X		X								●	●	●	●			●
Presentation of Knowledge and Ideas																		
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.						●		X	X		X					●	●	
SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.														X		●	●	
SL.1.6: Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●													

Communities, Families, and Traditions Grade 1

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
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.						X	●								X		X	
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.				●	●												X	●
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., *I named my hamster Nibblet because she nibbles too much because she likes that*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.																X	X	
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.									●			X	X					

Rules and Laws Grade 1

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.1.1: Ask and answer questions about key details in a text.												●			●			
RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.																	X	
RL.1.3: Describe characters, settings, and major events in a story, using key details.		X					X								X		X	
Craft and Structure																		
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.															●			
Integration of Knowledge and Ideas																		
RL.1.9: Compare and contrast the adventures and experiences of characters in stories.							X					●						

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RI.1.1: Ask and answer questions about key details in a text.			X		X													
RI.1.2: Identify the main topic and retell key details of a text.					X						X					X		X
RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X															X		X
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.		●		●		X		●	X				●					
RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	X	●	X		●	X			X									X

Rules and Laws Grade 1

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Integration of Knowledge and Ideas																		
RI.1.7: Use pictures, illustrations, and details in a text to describe its key ideas.		●	X			X									X			
RI.1.8: Identify the reasons an author gives to support points in a text.					●					●						X		X
RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).														X		X		X
Range of Reading and Level of Text Complexity																		
RI.1.10: With prompting and support, read appropriately complex informational texts for grade 1.											●				●			

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.	X	●	X	●	X	●	X	●	●	●	●	●	●	●	●	●	●	●
SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	X		X		X		X			●				●		●	●	●
Presentation of Knowledge and Ideas																		
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		●		●				●			X	●	●		X			
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. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Rules and Laws Grade 1

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
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.				X		●		X		X			X					
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word 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., *I named my hamster Nibblet because she nibbles too much because she likes that*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.												X	X					
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.	●	●					●		●					X	●			●
Production and Distribution of Writing																		
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.															●			
Research to Build and Present Knowledge																		
W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.															●			

Life Cycles of Animals Grade 1
Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.1.1: Ask and answer questions about key details in a text.	X	X						X								●	●	
RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.							X											
RL.1.3: Describe characters, settings, and major events in a story, using key details.				X														
Craft and Structure																		
RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				X			X								●			
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.				X		X	X											

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RI.1.1: Ask and answer questions about key details in a text.	X	X			X	X		X					X	X		●	●	X
RI.1.2: Identify the main topic and retell key details of a text.	X	X			X		X		X							●	●	X
RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.					X													X
Craft and Structure																		
RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			X		X		X	X				X	X	X	X			●
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.					X				X		X		X	X				●
RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	X	X			X	X				X	X					●	●	●

READING STANDARDS FOR INFORMATIONAL TEXT
CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Integration of Knowledge and Ideas																		
RI.1.7: Use pictures, illustrations, and details in a text to describe its key ideas.	x	x			x					x	x					●	●	●
RI.1.8: Identify the reasons an author gives to 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).					x		●	●		x	x							●
Range of Reading and Level of Text Complexity																		
RI.1.10: With prompting and support, read appropriately complex informational texts for grade 1.	●	●		●	●	●	●	●	x	x	x	x	x	x	x			●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Comprehension and Collaboration																		
SL.1.1: Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●
SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●
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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●
Presentation of Knowledge and Ideas																		
SL.1.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.				●	●	●	●	●	●	●	●							
SL.1.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.						●	●	●	●	●	●							
SL.1.6: Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
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.			X			X				●	●	X			X			
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.			X	●	●	X				●	●	X			X			
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., *I named my hamster Nibblet because she nibbles too much because she likes that*).			X	●	●	X				●	●	X			X			

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
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.																X	X	
Production and Distribution of Writing																		
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.																●	●	
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).																X	X	
W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		●	●							●		●	●	●	●	X	X	

Launching Grade 2

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.		X	X		X	X		X	X		X		X	X	X	X	X	
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		X									X		X					
RL.2.3: Describe how characters in a story respond to major events and challenges.	X	X	X					X	X									
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.					X	X									X	X	X	
RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.											X							
Integration of Knowledge and Ideas																		
RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.											X							
Range of Reading and Level of Text Complexity																		
RL.2.10: By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●		●		●	●		●	●	●	●	●	●	●	●	●	●	

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.				X		X	X					X			X			X
RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.																		X

Launching Grade 2

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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*.						X												
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 quickly and efficiently.				X			X					X						X
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																		X
Integration of Knowledge and Ideas																		
RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).																		X
Range of Reading and Level of Text Complexity																		
RI.2.10: By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				●			●					●						●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	●	X	X	X
SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.	X	X	X	X	X	X	X	X			X	X	X	X	●	X	X	X
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.				X				X				X						
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Launching Grade 2

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.2.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																		
L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
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.					X									X				
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*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Research to Build and Present Knowledge																		
W.2.8: Recall information from experiences or gather information from provided sources to answer a question.							●		●									

Fiction Grade 2

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		X			X				X			X						
RL.2.3: Describe how characters in a story respond to major events and challenges.						X	X	X	X	X								
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.			X	X							X		X					X
RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		X					X			X						X	X	
RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.						X								X	X	X		
Integration of Knowledge and Ideas																		
RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.	X			X			X				X						X	X
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.		X						X										
Range of Reading and Level of Text Complexity																		
RL.2.10: By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Fiction Grade 2

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.		●	●		●			●		●								
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.2.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																		
L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
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*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
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.			●		●		●					●					●	

Nonfiction Grade 2

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.								X				X	X			X		
RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.					X			X		X				X				
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*.				X	X	X											X	
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 quickly and efficiently.		X	X			X					X		X	X			X	
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.							X		X	X					X	X		X
Integration of Knowledge and Ideas																		
RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).		X	X								X			X				
RI.2.8: Describe how reasons support specific points the author makes in a text.							X	X				X				X		X
Range of Reading and Level of Text Complexity																		
RI.2.10: By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Nonfiction Grade 2

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Presentation of Knowledge and Ideas																		
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.2.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																		
L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
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.						X											X	
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*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Research to Build and Present Knowledge																		
W.2.8: Recall information from experiences or gather information from provided sources to answer a question.										●					●			

Poetry Grade 2

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.				X	X	●	X	X		●	●	X		X		X	●	●
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.														X		X		
RL.2.3: Describe how characters in a story respond to major events and challenges.														●				
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.			X			X	●	X	X	X	X	X	X					●
RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		X						X				X	X	X		●		
RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			●	X				X								X		
Integration of Knowledge and Ideas																		
RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.	X	X	●	●		X	X	X	●	●	●	●	●	●	X	●		X
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.								X										
Range of Reading and Level of Text Complexity																		
RL.2.10: By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		●	●	●	●	●	●	●	●	●	●	●		●		●	●	

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Integration of Knowledge and Ideas																		
RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).																	X	
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.																	X	

Poetry Grade 2

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.		X	X			●	●	●	X	●	X		●	●	X	X		X
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.					X			●										
Presentation of Knowledge and Ideas																		
SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				X	●	●		●	●		●	●	●					X
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.			X										●		X			X
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.2.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
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.			●			X	●	●	X	X	X	X						
L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.						X			X	X	X		X					
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).	●	●	●	●	●	●	●	●	●	●	●	X	●	●	●	●	●	●

Poetry Grade 2

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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).	X																	

Communities: Urban, Suburban, and Rural Grade 2

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
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.				X				X	X									
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.								X										
RL.2.3: Describe how characters in a story respond to major events and challenges.				X														
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.									X									
Integration of Knowledge and Ideas																		
RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.				X				●										
Range of Reading and Level of Text Complexity																		
RL.2.10: By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				●				●	●									

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
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.	X	X	X		X	X	X			X	X	X	X	X	X	X	●	●
RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.						X	X											

Communities: Urban, Suburban, and Rural Grade 2

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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*.	●	X			X	X	●											
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 quickly and efficiently.	X	X	●		X	X	●											
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.						●	●											
Integration of Knowledge and Ideas																		
RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).										X	X	X	X	X				
RI.2.8: Describe how reasons support specific points the author makes in a text.																X		●
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.															X	X	●	
Range of Reading and Level of Text Complexity																		
RI.2.10: By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●		●	●	●			●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Presentation of Knowledge and Ideas																		
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Communities: Urban, Suburban, and Rural Grade 2

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.2.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X
L.2.2: Observe conventions of capitalization, punctuation, and spelling when writing.																	X	X
Vocabulary Acquisition and Usage																		
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.		X			X	X	●											
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*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.																		X
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.																	X	
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).	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
W.2.8: Recall information from experiences or gather information from provided sources to answer a question.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Characteristics of Good Citizenship Grade 2

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.					X	X					X	X	X					
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.						X					X	X	X					
RL.2.3: Describe how characters in a story respond to major events and challenges.					X													
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.						X					X	X	X					
Integration of Knowledge and Ideas																		
RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.					X	X												
Range of Reading and Level of Text Complexity																		
RL.2.10: By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.					●	●					●	●	●					

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	X	X	X	X			X	X	X	X				X	X	X	X	X
RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.				X			X	X										
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*.	X	X		X			X	X	X									

Characteristics of Good Citizenship Grade 2

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Craft and Structure																		
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 quickly and efficiently.	X	X	X	X			X	X		X								
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	X	X	X	X			X	X	X					X				
Integration of Knowledge and Ideas																		
RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).							X			X				X				
RI.2.8: Describe how reasons support specific points the author makes in a text.			X													X		
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.								X							X	X		
Range of Reading and Level of Text Complexity																		
RI.2.10: By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●			●	●	●	●				●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.	X	X	X	X	X	X	X	X	●	X	X	X	X	●	X	X	●	●
SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.	X	X	X	X	X	X	X	X	●	X	X	X	X	●	X	X	●	●
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.															●			
Presentation of Knowledge and Ideas																		
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	●	●

Characteristics of Good Citizenship Grade 2

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.2.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	X	X	●	●	●	●	●	●	●	●	●	●	●	X
L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.									●	●	●	●	●	●		●	●	X
Vocabulary Acquisition and Usage																		
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.		X		●					X									
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*).	●	●	●	●	X	X	●	●	X	●	●	●	●	●	●	●	●	X

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
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.																	X	X
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).	X	X	X	X	X	X	X	X	●	●	●	●	●	●	●	●	X	X
W.2.8: Recall information from experiences or gather information from provided sources to answer a question.	X	X	X	X	X	X	X	X	●	●	●	●	●	●	●	●	X	X

Patterns in the Natural World Grade 2
Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
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.				X	X													
RL.2.3: Describe how characters in a story respond to major events and challenges.				X														
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.					X													
Integration of Knowledge and Ideas																		
RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.				X														
Range of Reading and Level of Text Complexity																		
RL.2.10: By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				●	●													

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	x	x	x			x	x	x	x		x	x	x	x	x	x	x	●
RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.							x	x					x	x		x		
RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	x	x	x			x	x	x	x	x	x	x		x	x	x		
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*.	x	x	x			x	x	x		x			x	x	x	x		
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 quickly and efficiently.		x	x			x	x	x	x		x	x	x		x	x	x	●
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.							x	x			x	x	x	x	x	x	x	●
Integration of Knowledge and Ideas																		
RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).			x			x	x	x	x				x			●		
RI.2.8: Describe how reasons support specific points the author makes in a text.											x	x	x	x	x			
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.											x	x						
Range of Reading and Level of Text Complexity																		
RI.2.10: By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●			●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Comprehension and Collaboration																		
SL.2.1: Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.	x	x	x	x	x	x	x	x	●	●	●	●	●	●	●	●	●	x
SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.	x	x	x	x	x	x	x	x	●	●	●	●	●	●	●	●	●	●
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.	x	●	x	x	x	x	x	●	x	x	●	●	●	●	●	●	●	x
Presentation of Knowledge and Ideas																		
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Conventions																		
L.2.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	x
L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	x
Vocabulary Acquisition and Usage																		
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.	x	x	x	x	x	x	x	x		●								
L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.										x								
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*).	●	●	●	●	●	●	●	●	●	x	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Text Types and Purposes																		
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.																	●	✕
Production and Distribution of Writing																		
W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.																		✕
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.	●	●	●	●	●	●	●	●	✕	●	✕	✕	✕	✕	✕	✕	✕	✕

Launching Grade 3

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	X	X	X		X			X	X	X		X	X		X	X	X	
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.								X		X			X			X		
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.	X	X	X		X										X	X		
Craft and Structure																		
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.								X	X							X		
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, in the grades 2–3 text complexity band independently and proficiently.	●	●	●		●			●	●	●		●	●		●	●	●	

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.				X		X	X				X			X				X
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.				X		X					X							
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*.														X				
RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.																		X

Launching Grade 3

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Integration of Knowledge and Ideas																		
RI.3.7: Use information gained from illustrations, other visual elements (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).				X														X
Range of Reading and Level of Text Complexity																		
RI.3.10: By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.				●		●	●				●			●				●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	X	X	X	X	X	●	●	X	X	X
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.			X	X		X		X	X	X	X	X	X				X	X
SL.3.3: Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.						X		X										
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.					X	X												
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Launching Grade 3

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.3.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	X	●	●	●	●	●	●	●	●	●
L.3.3: Use language to achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
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.						X								X				
L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	●	●	●	●	●	●	X	●	X	●		X	●		●	●	●	

Fiction Grade 3

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
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.		X	X	X	X						X		X	X	X			
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.				X		X			X	X						X	X	X
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.								X			X							
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.		X											X			X		X
RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.								X							X			
Integration of Knowledge and Ideas																		
RL.3.7: Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).							X		X			X						
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).				X													X	
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, in the grades 2–3 text complexity band independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.			●	●	●	●		●					●					

Fiction Grade 3

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Presentation of Knowledge and Ideas																		
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.3.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																		
L.3.3: Use language to achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.											X							
L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.											X							
L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
W.3.1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.								●		●								
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.						●		●		●			●	●		●	●	●

Nonfiction Grade 3

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.					X		X	X	X	X			X	X	X	X		X
RL.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.				X				X					X					
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*.				X	X	X											X	
RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.		X	X			X					X	X						
RL.3.6: Distinguish their own point of view from that of the author of a text.							X	X										X
Integration of Knowledge and Ideas																		
RI.3.7: Use information gained from illustrations, other visual elements (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).		X	X	X							X	X	X					
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).				X	X							X		X	X	X		
Range of Reading and Level of Text Complexity																		
RI.3.10: By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●

Nonfiction Grade 3

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.3.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																		
L.3.3: Use language to achieve particular effects when writing or speaking.																		
Vocabulary Acquisition and Usage																		
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.						X											X	
L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.													●					
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.	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●

Poetry Grade 3

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.		X	X	X	X		X	X	●		●	X	X	●	X	X	X	X
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.				X				●				X	●	X	X		X	X
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.					●			●									X	
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.		X	X		X	X	●				X	X		X	X	X		X
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.	X							X	X	X		X	X			X	X	X
RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.				X	●									X		X		X
Integration of Knowledge and Ideas																		
RL.3.7: Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).	X	●	X	●	●		●			X	●	●	X	●	●	X	●	X
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).								X										
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, in the grades 2–3 text complexity band independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Poetry Grade 3

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.	X	X	X	X				X	●	X		X	X	X	X	X	X	X
SL.3.3: Ask and answer questions about information from a speaker's point of view, offering appropriate elaboration and detail.	●				●			X						●	●			
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.		X	●															
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	X								

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.3.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.3.3: Use language to achieve particular effects when writing or speaking.	●	●	●	●	●	●	X	●	●	●	●	X	X	X	X	X	X	X
Vocabulary Acquisition and Usage																		
L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.						X	X		X	X	X							
L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.		●				X					X			X				●
L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	●	●	●	●	●	X	X	●	●	●	●	●	●	●	●	●	●	●

Poetry Grade 3

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Communities Past and Present Grade 3

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML 11	ML 12
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.	X		X	X				X		X	X									
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.	X		X	X						X	X									
Craft and Structure																				
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.											●									
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, in the grades 2–3 text complexity band independently and proficiently.	●		●	●				●		●	●									

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML 11	ML 12
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.		X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.		X	X		X	X	X	X	X	X				X						
RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.							X													

Communities Past and Present Grade 3

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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*.		X				X														
RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.		X			X	X														
RI.3.6: Distinguish their own point of view from that of the author of a text.							X									X				
Integration of Knowledge and Ideas																				
RI.3.7: Use information gained from illustrations, other visual elements (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).		X			X	X	X		X	X		X	X	X	X	X	X	X	X	X
RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.			X			X		X	X	X					X	X	X	X		
Range of Reading and Level of Text Complexity																				
RI.3.10: By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.		●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Comprehension and Collaboration																				
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.3.3: Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.																		●		

Communities Past and Present Grade 3

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.							●								X			X	X	X
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Conventions																				
L.3.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.3.2: Observe conventions of capitalization, punctuation, and spelling when writing.																		●	●	●
Effective Language Use																				
L.3.3: Use language to achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																				
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.		X				●														
L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

U.S. Government - Fundamental Concepts Grade 3

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.	X							X				X								
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.	X							X				X								
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.	X							X												
Craft and Structure																				
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.	X																			
Integration of Knowledge and Ideas																				
RL.3.7: Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).	X																			
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, in the grades 2–3 text complexity band independently and proficiently.	●							●				●								

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.		X	X	X	X	X	X		X	X	X		X	X	X	X	●	●	●	●
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.			X	X	X	X	X		X	X	X		X	X	X	X				
RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			X	X	X		X							X		X				

U.S. Government - Fundamental Concepts Grade 3

X = Lesson Focus | ● = Reinforced

SCHOOLWIDE

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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*.		X				X	X									X				
RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.		X			X	X														
Integration of Knowledge and Ideas																				
RI.3.7: Use information gained from illustrations, other visual elements (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).		X	X	X	X	X	X						X	X	X			●	●	●
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).						X														
RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.				X												X				
Range of Reading and Level of Text Complexity																				
RI.3.10: By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.		●	●	●	●	●	●		●	●	●		●	●	●	●				

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Comprehension and Collaboration																				
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	●	●	●
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	●	●	●
SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.																	X	●	●	●
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.							●										X	●	●	●
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

U.S. Government - Fundamental Concepts Grade 3

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Conventions																				
L.3.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																				
L.3.3: Use language to achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																				
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.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	X	X

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Text Types and Purposes																				
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																		X	X	X
Research to Build Knowledge																				
W.3.7: Conduct short research projects that build knowledge about a topic.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
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.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Plants and Animals Adapt to Survive Grade 3 Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.						X	X					X								
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.												X								
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.												X								
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.						X	X													
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, in the grades 2–3 text complexity band independently and proficiently.						●	●					●								

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	●	●	●
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.				X	X	X	X	●		X	X		X	X	X	X	X	●	●	●
RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.								X					X	X	X	X				

READING STANDARDS FOR INFORMATIONAL TEXT
CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
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*.	x	x	x	x	x	●	●	x	x		●		x	●	●	●	●	●	●	●
RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.		x	x	●	x			x		●										
RI.3.6: Distinguish their own point of view from that of the author of a text.															●					
Integration of Knowledge and Ideas																				
RI.3.7: Use information gained from illustrations, other visual elements (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).		x	x	●	x			x		x			x	x	x	x	x	●	x	x
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).								x						x	x					
RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.						x	x			x	x		x							
Range of Reading and Level of Text Complexity																				
RI.3.10: By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Comprehension and Collaboration																				
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	●	●	●
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.	●	●	●	X	X	X	X	X		X	X	X	X	X	X	X	X	●	●	●
SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	●	●	●
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.											X	X	X	X	X	X	X	●	●	●
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Conventions																				
L.3.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	X
L.3.2: Observe conventions of capitalization, punctuation, and spelling when writing.																				X
Effective Language Use																				
L.3.3: Use language to achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	X
Vocabulary Acquisition and Usage																				
L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.	X	X	X	●	●	●	●	●	X		●		X							
L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.											X									
L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	X	X	X	X	X	X	X	X	●	X	X	X	X	X	X	X	X	X	X	X

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Text Types and Purposes																				
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																	x	x	x	x
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.)																		x	x	x
W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.																			x	x
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.																				●
Research to Build and Present Knowledge																				
W.3.7: Conduct short research projects that build knowledge about a topic.	●	●	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
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.	●	●	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
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.	●	●	●	●	●	●	●	●	x	x	●	●	●	●	●	●	●	●	●	●

Launching Grade 4

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	X	X	X					X	X	X					X	X	X	
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	X	X	X		X			X	X							X	X	
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).		X			X			X							X	X		
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), drawing on a wide reading of classic myths from a variety of cultures and periods.					X													
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.	●	●	●		●			●	●						●	●	●	

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.			X	X			X				X	X	X	X				X
RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.				X		X	X				X	X						X
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.				X		X	X				X							
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*.													X	X				

Launching Grade 4

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READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Integration of Knowledge and Ideas																		
RI.4.7: Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.				X														X
RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.													X					
Range of Reading and Level of Text Complexity																		
RI.4.10: By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.				●		●	X				●	●	●	●				●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	X	X	X	X	X		●	X	X	X
SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.	X	X	X	X	X	X	X	X		X						X		
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.	X	X	X		X	X	X	X					X					
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.	X	X	X		X	X	X	X				X						

Launching Grade 4

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LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.4.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																		
L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
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.					X	●								X				
L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●		●						●			●					●	
L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and words and phrases basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Research to Build and Present Knowledge																		
W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.									X			X						
Presentation of Knowledge and Ideas																		
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.	●			●		●	●	●	●	●			●			●	●	●

Fiction Grade 4

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.				X	X		X			X					X		X	X
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).						X			X	X	X	X		X		X	X	
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), drawing on a wide reading of classic myths from a variety of cultures and periods.		X				X		X					X					
RL.4.5: Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.		X															X	X
RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.			X															
Integration of Knowledge and Ideas																		
RL.4.7: Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop.							X										X	
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.					X													X
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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Fiction Grade 4

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.4.1: Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.4.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																		
L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
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.								X										
L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														●				
L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and words and phrases basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Research to Build and Present Knowledge																		
W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.										●								
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.						●	●	●		●		●	●	●		●	●	●

Nonfiction Grade 4

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.			X				X	X		X	X	X	X			X	X	X
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.					X			X					X					
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*.				X	X	X					X				X			
RI.4.5: Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.				X	X							X	X	X				
Integration of Knowledge and Ideas																		
RI.4.7: Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.		X	X						X	X	X							
RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.							X					X				X	X	
RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.																		X
Range of Reading and Level of Text Complexity																		
RI.4.10: By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Nonfiction Grade 4

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.4.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																		
L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																		
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.						X					X				X			
L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and words and phrases basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.														●				
W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.											●							
Research to Build and Present Knowledge																		
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.																	●	●
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.		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Poetry Grade 4

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	●		●	X	X			X	X	X	X	X		X	X		X	X
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.				X	X	X	●				●	X	X	X	X	X		X
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).														X				
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), drawing on a wide reading of classic myths from a variety of cultures and periods.		X	X		X				X	X	X		X		X	X		X
RL.4.5: Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.	X	X				X	●	X		X	X	X					●	X
RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.					●									X	X			
Integration of Knowledge and Ideas																		
RL.4.7: Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop.	X	●	X				X						X			X	●	X
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.								X										
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.	●	●	●	X	●	X	X	X	X	X	X	X	X	X	X	X	X	X

Poetry Grade 4

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	●	X	●	●	●	●	●	●	●	●	●	●
SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.	X	X	X			●	X						X		●	X		●
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.				X												●		
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.4.6: 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. (See standards 1–3 in Language, pages 26–31, for specific expectations).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Conventions																		
L.4.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																		
L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.	●	X	X	X	X	X	X			●	X				X	X	●	X
Vocabulary Acquisition and Usage																		
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.							●		X	X	X						X	
L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		X	X		X	●			X	X	X		X		X		X	X
L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and words and phrases basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	●	●	●	X	X	X	X	X	X	X	X	●	●	●	●	●	●	●

Poetry Grade 4

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Communities Adapt to Their Environment Grade 4

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
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.								X	X											
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.								X	X											
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).								X												
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.								●	●											

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
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.	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X
RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X
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.				X	X	X	X			X	X	X	X	X	X	X	X	X	X	X

Communities Adapt to Their Environment Grade 4

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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*.						X														
RI.4.5: Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.						X														
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.										X	X		X		X					
Integration of Knowledge and Ideas																				
RI.4.7: Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.	X	X	X			X	X			X	X	X	X	X	X	X	X	X	X	X
RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.							X								X	X	X			
RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.										X	X	X	X							
Range of Reading and Level of Text Complexity																				
RI.4.10: By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	●	●	●	●	X	●	●			●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Comprehension and Collaboration																				
SL.4.1: Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.								X												

Communities Adapt to Their Environment Grade 4

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.	X		X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X
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. (See standards 1–3 in Language, pages 26–31, for specific expectations).																	X	X	X	X

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Conventions																				
L.4.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	X	●	●	●	●	●	●	●	●	●
Effective Language Use																				
L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	X	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																				
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.		X				●											●			
L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and words and phrases basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	●	●	●	●	●	●	●	●	●	●	X	●	●	●	●	●	●	●	●	●

Communities Adapt to Their Environment Grade 4

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Text Types and Purposes																				
W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.								●											X	X
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.)																			X	X
W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.																			X	X
Research to Build Knowledge																				
W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
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.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
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.	●	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Colonial America Grade 4

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.				X	X									X						
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.				X	X									X						
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).				X																
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*), drawing on a wide reading of classic myths from a variety of cultures and periods.					X															
Integration of Knowledge and Ideas																				
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.					X															
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.				●	●									●						

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.	X	X	X			X	X	X	X	X	X	X	X		X	●	●	●	●	X
RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	X	X	X			X			X	X	X	X	X		X	●	●	●		X
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.	X	X				X	X	X	X	X	X	X	X		X	●	●	●	●	X

Colonial America Grade 4

X = Lesson Focus | ● = Reinforced

SCHOOLWIDE

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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*.			X				X													
RI.4.5: Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.								X	X	X			X							
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.											X				X	●				
Integration of Knowledge and Ideas																				
RI.4.7: Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.	X	X	X				X	X			X	X			X	●	●	●		X
RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.													X		X	●				X
RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.											X				X	●			●	
Range of Reading and Level of Text Complexity																				
RI.4.10: By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	●	●	●			●	●	●	●	●	●	●	●		●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Comprehension and Collaboration																				
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	X	X	X	X	X	X	X	X	●	●	X	X
SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.	●		●	●	●	●	●	●	X	X	X	X	X	X	X	X	●	●	X	X
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.	●		X	●			X		X	X			X	X	X	X	●	●	X	X
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. (See standards 1–3 in Language, pages 26–31, for specific expectations).																	●	●		

Colonial America Grade 4

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Conventions																				
L.4.1: Demonstrate command of the conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	●	●
Effective Language Use																				
L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	●	●
Vocabulary Acquisition and Usage																				
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.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Text Types and Purposes																				
W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																	X	X		
Research to Build Knowledge																				
W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	●	X	X	●	●
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.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	●	X	X	●	●
W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	●	X	X	●	●
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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Roles of Plants and Animals in Ecosystems Grade 4 Common Core State Standards Alignment

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.							X		X											
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.							X		X											
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).									X											
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*), drawing on a wide reading of classic myths from a variety of cultures and periods.							X													
RL.4.5: Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.							X		X											
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.							●		●											

SCHOOLWIDE

Roles of Plants and Animals in Ecosystems Grade 4 Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.	X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X
RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.					X	X		X			X	X	X	X	X	●	X			
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.	X	X	X	X	X	X		X		X	X	X	X	X	X	X		X	●	●
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*.	X	X	X	X	X	X				X		●	X	X	X	●	●	●	●	●
RI.4.5: Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.				X	●			X					X	X						
Integration of Knowledge and Ideas																				
RI.4.7: Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.		X	X	X	X	X				X										
RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.								X			X		X	X	X	●	●	X	●	●
RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.											X	X				X		X	X	X
Range of Reading and Level of Text Complexity																				
RI.4.10: By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●	●		●		●	●	●	●	●	●	●	●	●	●	●

SCHOOLWIDE

Roles of Plants and Animals in Ecosystems Grade 4 Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Comprehension and Collaboration																				
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.	●	●	●	●	X	●	●	●	●		X	X	●	●	●	●	●	●	●	●
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.	●	●	●	●	●	●	●	●		●	X	X	X	X	X	X	X	X	X	X
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.					●	●	●	●	●		X	X	X	X	X	X	X	X	X	X
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. (See standards 1–3 in Language, pages 26–31, for specific expectations).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Roles of Plants and Animals in Ecosystems Grade 4 Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Conventions																				
L.4.1: Demonstrate command of the conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X
L.4.2: Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.																				X
Effective Language Use																				
L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X
Vocabulary Acquisition and Usage																				
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.	X	X	X	X	X	X	X	X	●	X	●	●	●	●	X					
L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										X										
L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and words and phrases basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	X	X	X	X	X	X	X	X	●	X	X	X	X	X	X	X	X	X	X	X

Roles of Plants and Animals in Ecosystems Grade 4 Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Text Types and Purposes																				
W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.																		X	X	X
W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																		X	X	X
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.)																		X	X	X
W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.																		X	X	X
Research to Build and Present Knowledge																				
W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
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.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	X

Launching Grade 5

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Range of Reading and Level of Text Complexity																		
RI.5.10: By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.																	X	

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X		X	X	X	●	●		●	●	
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.			X	X		X		X			X							
SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)						X					X	X						

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
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.				X	X													
L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																X		
L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).													X					

Launching Grade 5

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
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.		X	X	X	X	X	X	X			X	X		●				
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.	X	X	X		X	X	X	X					X	X		X		
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).								X					X	X				
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.					X											X		
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.																X		
RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.				X														
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.											X							
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, in the grades 4–5 text complexity band independently and proficiently.			X		X				X	X	X				X	X		X

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
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.																	X	
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.																	X	
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.																	X	

Launching Grade 5

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.					●						●					●		

Fiction Grade 5

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.	X	X	X	X	X	X	●	●	X	X	●		X		X	X	X	X
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.							X	X	X			X	X	X			X	
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).			X	X		X						X						
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.								X			X					X		
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.		X								X	X			X	X			
RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.					X										X			
Integration of Knowledge and Ideas																		
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.																		X
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, in the grades 4–5 text complexity band independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	●	●	●		●			●	●	●
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.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●										

Fiction Grade 5

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
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.		●									●					X		
L.5.6: Acquire and use accurately grade-appropriate general academic and domainspecific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).					●		●				●			●		●	●	●

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Fluency																		
RF.5.4: Read with sufficient accuracy and fluency to support comprehension.															●			

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.		●		●	●			●					●	●	●		●	●

Nonfiction Grade 5

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.				●	●	●		X	X	X	X			●	X			
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.						X	X	X			X	X	X				X	
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.				X				X										
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*.					X											X		
RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.	X	X	X									X	X	X				
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.																		X
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.		X								X								
RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).							X	X										X
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.																		X
Range of Reading and Level of Text Complexity																		
RI.5.10: By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	●	●	●	●	●	●	●	●	●	X

Nonfiction Grade 5

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
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.					X											X	X	
L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	X	X	X									X	X	●		X		

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.				●		●		●										●

Poetry Grade 5

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.			X	X	●	●	X	X		X	X	X	X	X	X		X	X
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.	●			X				●				X		X	X	X	X	X
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.		X		●		X	X		X	X	X			X			●	●
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.	X											X	X					●
RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.				X	X											X		
Integration of Knowledge and Ideas																		
RL.5.7: Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).			X															
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.								X								X		
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, in the grades 4–5 text complexity band independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	●	●	●	X	X	X	●	X	●	●	●	●	●	●	●	●	●	●
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.				●	●			●										

Poetry Grade 5

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
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.			X			X	X		X	X				X			●	
L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		●				X	X		X	X	X			●				
L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).		●		●							●		●					

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
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.					●		●	●							●	●		●

Humans Affect the Environment Grade 5

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.	X								X											
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.	X								X											
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).																				
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.									X											
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.	●								X											
RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.									X											
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, in the grades 4–5 text complexity band independently and proficiently.	●								●											

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.		X	X	X	X	X	X	X		X	X		X	●				X		
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			●	●	●	●	●			X					X	X	X			
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.		●	●	●		X	X			X				●	●	●	X			

Humans Affect the Environment Grade 5

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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*.		X	●	●	X		●				X									
RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.						X	X			●										
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.										●		●			X	X				
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.													X		X	X				
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).						●						●		●			X	X	X	
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	●	●	●	●	●	●	●	X	●	●	●	●	●	●	X	X				
Range of Reading and Level of Text Complexity																				
RI.5.10: By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.		●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●		

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Comprehension and Collaboration																				
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) *on grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	●	●	●	X	●	●	●	X	●	●	●	●
SL.5.2: Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.	●		●	●	●	●	●	●	●	●		●								
SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.												●								

Humans Affect the Environment Grade 5

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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.	●	●	●	●	●	●	●	●	●	●						X	X			
SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Conventions																				
L.5.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●				●						●	●	●
L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing.																				●
Effective Language Use																				
L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.																	X	X	X	X
Vocabulary Acquisition and Usage																				
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.		X	●		X		●		●		●									
L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		●					●		●		●									
L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	●	X	●	●	●	●	●	●	●	●	X				●	●	●	●	X	●

Humans Affect the Environment Grade 5

X = Lesson Focus | ● = Reinforced

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Phonics and Word Recognition																				
RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Fluency																				
RF.5.4: Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Text Types and Purposes																				
W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.																●	X	X	X	X
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 #1–3.)																	X	X	X	X
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.																	X	X	X	X
Research to Build Knowledge																				
W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.																	X	X	X	X
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.																	X	X	X	X
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.	●		●	●		●		●	●		●			●	●	●	X	X	X	X

The American Revolution Grade 5

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
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.					X															
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.					X															
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.					●															
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.					●															
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, in the grades 4–5 text complexity band independently and proficiently.					●															

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
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.	X	X	X	X		X	X	X	X	X	X	X		X	X		X	X	X	X
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X	X						X	X						X	X	X			
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.	X	X	X				X			X	X						X			

The American Revolution Grade 5

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
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*.	●	●	●	X		X	●	X	X	●	●			●	●					
RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.													X				●	X		
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		X								X			●							
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.												X		X	X	X				
RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).														●						
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.												X	X		X	X				
Range of Reading and Level of Text Complexity																				
RI.5.10: By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Comprehension and Collaboration																				
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	●	●	●	X	●	●	●	●	●	●	●	●

The American Revolution Grade 5

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Conventions																				
L.5.1: Observe conventions of grammar and usage when writing or speaking.																				●
L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing.																	●	●	●	●
Effective Language Use																				
L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.																	●	●	X	X
Vocabulary Acquisition and Usage																				
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.	●	●	●	X	●	X	●	X	X	●	●			●	●					

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Fluency																				
RF.5.4: Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				

The American Revolution Grade 5

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Text Types and Purposes																				
W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																	X	X	X	X
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 #1–3 above.)																	X	X	X	X
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.																	X	X	X	X
Research to Build Knowledge																				
W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.														X	X	X	X	X	X	X
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.														X	X	X	X	X	X	X
W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.																	X	X	X	X
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.	●	●	●	●	●	●	●	●	●	●	●	X	●	●	●	●	X	X	X	X

Ecosystems: The Human Impact Grade 5 Common Core State Standards Alignment

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
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.											X									
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.											X									
Integration of Knowledge and Ideas																				
RL.5.7: Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).											X									

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
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.	X	X	X	X	●	●	X			X		X	X							
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X	X	X		X	X				X		X	X			●				
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.			X	X	X	X			X				●	X		X				

Ecosystems: The Human Impact Grade 5
Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT
CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
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*.	●	●	X	●	●	●	●	●	X		●	●	●							
RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.														X		●				
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.														X						
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).	●	●			X	X						X				X				
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		●	●	●	●	●	●	●						X	X		X	X	X	X
Range of Reading and Level of Text Complexity																				
RI.5.10: By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

SCHOOLWIDE

Ecosystems: The Human Impact Grade 5 Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Comprehension and Collaboration																				
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	●	●	●	●	●	●	X	X	●	●	●	●
SL.5.2: Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.	●	●	●	●	●	●	●	●					X			●				
SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.																●				
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.	X	X	X	X	X	X	X	X								●				
SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to 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. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	X	X	X	X	X	X	X	X	●	●	●	●	●	●	●	●	●	●	●	●

Ecosystems: The Human Impact Grade 5
Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Conventions																				
L.5.1: Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.5.2: Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.																	●	●	●	●
Effective Language Use																				
L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.																	X	X	X	X
Vocabulary Acquisition and Usage																				
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.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			●								●									
L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).			X						X	●	●	●	●				●			

FOUNDATIONAL SKILLS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Phonics and Word Recognition																				
RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				
Fluency																				
RF.5.4: Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●					

Ecosystems: The Human Impact Grade 5 Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Text Types and Purposes																				
W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.																	X	X	X	X
W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																	X	X	X	X
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 #1–3 above.)															●		X	X	X	X
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.															●		X	X	X	X
W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.																				●
Research to Build Knowledge																				
W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.															●	X	X	X	X	X
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.															●	X	X	X	X	X
W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.															●	X	X	X	X	X
Research to Build Knowledge																				
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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	X	X	X

Launching Grade 6

X = Lesson Focus | ● = Reinforced

SCHOOLWIDE

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		X			X		X	X			X	X		X		X		
RL.6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.	X	X		X	X	X	X	X					X	X		X		
RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.													X	X				
Craft and Structure																		
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.				X												X		
RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.														X				
Integration of Knowledge and Ideas																		
RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.											X							
Range of Reading and Level of Text Complexity																		
RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.									X	X	X				X	X		X

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			X														X	
RI.6.2: Determine a central idea of a text and analyze its development over the course of the text; summarize the text.																	X	
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			X															
Range of Reading and Level of Text Complexity																		
RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.										X	X				X		X	X

Launching Grade 6

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade *6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X		X	●	X	●	●			●	
Presentation of Knowledge and Ideas																		
SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.											X	X						
SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)											X							

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.				X														
L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																●		
L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.													X	●				

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Range of Writing																		
W.6.10: 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.											●							

Fiction Grade 6

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X			X	X	X	X		X	X			●	●	X
RL.6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.					X		X	X		X					X			X
RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.				X	X	X				X	X		X			X		
Craft and Structure																		
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.						X								X	X			
RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		X					X				X	X		X			X	
RL.6.6: Explain how an author establishes and develops the point of view of the narrator or speaker in a text.		X	X												X			
Integration of Knowledge and Ideas																		
RL.6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.																	X	
RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.																	X	
Range of Reading and Level of Text Complexity																		
RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Range of Reading and Level of Text Complexity																		
RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

Fiction Grade 6

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	●	●	●	●	●	●	●	●	●	●
Presentation of Knowledge and Ideas																		
SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	●	●	●	●	●	●	●	●										
SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	●	●	●	●	●	●	●	●										

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.														X				
L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														X				
L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.					●		●								●	●		

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																		
W.6.10: 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.		●	●		●			●					●				●	●

Nonfiction Grade 6

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●			X	●	X	●		X	X					X			
RI.6.2: Determine a central idea of a text and analyze its development over the course of the text; summarize the text.				X			X	X			X	X	X			X	X	
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).							X			X								X
Craft and Structure																		
RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.					X			X	X					X	X			
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		X	X						X		X	X	X				X	
RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	X					X										X		X
Integration of Knowledge and Ideas																		
RI.6.7: Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.		X																
RI.6.8: Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.																	X	
Range of Reading and Level of Text Complexity																		
RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	●	●	●	●	●	●	●	●	●	●

Nonfiction Grade 6

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.					X			X						X	●			
L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.		●	X		X		●				X	●	X	●				

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Range of Writing																		
W.6.10: 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.	●						●		●			●			●	●		●

Poetry Grade 6

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X		X	X	X	●		X	●	●	●	●	X		X		●
RL.6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.				X	X			X			X		X	X		X	X	
Craft and Structure																		
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.		X	X	X		X	X		X	X			X	●	X	●	●	●
RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	X										X	X			●	●		
RL.6.6: Explain how an author establishes and develops the point of view of the narrator or speaker in a text.																	X	
Integration of Knowledge and Ideas																		
RL.6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.																		X
RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.								X										
Range of Reading and Level of Text Complexity																		
RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Poetry Grade 6

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.			X	X	X	X	X		X	●								
L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		●	X				●		X	X		●	●	●	●	●	●	●
L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.		X										●						

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Range of Writing																		
W.6.10: 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.	●				●			●		●		●	●			●	●	●

Culture Shapes Perspective Grade 6

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML 11	ML 12
Key Ideas and Details																				
RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.					X			X		X										
RL.6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.					X			●		X										
RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.					X			X												
Craft and Structure																				
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.										X										
RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.					X			●		X										
RL.6.6: Explain how an author establishes and develops the point of view of the narrator or speaker in a text.					X			X		X										
Integration of Knowledge and Ideas																				
RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.										●										
Range of Reading and Level of Text Complexity																				
RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					●			●		●										

Culture Shapes Perspective Grade 6

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML 11	ML 12
Key Ideas and Details																				
RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X		X	X		X	X		X		X	X		●			X	X		
RI.6.2: Determine a central idea of a text and analyze its development over the course of the text; summarize the text.	X		X	X		●	●				X			X	X	X	X			
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	X								X		X				●	●				
Craft and Structure																				
RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	●	X				X	●							X						
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.						●	X				X	X		X				X	X	X
RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.							●		●		●			X			X	●	●	●
Integration of Knowledge and Ideas																				
RI.6.7: Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.												X		X	X	X				
RI.6.8: Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.																	X	X	●	●
RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).															●	●				
Range of Reading and Level of Text Complexity																				
RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●		●	●		●	●	●	●	●	●	●	●	●	●	●	●

Culture Shapes Perspective Grade 6

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Comprehension and Collaboration																				
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	●	●	●	●	X	●	●	●	●	●	●	●
SL.6.2: Interpret information presented in graphical, oral, visual, or multimodal formats and explain how it contributes to a topic, text, or issue under study.												X								
SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.													●							
Presentation of Knowledge and Ideas																				
SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.													X		●	●				
SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Conventions																				
L.6.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X
L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing.																	●	●	●	●
Effective Language Use																				
L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.																	●	●	X	X
Vocabulary Acquisition and Usage																				
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.		X	●			●	●			X				●						
L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														●						
L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	X	X	●		●	X	●		●	●	●		●	●	●	●	X	X	X	X

Culture Shapes Perspective Grade 6

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML 11	ML 12
Text Types and Purposes																				
W.6.1: Write arguments to support claims with clear reasons and relevant evidence.																	X	X	X	X
Production and Distribution of Writing																				
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)																	X	X	X	X
W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.																	X	X	X	X
Research to Build Knowledge																				
W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	X	X
W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.																	●	●	●	●
W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.																	X	X	X	X
Range of Writing																				
W.6.10: 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.	●		●	●	●	●	●	●	●	●	●	●		●	●	●	X	X	X	X

Roots of Democracy Grade 6

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Key Ideas and Details																				
RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.										X										
RL.6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.										X										
Craft and Structure																				
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.										X										
RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.										●										
RL.6.6: Explain how an author establishes and develops the point of view of the narrator or speaker in a text.										●										

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Key Ideas and Details																				
RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X	X	X	X	X	●		X	●		●	●					
RI.6.2: Determine a central idea of a text and analyze its development over the course of the text; summarize the text.	●	●	●	X	●	X		X	X		X	X		X	X		X	●		
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	X	X	X		X				X								X	X		

Roots of Democracy Grade 6

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Craft and Structure																				
RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	●	●	●	X	●	X	X	X	●					●	●					
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			X	X		X		X									X	X		
RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				X				X	X		X			●	●		X	X		
Integration of Knowledge and Ideas																				
RI.6.7: Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.	●	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	●	●	●	●
Range of Reading and Level of Text Complexity																				
RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Comprehension and Collaboration																				
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	●	●	●	X	●	●	●	●	●	●	●	●
SL.6.2: Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.							●				X									
Presentation of Knowledge and Ideas																				
SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.												X								
SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.																				●
SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Roots of Democracy Grade 6

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Conventions																				
L.6.1: Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●									●	●	●	●
L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing.																		●	●	●
Effective Language Use																				
L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.																	●	●	X	X
Vocabulary Acquisition and Usage																				
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.			X	X	●	X	X	X		X				●	●					
L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										X										
L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.			X	X	X	X	X	X	●	X				●	●				●	X

Roots of Democracy Grade 6

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Text Types and Purposes																				
W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.																X	X	X	X	X
Production and Distribution of Writing																				
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)																	X	X	X	X
W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.																	X	X	X	X
Research to Build Knowledge																				
W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.													X	X	X	X	X	X	X	X
W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.													X	X	X	X	X	X	X	X
W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.													X	X	X	X	X	X	X	X
Research to Build Knowledge																				
W.6.10: 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.					●						X		X	X	X	X	X	X	X	X

Cells Grade 6
Common Core State Standards Alignment

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Craft and Structure																				
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.					●															

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Key Ideas and Details																				
RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X		X	X		X	X	X		X	X									
RI.6.2: Determine a central idea of a text and analyze its development over the course of the text; summarize the text.	X					X	X	X			X	X		●						
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			●				X	X		●		X	X	X						
Craft and Structure																				
RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		●							●	●										
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			X			X		X		●	X	X		X						
Integration of Knowledge and Ideas																				
RI.6.7: Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.			●	X	X	●							X		X	X	●	●	●	●
RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).															X					

SCHOOLWIDE

Cells Grade 6
Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT
CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Range of Reading and Level of Text Complexity																				
RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Comprehension and Collaboration																				
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	X	●	●	X	●	●	X	●	X	X	X	X
SL.6.2: Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.			●	X	X				X				●		X	●		X	X	X
Presentation of Knowledge and Ideas																				
SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.															●	●				X
SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.																X	X	X	X	X
SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X

SCHOOLWIDE

Cells Grade 6
Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	ML 11	ML 12
Conventions																				
L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●									●	●	X	X
L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																	●	●	X	X
Effective Language Use																				
L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.																	●	●	X	X
Vocabulary Acquisition and Usage																				
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		X	●	●	●	●	●	●	●	●	●	●	●	●						
L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.									X	X										
L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	●	X	●	X	X	X	X	X	X	X	●	●	X	X	●	●	●	X	X	X

Cells Grade 6
Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS	Interactive Read-Aloud Lessons								Mini-Lessons												
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Text Types and Purposes																					
W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.																X	X	X	X	X	
Production and Distribution of Writing																					
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)																	X	X	X	X	
W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.																	X	X	X	X	
W.6.6: Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others.																	X	X	X	X	
Research to Build Knowledge																					
W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.																X	X	X	X	X	
W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	X	X	X	
W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.										●	●	●	●	●	●	X	X	X	X	X	
Range of Writing																					
W.6.10: 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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	X	X	X	X	X	

Launching Grade 7

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Key Ideas and Details																		
RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●	X	X			X	X	X				●	X				X	
RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.			●				X	X			X	X	X				X	
RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		●	●				●					X	X					
Craft and Structure																		
RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.			●				●	X					X					
RL.7.5: Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning.								●									X	
Range of Reading and Level of Text Complexity																		
RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range.		●	●			●	●	●	X	X	●	●	●				●	X

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Key Ideas and Details																		
RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●			X	X									X	X	X		
RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.					X										X			
RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).				X														
Craft and Structure																		
RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.				X	X									X				

Launching Grade 7

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Integration of Knowledge and Ideas																		
RI.7.7: Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).																X		
Range of Reading and Level of Text Complexity																		
RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.				●	X				X	X	●			●	●	●		X

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Comprehension and Collaboration																		
SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	X	●	●			X	X	X	●		X		X					

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Vocabulary Acquisition and Usage																		
L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.					X									●				

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Range of Writing																		
W.7.10: 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.		●			●		●	●				●			●			

Fiction Grade 7
Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X	X		X	X	X	X	X	X	X	X		X		X
RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.							X	X		X				X				
RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	X	X	X	X		X				X			X	X				
Craft and Structure																		
RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.				X							X	X		X	X		X	
RL.7.5: Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning.	X	X	X		X	X	X				X	X	X	X			X	X
RL.7.6: Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.				X	X	X					X		X	X				
Integration of Knowledge and Ideas																		
RL.7.7: Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).																		X
RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		●				X										●		
Range of Reading and Level of Text Complexity																		
RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Craft and Structure																		
RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.				X								●						
Integrations of Knowledge and Ideas																		
RI.7.7: Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).																		X
RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.																		X
Range of Reading and Level of Text Complexity																		
RI.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Comprehension and Collaboration																		
SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 7 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	X	●	●	●	●	●	●	X	●	●
a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	X		X		X		X		X							X		
d Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.		X		X		X	X	X										
SL.7.2: Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study.															X			X
SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.																X		

SPEAKING AND LISTENING

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Presentation of Knowledge and Ideas																		
SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	●	●	●	●	●	●	●	●								X		
SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.																		X
SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	X	X	X	X	X	X	X	X	●	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Conventions																		
L.7.2: Observe conventions of capitalization, punctuation, and spelling when writing.		●	●		●	●												
Vocabulary Acquisition and Usage																		
L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.				X	X					X		X		X			X	
a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.										X		X				X	X	
c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.												●						
d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).										X		●						
L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.												X		X		X	X	
a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.																	X	
b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.												●						
L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.														X				

SCHOOLWIDE

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Text Types and Purposes																		
W.7.1: Write arguments to support claims with clear reasons and relevant evidence.													x					
Production and Distribution of Writing																		
W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		•	•		•	•												
Range of Writing																		
W.7.10: 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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Nonfiction Grade 7

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons										Mini-Lessons							
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8
Key Ideas and Details																		
RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	●	●	●	●	●	●		X	●	X	●	X	X	X	
RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.		●					X	X			X		X	X	X	●		
RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		●	●	●		X	●	X	●	●	X		●	●	●	●		
Craft and Structure																		
RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	●	X	X		X		X	●	X		●	X	●			●	●	
RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	X	●	●	X	●	●	●	●	●	●	X	●	●	X	●	X	X	
RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.							X	X	●		●	●	●	●	●	X	X	
Integration of Knowledge and Ideas																		
RI.7.7: Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).			●						●	X	●							
RI.7.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.																●	X	
RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.							●		X						●	●	X	
Range of Reading and Level of Text Complexity																		
RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X	X	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●

Nonfiction Grade 7

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons										Mini-Lessons							
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8
Comprehension and Collaboration																		
SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	X	●	●	●	●	●	●	X	●	●	X
SL.7.2: Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study.			X							X								
SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.											●							

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons										Mini-Lessons							
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8
Vocabulary Acquisition and Usage																		
L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.	●	●	X		X				●		●	●						
L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					X		●	●	●		●	●	●	●				
L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words.		●			X													

WRITING STANDARDS

	Interactive Read-Aloud Lessons										Mini-Lessons							
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8
Range of Writing																		
W.7.1: Write arguments to support claims with clear reasons and relevant evidence.		●				●	●	●	●	●	●	●	●		●	●	●	X

U.S. Immigration: 1840–1920 Grade 7

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons										Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA 10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																				
RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.											X									
RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.											X									
Craft and Structure																				
RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.											X									

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons										Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA 10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																				
RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	●	●	●	X	X	X	X	X		X	X	●	X	X	●	X		
RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.					●	X	X	X	X	X		X	X	X	●		X			
RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	X	X	●	●	●	●	●	●	X	X		X	X					X		
Craft and Structure																				
RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.			X	●	X	X	●	X		X					●				●	
RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.				X	X	●	X	X	X						●	●	X		X	

U.S. Immigration: 1840–1920 Grade 7

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons										Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA 10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Craft and Structure (cont.)																				
RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.				●	●	X	X	X		●	X	X			X				X	X
Integration of Knowledge and Ideas																				
RI.7.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.							●	●				X			●	●				X
RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.								X			X									
Range of Reading and Level of Text Complexity																				
RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			●	●	●	●	●	●												

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons										Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA 10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Comprehension and Collaboration																				
SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		●	●	●		●			●	●		●	●	●		●	●			X
SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.																				●

U.S. Immigration: 1840–1920 Grade 7

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons										Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA 10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																				
L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			X	●	●		●	●												
L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					●	●	●	●												
L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.			X		X	X	●	●		●	●									

WRITING STANDARDS

	Interactive Read-Aloud Lessons										Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA 10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Text Types and Purposes																				
W.7.1: Write arguments to support claims with clear reasons and relevant evidence.																X	X	X	X	
Production and Distribution of Writing																				
W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)																			X	
W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.																			X	
Research to Build Knowledge																				
W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.																●		●		
W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.																●		●		
W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				●	●	●	●	X	●	●	●	●	●	●						
Range of Writing																				
W.7.10: 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.		●		●	●	●	●	●	●	●	●	●	●	●						

Launching Grade 8

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	●	X	X			X	X	X				X	X				X	
RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.			●			●	X	X			X	X	X				X	
RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		●	●				●					X	X					
Craft and Structure																		
RL.8.4: Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.							●	X					X					
RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.								●									X	
Range of Reading and Level of Text Complexity																		
RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.	X	●	●					●	X	X	●	●	●				●	X

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Key Ideas and Details																		
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	●	X		X	X									X	X	X		
RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.					X										X			
RI.8.3: Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).				X														

Launching Grade 8

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Craft and Structure																		
RI.8.4: Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.				X	X									X				
RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.				●														
Integration of Knowledge and Ideas																		
RI.8.7: Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.																X		
Range of Reading and Level of Text Complexity																		
RI.8.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.				●	●				X	X	●			●	●	●		X

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Comprehension and Collaboration																		
SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	X	●	X			X	X	X	●		X		X					

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Vocabulary Acquisition and Usage																		
L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.					X									●				

Launching Grade 8

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS

	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10
Range of Writing																		
W.8.10: 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.		●			●		●					●			●			

Fiction Grade 8
Common Core State Standards Alignment

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE	Interactive Read-Aloud Lessons									Mini-Lessons								
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9
Key Ideas and Details																		
RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.							X						X	X		X	X	X
RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	X	X	X	X	X	X			X	X		X				X	X	X
Craft and Structure																		
RL.8.4: Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.					X			X	X	X	X			X	X	X		
RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	X	X	X	X		X						X	X	X		X	X	X
RL.8.6: Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.					X	X			X						X		X	
Integration of Knowledge and Ideas																		
RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.																	X	X
RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.						X									X			
Range of Reading and Level of Text Complexity																		
RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons									Mini-Lessons								
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9
Key Ideas and Details																		
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.							x											
Range of Reading and Level of Text Complexity																		
RI.8.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons									Mini-Lessons								
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9
Comprehension and Collaboration																		
SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			x	x			x	x	x	x		x			x	x	x	x
b Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.		x			x										x			
c Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas.															x	x	x	x
d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.					x		x								x	x	x	x
SL.8.2: Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.						x			x								x	x
Presentation of Knowledge and Ideas																		
SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	●	●	●	●	●	●	●	●	●			●		●	x	x		x
SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.																		x
SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	x	x	x	x	x	x	x	●	x	●	●	●	●	●	●	●	●	●

LANGUAGE STANDARDS

		Interactive Read-Aloud Lessons									Mini-Lessons								
		IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9
Conventions in Writing and Speaking																			
L.8.1:	Observe conventions of grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.8.2:	Observe conventions of capitalization, punctuation, and spelling when writing.		●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●
Effective Language Use																			
L.8.3:	Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary Acquisition and Usage																			
L.8.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.					X					X	X							
a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.											X							
b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).											X							
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).										X	X							
L.8.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										X	X			●		X	X	X
a	Interpret figures of speech (e.g. verbal irony, puns) in context.										X								
b	Use the relationship between particular words to better understand each of the words.										X	X							
L.8.6:	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

WRITING STANDARDS

	Interactive Read-Aloud Lessons									Mini-Lessons								
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9
Text Types and Purposes																		
Production and Distribution of Writing																		
W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		●	●	●		●	●	●	●	●	●	●	●		●	●	●	●
Research to Build and Present Knowledge																		
W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.																X	X	X
Range of Writing																		
W.8.10: 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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Nonfiction Grade 8

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons										Mini-Lessons							
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML8
Key Ideas and Details																		
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	●	●	●	●	●	●		X	X	X	●	X	X	X	
RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.		●		●			X	X			X		X	X	●	●		
RI.8.3: Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		●	●	●		X	●	●		●	X			●	X	●		
Craft and Structure																		
RI.8.4: Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.	●	X	X		X		X	●	X		●	X				●	●	
RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		●	●	X	X	●	●	X	X	●	X	X	●	X		X	X	
RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.							X	●	●			●	●			●	X	
Integration of Knowledge and Ideas																		
RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			X							X	●							
RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced.																●	X	
RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.																	X	
Range of Reading and Level of Text Complexity																		
RI.8.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.	X	X	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●

Nonfiction Grade 8

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons										Mini-Lessons							
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML8
Comprehension and Collaboration																		
SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	X	●	●	●	●	●	●	X	●	●	X
SL.8.2: Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.			●							●								
SL.8.3: Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.											●							

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons										Mini-Lessons							
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML8
Vocabulary Acquisition and Usage																		
L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	●	●	X		X			●	●			●						
L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					X		●		X			X	●					
L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.		●			X													

WRITING STANDARDS

	Interactive Read-Aloud Lessons										Mini-Lessons							
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML8
Range of Writing																		
W.8.10: 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.		●				●		●	●	●		●	●		●	●	●	X

The Women's Suffrage Movement Grade 8

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons										Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Key Ideas and Details																						
RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.											X											
RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.											X											
Craft and Structure																						
RL.8.4: Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.											X											
RL.8.6: Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.											X											
Range of Reading and Level of Text Complexity																						
RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.											X											

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons										Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Key Ideas and Details																						
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	●	X	X	X	X	X	X	X		X	●	X			●	X	X	X		
RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.				X	X	●	X	X	X	X		X	X	X			X	X				
RI.8.3: Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	X	X	●	X	X		●	●	X	X		X	●	●			●	●		X		

The Women's Suffrage Movement Grade 8

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons										Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Craft and Structure																						
RI.8.4: Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.	●		X		X	X	●	X	●	X		X						●		X	●	
RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.				●	X	X	●	●	X	X							X	X		X	X	
RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.				X	X	X	X	X		●	X	X					●	X		●	●	
Integration of Knowledge and Ideas																						
RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.					●						●	X				X						
RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced.					X		●	●				X				X		●				
RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.						●	X	X														
Range of Reading and Level of Text Complexity																						
RI.8.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.		●	●	X	●		●	X	●	X												

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons										Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Comprehension and Collaboration																						
SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.		X	X		●				X		X	X	X	X						●	X	X
SL.8.3: Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.																						X

The Women's Suffrage Movement Grade 8

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

SPEAKING AND LISTENING

CONTINUED

	Interactive Read-Aloud Lessons										Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Presentation of Knowledge and Ideas																						
SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.																						X
SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)																						X

LANGUAGE STANDARDS

	Interactive Read-Aloud Lessons										Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Vocabulary Acquisition and Usage																						
L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.			●		●	●	●	X		X												
L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					●					X		X										
L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	●		●			●		X														

WRITING STANDARDS

	Interactive Read-Aloud Lessons										Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Text Types and Purposes																						
W.8.1: Write arguments to support claims with clear reasons and relevant evidence.																	X	X	X	X	X	
a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.																	X		X			
b Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.																		X	X			
c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.																			X	X		
e Provide a concluding statement or section that follows from and supports the argument presented.																					X	

The Women's Suffrage Movement Grade 8

SCHOOLWIDE

X = Lesson Focus | ● = Reinforced

WRITING STANDARDS

CONTINUED

	Interactive Read-Aloud Lessons										Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	IRA 9	IRA10	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML10	ML11	ML12
Production and Distribution of Writing																						
W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)																				X	X	
W.8.5: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)																				X	X	
Research to Build and Present Knowledge																						
W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.													X	X	X				X			
W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.															X	X			X			
W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			●	●	●	●	●	X	X	●		X			X							
Range of Writing																						
W.8.10: 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.			●	●	●	●	●	X	●			X	X	●		●						

Within the Reading Fundamentals framework, there are opportunities to read to students (mentor texts), to read with students (shared texts), and to have students read independently (books or texts at their independent reading levels).

During the Interactive Read-Aloud phase, teachers read mentor texts aloud, thinking aloud and modeling how readers interact with text in order to make meaning. The Interactive Read-Alouds serve to build schema for the next phase of learning, the Mini-Lessons.

The Mini-Lessons revisit and examine the specific strategies previously introduced during the Interactive Read-Alouds. In the Mini-Lessons, teachers return to the mentor texts and/or use shared texts to focus on a single skill and engage and guide students as they practice this skill together. This modeling and guided practice enables students to begin to independently apply the strategies taught.

Independent practice and application takes place after each Mini-Lesson.

The ultimate goal is for students to understand how and when to use various strategies as they read a variety of texts on their own.

Reading Fundamentals Units of Study are grounded in research-based best practices and proven teaching strategies and techniques.

INTEGRATION OF LITERACY INSTRUCTION WITH CONTENT AREA SUBJECT MATTER (SOCIAL STUDIES AND SCIENCE) AND THE STUDY OF GENRE:

Each Reading Fundamentals Unit of Study integrates reading skill and strategy instruction with the study of genre (characteristics and features) and/or content area subject matter (science and social studies).

"Teachers who provide comprehension strategy instruction that is deeply connected within the context of subject matter learning, such as history and science, foster comprehension development. . . . [T]he NRP evidence suggests that teaching such reading strategies as questioning, summarizing, comprehension monitoring, and using graphic organizers facilitates reading comprehension. Several quasi-experimental investigations show that when the strategy instruction is fully embedded in in-depth learning of content, the strategies are learned to a high level of competence (Guthrie, Van Meter, Hancock, Alao, Anderson, & McCann, 1998). If students learn that strategies are tools for understanding the conceptual content of text, then the strategies become purposeful and integral to reading activities. Connecting cognitive strategies to students' growing knowledge of a content area enables students to both increase their awareness of and deliberately use the strategies as means for learning (Brown, 1997) in microgenetic analyses of instruction. Unless the strategies are closely linked with knowledge and understanding in a content area, students are unlikely to learn the strategies fully, may not perceive the strategies as valuable tools, and are less likely to use them in new learning situations with new text" (RAND Reading Study Group, 2004, p. 730).

"Teaching a variety of reading comprehension strategies in natural settings and content areas leads to increased learning of the strategies" (International Reading Association, 2000, p. 13).

"Researchers and practitioners have suggested that teaching students how to comprehend text while teaching content (e.g., science, social studies) may help them increase their reading proficiency and content area knowledge (Duke & Pearson, 2002; Morrow, Pressley, Smith, & Smith, 1997; Palincsar, Collins, Marano, & Magnusson, 2000; Reutzel, Smith, *Content Area Literacy: Individualizing Student Instruction in Second-Grade Science* 475 & Fawson, 2005; Williams, Stafford, Lauer, Hall, & Pollini, 2009)" (Connor et al., 2010, p. 474).

"The ability to gain knowledge from text is a critical one in this information age. Students need to develop the ability to understand the languages of disciplines like mathematics, history, and science. Furthermore, they need to develop the critical reading abilities associated with thinking like a mathematician, historian, or scientist. The need to not only understand information but also evaluate it is a necessity in today's world" (Moss, 2005, p. 49).

"Literacy learning is consciously embedded throughout the curriculum in the whole school day (Collins & Shaeffer, 1997; Dunn, [B]each & Konto, 1994, Fingon, 2005). Literacy activities are purposefully integrated into the learning of content-area subjects such as art,

music, social studies, science, math, and play. Equal emphasis is placed on teaching reading, writing, listening, and oral language, because all help to create a literate individual" (Morrow & Dougherty, 2011, p. 6).

"Domain knowledge, or deep knowledge about a particular topic, requires long-term immersion in an area of study. This critical form of prior knowledge about a content area enhances vocabulary understanding as well as comprehension. As Hirsch (2003) noted, 'If we don't know the domain, we can't construct a meaningful model of what's being said' (p. 17). By developing children's domain knowledge at the elementary level, we help to ensure later success with the increasingly demanding texts found in content areas at the upper grade levels. Furthermore, reading instruction that provides an indepth, long-term focus on a specific knowledge domain not only improves general vocabulary but also improves reading fluency and motivation (Guthrie, Anderson, Alao, & Rinehart, 1999)" (Moss, 2005, p. 49).

"Implicit within the content of subject-matter texts, which teachers expect students to read, lie the reading processes (or skills and strategies) students need to comprehend the material. The point in giving content prominence over skills and strategies is to emphasize that we do not equate instruction in content area reading with teaching reading as a separate, or pull-out, subject. Isolated comprehension instruction is neither effective nor facilitative in developing students' independence in reading and responding to content materials" (Alvermann & Eakle, 2003, p. 23).

"Integrating reading and content instruction throughout the elementary grades can help children learn to read at the same time they read to learn. At the primary level, instruction in reading to learn can parallel instruction in learning to read. Such interactions can prevent the decline in achievement that often occurs when students encounter the demands of reading to learn in the intermediate grades" (Moss, 2005, p. 50).

"At the upper elementary level, all too often, teaching students the process of reading informational text takes a back seat to teaching content. Many experts feel that the standards movement has exacerbated this situation through its emphasis on content coverage and testing. Despite its challenges, such teaching can actually streamline instruction by allowing teachers to address literacy standards along with specific content area standards within particular lessons, thereby enhancing literacy along with content learning" (Moss, 2005, p. 50).

"By reading information trade books aloud, for example, teachers can expose children to the language and structure of exposition at the same time they engage them in learning content. Read-alouds also provide students with exposure to the language of a discipline, thereby increasing student domain knowledge. Through shared and guided reading experiences, teachers can help students develop awareness of the many ways that expository text differs from narrative and the importance of text features such as headings, tables of contents, indexes, maps, graphs, charts, and so on (Kristo & Bamford, 2004)" (Moss, 2005, p. 52).

"Students who can recognize story structure have greater appreciation, understanding, and memory for stories. In story structure instruction, students learn to identify the categories of content (setting, initiating events, internal reactions, goals, attempts, and outcomes) and how this content is organized into a plot. Often, students learn to recognize story structure through the use of story maps. Story maps, a type of graphic organizer, show the sequence of events in simple stories. Instruction in the content and organization of stories improves students' comprehension and memory of stories" (National Institute for Literacy, 2011, p. 44).

"Using various genres of text (i.e., narrative and informational text) diversifies instructional opportunities, as assessed by teacher and student discourse. A knowledge of text structure is an important factor in fostering comprehension. Students with some knowledge of text structure expect texts to unfold in certain ways. Even before they enter school, children have a rudimentary sense of narrative structure. The first texts they are introduced to in school are narrative in structure, which allows an easy transition from oral to written language (Van Dongen & Westby, 1986). In school, children are also introduced to expository text, which is more complex, diverse, and challenging" (RAND Reading Study Group, 2004, p. 731).

"Readers who are unaware of structure do not approach a text with any particular plan of action (Meyer, Brandt, & Bluth, 1980). Consequently, they tend to retrieve information in a seemingly random way. Students

who are aware of text structure organize the text as they read, and they recognize and retain the important information it contains" (RAND Reading Study Group, 2004, p. 731).

EFFECTIVENESS AND IMPORTANCE OF INTERACTIVE READ-ALOUDS

Reading Fundamentals Units of Study place great emphasis on interactive read- and think-alouds as a means of modeling reading skills and strategies, as well as integrate literacy instruction with genre and content area knowledge.

"No matter what side of the reading debate one is on, both sides agree that children need many opportunities to listen to texts read aloud by adults. The interactive read-aloud with accountable talk provides time for the students to listen to and talk about wonderful books that are most likely beyond their independent reading levels. Often early childhood teachers decide to begin the year reading picture books out loud, and then they move on to chapter books. During interactive read-aloud with accountable talk, the teacher models the work that careful readers do to comprehend texts and to foster ideas and theories about stories and characters" (Collins, 2004, p. 37).

"It has been stated that the single most important activity for building knowledge required for eventual success in literacy is reading aloud to children (Dennis and Walter, 1995: 140). There is no question about the multiple benefits a child derives from being read to. The various ways that oral reading can be optimized has been a focus of educational research for years" (Kouri & Telander, 2008, p. 330).

"Daily classroom read-alouds provide a versatile context for supporting a range of emergent literacy skills" (Zucker, Ward, & Justice, 2009, p. 62).

A recommendation for School-Based Educators: "Provide opportunities for teachers to read to students during the school day" (International Reading Association & National Middle School Association, 2001, p. 3).

"Read aloud is a daily practice in primary grade classrooms (e.g., Pressley, Wharton-McDonald, Mistretta, & Echevarria, 1998; Wharton-McDonald, Pressley, & Hampston, 1998), but as the pressure to cover content increases, fewer teachers make time for it as students move into the intermediate and secondary grades. Yet read aloud continues to provide valuable opportunities for modeling fluency and comprehension strategies, exploring complex ideas, building vocabulary, and increasing students' world knowledge. It provides a scaffold for supporting classroom discourse. Moreover, students describe read aloud as a tool for developing better conceptual understandings (Ivey, 2003) and they report that they value the experience in school (Ivey & Broaddus, 2001). When asked what they enjoyed most in class, 62% of sixth graders reported having their teacher read aloud. Again, the role of motivation must be acknowledged in considering an instructional framework for middle school students. Reading aloud to students—well beyond the point when they can read to themselves—provides a wide range of opportunities for modeling and supporting comprehension instruction in a format that students find highly engaging" (Wharton-McDonald & Swiger, 2009, p. 524).

"Because the teacher is doing the reading, children can concentrate on using strategies for comprehension and having accountable conversations about the text. The conversations that children have about the read-aloud texts serve as models and scaffold the kinds of conversations we want them to have with their partners during the independent reading workshop. The interactive read-aloud is a time when we can model for the children what they will be able to do themselves as readers in the not-so-distant future" (Collins, 2004, p. 37).

"Explicit strategy instruction is the intentional design and delivery of information by the teacher to students. The teacher models or demonstrates a skill or strategy and provides students with the opportunity to practice and apply the newly learned skills and obtain feedback (National Institute for Literacy 2008)" (Institute of Education Sciences, 2011, p. 5).

"Research conducted in the 1980s and 1990s supported the utility of explicit strategy instruction (Pearson and Dole 1987; Pressley et al. 1992). A recent large-scale evaluation found that implementation is often weak and erratic, however (James-Burdumy et al. 2009). Teachers appeared reluctant to think aloud for students, model use of comprehension strategies, and encourage students to use inferential clues. Classroom observations indicate that on average teachers used targeted strategies less

than once during 10-minute observation intervals (James-Burdumy et al. 2009)" (Institute of Education Sciences, 2011, p. 5).

"The panel is concerned that when comprehension skill instruction is present, teachers appear to be 'mentioning' a skill to students and 'assigning' it to them rather than employing the effective instruction, modeling, and transactional practices that research supports" (International Reading Association, 2000, p. 14).

"Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ('thinking aloud'), guided practice, and application" (National Institute for Literacy, 2011, p. 45).

"More intensive instruction and modeling are more successful in improving reading and standardized test scores" (International Reading Association, 2000, p. 13).

"We read to children for all the same reasons we talk with children: to reassure, to entertain, to bond, to inform or explain, to arouse curiosity, to inspire. But in reading aloud, we also:

- condition the child's brain to associate reading with pleasure;
- create background knowledge;
- build vocabulary;
- provide a reading role model" (Trelease, 2006, p. 4).

"One factor hidden in the decline of students' recreational reading is that it coincides with a decline in the amount of time adults read to them. By middle school, almost no one is reading aloud to students. If each read-aloud is a commercial for the pleasures of reading, then a decline in advertising would naturally be reflected in a decline in students' recreational reading" (Trelease, 2006, p. 4).

SHORT SHARED TEXTS: "Read-alouds do not always have to be whole books. They can be one or several passages from a chapter of a more lengthy text, including those intended for older audiences, as well as excerpts from magazines, newspapers, catalogs, and travel guides. When teachers share the things they have been reading for pleasure with their classes, they demonstrate that they, too, are readers. Being a reader is a necessary ingredient to becoming a confident and successful writer" (Dorfman & Cappelli, 2007, pp. 22–23).

GRADUAL RELEASE OF RESPONSIBILITY

The teacher modeling and guided practice from the Interactive Read-Alouds and Mini-Lessons enable students to begin to independently apply the strategies taught. The goal of Reading Fundamentals is for students to understand how and when to apply various strategies as they read a variety of texts on their own.

"Highly effective K–3 comprehension instruction must include highly effective instruction; teach think-alouds; modeling; scaffolding; guided practice; independent use of processes so that students develop an internalized self-regulation of comprehension processes; a time for students to tell teachers what they need and want to learn to comprehend better; ample reading, vocabulary and decoding development; and, rich shared experiences with fiction, nonfiction, and technologically based texts" (Block & Lacina, 2009, p. 504).

"The rationale for the explicit teaching of comprehension skills is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to understanding what they are reading. Readers acquire these strategies informally to some extent, but explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective in enhancing understanding. The teacher generally demonstrates such strategies for students until the students are able to carry them out independently" (National Reading Panel, 2011, p. 14).

"In the gradual release of responsibility model, the focus lesson is the modeling phase. For a focus lesson to be effective, teachers must clearly establish a purpose and model their own thinking" (Fisher & Frey, 2008, p. 4).

"Another phase of instruction occurs as teachers meet with needs-based groups. Guided instruction is almost always done with small, purposeful groups, which are composed based on students' performance on formative assessments. A number of instructional strategies can be used during guided instruction. The key to guided instruction lies in the planning. These are not random groups of students meeting with the teacher. Instead,

the groups consist of students who share a common instructional need that the teacher can address" (Fisher & Frey, 2008, p. 6).

"When collaborative learning is done right, our experience suggests that it is during this phase of instruction that students consolidate their thinking and understanding. Negotiating with peers, discussing ideas and information, or engaging in inquiry with others causes students to use what they learned during focus lessons and guided instruction. Importantly, collaborative learning is not the time to introduce new information to students. Rather, collaborative learning should be a time for students to apply information in novel situations or to engage in a spiral review of previous knowledge" (Fisher & Frey, 2008, p. 7).

"The ultimate goal of our instruction is that students can independently apply information, ideas, content, skills, and strategies in unique situations. Our goal is not to create learners who are dependent on another person for information and ideas. As such, students need practice in completing independent tasks. To facilitate independent learning, the school and instructional events must be 'organized to encourage and support a continued, increasingly mature and comprehensive acceptance of responsibilities for one's own learning' (Kesten, 1987, p. 15). Unfortunately, too many students are asked to complete independent tasks in the absence of good instruction that ensures that they have the background knowledge to do so. While there are a range of independent tasks that ensure students can apply information, our experience suggests that the more authentic the task is, the more likely the student is to complete it" (Fisher & Frey, 2008, p. 9).

RESEARCH-BASED READING COMPREHENSION SKILLS AND STRATEGIES EXPLICITLY TAUGHT IN EACH READING FUNDAMENTALS UNIT OF STUDY

DETERMINING IMPORTANCE, MAKING INFERENCES, AND SYNTHESIZING: "About 8 million adolescents struggle with literacy in middle and high school, according to an expert panel of reading researchers (Biancarosa and Snow 2006). 'Very few of these older struggling readers need help to read the words on a page; their most common problem is that they are not able to comprehend what they read . . . Obviously, the challenge is not a small one' (p. 3). Until the 1980s, teachers rarely taught reading comprehension (Carlisle and Rice 2002; Durkin 1978). Over the next 20 years, a large body of research emerged on methods for explicitly teaching reading comprehension to students in the upper elementary grades (Carlisle and Rice 2002). The goal of these methods is to teach students to learn from text—to discern which information is critical, integrate such information with what is already known, and draw valid inferences" (Institute of Education Sciences, 2011, p. 5).

QUESTIONING: "Teaching students to ask their own questions improves their active processing of text and their comprehension" (National Institute for Literacy, 2011, p. 44).

DETERMINING IMPORTANCE AND SUMMARIZING: "Summarizing requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words" (National Institute for Literacy, 2011, p. 45).

VISUALIZING: "Good readers often form mental pictures, or images, as they read. Readers (especially younger readers) who visualize during reading understand and remember what they read better than readers who do not visualize. Help your students learn to form visual images of what they are reading. For example, urge them to picture a setting, character, or event described in the text" (National Institute for Literacy, 2011, p. 47).

ACTIVATING PRIOR KNOWLEDGE: "Good readers draw on prior knowledge and experience to help them understand what they are reading. You can help your students make use of their prior knowledge to improve their comprehension. Before your students read, preview the text with them. As part of previewing, ask the students what they already know about the content of the selection (for example, the topic, the concept, or the time period). Ask them what they know about the author and what text structure he or she is likely to use. Discuss the important vocabulary used in the text. Show students some pictures or diagrams to prepare them for what they are about to read" (National Institute for Literacy, 2011, p. 47).

MAKING CONNECTIONS: "Effective teachers help readers make connections between texts they read and their personal lives and experiences" (RAND Reading

Study Group, 2004, p. 733).

FIX-UP OR MONITORING STRATEGIES: A kind of instruction that "improve[s] comprehension in non-impaired readers" is "[c]omprehension monitoring, where readers learn how to be aware of their understanding of the material" (National Reading Panel, 2011, p. 15).

FINDING WORD MEANING (VOCABULARY): "Vocabulary also can be learned incidentally in the context of storybook reading or in listening to others. Learning words before reading a text also is helpful. Techniques such as task restructuring and repeated exposure (including having the student encounter words in various contexts) appear to enhance vocabulary development. In addition, substituting easy words for more difficult words can assist low-achieving students" (National Reading Panel, 2011, p. 13).

"The scientific research on vocabulary instruction reveals that (1) most vocabulary is learned indirectly and (2) some vocabulary must be taught directly" (National Institute for Literacy, 2011, p. 29).

"Direct instruction helps students learn difficult words, such as words that represent complex concepts that are not part of the students' everyday experiences. Direct instruction of vocabulary relevant to a given text leads to better reading comprehension. Direct instruction includes:

- providing students with specific word instruction; and
- teaching students word-learning strategies" (National Institute for Literacy, 2011, p. 30).

"They need to develop effective word-learning strategies, such as:

- how to use dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meanings;
- how to use information about word parts to figure out the meanings of words in text; and
- how to use context clues to determine word meanings" (National Institute for Literacy, 2011, p. 32).

IMPORTANCE OF FORMATIVE READING ASSESSMENTS

Every Reading Fundamentals lesson includes suggestions for formative assessments, including written and oral responses, inquiry, turn-and-talk, and conferences.

"Effective teachers of young readers monitor progress in reading by using informal assessments" (RAND Reading Study Group, 2004, p. 733).

"Every phase of instruction must be accompanied by a means of checking for understanding, beginning with the focus lesson. This is most commonly done through oral and written summaries. One way is to have them 'turn to a partner' to restate or summarize what they have just learned. We listen in to conversations and make notes on a transparency of what we have overheard. These notes are projected onto the screen, and we discuss the accuracy and completeness of the conversations ('Anthony and Tre: Our classroom is a direct democracy because everyone has a vote, but our student council is a representative democracy because we elect leaders to vote for us'). This is an excellent way to find out what they understood—and misunderstood—which provides direction for the next lesson" (Fisher & Frey, 2008, p. 37).

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