

SCOTT FORESMAN READING STREET

# Common Core Teacher's Edition Index

GRADE 1

COMMON CORE ©

- Grade 1 Pacing Guide
- *Reading Street* Scope and Sequence
- Teacher's Edition Index

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# Pacing



	READY, SET, READ!						UNIT 1	
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Phonemic Awareness	Initial, Medial, and Final Phonemes	Initial, Medial, and Final Phonemes	Initial, Medial, and Final Phonemes	Initial, Medial, and Final Phonemes	Initial, Medial, and Final Phonemes	Initial, Medial, and Final Phonemes	Blend and Segment Phonemes
Phonics	/m/ spelled m, /s/ spelled s, /t/ spelled t, /a/ spelled a	/k/ spelled c, /p/ spelled p, /n/ spelled n	/f/ spelled f, ff, /b/ spelled b, /g/ spelled g, /i/ spelled i	/d/ spelled d, /l/ spelled l, /h/ spelled h, /o/ spelled o	/r/ spelled r, /w/ spelled w, /j/ spelled j, /k/ spelled k, /e/ spelled e	/v/ spelled v, /y/ spelled y, /u/ spelled u, /kw/ spelled qu	Short a Final ck	Short i Final x
High-Frequency Words	<i>I, see, a, green</i>	<i>we, like, the, one</i>	<i>do, look, you, was, yellow</i>	<i>are, have, they, that, two</i>	<i>he, is, to, with, three</i>	<i>where, here, for, me, go</i>	<i>on, way, in, my, come</i>	<i>take, up, she, what</i>
Comprehension Skill	<i>Character</i>	<i>Setting</i>	<i>Plot</i>	<i>Realism/Fantasy</i>	<i>Plot</i>	<i>Realism/Fantasy</i>	<i>Character and Setting</i>	<i>Plot</i>
Comprehension Strategy	Questioning	Predict and Set Purpose	Story Structure	Questioning	Monitor and Clarify	Background Knowledge	Monitor and Clarify	Summarize
Fluency	<i>Oral Rereading</i>	<i>Oral Rereading</i>	<i>Oral Rereading</i>	<i>Oral Rereading</i>	<i>Oral Rereading</i>	<i>Oral Rereading</i>	<i>Accuracy</i>	<i>Accuracy</i>

	UNIT 3						UNIT 4	
	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	WEEK 25	WEEK 26
	Phonemic Awareness	Blend and Segment Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes	Isolate Medial and Final Phonemes	Blend, Segment, and Add Phonemes	Substitute Initial Phonemes
Phonics	<i>Vowel Sounds of y</i> <i>Syllable Pattern CV</i>	<i>Final ng, nk</i> <i>Compound Words</i>	<i>Ending -es, Plural -es</i> <i>r-Controlled or, ore</i>	<i>Inflected -ed, -ing</i> <i>r-Controlled ar</i>	<i>r-Controlled er, ir, ur</i> <i>Contractions 's, 've, 're</i>	<i>Comparative Endings</i> <i>dge/jj/</i>	<i>Long a: ai, ay</i> <i>Possessives</i>	<i>Long e: ea</i> <i>Inflected Endings</i>
High-Frequency Words	<i>always, become, day, everything, nothing, stays, things</i>	<i>any, enough, ever, every, own, sure, were</i>	<i>away, car, friends, house, our, school, very</i>	<i>afraid, again, few, how, read, soon</i>	<i>done, know, push, visit, wait</i>	<i>before, does, good-bye, oh, right, won't</i>	<i>about, give, enjoy, would, worry, surprise(ed)</i>	<i>colors, drew, over, sign, draw, great, show</i>
Comprehension Skill	<i>Sequence</i>	<i>Compare and Contrast</i>	<i>Fact and Opinion</i>	<i>Author's Purpose</i>	<i>Fact and Opinion</i>	<i>Draw Conclusions</i>	<i>Draw Conclusions</i>	<i>Theme</i>
Comprehension Strategy	Summarize	Inferring	Monitor and Clarify	Visualize	Text Structure	Back-ground Knowledge	Monitor and Clarify	Visualize
Fluency	<i>Accuracy and Rate</i>	<i>Phrasing</i>	<i>Phrasing</i>	<i>Expression and Intonation</i>	<i>Expression and Intonation</i>	<i>Expression and Intonation</i>	<i>Expression/ Intonation</i>	<i>Accuracy and Rate</i>

IT'S TEST TIME!

# How do I cover all the skills before the test?

This chart shows the instructional sequence from Scott Foresman Reading Street. You can use this pacing guide as is to ensure you're following a comprehensive scope and sequence, or you can adjust the sequence to match your school/district focus calendar, curriculum map, or testing schedule.

UNIT 2									
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18
Blend and Segment Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes	Distinguish Long/Short Sounds	Distinguish Long/Short Sounds	Distinguish Long/Short Sounds	Distinguish Long/Short Sounds
<i>Short o</i> -s Plurals	<i>Inflected Endings</i> -s, -ing	<i>Short e</i> Initial Blends	<i>Short u</i> Final Blends	<i>Digraphs</i> sh, th <i>Vowel Sound in ball</i>	<i>Long a</i> (CVCe) <i>c/s/ and g/j/</i>	<i>Long i</i> (CVCe) <i>Digraphs</i> wh, ch, tch, ph	<i>Long o</i> (CVCe) <i>Contractions</i> n't, 'm, 'll	<i>Long u, long e</i> (CVCe) <i>Inflected Endings</i> -ed	<i>Long e:</i> e, ee <i>Syllables</i> VCCV
<i>blue, little, get, from, help, use</i>	<i>eat, her, this, too, four, five</i>	<i>saw, small, tree, your</i>	<i>home, into, many, them</i>	<i>catch, good, no, put, want, said</i>	<i>be, could, horse, old, paper, of</i>	<i>live, out, people, who, work</i>	<i>down, inside, now, there, together</i>	<i>around, find, food, grow, under, water</i>	<i>also, family, new, other, some, their</i>
<i>Character and Setting</i>	<i>Main Idea and Details</i>	<i>Main Idea and Details</i>	<i>Cause and Effect</i>	<i>Sequence</i>	<i>Cause and Effect</i>	<i>Author's Purpose</i>	<i>Sequence</i>	<i>Author's Purpose</i>	<i>Compare and Contrast</i>
Visualize	Important Ideas	Story Structure	Text Structure	Predict and Set Purpose	Monitor and Clarify	Important Idease	Inferring	Background Knowledge	Questioning
<i>Rate</i>	<i>Rate</i>	<i>Phrasing</i>	<i>Phrasing</i>	<i>Accuracy and Rate</i>	<i>Phrasing</i>	<i>Phrasing</i>	<i>Accuracy and Rate</i>	<i>Phrasing</i>	<i>Accuracy and Rate</i>

UNIT 5									
WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36
Substitute Phonemes	Substitute Phonemes	Segment Syllables	Blend and Segment Phonemes and Words	Blend, Segment, and Delete Phonemes	Blend, Segment, and Delete Phonemes	Add and Delete Phonemes	Blend, Segment, and Manipulate Phonemes	Blend, Segment, and Manipulate Phonemes	Blend, Segment, and Delete Phonemes
<i>Long o: oa, ow</i> <i>Three-letter Blends</i>	<i>Long i: ie, igh</i> <i>kn/n/ and wr/r/</i>	<i>Compound Words</i> <i>Vowels ew, ue, ui</i>	<i>Suffixes</i> -ly, -ful <i>Vowels in moon</i>	<i>Diphthongs</i> ow, ou <i>Syllables C + le</i>	<i>Diphthongs</i> ow, ou <i>Syllables</i> VCV	<i>Vowels in foot</i> <i>Inflected Endings</i>	<i>Diphthongs</i> oi, oy <i>Suffixes</i> -er, -or	<i>Vowel Digraphs and Diphthongs</i> <i>Vowels in ball</i>	<i>Prefixes</i> un-, re- <i>Long Vowels</i> i, o
<i>found, once, wild, mouth, took</i>	<i>above, laugh, touch, eight, moon</i>	<i>picture, room, thought, remember, stood</i>	<i>told, because, across, only, shoes, dance, opened</i>	<i>along, behind, eyes, never, pulling, toward</i>	<i>door, loved, should, wood</i>	<i>among, another, instead, none</i>	<i>against, goes, heavy, kinds, today</i>	<i>built, early, learn, science, through</i>	<i>answered, carry, different, poor</i>
<i>Details and Facts</i>	<i>Details and Facts</i>	<i>Theme</i>	<i>Cause and Effect</i>	<i>Character, Setting, and Plot</i>	<i>Draw Conclusions</i>	<i>Compare and Contrast</i>	<i>Main Idea and Details</i>	<i>Sequence</i>	<i>Theme</i>
Important Ideas	Questioning	Story Structure	Predict and Set Purpose	Monitor and Clarify	Background Knowledge	Monitor and Clarify	Summarize	Text Structure	Inferring
<i>Expression and Intonation</i>	<i>Accuracy/ Rate/ Expression</i>	<i>Phrasing</i>	<i>Expression and Intonation</i>	<i>Accuracy/ Rate/ Expression</i>	<i>Accuracy/ Rate/ Expression/ Phrasing</i>	<i>Expression and Intonation</i>	<i>Phrasing</i>	<i>Expression and Intonation</i>	<i>Phrasing</i>

WHEN IS YOUR STATE TEST?

# Pacing

BACK TO SCHOOL!

	READY, SET, READ!						UNIT 1	
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Speaking and Listening	Participate in a Discussion	Follow Instructions	Restate Instructions	Give Directions	Ask Questions/ Follow and Restate Directions	Relate an Experience in Sequence	Ask Questions	Share Information and Ideas
Research and Study Skills	<i>Parts of a Book</i>	<i>Parts of a Book</i>	<i>Picture Signs</i>	<i>Map</i>	<i>Calendar</i>	<i>Library/ Media Center</i>	<i>Selecting Books</i>	<i>Media Center/ Library Resources</i>
Conventions	Nouns: People, Animals, and Things	Nouns: Places	Verbs	Simple Sentences	Adjectives	Sentences	Sentences	Subjects
Weekly Writing	<i>Sentences</i>	<i>Sentences</i>	<i>Sentences</i>	<i>Sentences</i>	<i>Sentences</i>	<i>Sentences</i>	<i>Story/Voice</i>	<i>Fantasy Story/ Conventions</i>
Unit Writing								

	UNIT 3						UNIT 4	
	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	WEEK 25	WEEK 26
Speaking and Listening	Relate an Experience	Share Information and Ideas	Give Descriptions	Present a Poem	Share Information and Ideas	Give Announcements	Give Descriptions	Share Information and Ideas
Research and Study Skills	<i>Interview</i>	<i>Glossary</i>	<i>Classify and Categorize</i>	<i>Diagram</i>	<i>Technology: My Computer</i>	<i>Picture Graph</i>	<i>Interview</i>	<i>Chart and Table</i>
Conventions	Action Verbs	Verbs That Add -s	Verbs That Do Not Add -s	Verbs for Past and for Future	Verbs <i>Am, Is, Are, Was, and Were</i>	Contractions with <i>Not</i>	Adjectives	Adjectives for Colors and Shapes
Weekly Writing	<i>Realistic Story/ Organization</i>	<i>Comments About a Story/ Voice</i>	<i>Summary/ Conventions</i>	<i>List/ Sentences</i>	<i>Captions and Pictures/ Focus/ Ideas</i>	<i>Play Scene/ Sentences</i>	<i>Letter/ Organization</i>	<i>Invitation/ Word Choice</i>
Unit Writing	Expository Article/Photo Essay							

**UNIT 2**

WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18
Give Introductions	Share Information and Ideas	Give Descriptions	Give Directions	Relate an Experience	Share Information and Ideas	Give Announcements	Informal Conversations	Share Information and Ideas	Follow Directions
<i>Picture Dictionary</i>	<i>Chart</i>	<i>List</i>	<i>Notes</i>	<i>Parts of a Book</i>	<i>Interview</i>	<i>Map</i>	<i>Periodicals/ Newsletters</i>	<i>Alphabetical Order</i>	<i>Picture Dictionary</i>
Predicates	Declarative Sentences	Interrogative Sentences	Exclamatory Sentences	Nouns	Proper Nouns	Special Titles	Days, Months, and Holidays	Singular and Plural Nouns	Nouns in Sentences
<i>Short Poem/ Sentences</i>	<i>Personal Narrative/ Voice</i>	<i>Realistic Story/ Organization</i>	<i>Brief Composition/ Focus/Ideas</i>	<i>Friendly Letter/ Organization</i>	<i>Poster; Brief Composition/ Sentences</i>	<i>Explanation/ Conventions</i>	<i>Poem/ Organization</i>	<i>Description/ Voice</i>	<i>Expository Paragraph/ Focus/ Ideas</i>
Personal Narrative/Trading Card				Letter/Pen Pal E-mail					

**UNIT 5**

WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36
Present a Poem	Media Literacy: Purposes of Media	Media Literacy: Purposes of Media	Media Literacy: Purposes of Media	Media Literacy: Techniques in Media	Share Information and Ideas	Media Literacy: Techniques in Media	Media Literacy: Respond to media	Media Literacy: Techniques in Media	Media Literacy: Respond to Media
<i>Bar Graph</i>	<i>Glossary</i>	<i>Technology: Using E-mail</i>	<i>Alphabetical Order</i>	<i>Reference Sources/ Take Notes</i>	<i>Dictionary</i>	<i>Text Features</i>	<i>Picture Graph</i>	<i>Technology: Web Page</i>	<i>Encyclopedia</i>
Adjectives for Sizes	Adjectives for What Kind	Adjectives for How Many and Articles	Adjectives That Compare	Imperative Sentences	Pronouns	Pronouns / and Me	Pronouns	Adverbs	Prepositions and Prepositional Phrases
<i>Poem; Focus/ Ideas</i>	<i>Realistic Story/ Sentences</i>	<i>Thank -You note/ Conventions</i>	<i>Directions/ Organization</i>	<i>Animal Fantasy/ Voice</i>	<i>Letter/ Voice</i>	<i>Questions/ Word Choice</i>	<i>Advertisement/ Focus/Ideas</i>	<i>Autobiography/ Sentences</i>	<i>Poem/ Conventions</i>
Realistic Story/Story Exchange				Short Report/E-Newsletter					

# Scope and Sequence

## Reading

Concepts About Print	Pre-K	K	1	2	3	4	5	6
Hold book right side up, turn pages correctly, move from front to back of book	•	•	•					
Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers)	•	•	•					
Identify information that different parts of a book provides (title, author, illustrator)	•	•	•	•				
Know uppercase and lowercase letter names and match them	•	•	•					
Know the order of the alphabet	•	•	•					
Demonstrate one-to-one correspondence between oral words and printed words		•	•					
Identify and distinguish between letters, words, and sentences	•	•	•					
Recognize distinguishing features of a paragraph		•	•					
Recognize environmental print		•	•	•				
Track print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line)	•	•	•					
Recognize first name in print	•	•	•					
Phonological and Phonemic Awareness	Pre-K	K	1	2	3	4	5	6
Phonological Awareness								
Identify and produce rhyming words in response to an oral prompt	•	•	•					
Distinguish rhyming pairs of words from nonrhyming pairs	•	•						
Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed		•	•					
Count each syllable in a spoken word		•	•					
Segment and blend syllables in spoken words			•					
Segment and blend onset and rime in one-syllable words		•	•					
Recognize and produce words beginning with the same sound	•	•	•					
Phonemic Awareness								
Identify and isolate initial, final, and medial sounds in spoken words	•	•	•	•				
Blend sounds orally to make words or syllables		•	•	•				
Segment a word or syllable into sounds		•	•	•				
Count sounds in spoken words or syllables and syllables in words		•	•	•				
Manipulate sounds in words (add, delete, and/or substitute phonemes)	•	•	•	•				
Distinguish long- and short-vowel sounds in orally stated single-syllable words				•				
Decoding and Word Recognition	Pre-K	K	1	2	3	4	5	6
Read simple one-syllable and high-frequency (sight) words		•T	•T	•T	•			
Phonics								
Understand and apply the <i>alphabetic principle</i> that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds	•	•	•					
Know sound-letter relationships and match sounds to letters		•T	•T	•				
Generate sounds from letters and blend those sounds to decode		•	•T	•T	•T			
Consonants, consonant blends, and consonant digraphs		•	•T	•T	•T			
Short and long vowels		•	•T	•T	•T			
r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns			•T	•T	•T			
Phonograms/word families		•	•	•				

<b>Decoding and Word Recognition</b> <i>continued</i>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Word Structure</b>								
Decode multisyllabic words with common word parts and spelling patterns		•	•T	•T	•T	•T	•T	•T
Base words and inflected endings; plurals			•T	•T	•T	•T	•T	•T
Contractions and compound words			•T	•T	•T	•T	•T	•T
Prefixes and suffixes			•T	•T	•T	•T	•T	•T
Greek and Latin roots						•	•	•
Apply knowledge of syllabication rules to decode words			•T	•T	•T	•T	•T	•T
Recognize common abbreviations			•	•	•			
<b>Decoding Strategies</b>								
Blending strategy: Apply knowledge of sound-letter relationships to decode unfamiliar words		•	•	•	•			
Apply knowledge of word structure to decode unfamiliar words		•	•	•	•	•	•	•
Use context along with sound-letter relationships and word structure to decode		•	•	•	•	•	•	•
Self-monitor accuracy of decoding and self-correct			•	•	•	•	•	•
<b>Fluency</b>								
Read aloud grade level text fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing			•T	•T	•T	•T	•T	•T
Practice fluency in a variety of ways, including choral reading, partner/paired reading, Readers' Theater, repeated oral reading, and tape-assisted reading		•	•	•	•	•	•	•
Work toward appropriate fluency goals by the end of each grade			•	•	•	•	•	•
Read regularly and with comprehension in independent-level material		•	•	•	•	•	•	•
Read silently for increasing periods of time		•	•	•	•	•	•	•
<b>Vocabulary and Concept Development</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Recognize and understand selection vocabulary		•	•	•T	•T	•T	•T	•T
Understand content-area vocabulary and specialized, technical, or topical words			•	•	•	•	•	•
<b>Word Learning Strategies</b>								
Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud	•	•	•	•	•	•	•	•
Use knowledge of word structure to figure out meanings of words			•	•T	•T	•T	•T	•T
Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs			•	•T	•T	•T	•T	•T
Use grade-appropriate reference sources to learn word meanings	•	•	•	•	•T	•T	•T	•T
Use picture clues to help determine word meanings	•	•	•	•	•			
Use new words in a variety of contexts	•	•	•	•	•	•	•	•
Create and use graphic organizers to group, study, and retain vocabulary			•	•	•	•	•	•
Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning						•	•	•
<b>Extend Concepts and Word Knowledge</b>								
Academic language	•	•	•	•	•	•	•	•
Classify and categorize	•	•	•	•	•	•	•	•
Abbreviations			•	•	•			•
Antonyms and synonyms			•	•T	•T	•T	•T	•T
Prefixes and suffixes			•	•	•	•	•	•T

<b>Vocabulary and Concept Development</b> <i>continued</i>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Homographs and homophones				•	•T	•T	•T	•T
Multiple-meaning words			•	•T	•T	•T	•T	•T
Related words and derivations					•	•	•	•
Compound words			•	•	•	•	•	•
Figurative language and idioms			•	•	•	•	•	•
Descriptive words (location, size, color, shape, number, ideas, feelings)	•	•	•	•				
High-utility words (shapes, colors, question words, position/directional words, and so on)	•	•	•	•				
Time and order words	•	•	•	•	•	•	•	•
Word origins: etymologies/word histories; words from other languages, regions, or cultures					•	•	•	•
Adages and sayings							•	
Analogies						•	•	•
<b>Reading Comprehension</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Comprehension Strategies</b>								
Predict and set purpose to guide reading	•	•	•	•	•	•	•	•
Use background knowledge before, during, and after reading	•	•	•	•	•	•	•	•
Monitor and clarify by using fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from references sources and/or other people, skim and scan		•	•	•	•	•	•	•
Inferring		•	•	•	•	•	•	•
Questioning before, during, and after reading	•	•	•	•	•	•	•	•
Visualize—use mental imagery			•	•	•	•	•	•
Summarize text		•	•	•	•	•	•	•
Recall and retell stories	•	•	•	•	•	•	•	•
Important ideas (nonfiction) that provide clues to an author’s meaning			•	•	•	•	•	•
Text structure (nonfiction—such as cause/effect, chronological, compare/contrast, description)	•		•	•	•	•	•	•
Story structure (fiction—such as plot, problem/solution)	•		•	•	•	•	•	•
Create and use graphic and semantic organizers, including outlines, notes, summaries			•	•	•	•	•	•
Use strategies flexibly and in combination			•	•	•	•	•	•
<b>Comprehension Skills</b>								
Author’s purpose			•T	•T	•T	•T	•T	•T
Author’s viewpoint/bias							•T	•T
Categorize and classify	•	•	•	•				
Cause and effect		•	•T	•T	•T	•T	•T	•T
Compare and contrast		•	•T	•T	•T	•T	•T	•T
Draw conclusions and make inferences		•	•T	•T	•T	•T	•T	•T
Facts and details		•	•T	•T	•	•	•	•T
Fact and opinion (statements of fact and opinion)			•T	•T	•T	•T	•T	•T
Follow directions/steps in a process	•	•	•	•	•	•	•	•
Generalize					•T	•T	•T	•



<b>Reading Comprehension <i>continued</i></b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Graphic sources (illustrations, photos, maps, charts, graphs, font styles, etc.)		•	•	•	•	•T	•T	•T
Main idea and supporting details		•T	•T	•T	•T	•T	•T	•T
Paraphrase				•	•	•	•	•
Persuasive devices and propaganda					•	•	•	•
Realism/fantasy	•	•T	•T					
Sequence of events	•	•T	•T	•T	•T	•T	•T	•T
<b>Higher Order Thinking Skills</b>								
Analyze				•	•	•	•	•
Analyze text with various organizational patterns					•	•	•	•
Describe and connect the essential ideas, arguments, and perspectives of a text			•	•	•	•	•	•
Evaluate and critique ideas and text			•	•	•	•	•	•
Draw inferences, conclusions, or generalizations; support them with textual evidence and prior knowledge		•	•T	•T	•T	•T	•T	•T
Make judgments about ideas and texts			•	•	•	•	•	•
Hypothesize					•	•	•	•
Make connections (text to self, text to text, text to world)	•	•	•	•	•	•	•	•
Organize and synthesize ideas and information			•	•	•	•	•	•T
<b>Literary Response and Analysis</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Genre and Its Characteristics</b>								
Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels)	•	•	•	•	•	•	•	•
Recognize characteristics of a variety of genre	•	•	•	•	•	•	•	•
Distinguish common forms of literature		•	•	•	•	•	•	•
Identify characteristics of literary texts, including drama, fantasy, traditional tales		•	•	•	•	•	•	•
Identify characteristics of nonfiction texts, including biography, interviews, newspaper articles		•	•	•	•	•	•	•
Identify characteristics of poetry and song, including nursery rhymes, limericks, blank verse	•	•	•	•	•	•	•	•
<b>Literary Elements and Story Structure</b>								
<b>Character</b>								
Recognize and describe traits, actions, feelings, and motives of characters		•	•	•	•	•	•	•
Analyze characters' relationships, changes, and points of view		•	•	•	•	•	•	•
Analyze characters' conflicts				•	•	•	•	•
Analyze the effect of character on plot and conflict					•	•	•	•
<b>Plot and Plot Structure</b>								
Beginning, middle, end	•	•	•	•	•	•		
Goal and outcome or problem and solution/resolution		•	•	•	•	•	•	•
Rising action, climax, and falling action/denouement; setbacks						•	•	•
<b>Setting</b>								
Relate setting to problem/solution		•	•	•	•	•	•	•
Explain ways setting contributes to mood						•	•	•
<b>Theme</b>				•T	•T	•T	•T	•T

<b>Literary Response and Analysis</b> <i>continued</i>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Use Literary Elements and Story Structure</b>	•	•	•	•	•	•	•	•
Analyze and evaluate author's use of setting, plot, character, and compare among authors				•	•	•	•	•
Identify similarities and differences of characters, events, and settings within or across selections/cultures		•	•	•	•	•	•	•
<b>Literary Devices</b>								
Dialect						•	•	•
Dialogue and narration	•		•	•	•	•	•	•
Identify the speaker or narrator in a selection		•	•	•	•	•		•
Exaggeration/hyperbole				•	•	•	•	•
Figurative language: idiom, jargon, metaphor, simile, slang				•	•	•	•	•
Flashback						•	•	•
Foreshadowing				•	•	•	•	•
Formal and informal language				•	•	•	•	•
Humor				•	•	•	•	•
Imagery and sensory words			•	•	•	•	•	•
Mood				•	•	•	•	•
Personification						•	•	•
Point of view (first-person, third-person, omniscient)					•	•	•	•
Puns and word play					•	•	•	•
Sound devices and poetic elements	•	•	•	•	•	•	•	•
Alliteration, assonance, onomatopoeia	•	•	•	•	•	•	•	•
Rhyme, rhythm, repetition, and cadence	•	•	•	•	•	•	•	•
Word choice		•	•	•	•	•	•	•
Symbolism							•	•
Tone						•	•	•
<b>Author's and Illustrator's Craft</b>								
Distinguish the roles of author and illustrator	•	•	•	•				
Recognize/analyze author's and illustrator's craft or style			•	•	•	•	•	•
Evaluate author's use of various techniques to influence readers' perspectives						•	•	•
<b>Literary Response</b>								
Recollect, talk, and write about books	•	•	•	•	•	•	•	•
Reflect on reading and respond (through talk, movement, art, and so on)	•	•	•	•	•	•	•	•
Ask and answer questions about text	•	•	•	•	•	•	•	•
Write about what is read		•	•	•	•	•	•	•
Use evidence from the text to support opinions, interpretations, or conclusions		•	•	•	•	•	•	•
Support ideas through reference to other texts and personal knowledge				•	•	•	•	•
Locate materials on related topic, theme, or idea				•	•	•	•	•
Make connections: text to self, text to text, text to world			•	•	•	•	•	•
Offer observations, react, speculate in response to text				•	•	•	•	•

<b>Literary Response and Analysis</b> <i>continued</i>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Literary Appreciation/Motivation</b>								
Show an interest in books and reading; engage voluntarily in social interaction about books	•	•	•	•	•	•	•	•
Choose text by drawing on personal interests, relying on knowledge of authors and genres, estimating text difficulty, and using recommendations of others	•	•	•	•	•	•	•	•
Read a variety of grade-level-appropriate narrative and expository texts		•	•	•	•	•	•	•
Read from a wide variety of genres for a variety of purposes		•	•	•	•	•	•	•
Read independently		•	•	•	•	•	•	•
Establish familiarity with a topic		•	•	•	•	•	•	•
<b>Cultural Awareness</b>								
Comprehend basic plots of classic tales from around the world			•	•	•	•	•	•
Compare and contrast tales from different cultures			•	•	•	•	•	•
Develop attitudes and abilities to interact with diverse groups and cultures	•	•	•	•	•	•	•	•
Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives	•	•	•	•	•	•	•	•
Compare language and oral traditions (family stories) that reflect customs, regions, and cultures		•	•	•	•	•	•	•
Recognize themes that cross cultures and bind them together in their common humanness		•	•	•	•	•	•	•

## Language Arts

<b>Writing</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Concepts About Print for Writing</b>								
Write uppercase and lowercase letters		•	•					
Print own name and other important words	•	•	•					
Write using pictures, some letters, some phonetically spelled words, and transitional spelling to convey meaning	•	•	•					
Write consonant-vowel-consonant words		•	•					
Dictate messages or stories for others to write	•	•	•					
Create own written texts for others to read; write left to right on a line and top to bottom on a page	•	•	•					
Participate in shared and interactive writing	•	•	•					
<b>Traits of Writing</b>								
<b>Focus/Ideas</b>		•	•	•	•	•	•	•
State a clear purpose and maintain focus; sharpen ideas		•	•	•	•	•	•	•
Use sensory details and concrete examples; elaborate			•	•	•	•	•	•
Delete extraneous information			•	•	•	•	•	•
Use strategies, such as tone, style, consistent point of view, to achieve a sense of completeness						•	•	•
<b>Organization</b>		•	•	•	•	•T	•T	•T
Use graphic organizers to group ideas	•	•	•	•	•	•	•	•
Write coherent paragraphs that develop a central idea and have topic sentences and facts and details			•	•	•	•	•	•
Use transitions to connect sentences and paragraphs and establish coherence			•	•	•	•	•	•

<b>Writing</b> <i>continued</i>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Select an organizational structure, such as comparison and contrast, categories, spatial order, climactic order, based on purpose, audience, length							•	•
Organize ideas in a logical progression, such as chronological order or order of importance	•	•	•	•	•	•	•	•
Write introductory, supporting, and concluding paragraphs					•	•	•	•
Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts					•	•	•	•
Write a multi-paragraph paper				•	•	•	•	•
<b>Voice</b>			•	•	•	•	•	•
Develop personal, identifiable voice and an individual tone/style			•	•	•	•	•	•
Maintain consistent voice and point of view						•	•	•
Use voice appropriate to audience, message, and purpose						•	•	•
<b>Word Choice</b>		•	•	•	•T	•T	•T	•T
Use clear, precise, appropriate language		•	•	•	•	•	•	•
Use figurative language and vivid words			•	•	•	•	•	•
Use sensory details, imagery, characterization			•	•	•	•	•	
Select effective vocabulary using word walls, dictionary, or thesaurus		•	•	•	•	•	•	•
<b>Sentences</b>		•	•	•	•T	•T	•T	•T
Combine, elaborate, and vary sentences	•	•	•	•	•T	•T	•T	•T
Write topic sentence, supporting sentences with facts and details, and concluding sentence			•	•	•	•	•	•
Use correct word order		•	•	•	•	•	•	•
<b>Conventions</b>		•	•	•	•T	•T	•T	•T
Use correct spelling and grammar; capitalize and punctuate correctly		•	•	•	•	•	•	•
Correct sentence fragments and run-ons				•	•	•	•	•
Use correct paragraph indentation			•	•	•	•	•	•
<b>The Writing Process</b>								
<b>Prewrite</b> using various strategies	•	•	•	•	•	•	•	•
<b>Develop first drafts</b> of single- and multiple-paragraph compositions		•	•	•	•	•	•	•
<b>Revise</b> drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaboration		•	•	•	•	•	•	•
<b>Edit and proofread</b> for correct conventions (spelling, grammar, usage, and mechanics)		•	•	•	•	•	•	•
<b>Publish</b> own work	•	•	•	•	•	•	•	•
<b>Writing Genres</b>								
Narrative writing (such as personal narratives, stories, biographies, autobiographies)	•	•	•T	•T	•T	•T	•T	•T
Expository writing (such as comparison and contrast, problem and solution, essays, directions, explanations, news stories, research reports, summaries)		•	•	•T	•T	•T	•T	•T
Descriptive writing (such as labels, captions, lists, plays, poems, response logs, songs)	•	•	•T	•T	•T	•T	•T	•T
Argument/Persuasive writing (such as ads, editorials, essays, letters to the editor, opinions, posters)		•	•	•T	•T	•T	•T	•T
Notes and letters (such as personal, formal, and friendly letters, thank-you notes, and invitations)		•	•	•	•	•	•	•

<b>Writing <i>continued</i></b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Responses to literature			•	•	•	•	•	•
<b>Writing Habits and Practices</b>								
Write on a daily basis	•	•	•	•	•	•	•	•
Use writing as a tool for learning		•	•	•	•	•	•	•
Write independently for extended periods of time			•	•	•	•	•	•
<b>Penmanship</b>								
Gain increasing control of penmanship, including pencil grip, paper position, posture, stroke	•	•	•	•				
Write legibly, with control over letter size and form; letter slant; and letter, word, and sentence spacing		•	•	•	•	•	•	•
Write lowercase and uppercase letters	•	•	•	•	•	•	•	•
Manuscript	•	•	•	•	•	•	•	•
Cursive				•	•	•	•	•
Write numerals	•	•	•					
<b>Written and Oral English Language Conventions</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Grammar and Usage in Speaking and Writing</b>								
<b>Sentences</b>								
Correct word order in written sentences		•	•	•				
Types (declarative, interrogative, exclamatory, imperative)	•	•	•T	•T	•T	•T	•T	•T
Structure (complete, incomplete, simple, compound, complex, compound-complex)	•	•	•	•T	•T	•T	•T	•T
Parts (subjects/predicates: complete, simple, compound; phrases; clauses)			•	•T	•T	•T	•T	•T
Fragments and run-on sentences		•	•	•	•	•	•	•
Combine and rearrange sentences; use appositives, participial phrases, adjectives, adverbs, and prepositional phrases			•	•	•	•	•	•
Transitions and conjunctions to connect ideas; independent and dependent clauses			•	•	•	•	•	•
Varied sentence types and sentence openings to present effective style						•	•	•
Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles		•	•	•T	•T	•T	•T	•T
Contractions			•	•T	•T	•T	•T	•T
<b>Usage</b>								
Subject-verb agreement		•	•	•T	•T	•T	•T	•T
Pronoun agreement/referents			•	•	•T	•T	•T	•T
Misplaced modifiers							•	•
Misused words					•		•	•
Negatives; avoid double negatives					•	•	•	•
<b>Mechanics in Writing</b>								
Capitalization (first word in sentence, proper nouns and adjectives, pronoun <i>I</i> , titles, months, days of the week, holidays, and so on)	•	•	•T	•T	•T	•T	•T	•T
Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)		•	•T	•T	•T	•T	•T	•T

<b>Written and Oral English Language Conventions</b> <i>continued</i>								
	Pre-K	K	1	2	3	4	5	6
<b>Spelling</b>								
Spell independently by using pre-phonetic knowledge, knowledge of letter names, sounds of the alphabet	•	•	•T	•	•	•	•	•
Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings		•	•T	•T	•T	•T	•T	•T
Vowels: short, long, <i>r</i> -controlled, digraphs, diphthongs, less-common vowel patterns, schwa		•	•T	•T	•T	•T	•T	•T
Use knowledge of word structure to spell			•	•	•	•	•	•
Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words			•	•T	•T	•T	•T	•T
Greek and Latin roots, syllable patterns, multisyllabic words			•	•	•	•	•	•
Spell high-frequency, irregular words			•T	•T	•	•	•	•
Spell frequently misspelled words correctly, including homophones or homonyms			•	•	•	•	•	•
Use meaning relationships to spell					•	•	•	•
<b>Listening and Speaking</b>								
	Pre-K	K	1	2	3	4	5	6
<b>Listening Skills and Strategies</b>								
Listen to a variety of presentations attentively and politely	•	•	•	•	•	•	•	•
Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions	•	•	•	•	•	•	•	•
Listen for a purpose								
For enjoyment and appreciation	•	•	•	•	•	•	•	•
To expand vocabulary and concepts	•	•	•	•	•	•	•	•
To obtain information and ideas	•	•	•	•	•	•	•	•
To follow oral directions	•	•	•	•	•	•	•	•
To answer questions and solve problems	•	•	•	•	•	•	•	•
To participate in group discussions	•	•	•	•	•	•	•	•
To identify and analyze the musical elements of literary language	•	•	•	•	•	•	•	•
To gain knowledge of one's own culture, the culture of others, and the common elements of cultures	•	•	•	•	•	•	•	•
To respond to persuasive messages with questions or affirmations						•	•	•
Determine purpose of listening			•	•	•	•	•	•
Recognize formal and informal language			•	•	•	•	•	•
Connect prior experiences to those of a speaker	•	•	•	•	•	•	•	•
Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, experiences		•	•	•	•	•	•	•
Paraphrase, retell, or summarize information that has been shared orally			•	•	•	•	•	•
Evaluate a speaker's delivery; identify tone, mood, and emotion				•	•	•	•	•
Interpret and critique a speaker's purpose, perspective, persuasive techniques, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions					•	•	•	•
<b>Speaking Skills and Strategies</b>								
Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences, and purposes; sustain audience interest, attention	•	•	•	•	•	•	•	•
Use proper intonation, volume, pitch, modulation, and phrasing		•	•	•	•	•	•	•
Speak with a command of standard English conventions	•	•	•	•	•	•	•	•
Use appropriate language for formal and informal settings	•	•	•	•	•	•	•	•

• instructional opportunity      T tested in standardized test format

<b>Listening and Speaking <i>continued</i></b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Use visual aids to clarify oral presentations	•	•	•	•	•	•	•	•
Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion			•	•	•	•	•	•
Support opinions with detailed evidence and with visual or media displays					•	•	•	•
Emphasize key points to assist listener						•	•	•
Speak for a purpose								
To ask and answer questions	•	•	•	•	•	•	•	•
To give directions and instructions	•	•	•	•	•	•	•	•
To retell, paraphrase, or explain information	•	•	•	•	•	•	•	•
To communicate needs and share ideas and experiences	•	•	•	•	•	•	•	•
To describe people, places, things, locations, events, and actions		•	•	•	•	•		•
To participate in conversations and discussions	•	•	•	•	•	•	•	•
To express an opinion	•	•	•	•	•	•	•	•
To recite poems or songs or deliver dramatic recitations, interpretations, or performances	•	•	•	•	•	•	•	•
To deliver oral responses to literature	•	•	•	•	•	•	•	•
To deliver presentations or oral reports (narrative, descriptive, persuasive, problems and solutions, and informational based on research)	•	•	•	•	•	•	•	•
Stay on topic; maintain a clear focus	•	•	•	•	•	•	•	•
Support spoken ideas with details and examples			•	•	•	•	•	•
Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)	•	•	•	•	•	•	•	•
<b>Viewing/Media</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Interact with and respond to a variety of media for a range of purposes	•	•	•	•	•	•	•	•
Compare and contrast print, visual, and electronic media				•	•	•	•	•
Analyze media						•	•	•
Evaluate media			•	•	•	•	•	•
Recognize bias and propaganda in media message					•	•	•	•
Recognize purpose and persuasion in media messages			•	•	•	•	•	•

## Research Skills

<b>Understand and Use Graphic Sources</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Advertisement			•	•	•	•	•	•
Chart/table	•	•	•	•	•	•	•	•
Diagram/scale drawing			•	•	•	•	•	•
Graph (bar, circle, line, picture)		•	•	•	•	•	•	•
Illustration, photograph, caption, label	•	•	•	•	•	•	•	•
Map/globe	•	•	•	•	•	•	•	•
Poster/announcement	•	•	•	•	•	•	•	•
Schedule						•	•	•
Sign	•	•	•	•		•		•
Time line				•	•	•	•	•

<b>Understand and Use Reference Sources</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Know and use organizational features and parts of a book to locate information	•	•	•	•	•	•	•	•
Use alphabetical order			•	•	•	•	•	•
Understand purpose, structure, and organization of reference sources (print, electronic, media, Internet)	•	•	•	•	•	•	•	•
Almanac						•	•	•
Atlas				•	•	•	•	•
Card catalog/library database				•	•	•	•	•
Picture Dictionary		•	•	•				•
Dictionary/glossary				•	•T	•T	•T	•T
Encyclopedia			•	•	•	•	•	•
Magazine/periodical			•	•	•	•	•	•
Newspaper and newsletter			•	•	•	•	•	•
<i>Readers' Guide to Periodical Literature</i>						•	•	•
Technology (on- and offline electronic media)		•	•	•	•	•	•	•
Thesaurus				•	•	•	•	•
<b>Study Skills and Strategies</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Adjust reading rate			•	•	•	•	•	•
Clarify directions	•	•	•	•	•	•	•	•
Outline				•	•	•	•	•
Skim and scan			•	•	•	•	•	•
SQP3R						•	•	•
Summarize		•	•	•	•	•	•	•
Take notes, paraphrase, and synthesize			•	•	•	•	•	•
Use graphic and semantic organizers to organize information		•	•	•	•	•	•	•
<b>Test-Taking Skills and Strategies</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Understand the question, the vocabulary of tests, and key words			•	•	•	•	•	•
Answer the question; use information from the text (stated or inferred)	•	•	•	•	•	•	•	•
Write across texts				•	•	•	•	•
Complete the sentence				•	•	•	•	•
<b>Technology/New Literacies</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Non-Computer Electronic Media</b>								
Audiotapes/CDs, videotapes/DVDs	•	•	•	•	•	•	•	•
<b>Computer Programs/Services: Basic Operations and Concepts</b>								
Use accurate computer terminology	•	•	•	•	•	•	•	•
Create, name, locate, open, save, delete, and organize files		•	•	•	•	•	•	•
Use input and output devices (such as mouse, keyboard, monitor, printer, touch screen)	•	•	•	•	•	•	•	•
Use basic keyboarding skills		•	•	•	•	•	•	•
<b>Responsible Use of Technology Systems and Software</b>								
Work cooperatively and collaboratively with others; follow acceptable-use policies	•	•	•	•	•	•	•	•
Recognize hazards of Internet searches					•	•	•	•
Respect intellectual property					•	•	•	•



<b>Technology/New Literacies</b> <i>continued</i>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Information and Communication Technologies:</b>								
<b>Information Acquisition</b>								
Use electronic Web (nonlinear) navigation, online resources, databases, keyword searches				•	•	•	•	•
Use visual and nontextual features of online resources	•	•	•	•	•	•	•	•
Internet inquiry				•	•	•	•	•
Identify questions				•	•	•	•	•
Locate, select, and collect information				•	•	•	•	•
Analyze information				•	•	•	•	•
Evaluate electronic information sources for accuracy, relevance, bias					•	•	•	•
Understand bias/subjectivity of electronic content (about this site, author search, date created)					•	•	•	•
Synthesize information					•	•	•	•
Communicate findings				•	•	•	•	•
Use fix-up strategies (such as clicking <i>Back</i> , <i>Forward</i> , or <i>Undo</i> ; redoing a search; trimming the URL)					•	•	•	•
<b>Communication</b>								
Collaborate, publish, present, and interact with others		•	•	•	•	•	•	•
Use online resources (e-mail, bulletin boards, newsgroups)			•	•	•	•	•	•
Use a variety of multimedia formats			•	•	•	•	•	•
<b>Problem Solving</b>								
Use technology resources for solving problems and making informed decisions					•	•	•	•
Determine when technology is useful			•	•	•	•	•	•
<b>The Research Process</b>								
Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research		•	•	•	•	•	•	•
Choose and evaluate appropriate reference sources		•	•	•	•	•	•	•
Locate and collect information including using organizational features of electronic text	•	•	•	•	•	•	•	•
Take notes/record findings		•	•	•	•	•	•	•
Combine and compare information			•	•	•	•	•	•
Evaluate, interpret, and draw conclusions about key information		•	•	•	•	•	•	•
Paraphrase and summarize information		•	•	•	•	•	•	•
Make an outline				•	•	•	•	•
Organize content systematically		•	•	•	•	•	•	•
Communicate information		•	•	•	•	•	•	•
Write and present a report		•	•	•	•	•	•	•
Include citations					•	•	•	•
Respect intellectual property/avoid plagiarism						•	•	•
Select and organize visual aids		•	•	•	•	•	•	•

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**Bilingual children.** See Access for All, ELL (English Language Learners) suggestions.

**Biography.** See Genres.

**Book parts.** See Parts of a book.

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**Calendar.** See Graphic sources.

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**Categorize.** See Classify; Research/study skills, classify/categorize.

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**Choral reading.** See Fluency, reading.

**Chronology.** See Sequence; Story structure, sequence; Text structure, sequence.

**Classify, 1.2:** 134–135, 1.3: 105g, 109c. See also Research/study skills.

**Classroom-based assessment.** See Assessment, progress monitoring. In addition, “If/then” corrective feedback and progress monitoring opportunities occur throughout lessons and Guide Comprehension questions.

**Classroom management, 1.R:** 12b–12e, 36b–36e, 62b–62e, 88b–88e, 114b–114e, 140b–140e, 1.1: 12b–12e, 38b–38e, 38–39, 66b–66e, 102–103, 106h, 94b–94e, 120b–120e, 146b–146e, 1.2: 12b–12e, 44b–44e, 78b–78e, 104b–104e, 138b–138e, 170b–170e, 1.3: 12b–12e, 44b–44e, 84b–84e, 118b–118e, 150b–150e, 182b–182e, 204–205, 1.4: 12b–12e, 52b–52e, 77a, 88b–88e, 120b–120e, 144h, 154b–154e, 190b–190e, 1.5: 12b–12e, 44–45, 52b–52e, 90b–90e, 98c, 100–101, 114–115, 116–117, 126–127, 130b–130e, 166b–166e, 202b–202e

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**Composition.** See Writing forms/products; Writing modes; Writing process; Writing traits.

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**Comprehension skills, explicit/implicit instruction.** See Author's purpose; Cause and effect; Character; Compare and contrast; Conclusions, draw; Fact and opinion; Facts and details; Graphic sources; Main idea and details; Plot; Realism and fantasy; Sequence; Setting; Theme.

**Comprehension strategies.** See Background knowledge, Graphic and semantic organizers, Important ideas, Inferring, Monitor and clarify, Predict, Prereading strategies, Questioning, Self-check, Story structure, Summarize, Text features, Text structure, Visualizing.

**Computers, using.** See Technology.

**Concepts of print.** See Print awareness.

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**Draw conclusions.** See Conclusions, draw.

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**ELL (English Language Learners) suggestions.** See Access for All.

**E-mail.** See Genres; Technology, new literacies.

**Emerging reading.** See Print awareness.

**Encyclopedia (as reference source).** See Reference sources.

**Endings.** See Spelling, word analysis; Word analysis.

**End punctuation.** See Exclamation mark, Period, Question mark.

**English, conventions of.** See Adjectives; Adverbs; Apostrophe; Capitalization; Contractions; Exclamation mark; Nouns; Period; Pronouns; Question mark; Sentences; Subject-verb agreement; Verbs; Writing process, proofread/edit.

**Environmental print.** See Print awareness.

**ESL (English as a Second Language).** See Access for All, ELL (English Language Learners) suggestions.

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**Onomatopoeia.** See Literary terms, Sound devices and poetic elements.

**Opinion and fact.** See Fact and opinion.

**Oral language.** See Listening, Speaking.

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**Oral vocabulary development.** See Academic vocabulary, Content knowledge, Oral reading ability.

## P

**Paraphrase.** See Summarize.

**Parents.** See School-home connection.

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  - glossary, 1.R: 57b, 1.3: 73g, 1.4: 143f, 1.5: 60a
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  - title, 1.R: 31b, 58c, 92c, 118c, 120c, 1.1: 33c, 1.2: 33g, 1.5: 165c
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- See also Print awareness, Text features.

**Penmanship.** See Handwriting.

**Performance task.** See Assessment, progress monitoring.

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**Periodical/newsletter.** See Reference sources.

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- distinguish/discriminate sounds, 1.1: 14–15, 34c, 40–41, 62c, 68–69, 88c, 122–123, 142c, 148–149, 164c, 168c, 1.2: 100c, 132c, 164c, 198c
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- generate/recognize rhyming words, 1.R: 42d, 94d, 120d, 1.1: 30c, 58c, 84c, 138c, 164c, 1.2: 66c, 1.3: 34c, 148c, 180c, 216c, 1.4: 44c, 1.5: 232c
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*ng*, 1.3: 47a, 48, 48a, 48b–48c, 49f, 51d, 74d–74e, 78e–78f, 82c, 83d–83f, 110d  
*nk*, 1.3: 47a, 48, 48a, 48b–48c, 49f, 51d, 74d–74e, 78e–78f, 82c, 83d–83f, 110d  
*sh*, 1.2: 15a, 16, 16a, 16b–16c, 19d, 34e, 38e–38f, 42c, 43d–43e, 70d, 1.3: 51d  
*tch*, 1.2: 84d, 84, 85a, 85b–85c, 96d–96e, 100e–100f, 102c, 103d–103f, 132d  
*th*, 1.2: 15a, 16, 16a, 16b–16c, 19d, 34e, 38e–38f, 42c, 43d–43e, 70d, 1.3: 51d

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*ch*, 1.2: 84d, 84, 85a, 85b–85c, 96d–96e, 100e–100f, 102c, 103d–103f, 132d, 1.3: 51d  
*ph*, 1.2: 84d, 84, 85a, 85b–85c, 100e–100f, 102c, 103d–103f  
*sh*, 1.2: 15a, 16, 16a, 16b–16c, 19d, 34e, 38e–38f, 42c, 43d–43e, 70d, 1.3: 51d  
*th*, 1.2: 15a, 16, 16a, 16b–16c, 19d, 34e, 38e–38f, 42c, 43d–43e, 70d, 1.3: 51d  
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*g/g/*, 1.R: 68e–68g, 68, 69a–69b, 84e, 84g–84h, 110g–110h, 1.1: 34d

*l, ll, /l/*, 1.R: 92e–92g, 92, 110e, 110g–110h, 136e

*m/m/*, 1.R: 16, 17a–17b, 32e, 32g–32h

*n/n/*, 1.R: 42e–42g, 42, 43b–43c, 58e, 58g–58h, 1.1: 34d

*p/p/*, 1.R: 40e–40g, 40, 43b–43c, 58e, 58g–58h, 1.1: 34d

*s/z/*, 1.1: 34d, 72d, 72, 73a, 73b–73c, 84d–84e, 88e–88f, 88g, 92c, 93d–93e

*t/t/*, 1.R: 16f, 16, 17a–17b, 32e, 32g–32h

*x/ks/*, 1.1: 44d, 44, 45a, 45b–45c, 58e, 62e–62f, 64c, 65d–65f, 88d

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*b/b/*, 1.R: 66e–66g, 66, 69a–69b, 84e, 84g–84h, 110g–110h, 1.1: 34d

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*d/d/*, 1.R: 91a–91c, 92, 95a–95b, 110e, 110g–110h, 136e, 1.1: 34d

*f/f/*, 1.R: 65a–65c, 66, 69a–69b, 84e, 84g–84h, 110g–110h, 1.1: 34d

*g/g/*, 1.R: 68e–68g, 68, 69a–69b, 84e, 84g–84h, 110g–110h, 1.1: 34d

*h/h/*, 1.R: 94e–94g, 94, 95a–95b, 110e, 110g–110h, 136e, 1.1: 34d

*j/j/*, 1.R: 118e–118g, 118, 121a–121b, 136e, 136g–136h, 1.1: 34d

*k/k/*, 1.R: 120e–120g, 136e, 136g–136h, 1.1: 34d

*l/l/*, 1.R: 92e–92g, 92, 110e, 110g–110h, 136e, 1.1: 34d

*m/m/*, 1.R: 15a–15c, 16, 17a–17b, 32e, 32g–32h

*n/n/*, 1.R: 42e–42g, 42, 43b–43c, 58e, 58g–58h, 1.1: 34d

*p/p/*, 1.R: 40e–40g, 40, 43b–43c, 58e, 58g–58h, 1.1: 34d

*qu/kw/*, 1.R: 146q–146s, 146, 162e, 162g–162h, 1.1: 34d

*r/r/*, 1.R: 117a–117c, 118, 121a–121b, 136e, 136g–136h, 162g–162h, 1.1: 34d

*s/s/*, 1.R: 15n–15p, 16, 17a–17b, 32e, 32g–32h

*s/z/*, 1.1: 34d, 72d, 72, 73a, 73b–73c, 84d–84e, 88e–88f, 92c, 93d–93f

*t/t/*, 1.R: 16e–16g, 16, 17a–17b, 32e, 32g–32h, 1.1: 34d

*v/v/*, 1.R: 143a–143c, 144, 162e, 162g–162h, 1.1: 34d

*w/w/*, 1.R: 118e–118g, 118, 121a–121b, 136e, 136g–136h, 1.1: 34d

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*ai*, 1.4: 15a, 16, 16a, 16b–16c, 17f, 19d, 44d–44e, 48e–48f, 50c, 51d–51f, 59d, 82d, 127d

*au, aw*, 1.5: 169a, 170, 170a, 170b–170c, 173d, 194d–194e, 200c, 201d–201f, 236d

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*ea*, 1.4: 55a, 56, 56a, 56b–56c, 59d, 78d–78e, 82e–82f, 86c, 87d–87f, 114d, 127d

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*oa*, 1.4: 91a, 92, 92a, 92b–92c, 95d, 110d–110e, 114e–114f, 118c, 119d–119f, 127d, 148e–148f, 1.5: 97d

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*ou*, 1.5: 15a, 16, 16a, 16b–16c, 17f, 19d, 40d–40e, 44e–44f, 50c, 51d–51f, 82d, 97d, 124d

*ow*, 1.5: 15a, 16, 16a, 16b–16c, 17f, 19d, 40d–40e, 44e–44f, 50c, 51d–51f, 82d, 97d, 124d

*oy*, 1.5: 133a, 134, 134a, 134b–134c, 137d, 156d–156e, 160e–160f, 164c, 165d–165f

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*u*, 1.2: 141a, 142, 142a, 142b–142c, 145d, 160d–160e, 164e–164f, 168c, 169d–169f, 177d, 198d

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*ir*, 1.3: 153a, 154, 154a, 154b–154c, 157d, 174d–174e, 178e–178f, 180c, 181d–181f, 212d

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**Photo essay.** See Genres.

**Phrasing.** See Fluency, reading.

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**Plurals.** See Nouns, Word analysis.

**Poetic devices.** See Literary terms, Sound devices and poetic elements.

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See *also* Prereading strategies, preview and predict.

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**Preview.** See Predict, Prereading strategies.

### Print awareness

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letters of word, sequence, 1.R: 15l, 16o, 32c  
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numbers, recognize, 1.R: 16c, 16o, 32c, 40c  
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print symbols, 1.R: 32c  
progression, left-to-right, 1.R: 42c, 42o  
progression, top-to-bottom, 1.R: 42c, 42o  
return sweep, 1.R: 42c, 42o  
sentence features, 1.R: 136c, 144c, 146c  
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**Prior knowledge.** See Background knowledge; Prereading strategies, activate prior knowledge.

**Procedural text.** See Genres.

**Progress monitoring.** See Assessment.

**Pronouns,** 1.5: 57c, 77c, 80a, 80–81, 87c, 89g, 135c, 155c, 158a, 158–159, 163b, 165g  
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**Proofreading.** See Writing process.

**Prosody.** See Fluency, reading, expression/intonation.

**Punctuation.** See Apostrophe; Exclamation mark; Period; Question mark; Writing process, proofread/edit.

**Purposes for reading.** See Prereading strategies, set purpose for reading.

## Q

**Questioning,** 1.R: 18a, 18–19, 24–25, 96a, 96–97, 104–105, 105a, 1.2: 101a, 178b, 182–183, 190–191, 194–195, 1.4: 114–115, 116–117, 128b, 130–131, 134–135, 138–139, 144–145, 1.5: 48–49, 124–125. See also Speaking, activities.

**Question mark,** 1.1: 125c, 137c, 140a, 140–141, 141a, 143c, 145g

## R

**Rate.** See Fluency, reading.

**Read-aloud.** See Reading to students.

**Reader response.** See Connections, making; Response to literature.

**Reading and writing about literature.** See Reading and Writing across Texts; Writing, response to literature.

**Reading and Writing Across Texts,** 1.R: 32–33, 58–59, 84–85, 110–111, 136–137, 162–163, 1.1: 35a, 59a, 63a, 90–91, 117a, 143a, 169a, 1.2: 40–41, 75a, 101a, 134–135, 161a, 166–167, 199a, 1.3: 40–41, 80–81, 115a, 147a, 173a, 175a, 209a, 214–215, 1.4: 49a, 79a, 84–85, 116–117, 150–151, 224–225, 1.5: 49a, 87a, 126–127, 162–163, 199a, 238–239

**Reading fluency.** See Fluency, reading; Oral reading ability.

**Reading rate.** See Fluency, reading.

**Reading to students,** 1.R: 15d–15e, 15j, 16a, 16m, 32a, 39d–39e, 40a, 42a, 42m, 58a, 65d–65e, 66a, 68a, 68m, 84a, 91d–91e, 92a, 94a, 94m, 110a, 117d–117e, 118a, 120a, 120m, 136a, 143d–143e, 144a, 146a, 146m, 162a, 1.1: 17a–17b, 18a, 30a, 34a, 36a, 43a–43b, 44a, 58a, 62a, 64a, 71a–71b, 72a, 84a, 88a, 92a, 99a–99b, 100a, 112a, 116a, 118a, 125a–125b, 126a, 138a, 142a, 144a, 151a–151b, 152a, 164a, 168a,

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**Realistic fiction.** See Genres.

**Recipe.** See Graphic sources.

**Recurring phrases.** See Literary terms, Sound devices and poetic elements.

### Reference sources

dictionary/glossary, 1.3: 73g, 126a, 134–135, 149a, 158a, 162–163, 168–169, 181a, 1.4: 143f, 162a, 168–169, 189a, 1.5: 60a, 72–73, 77g, 81c, 87f, 89a  
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Internet and World Wide Web. See Technology, new literacies.  
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media center/library, 1.1: 57f  
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picture dictionary, 1.R: 57b, 1.1: 83g, 87c, 1.2: 175f, 193f  
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See also Content-area texts; Dictionary/glossary; Research/study skills; Technology, new literacies.

**Reread challenging text,** 1.1: 106–107, 134–135, 158–159, 1.2: 26–27, 56–57, 90–91, 116–117, 118–119, 124–125, 152–153, 1.3: 22–23, 30–31, 60–61, 64–65, 102–103, 130–131, 134–135, 170–171, 1.4: 26–27, 72–73, 98–99, 106–107, 130–131, 134–135, 166–167, 168–169, 206–207, 210–211, 1.5: 22–23, 66–67, 182–183

**Rereading.** See Fluency, reading; Monitor and clarify; Reread challenging text.

### Research/study skills

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See also Content-area texts, Graphic and semantic organizers, Graphic sources, Parts of a book, Reference sources.

## Response to literature

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See also Connections, making; Literary response and appreciation.

**Retelling.** See Speaking, activities.

**Rhyme.** See Literary terms, Sound devices and poetic elements.

**Rhythm.** See Literary terms, Sound devices and poetic elements.

**Rubric.** See Assessment, scoring guide (rubric).

## S

**Scale drawing.** See Graphic sources, diagram/scale drawing.

### School-home connection

Family Times Newsletter, 1.R: 15i, 39i, 65i, 91i, 117i, 143i, 1.1: 17f, 43f, 71f, 99f, 125f, 151f, 1.2: 17f, 49f, 83f, 109f, 143f, 175f, 1.3: 17f, 49f, 89f, 123f, 155f, 187f, 1.4: 17f, 57f, 93f, 125f, 159f, 195f, 1.5: 17f, 57f, 95f, 135f, 171f, 207f

**Science activities.** See Content-area texts, Cross-curricular connections, Science in reading.

**Science in reading,** 1.R: 32i, 1.1: 116i, 212i, 116i, 142i, 142–143, 1.2: 132i, 132–135, 164i, 164–167, 198i, 198–199, 1.3: 110i, 146i, 146–147, 212i, 1.4: 82i, 114i, 114–117, 1.5: 124i, 124–127, 160i, 160–163. See also Content-area texts.

**Self-appraisal and self-correction.** See Assessment, self assessment; Monitor and clarify; Self-check.

**Self-check,** 1.R: 27a, 53a, 79a, 105a, 131a, 157a, 1.1: 28–29, 54–55, 82–83, 110–111, 136–137, 1.2: 32–33, 64–65, 94–95, 126–127, 158–159, 192–193, 1.3: 32–33, 72–73, 104–105, 140–141, 172–173, 1.4: 42–43, 76–77, 108–109, 142–143, 180–181, 216–217, 1.5: 38–39, 76–77, 118–119, 154–155, 192–193, 230–231

**Self-monitor and use fix-up strategies.** See Monitor and clarify, Self-check.

**Sensory details.** See Literary terms.

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**Setting purposes for reading.** See Prereading strategies.

**Sign.** See Graphic sources.

**Small Group Time,** 1.R: 15c, 15p, 16g, 32f, 39c, 40g, 42g, 43a, 58f, 65c, 66g, 68g, 68s, 84f, 91c, 92g, 94g, 94s, 110f, 117c, 118g, 120g, 120s, 136f, 143c, 144g, 146g, 146s, 162f, 1.1: 15c, 16d, 16as 29a, 30f, 34h, 36d, 42d, 57a, 58f, 62h, 64d, 70d, 83a, 84f, 88h, 92d, 98d, 111a, 112f, 116h, 118d, 124d, 137a, 138f, 142h, 144d, 150d, 163a, 164f, 168h, 170d, 1.2: 16d, 34f, 38h, 42d, 48d, 65a, 66f, 70h, 76d, 82d, 95a, 96f, 100h, 102d, 108d, 129f, 132h, 136d, 142d, 159a, 160f, 164h, 168d, 174d, 193a, 194f, 198h, 200d, 1.3: 16d, 33a, 34f, 38h, 42d, 48d, 73a, 74f, 78h, 82d, 88d, 105a, 106f, 110h, 116d, 122d, 141a, 142f, 146h, 148d, 154d, 174f, 178h, 180d, 186d, 208f, 212h, 216d, 1.4: 16d, 43a, 44f, 48h, 50d, 56d, 77a, 78f, 82h, 86d, 92d, 109a, 110f, 114h, 118d, 124d, 143a, 143d, 144f, 148h, 152d, 158d, 181a, 182f, 186h, 188d, 194d, 217a, 218f, 226d, 1.5: 16d, 39a, 40f, 44h, 50d, 58d, 77a, 78f, 82h, 88d, 94d, 119a, 120f, 124h, 128d, 134d, 155a, 156f, 160h, 164d, 170d, 193a, 194f, 198h, 200d, 206d, 231a, 232f, 236h, 240d

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**Social studies in reading,** 1.R: 58i, 58–59, 84i, 84–85, 110i, 110–111, 136i, 136–137, 162i, 1.1: 34i, 62i, 88i, 88–91, 1.2: 38i, 38–41, 70i, 70–75, 101i, 100–101, 1.3: 38i, 38–41, 78i, 1.4: 48i, 148i, 148–151, 1.5: 44i, 44–49, 82i, 198i, 198–199, 236i. See also Content-area texts.

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**Sources.** See Media literacy; Reference sources; Technology, new literacies.

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**Think-aloud statements**. Think-alouds and teacher modeling are demonstrated throughout weekly lessons as basic teaching strategies.

**Thinking strategies**. *See* Higher-order thinking skills.

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