

Success for All Foundation

Alignment to the College and Career Readiness Standards

Tutoring with the
Lightning Squad

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Alignment to the College and Career Readiness Standards Initiative

College and Career Readiness Anchor Standards and English Language Arts Standards for Reading, Writing, Speaking and Listening, and Language

**Section I: Alignment to English Language Arts
Standards for Reading: Literature**

Grade 1
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL.1.1. Ask and answer questions about key details in a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked key details in the text.
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about key details and the central message of the text.
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.1.3. Describe characters, settings, and major events in a story, using key details.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about settings, characters, and major events.
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to identify words and phrases in stories that appeal to the senses.
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students read both literature and informational texts as a part of Tutoring with the Lightning Squad.
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
RL.1.6. Identify who is telling the story at various points in a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about the narrators of texts.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. Stories and questions increase in complexity as students use Lightning Squad tutoring throughout the year. • Students illustrations and details in stories to answer questions about the characters, setting, or events.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.1.8. Not applicable to literature
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about comparing and contrasting.
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. Stories and questions increase in complexity as students use Lightning Squad tutoring throughout the year.

Grade 2
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked key details in the text.
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about key details and the central message of the text.
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.2.3. Describe how characters in a story respond to major events and challenges.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about settings, characters, and major events.
Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to identify words and phrases in stories that appeal to the senses.
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students read both literature and informational texts as a part of Tutoring with the Lightning Squad.
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
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.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about the narrators of texts.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. Stories and questions increase in complexity as students use Lightning Squad tutoring throughout the year. • Students illustrations and details in stories to answer questions about the characters, setting, or events.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.2.8. Not applicable to literature
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about comparing and contrasting.
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. Stories and questions increase in complexity as students use Lightning Squad tutoring throughout the year.

Grade 3

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked key details in the text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked about key details and the central message of the text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked about settings, characters, and major events.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked to identify words and phrases in stories that appeal to the senses.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students read both literature and informational texts as a part of Tutoring with the Lightning Squad.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked about the narrators of texts.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. Stories and questions increase in complexity as students use Lightning Squad tutoring throughout the year. • Students use illustrations and details in stories to answer questions about the characters, setting, or events.
<p>Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>
<p>RL.3.8. Not applicable to literature</p>
<p>Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>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)</p>
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about comparing and contrasting.
<p>Range of Reading and Level of Text Complexity</p>
<p>Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. Stories and questions increase in complexity as students use Lightning Squad tutoring throughout the year.

**Section II: Alignment to English Language Arts
Standards for Reading: Informational Text**

Grade 1
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.1.1. Ask and answer questions about key details in a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about key details.
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.1.2. Identify the main topic and retell key details of a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about main ideas and key details.
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about connections between individuals, events, or pieces of information.
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to clarify the meanings of words and phrases in the text.
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to use text features to locate key facts or information in the text.
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to distinguish information found in text features and the text.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹

RI.1.7. Use the illustrations and details in a text to describe its key ideas.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to use illustrations and details to describe key ideas.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.1.8. Identify the reasons an author gives to support points in a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to identify the reasons author gives to support their points in the text.
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about similarities and differences between texts.
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. Stories and questions increase in complexity as students use Lightning Squad tutoring throughout the year.

Grade 2
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about key details.
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about main ideas and key details.
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about connections between individuals, events, or pieces of information.

Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to clarify the meanings of words and phrases in the text.
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to use text features to locate key facts or information in the text.
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to distinguish information found in text features and the text.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to use illustrations and details to describe key ideas.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.2.8. Describe how reasons support specific points the author makes in a text.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to identify the reasons author gives to support their points in the text.
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about similarities and differences between texts.
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. Stories and questions increase in complexity as students use Lightning Squad tutoring throughout the year.

Grade 3

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked about key details.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked about main ideas and key details.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked about connections between individuals, events, or pieces of information.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked to clarify the meanings of words and phrases in the text.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked to use text features to locate key facts or information in the text.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

RI.3.6. Distinguish their own point of view from that of the author of a text.

- Story Quest activity: Teams read a story and answer comprehension questions.
- Students are asked to distinguish information found in text features and the text.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

<p>RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to use illustrations and details to describe key ideas.
<p>Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>
<p>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).</p>
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked to identify the reasons author gives to support their points in the text.
<p>Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. • Students are asked about similarities and differences between texts.
<p>Range of Reading and Level of Text Complexity</p>
<p>Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>
<ul style="list-style-type: none"> • Story Quest activity: Teams read a story and answer comprehension questions. Stories and questions increase in complexity as students use Lightning Squad tutoring throughout the year.

**Section III: Alignment to English Language Arts
Standards for Reading: Foundational Skills**

Grade 1
Print Concepts
<p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
<ul style="list-style-type: none"> • Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words.
Phonological Awareness
<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
<ul style="list-style-type: none"> • Letter Launch (stories 4–15) activity: Teams practice saying letter or letter combination sounds and are provided with clues for help. Each student in a pair reads 10 phonemes while their partners coach them. • Word Blender (stories 4–48) activity: Team practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word. • Super Speller activity: Teams practice spelling words that they hear and are provided clues for help.
Phonics and Word Recognition
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3.B. Decode regularly spelled one-syllable words.</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>RF.1.3.F. Read words with inflectional endings.</p> <p>RF.1.3.G. Recognize and read grade-appropriate irregularly spelled words.</p>
<ul style="list-style-type: none"> • Letter Launch (stories 4–15) activity: Teams practice saying letter or letter combination sounds and are provided with clues for help. Each student in a pair reads 10 phonemes while their partners coach them. • Word Blender (stories 4–48) activity: Team practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word. • Super Speller activity: Teams practice spelling words that they hear and are provided clues for help.
Fluency
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

- Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words.
- Story Quest activity: Teams read a story and answer comprehension questions. Stories increase in complexity as students use Lightning Squad tutoring throughout the year.

Grade 2

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.2.3.A. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3.B. Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.C. Decode regularly spelled two-syllable words with long vowels.
- RF.2.3.D. Decode words with common prefixes and suffixes.
- RF.2.3.E. Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3.F. Recognize and read grade-appropriate irregularly spelled words.

- Letter Launch (stories 4–15) activity: Teams practice saying letter or letter combination sounds and are provided with clues for help. Each student in a pair reads 10 phonemes while their partners coach them.
- Word Blender (stories 4–48) activity: Team practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.
- Super Speller activity: Teams practice spelling words that they hear and are provided clues for help.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- RF.2.4.A. Read grade-level text with purpose and understanding.
- RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words.
- Story Quest activity: Teams read a story and answer comprehension questions. Stories increase in complexity as students use Lightning Squad tutoring throughout the year.

Grade 3

Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3.B. Decode words with common Latin suffixes.
- RF.3.3.C. Decode multisyllable words.
- RF.3.3.D. Read grade-appropriate irregularly spelled words.

- Letter Launch (stories 4–15) activity: Teams practice saying letter or letter combination sounds and are provided with clues for help. Each student in a pair reads 10 phonemes while their partners coach them.
- Word Blender (stories 4–48) activity: Team practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.
- Super Speller activity: Teams practice spelling words that they hear and are provided clues for help.

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.A. Read grade-level text with purpose and understanding.

RF.3.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words.
- Story Quest activity: Teams read a story and answer comprehension questions. Stories increase in complexity as students use Lightning Squad tutoring throughout the year.

**Section IV: Alignment to English Language Arts
Standards for Writing**

Grade 1
Text Types and Purposes
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Production and Distribution of Writing
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.1.4. Begins in grade 3
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Integration of Knowledge and Ideas
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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).
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.1.9. Begins in grade 4
Range of Writing
Anchor Standard 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 tasks, purposes, and audiences.
W.1.10. Begins in grade 3

Grade 2
Text Types and Purposes
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Production and Distribution of Writing
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.2.4. Begins in grade 3
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Integration of Knowledge and Ideas
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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).
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.2.9. Begins in grade 4
Range of Writing
Anchor Standard 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 tasks, purposes, and audiences.
W.2.10. Begins in grade 3

Grade 3
Text Types and Purposes
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.B. Provide reasons that support the opinion.</p> <p>W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1.D. Provide a concluding statement or section.</p>
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.B. Develop the topic with facts, definitions, and details.</p> <p>W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2.D. Provide a concluding statement or section.</p>
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
<p>Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order.</p> <p>W.3.3.D. Provide a sense of closure.</p>
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
<p>Production and Distribution of Writing</p>
<p>Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>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.)</p>
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
<p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
<p>Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>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.</p>
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
<p>Integration of Knowledge and Ideas</p>
<p>Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
<p>W.3.7. Conduct short research projects that build knowledge about a topic.</p>
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
<p>Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>

<p>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.</p>
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.
<p>Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>W.3.9. Begins in grade 4</p>
<p>Range of Writing</p>
<p>Anchor Standard 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 tasks, purposes, and audiences.</p>
<p>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.</p>
<ul style="list-style-type: none"> • Writing standards are not applicable to Lightning Squad.

**Section V: Alignment to English Language Arts
Standards for Speaking and Listening**

Grade 1
Comprehension and Collaboration
Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL.1.1.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). SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.
<ul style="list-style-type: none"> When using Lightning Squad, students work in pairs, taking turns to complete the activities and provide feedback to each other.
Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<ul style="list-style-type: none"> Story Quest activity: Teams read a story and answer comprehension questions.
Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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.
<ul style="list-style-type: none"> Students are encouraged to provide their partners with feedback to make sure they understood their partners' answers, or that they understood the directions.
Presentation of Knowledge and Ideas
Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<ul style="list-style-type: none"> Story Quest activity: Teams read a story and answer comprehension questions. Partners may discuss the questions before selecting their answers.
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<ul style="list-style-type: none"> Standard not applicable to Lightning Squad.
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<ul style="list-style-type: none"> Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence.

Grade 2

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1.A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1.B. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

- When using Lightning Squad, students work in pairs, taking turns to complete the activities and provide feedback to each other.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Story Quest activity: Teams read a story and answer comprehension questions.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

- Students are encouraged to provide their partners with feedback to make sure they understood their partners' answers, or that they understood the directions.

Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- Story Quest activity: Teams read a story and answer comprehension questions. Partners may discuss the questions before selecting their answers.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

- Standard not applicable to Lightning Squad.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

- Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence.

Grade 3

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D. Explain their own ideas and understanding in light of the discussion.

- When using Lightning Squad, students work in pairs, taking turns to complete the activities and provide feedback to each other.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Story Quest activity: Teams read a story and answer comprehension questions.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- Students are encouraged to provide their partners with feedback to make sure they understood their partners' answers, or that they understood the directions.

Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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.

- Story Quest activity: Teams read a story and answer comprehension questions. Partners may discuss the questions before selecting their answers.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

- Standard not applicable to Lightning Squad.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)

- Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence.

**Section VI: Alignment to English Language Arts
Standards for Language**

Grade 1
Conventions of Standard English
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<ul style="list-style-type: none"> • Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words. • Super Speller activity: Teams practice spelling words that they hear and are provided clues for help. • Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<ul style="list-style-type: none"> • Super Speller activity: Teams practice spelling words that they hear and are provided clues for help.
Knowledge of Language
Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<p>L.1.3. Begins in grade 2</p>
Vocabulary Acquisition and Use
Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4.B. Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4.C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

- Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence.
- Super Speller activity: Teams practice spelling words that they hear and are provided clues for help.
- Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.

Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

- Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence.
- Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words.
- Story Quest activity: Teams read a story and answer comprehension questions. Stories increase in complexity as students use Lightning Squad tutoring throughout the year.
- Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence.
- Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.

Grade 2

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1.A. Use collective nouns (e.g., *group*).

L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

L.2.1.C. Use reflexive pronouns (e.g., *myself, ourselves*).

L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

- Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words.
- Super Speller activity: Teams practice spelling words that they hear and are provided clues for help.
- Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.A. Capitalize holidays, product names, and geographic names.

L.2.2.B. Use commas in greetings and closings of letters.

L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- Super Speller activity: Teams practice spelling words that they hear and are provided clues for help.

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.A. Compare formal and informal uses of English.

- Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words.

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.

<p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
<ul style="list-style-type: none"> • Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence. • Super Speller activity: Teams practice spelling words that they hear and are provided clues for help. • Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.
<p>Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
<ul style="list-style-type: none"> • Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence. • Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.
<p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>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., <i>When other kids are happy that makes me happy</i>).</p>
<ul style="list-style-type: none"> • Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words. • Story Quest activity: Teams read a story and answer comprehension questions. Stories increase in complexity as students use Lightning Squad tutoring throughout the year. • Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence. • Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.

<h2>Grade 3</h2>
Conventions of Standard English
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.B. Form and use regular and irregular plural nouns.</p> <p>L.3.1.C. Use abstract nouns (e.g., childhood).</p> <p>L.3.1.D. Form and use regular and irregular verbs.</p> <p>L.3.1.E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1.H. Use coordinating and subordinating conjunctions.</p> <p>L.3.1.I. Produce simple, compound, and complex sentences.</p>
<ul style="list-style-type: none"> • Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words. • Super Speller activity: Teams practice spelling words that they hear and are provided clues for help. • Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.
<p>Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.A. Capitalize appropriate words in titles.</p> <p>L.3.2.B. Use commas in addresses.</p> <p>L.3.2.C. Use commas and quotation marks in dialogue.</p> <p>L.3.2.D. Form and use possessives.</p> <p>L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<ul style="list-style-type: none"> • Super Speller activity: Teams practice spelling words that they hear and are provided clues for help.
<p>Knowledge of Language</p>
<p>Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3.A. Choose words and phrases for effect.*</p> <p>L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English.</p>
<ul style="list-style-type: none"> • Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words.
<p>Vocabulary Acquisition and Use</p>
<p>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
<p>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.</p>

<p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<ul style="list-style-type: none"> • Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence. • Super Speller activity: Teams practice spelling words that they hear and are provided clues for help. • Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.
<p>Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
<ul style="list-style-type: none"> • Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence. • Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.
<p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<ul style="list-style-type: none"> • Power Reader activity: Teams hear fluent reading modeled, and then practice fluent reading individually. Students select familiar stories and take turns reading the story for three minutes of practice. Then each student reads for one minute while their partner tracks their words. • Story Quest activity: Teams read a story and answer comprehension questions. Stories increase in complexity as students use Lightning Squad tutoring throughout the year. • Word Quest activity: In Word Quest, partners practice vocabulary words and demonstrate mastery by correctly completing cloze sentences. Partners read the sentences aloud to each other and then choose the correct vocabulary words to complete the sentence. • Word Blender (stories 4–48) activity: Teams practice word blending and are provided with clues for help. When students need clues to read a word, they are prompted to stretch or chunk the word to hear each letter and then say the whole word.