

# Alignment to the Texas Essential Knowledge and Skills for English Language Arts and Reading

Reading Wings



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# Reading Wings<sup>4th</sup> Edition

## **Introduction**

As an endorsing partner of college and career readiness standards, the Success for All Foundation wishes to provide comprehensive documentation of how our Reading Wings 4th Edition curriculum aligns to the reading standards. College and career readiness standards outline core conceptual understandings that are necessary for success in real-world settings such as college and careers.

Much like Reading Wings 4th Edition, the standards are researched and evidence based. In addition, the standards are aligned with college and work expectations, they are rigorous, and they are internationally benchmarked. Each standard was meticulously chosen as it relates to college and career readiness. The standards also emphasize, as does the Reading Wings curriculum, the importance of both literary and nonfiction texts in an English Language Arts curriculum.

College and career readiness standards call for students to continually improve upon the skills they have already learned and to use those skills in more complex activities. They call for students to be critical readers of all materials, to engage with the stories and texts, apply their background knowledge, and utilize what they read to build their understanding of not only the texts, but also the world they live in. This alignment shows that SFAF's Reading Wings 4th Edition program aligns with these goals and the standards as outlined by the college and career readiness standards.

## **Text Complexity and Leveling Texts**

College and career readiness standards specify that text complexity increases throughout the years of school and that students should develop their reading skills and be able to apply those skills to more complex texts. The standards describe a three-part model for measuring text complexity: qualitative, quantitative, and reader and task consideration. SFAF uses a similar approach, taking into consideration the same qualities when determining in which level a particular text should be placed to achieve the most accurate placement.

Qualitative assessments of text require informed decision-making. The qualitative measures given in appendix A of the standards are: levels of meaning (literary text) or purpose (informational text), structure, language conventionality and clarity, and knowledge demands. The SFAF development team assesses texts using these same categories to develop a qualitative estimate of where the book should be placed. This assessment aids in leveling, especially when looking at variances in quantitative assessments of texts. There are various quantitative leveling systems that can be used to help with placement of texts. They use various methods to determine a text's level, mostly based on word and sentence length. Since each system differs, the methods often arrive at different determinations of level. Thus, it is important to take into account multiple quantitative measures when leveling texts. SFAF development teams use quantitative measures from Lexile scores, Flesch-Kincaid, Accelerated Reader,

and Scholastic to determine a text's level.

Finally, the standards recommend investigating reader and task considerations. When reviewing texts and their levels, we take into account their content in addition to which skill and which level of skill use the reader will need. For example, if all the quantitative measures place a text at the early fourth-grade level, but the targeted skill for the lesson is sophisticated, such as independent use of identifying and describing the mood of a story, then that text may be placed toward the end of the fourth-grade curriculum.

The use of these three leveling methods, as described by the standards and as employed by SFAF, ensures that texts are placed at an appropriate developmental level for students and at an appropriate instructional level for their abilities.

**Alignment to Texas Essential Knowledge and Skills for  
English Language Arts and Reading**

**Grade 2**

**(b) Knowledge and skills.**

**(1)** Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking–oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

**(A)** listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;

- The basis of student progress in Reading Wings is cooperative learning. Cooperative learning refers to a set of instructional methods in which students work in small, mixed-ability learning teams to achieve a common goal. The students in each team are responsible not only for their own learning, but also for helping their teammates learn. Cooperative-learning techniques used in Reading Wings 4th Edition are:
  - Think-Pair-Share: A simple questioning technique that keeps all students involved in class discussions and gives every student a chance to answer every question. It takes the fear out of discussion by allowing students to think carefully about their answers and to talk about them with partners before responding to the class.
  - Team Huddle: A technique that provides an opportunity for students to process information and discuss answers to questions in teams before sharing with the whole group.
  - Random Reporter: An easy-to-use technique that is effective for answering questions at all levels of difficulty. It prompts team interdependence because no one knows who will be called on to answer a question. Teammates have to prepare each member of the team to successfully answer the question if his or her number is called.
- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
  - practice active listening,
  - help and encourage others,
  - everyone participates,
  - explain your ideas/tell why, and
  - complete tasks.
- During Teamwork, students read with partners, discuss strategy use, answer Team Talk questions, and write answers to the Write-On question. partner reading and team discussion are student-led activities. During this time, students work with partners and then teams as the teacher monitors and reinforces their discussions at the class level. During Teamwork, students receive ample opportunity to discuss and extend their comprehension of the text while focusing on the keys to unlocking their comprehension—the core reading strategies. The teacher can collect individual scores at any point during Teamwork and award challenge scores using Random Reporter during class discussion.

**(B)** follow, restate, and give oral instructions that involve a short, related sequence of actions;

- Throughout Reading Wings, students are introduced to texts in a variety of formats, such as functional texts. These can include texts that provide multi-step directions. For example:
  - *Drink-Carton Space Shuttle*
- All lessons: instructional process
- Adventures in Writing: Various Adventures in Writing activities provide students with opportunities to write multi-step directions, such as writing/following recipes, traveling directions, or how-to manuals.

**(C)** share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;

- Students have a variety of opportunities to evaluate information presented in diverse media and formats:
  - Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion
- Summarization is a core reading comprehension skill that students learn in *Savvy Reader Summarizing* and

<p>practice in all Targeted Treasure Hunts.</p> <ul style="list-style-type: none"> <li>• During Fluency in Five, students practice reading aloud from a variety of texts. The teacher models reading fluently and then guides the students as they use the rubric to provide feedback to their partners. Certain lessons also include videos of students reading, for which students can use their rubrics to give feedback. On subsequent days, students use pages that they have read to practice fluent reading themselves. Students use the rubric to give feedback to their partners, and then they switch roles. The teacher selects two or three students randomly when they are ready to read aloud for a score. The teacher uses the rubric to score fluency, provide targeted feedback, and guide students in setting fluency goals. <ul style="list-style-type: none"> <li>– Students who read fluently should read with feeling, smoothness, and accuracy at the targeted rate.</li> </ul> </li> <li>• Students may apply what they practice during Fluency in Five to other spoken presentations.</li> <li>• During Teamwork, students read with partners, discuss strategy use, answer Team Talk questions, and write answers to the Write-On question. partner reading and team discussion are student-led activities. During this time, students work with partners and then teams as the teacher monitors and reinforces their discussions at the class level.</li> </ul>
<p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and</p>
<ul style="list-style-type: none"> <li>• Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals—practice active listening, help and encourage others, everyone participates, explain your ideas/tell why, and complete tasks.</li> <li>• Targeted Treasure Hunts: Teamwork, class discussion, and team discussion</li> </ul>
<p><b>(E)</b> develop social communication such as distinguishing between asking and telling.</p>
<ul style="list-style-type: none"> <li>• Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals—practice active listening, help and encourage others, everyone participates, explain your ideas/tell why, and complete tasks.</li> <li>• Targeted Treasure Hunts: Teamwork, class discussion, and team discussion</li> </ul>
<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>
<p><b>(A)</b> demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> <li>(i) producing a series of rhyming words;</li> <li>(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;</li> <li>(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</li> <li>(iv) manipulating phonemes within base words;</li> </ul>
<ul style="list-style-type: none"> <li>• Each grade includes at least one poetry Targeted Treasure Hunt throughout the year. For example: <ul style="list-style-type: none"> <li>– <i>The Bug in Teacher’s Coffee and Other School Poems, Silver Seeds</i></li> </ul> </li> <li>• In literature lessons, students complete Book Club and share their self-selected readings through activities of their choosing. Book Club activities may be oral and include poetry or song lyrics.</li> <li>• During Adventures in Writing on Day 6, students may write their own poems or songs and share them with the class.</li> <li>• Students learn the importance of decoding through the clarifying process that is taught in the <i>Savvy Reader Clarifying</i> lessons. They learn to clarify words at the pronunciation level using several word strategies. The clarifying process is embedded throughout all other Targeted Treasure Hunts. <ul style="list-style-type: none"> <li>– Students are encouraged to use strategies familiar to them, including adding or deleting phonemes to make words.</li> </ul> </li> <li>• On Days 2–4 of each 6-day Targeted Treasure Hunt, students take part in Word Power. Word Power activities focus on various phonics and word recognition skills. Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and understand longer words. For example: <ul style="list-style-type: none"> <li>– Word families: <i>The Bug in Teacher’s Coffee and Other School Poems; Abuela; Tops and Bottoms; Voting in Elections</i></li> </ul> </li> </ul>

**(B)** demonstrate and apply phonetic knowledge by:

- (i) decoding words with short, long, or variant vowels, trigraphs, and blends;
- (ii) decoding words with silent letters such as knife and gnat;
- (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (iv) decoding compound words, contractions, and common abbreviations;
- (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCVCV;
- (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and
- (vii) identifying and reading high-frequency words from a research-based list;

- Students learn the importance of decoding through the clarifying process that is taught in the *Savvy Reader Clarifying* lessons. They learn to clarify words at the pronunciation level using several word strategies. The clarifying process is embedded throughout all other Targeted Treasure Hunts.
- On Days 2–4 of each 6-day Targeted Treasure Hunt, students take part in Word Power. Word Power activities focus on various phonics and word recognition skills. Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and understand longer words. For example:
  - Digraphs: *Who Has Time?*; *A Weed Is a Flower: The Life of George Washington Carver*
  - Consonant blends: *Jamaica's Find*; *Jessica*; *Julius*; *Drink-Carton Space Shuttle*; *Albert Einstein: Genius of the Twentieth Century*; *The Amazing Brain Race*; *So You Want to Be President?*
  - R-controlled vowels: *Henry and Mudge: The First Book*; *In the Time of Dinosaurs*; *Using Energy Wisely*
  - Chunking: *A City Grows*; *Spaceships and Rockets*; *Throw Your Tooth on the Roof*
  - Compound words: *Miss Priss*; *Appalachia: The Voices of Sleeping Birds*; *From Seed to Plant*
  - Contractions: *The Boy Who Didn't Believe in Spring*; *The Wednesday Surprise*
  - Base word and suffix: *Washes for Waggers*; *Jamaica's Find*; *Ruby the Copycat*; *Jessica*; *Mole Bakes Bread*; *Plant a tree and watch it grow!*; *Bugs! Bugs! Bugs!*; *Winking, Blinking, Wiggling, and Wagging*
  - Prefix and base word: *Springtime Birds' Nests*
- During the introduction and review of vocabulary, the teacher presents the words using My Turn, Your Turn and models specific identification strategies and word patterns.

**(C)** demonstrate and apply spelling knowledge by:

- (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (ii) spelling words with silent letters such as knife and gnat;
- (iii) spelling compound words, contractions, and common abbreviations;
- (iv) spelling multisyllabic words with multiple sound-spelling patterns;
- (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and
- (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

- *The Savvy Reader Clarifying*
- Students are encouraged to use reference materials, such as dictionaries, to help clarify words and check spelling as needed. This is taught in *The Savvy Reader Clarifying*.
- On Days 2–4 of each 6-day Targeted Treasure Hunt, students take part in Word Power. Word Power activities focus on various phonics and word recognition skills. Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and understand longer words. For example:
  - Digraphs: *Who Has Time?*; *A Weed Is a Flower: The Life of George Washington Carver*
  - Consonant blends: *Jamaica's Find*; *Jessica*; *Julius*; *Drink-Carton Space Shuttle*; *Albert Einstein: Genius of the Twentieth Century*; *The Amazing Brain Race*; *So You Want to Be President?*
  - R-controlled vowels: *Henry and Mudge: The First Book*; *In the Time of Dinosaurs*; *Using Energy Wisely*

<ul style="list-style-type: none"> <li>- Chunking: <i>A City Grows; Spaceships and Rockets; Throw Your Tooth on the Roof</i></li> <li>- Compound words: <i>Miss Priss; Appalachia: The Voices of Sleeping Birds; From Seed to Plant</i></li> <li>- Contractions: <i>The Boy Who Didn't Believe in Spring; The Wednesday Surprise</i></li> <li>- Base word and suffix: <i>Washes for Waggers; Jamaica's Find; Ruby the Copycat; Jessica; Mole Bakes Bread; Plant a tree and watch it grow!; Bugs! Bugs! Bugs!; Winking, Blinking, Wiggling, and Wagging</i></li> <li>- Prefix and base word: <i>Springtime Birds' Nests</i></li> </ul> <ul style="list-style-type: none"> <li>• During the introduction and review of vocabulary, the teacher presents the words using My Turn, Your Turn and models specific identification strategies and word patterns.</li> </ul>
<p><b>(D)</b> alphabetize a series of words and use a dictionary or glossary to find words; and</p>
<ul style="list-style-type: none"> <li>• <i>The Savvy Reader Clarifying</i></li> <li>• Students are encouraged to use reference materials, such as dictionaries, to help clarify words and check spelling as needed. This is taught in <i>The Savvy Reader Clarifying</i>.</li> <li>• On Days 2–4 of each 6-day Targeted Treasure Hunt, students take part in Word Power. Word Power activities focus on various phonics and word recognition skills. Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and understand longer words. Dictionary skills are not covered at this level.</li> </ul>
<p><b>(E)</b> develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>
<ul style="list-style-type: none"> <li>• Cursive is not a focus of Reading Wings instruction. During Drafting, students are instructed to write on every other line to allow for easy readability and room for revisions and edits.</li> <li>• Select Adventures in Writing activities may ask students to sign their names in their writing, such as letter- or journal- writing activities. For example: <ul style="list-style-type: none"> <li>- <i>Arthur's New Puppy, Jamaica's Find, Jessica, Who Has Time?, Throw Your Tooth on the Roof, In the Time of the Dinosaurs</i></li> </ul> </li> </ul>
<p><b>(3)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>
<p><b>(A)</b> use print or digital resources to determine meaning and pronunciation of unknown words;</p>
<ul style="list-style-type: none"> <li>• <i>The Savvy Reader Clarifying</i></li> <li>• Students are encouraged to use reference materials, such as dictionaries, to help clarify words and check spelling as needed. This is taught in <i>The Savvy Reader Clarifying</i>.</li> <li>• On Days 2–4 of each 6-day Targeted Treasure Hunt, students take part in Word Power. Word Power activities focus on various phonics and word recognition skills. Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and understand longer words. Dictionary skills are not covered at this level.</li> </ul>
<p><b>(B)</b> use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>
<ul style="list-style-type: none"> <li>• Vocabulary Vault: During Vocabulary Vault activities, students share vocabulary words that they found in the environment to earn team celebration points. Teams write successfully explained words on their team score sheets.</li> <li>• Vocabulary and Word Power instruction helps students identify, read, and understand words from the student text both literally and conceptually. Word Power lessons additionally provide instruction in word-study skills (e.g., base word plus ending, abbreviations, Greek and Latin roots, connotation and denotation).</li> <li>• Throughout Reading Wings, students encounter a variety of texts including literature, informational text, literary nonfiction, drama, poetry, and functional texts.</li> </ul>
<p><b>(C)</b> identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</p>
<ul style="list-style-type: none"> <li>• On Days 2–4 of each 6-day Targeted Treasure Hunt, students take part in Word Power. Word Power activities focus on various phonics and word recognition skills. Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and understand longer words. For example:</li> </ul>

<ul style="list-style-type: none"> <li>- Base word and suffix: <i>Washes for Waggers; Jamaica's Find; Ruby the Copycat; Jessica; Mole Bakes Bread; Plant a tree and watch it grow!; Bugs! Bugs! Bugs!; Winking, Blinking, Wiggling, and Wagging</i></li> <li>- Prefix and base word: <i>Springtime Birds' Nests</i></li> </ul>
<p><b>(D)</b> identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>
<ul style="list-style-type: none"> <li>• On Days 2–4 of each 6-day Targeted Treasure Hunt, students take part in Word Power. Word Power activities focus on various phonics and word recognition skills. Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and understand longer words. For example: <ul style="list-style-type: none"> <li>- Antonyms: <i>Staying Alive, Julian, Dream Doctor cycle 2, Silver Seeds, Wonderfully Weird Animals</i></li> <li>- Synonyms: <i>Why the Sea is Salty; Truman's Aunt Farm; The Scavenger Hunt; Nate the Great; The Mystery of the Stolen Hair Ribbons</i></li> </ul> </li> </ul>
<p><b>(4)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<ul style="list-style-type: none"> <li>• Students read grade-level texts aloud and silently during partner reading. After partner reading, students answer Team Talk questions to check their comprehension of the text.</li> <li>• Students read aloud with their partners during partner reading and during Fluency. During each of these activities, students should use the appropriate fluency rate, rhythm, smoothness, accuracy, and expression. During Fluency, students reread text from that day's reading, or can select a passage from a previous day.</li> <li>• During Fluency, students take turns reading aloud to partners. Reading is timed, and students provide feedback regarding rate and fluency skills (accuracy, expression, smoothness, appropriate phrasing) using the fluency rubric.</li> </ul>
<p><b>(5)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>
<ul style="list-style-type: none"> <li>• Book Club consists of Read and Respond and Book Club activities. For Read and Respond, students read from self-selected books that they choose with the teacher's assistance. They are expected to read twenty minutes each night at home. Following the nightly reading, students write a reaction to what they read on their homework page. A parent/guardian/listener then verifies that the student has read each evening. Book Club activities provide students with the opportunity to celebrate and share the reading experiences gained through their Read and Respond assignments. Book Club expands upon independent reading by having students reflect upon their reading, share their experiences with others, receive feedback, motivate others to read, and most importantly, celebrate their own enjoyment of reading. <ul style="list-style-type: none"> <li>- Students deliver presentations during Book Club. The activities can vary depending on what the teacher or student chooses. The scoring criteria differ based on the activity and are chosen by the teacher.</li> </ul> </li> </ul>
<p><b>(6)</b> Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>
<p><b>(A)</b> establish purpose for reading assigned and self-selected texts;</p>
<ul style="list-style-type: none"> <li>• Teachers introduce and review the title and author of the student text, the reading objective, and the strategy target. In addition, teachers use this time to build background knowledge to create interest in the text or to activate prior knowledge to help students establish the context for reading. Certain lessons include a video to increase background building.</li> <li>• Before the start of each informational text Targeted Treasure Hunt, teachers preview the text using the TIGRRS process. TIGRRS stands for topic, intent of the author, graphic organizer, read, reread/restate, and summarize. While previewing the text, students complete the first few steps of TIGRRS by identifying the topic, author's intent, and graphic organizer they will use to help understand the text. Students use text features to help them make these determinations.</li> </ul>

<b>(B)</b> generate questions about text before, during, and after reading to deepen understanding and gain information;
<ul style="list-style-type: none"> <li>• The Savvy Reader <i>Questioning</i>: These lessons focus on answering questions posed by others and generating questions. Specific instruction teaches students to generate and answer questions whose answers 1) are in the same sentence or paragraph in the text, 2) require connecting information from various parts of the text, or 3) require connections with background knowledge.</li> <li>• The Savvy Reader <i>Clarifying</i></li> <li>• The Savvy Reader <i>Predicting</i></li> <li>• Drawing conclusions: <i>Jamaica's Find; Tops and Bottoms; Staying Alive; Plant a tree, and watch it grow!; Winking, Blinking, Wiggling, and Wagging</i></li> <li>• Story structure: <i>Jessica</i></li> </ul>
<b>(C)</b> make, correct, or confirm predictions using text features, characteristics of genre, and structures;
<ul style="list-style-type: none"> <li>• The Savvy Reader <i>Predicting</i>: Through these lessons, students learn to engage with stories and texts. Through analysis of what they read, students learn to predict what will come next and to assess whether their expectations are correct. Students apply these skills for all Targeted Treasure Hunts.</li> <li>• Main ideas and supporting details: <i>Squeaking Bats; In the Time of the Dinosaurs; Voting in Elections</i></li> </ul>
<b>(D)</b> create mental images to deepen understanding;
<ul style="list-style-type: none"> <li>• Students in Reading Wings are often prompted to visualize, often called "making a mind movie." The ability to visualize is important to both listening and reading comprehension. Students who make pictures in their minds of the characters, setting, and events in a story are making the story meaningful to themselves. The teacher can model, prompt, and reinforce the visualization strategy as indicated in particular lessons and whenever else it is appropriate.</li> <li>• When writing meaningful sentences as a part of building meaning with vocabulary, students are instructed to use details in their sentences that help make a mind movie in regard to the vocabulary word. This helps students</li> </ul>
<b>(E)</b> make connections to personal experiences, ideas in other texts, and society;
<ul style="list-style-type: none"> <li>• Before the start of each Targeted Treasure Hunt, teachers build background with students about the text. During this time, teachers may ask students about their experiences with the topic, how they might react to situations they will read about in the story, etc.</li> </ul>
<b>(F)</b> make inferences and use evidence to support understanding;
<ul style="list-style-type: none"> <li>• Drawing conclusions: <i>Jamaica's Find; Tops and Bottoms; Staying Alive; Plant a tree, and watch it grow!; Winking, Blinking, Wiggling, and Wagging</i></li> </ul>
<b>(G)</b> evaluate details read to determine key ideas;
<ul style="list-style-type: none"> <li>• Main ideas and supporting details: <i>Squeaking Bats; In the Time of the Dinosaurs; Voting in Elections</i></li> </ul>
<b>(H)</b> synthesize information to create new understanding; and
<ul style="list-style-type: none"> <li>• Drawing conclusions: <i>Jamaica's Find; Tops and Bottoms; Staying Alive; Plant a tree, and watch it grow!; Winking, Blinking, Wiggling, and Wagging</i></li> </ul>
<b>(I)</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
<ul style="list-style-type: none"> <li>• The Savvy Reader <i>Clarifying</i></li> <li>• The Savvy Reader <i>Summarizing</i></li> <li>• The Savvy Reader <i>Questioning</i></li> <li>• The Savvy Reader <i>Predicting</i></li> </ul>

<b>(7)</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
<b>(A)</b>	describe personal connections to a variety of sources;
	<ul style="list-style-type: none"> <li>• Before the start of each Targeted Treasure Hunt, teachers build background with students about the text. During this time, teachers may ask students about their experiences with the topic, how they might react to situations they will read about in the story, etc.</li> </ul>
<b>(B)</b>	write brief comments on literary or informational texts that demonstrate an understanding of the text;
	<ul style="list-style-type: none"> <li>• One Team Talk question per day and one question on the Student Test are designated as Write-On questions. Students' text comprehension is reflected in their responses to these questions. Top-scoring responses show that students can write complete, correct answers that give evidence or show use of background knowledge—skills integral in effective writing. To prepare to answer these questions, students underline key words and phrases that help them to understand the meaning of the question and discuss it in their teams.</li> </ul>
<b>(C)</b>	use text evidence to support an appropriate response;
	<ul style="list-style-type: none"> <li>• Team Talk/Team Discussion: When answering Team Talk questions, a response that receives full credit is one that provides a complete, correct answer that gives evidence or shows the use of background information.</li> <li>• Drawing conclusions: <i>Jamaica's Find; Tops and Bottoms; Staying Alive; Plant a tree, and watch it grow!; Winking, Blinking, Wiggling, and Wagging</i></li> </ul>
<b>(D)</b>	retell and paraphrase texts in ways that maintain meaning and logical order;
	<ul style="list-style-type: none"> <li>• <i>The Savvy Reader Summarizing</i></li> <li>• Summarizing: Every informational text lesson asks students to summarize the reading text and test day passage.</li> <li>• Graphic organizers: When adding information to story maps, idea trees, sequence chains, T-charts, and Venn diagrams, students must consider the most important information to include and summarize it.</li> </ul>
<b>(E)</b>	interact with sources in meaningful ways such as illustrating or writing; and
	<ul style="list-style-type: none"> <li>• Adventures in Writing: Students respond to a writing prompt related to the text they read.</li> <li>• Students deliver presentations during Book Club. The activities can vary depending on what the teacher or student chooses. The scoring criteria differ based on the activity and are chosen by the teacher.</li> </ul>
<b>(F)</b>	respond using newly acquired vocabulary as appropriate.
	<ul style="list-style-type: none"> <li>• Team Talk/Team Discussion: Students are always encouraged to use vocabulary from the text in their spoken and written answers.</li> <li>• Vocabulary Vault: During Vocabulary Vault activities, students share vocabulary words that they found in the environment to earn team celebration points. Teams write successfully explained words on their team score sheets.</li> <li>• Vocabulary and Word Power instruction helps students identify, read, and understand words from the student text both literally and conceptually. Word Power lessons additionally provide instruction in word-study skills (e.g., base word plus ending, abbreviations, Greek and Latin roots, connotation and denotation).</li> </ul>
<b>(8)</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
<b>(A)</b>	discuss topics and determine theme using text evidence with adult assistance;
	<ul style="list-style-type: none"> <li>• Theme: <i>Why the Sea is Salty</i></li> <li>• Main ideas and supporting details: <i>Squeaking Bats; In the Time of the Dinosaurs; Voting in Elections</i></li> </ul>

<b>(B)</b> describe the main character's (characters') internal and external traits;
<ul style="list-style-type: none"> <li>Characterization: <i>Julius</i>; <i>Miss Priss</i></li> </ul>
<b>(C)</b> describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
<ul style="list-style-type: none"> <li>Plot: <i>The Wednesday Surprise</i></li> <li>Story structure: <i>Jessica</i></li> </ul>
<b>(D)</b> describe the importance of the setting.
<ul style="list-style-type: none"> <li>Setting: <i>Gila Monsters Meet You at the Airport</i>, <i>Abuela</i></li> </ul>
<b>(9)</b> Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
<b>(A)</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
<ul style="list-style-type: none"> <li>Genre structure: <i>Albert Einstein: Genius of the Twentieth Century</i>; <i>Nate the Great</i>; <i>The Mystery of the Stolen Hair Ribbons</i></li> </ul>
<b>(B)</b> explain visual patterns and structures in a variety of poems;
<ul style="list-style-type: none"> <li>Poetry lessons: <i>The Bug in Teacher's Coffee and Other School Poems</i>; <i>Silver Seeds</i></li> <li>Figurative language: <i>Silver Seeds</i></li> <li>Literary techniques: <i>The Bug in Teacher's Coffee and Other School Poems</i></li> </ul>
<b>(C)</b> discuss elements of drama such as characters, dialogue, and setting;
<ul style="list-style-type: none"> <li>Drama lessons: <i>Washes for Waggers</i>; <i>Miss Priss</i>; <i>The Scavenger Hunt</i>; <i>The Mystery of the Stolen Hair Ribbons</i></li> </ul>
<b>(D)</b> recognize characteristics and structures of informational text, including:
<ul style="list-style-type: none"> <li>(i) the central idea and supporting evidence with adult assistance;</li> <li>(ii) features and graphics to locate and gain information; and</li> <li>(iii) organizational patterns such as chronological order and cause and effect stated explicitly;</li> </ul>
<ul style="list-style-type: none"> <li>Main ideas and supporting details: <i>Squeaking Bats</i>; <i>In the Time of the Dinosaurs</i>; <i>Voting in Elections</i></li> <li>Text features: <i>Spaceships and Rockets</i>; <i>Bugs! Bugs! Bugs!</i></li> <li>Text structures: <i>Springtime Birds' Nests</i></li> </ul>
<b>(E)</b> recognize characteristics of persuasive text, including:
<ul style="list-style-type: none"> <li>(i) stating what the author is trying to persuade the reader to think or do; and</li> <li>(ii) distinguishing facts from opinion; and</li> </ul>
<ul style="list-style-type: none"> <li>Author's purpose: students discuss the author's purpose for writing during set the stage of every informational text lesson as a part of the TIGRRS process.</li> <li>The following Adventures in Writing lessons have students read and create persuasive writing: <i>Gila Monsters Meet You at the Airport</i>; <i>Why the Sea is Salty</i>; <i>Spaceships and Rockets</i>; <i>Bugs! Bugs! Bugs!</i>; <i>Tops and Bottoms</i>; <i>So You Want to Be President?</i>; <i>Voting in Elections</i></li> <li>Fact and opinion: <i>Wonderfully Weird Animals</i></li> </ul>
<b>(F)</b> recognize characteristics of multimodal and digital texts.
<ul style="list-style-type: none"> <li>During Set the Stage, some lessons may have links to background videos to develop context for the subject matter of the literary or informational text.</li> </ul>

<b>(10)</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
<b>(A)</b> discuss the author's purpose for writing text;
<ul style="list-style-type: none"> <li>• Author's purpose: students discuss the author's purpose for writing during set the stage of every informational text lesson as a part of the TIGRRS process.</li> <li>• Teachers introduce and review the title and author of the student text, the reading objective, and the strategy target. In addition, teachers use this time to build background knowledge to create interest in the text or to activate prior knowledge to help students establish the context for reading. Certain lessons include a video to increase background building.</li> <li>• Before the start of each informational text Targeted Treasure Hunt, teachers preview the text using the TIGRRS process. TIGRRS stands for topic, intent of the author, graphic organizer, read, reread/restate, and summarize. While previewing the text, students complete the first few steps of TIGRRS by identifying the topic, author's intent, and graphic organizer they will use to help understand the text. Students use text features to help them make these determinations.</li> </ul>
<b>(B)</b> discuss how the use of text structure contributes to the author's purpose;
<ul style="list-style-type: none"> <li>• Text structures: <i>Springtime Birds' Nests</i></li> </ul>
<b>(C)</b> discuss the author's use of print and graphic features to achieve specific purposes;
<ul style="list-style-type: none"> <li>• Text features: <i>Spaceships and Rockets; Bugs! Bugs! Bugs!</i></li> </ul>
<b>(D)</b> discuss the use of descriptive, literal, and figurative language;
<ul style="list-style-type: none"> <li>• Figurative language: <i>Silver Seeds</i></li> <li>• Literary techniques: <i>The Bug in Teacher's Coffee and Other School Poems</i></li> </ul>
<b>(E)</b> identify the use of first or third person in a text; and
<ul style="list-style-type: none"> <li>• Point of view: This skill is not covered at this level.</li> <li>• When reviewing what students read each day, teachers can take the opportunity to discuss who is narrating the text and their relationship to the characters.</li> </ul>
<b>(F)</b> identify and explain the use of repetition.
<ul style="list-style-type: none"> <li>• Poetry lessons: <i>The Bug in Teacher's Coffee and Other School Poems; Silver Seeds</i></li> <li>• Figurative language: <i>Silver Seeds</i></li> <li>• Literary techniques: <i>The Bug in Teacher's Coffee and Other School Poems</i></li> </ul>
<b>(11)</b> Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
<b>(A)</b> plan a first draft by generating ideas for writing such as drawing and brainstorming;
<ul style="list-style-type: none"> <li>• Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> <li>– Planning: This part of the process introduces students to the writing prompt, scoring guide, and graphic organizer. The teacher models filling out the graphic organizer. Students plan their writing and share ideas.</li> </ul> </li> </ul>

<p><b>(B)</b> develop drafts into a focused piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with structure; and</li> <li>(ii) developing an idea with specific and relevant details;</li> </ul>
<ul style="list-style-type: none"> <li>• Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> <li>– Planning: This part of the process introduces students to the writing prompt, scoring guide, and graphic organizer. The teacher models filling out the graphic organizer. Students plan their writing and share ideas.</li> </ul> </li> </ul>
<p><b>(C)</b> revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p>
<ul style="list-style-type: none"> <li>• Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> <li>– Sharing, responding, and revising: Students share their writing with partners, and partners give feedback. After each partner receives feedback, students begin to revise their work and share how they will revise.</li> <li>– Editing: The teacher introduces the idea of editing and creates an editing checklist based on the class’s needs. Students check their drafts and their partners’ drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.</li> <li>– Rewriting: Students rewrite after editing their work with partners. The teacher then asks one or two students to share their work with the class. The class then celebrates the students’ writing. The teacher collects the Adventures in Writing activities and records individual scores on the teacher cycle record form.</li> </ul> </li> </ul>
<p><b>(D)</b> edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete sentences with subject-verb agreement;</li> <li>(ii) past, present, and future verb tense;</li> <li>(iii) singular, plural, common, and proper nouns;</li> <li>(iv) adjectives, including articles;</li> <li>(v) adverbs that convey time and adverbs that convey place;</li> <li>(vi) prepositions and prepositional phrases;</li> <li>(vii) pronouns, including subjective, objective, and possessive cases;</li> <li>(viii) coordinating conjunctions to form compound subjects and predicates;</li> <li>(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;</li> <li>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</li> </ul>
<ul style="list-style-type: none"> <li>• Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> <li>– Editing: The teacher introduces the idea of editing and creates an editing checklist based on the class’s needs. Students check their drafts and their partners’ drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.</li> </ul> </li> <li>• Simple/compound sentences: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including speaking and writing in simple and compound sentences. This may be a skill focus in Adventures in Writing.</li> <li>• Verb tense: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using verb tense. This may be a skill focus in Adventures in Writing. For example: <ul style="list-style-type: none"> <li>– <i>A City Grows; Albert Einstein: Genius of the Twentieth Century; Throw Your Tooth on the Roof; Winking, Blinking, Wiggling, and Wagglng</i></li> </ul> </li> <li>• Nouns/Pronouns: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including correctly using singular and plural nouns and pronouns. This may be a skill focus in Adventures in Writing. For example: <ul style="list-style-type: none"> <li>– <i>A City Grows; Henry and Mudge: The First Book; Why the Sea is Salty; Albert Einstein: Genius of the</i></li> </ul> </li> </ul>

*Twentieth Century; Throw Your Tooth on the Roof; In the Time of Dinosaurs; Winking, Blinking, Wiggling, and Wagging; A Weed Is a Flower: The Life of George Washington Carver; So You Want to Be President?*

- Adjectives: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including adjective. This may be a skill focus in Adventures in Writing:
  - *Mole Bakes Bread*
- Capitalization: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including capitalization of proper nouns and the personal pronoun *I*. This may be a skill focus in Adventures in Writing.
- Punctuation: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including choosing appropriate punctuation for declarative, interrogative, and exclamatory sentences. This may be a skill focus in Adventures in Writing.
- Apostrophes: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using apostrophes. This may be a skill focus in Adventures in Writing. For example:
  - *Arthur's New Puppy; Jamaica's Find; A City Grows; Henry and Mudge: The First Book; Who Has Time?; Albert Einstein: Genius of the Twentieth Century; Throw Your Tooth on the Roof; In the Time of Dinosaurs; Julian, Dream Doctor cycle 1; Winking, Blinking, Wiggling, and Wagging*
- Select Word Power lessons focus on the use of contractions, and may discuss the difference between a contraction and a singular possessive:
  - Contractions: *The Boy Who Didn't Believe in Spring; The Wednesday Surprise*
- Commas: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using capitalization. This may be a skill focus in Adventures in Writing. For example:
  - *Arthur's New Puppy; Squeaking Bats; Ruby the Copycat; A City Grows; Jessica; Julius; Staying Alive; Mr. Putter & Tabby Walk the Dog; Spaceships and Rockets; Mole Bakes Bread; Throw Your Tooth on the Roof; Abuela; Truman's Aunt Farm; In the Time of Dinosaurs; Nate the Great; Julian, Dream Doctor; The Wednesday Surprise; From Seed to Plant; Silver Seeds; Using Energy Wisely; Wonderfully Weird Animals; Winking, Blinking, Wiggling, and Wagging; A Weed Is a Flower: The Life of George Washington Carver*
- Spelling: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including spelling. This may be a skill focus in Adventures in Writing. For example:
  - *A City Grows; Henry and Mudge: The First Book; Why the Sea is Salty; Albert Einstein: Genius of the Twentieth Century; Throw Your Tooth on the Roof; In the Time of Dinosaurs; Winking, Blinking, Wiggling, and Wagging; A Weed Is a Flower: The Life of George Washington Carver; So You Want to Be President?*

**(E)** publish and share writing.

- Adventures in Writing provides instruction in all areas of developing and strengthening writing:
  - Rewriting: Students rewrite after editing their work with partners. The teacher then asks one or two students to share their work with the class. The class then celebrates the students' writing. The teacher collects the Adventures in Writing activities and records individual scores on the teacher cycle record form.

**(12)** Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

**(A)** compose literary texts, including personal narratives and poetry;

- Narrative writing: *Arthur's New Puppy; Jamaica's Find; Jessica; Mr. Putter & Tabby Walk the Dog; Appalachia: The Voices of Sleeping Birds; The Boy Who Didn't Believe in Spring; Julian, Dream Doctor cycle 2; Truman's Aunt Farm*
- Poetry: *Ruby the Copycat; The Bug in Teacher's Coffee and Other School Poems; The Wednesday Surprise; Silver Seeds; A Weed Is a Flower: The Life of George Washington Carver*

<b>(B)</b> compose informational texts, including procedural texts and reports; and
<ul style="list-style-type: none"> <li>Informational writing: <i>Squeaking Bats; A City Grows; Julius; Staying Alive; Henry and Mudge: The First Book; Who Has Time?; Albert Einstein: Genius of the Twentieth Century; Mole Bakes Bread; Throw Your Tooth on the Roof; Abuela; In the Time of Dinosaurs; Investigating Your Backyard; Nate the Great; Julian, Dream Doctor cycle 1; From Seed to Plant; Using Energy Wisely; Wonderfully Weird Animals; Winking, Blinking, Wiggling, Wagging</i></li> </ul>
<b>(C)</b> compose correspondence such as thank you notes or letters.
<ul style="list-style-type: none"> <li>Correspondence and journals: <i>Arthur's New Puppy, Jamaica's Find, Jessica, Who Has Time?, Throw Your Tooth on the Roof, In the Time of the Dinosaurs</i></li> </ul>
<b>(13)</b> Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
<b>(A)</b> generate questions for formal and informal inquiry with adult assistance;
<ul style="list-style-type: none"> <li>Two Targeted Treasure Hunts in each grade level require students to complete an extended research activity during Adventures in Writing. These writing projects take place over four class periods instead of one (days 6–9), giving students time to generate a research topic, question, gather resources, collect information, and complete the writing process.</li> <li>Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i></li> </ul>
<b>(B)</b> develop and follow a research plan with adult assistance;
<ul style="list-style-type: none"> <li>Two Targeted Treasure Hunts in each grade level require students to complete an extended research activity during Adventures in Writing. These writing projects take place over four class periods instead of one (days 6–9), giving students time to generate a research topic, question, gather resources, collect information, and complete the writing process.</li> <li>Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i></li> </ul>
<b>(C)</b> identify and gather relevant sources and information to answer the questions;
<ul style="list-style-type: none"> <li>Two Targeted Treasure Hunts in each grade level require students to complete an extended research activity during Adventures in Writing. These writing projects take place over four class periods instead of one (days 6–9), giving students time to generate a research topic, question, gather resources, collect information, and complete the writing process.</li> <li>Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i></li> </ul>
<b>(D)</b> identify primary and secondary sources;
<ul style="list-style-type: none"> <li>Two Targeted Treasure Hunts in each grade level require students to complete an extended research activity during Adventures in Writing. These writing projects take place over four class periods instead of one (days 6–9), giving students time to generate a research topic, question, gather resources, collect information, and complete the writing process.</li> <li>Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i></li> </ul>
<b>(E)</b> demonstrate understanding of information gathered;
<ul style="list-style-type: none"> <li>Two Targeted Treasure Hunts in each grade level require students to complete an extended research activity during Adventures in Writing. These writing projects take place over four class periods instead of one (days 6–9), giving students time to generate a research topic, question, gather resources, collect information, and complete the writing process.</li> <li>Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i></li> </ul>
<b>(F)</b> cite sources appropriately; and
<ul style="list-style-type: none"> <li>Two Targeted Treasure Hunts in each grade level require students to complete an extended research activity during Adventures in Writing. These writing projects take place over four class periods instead of one (days 6–9), giving students time to generate a research topic, question, gather resources, collect information, and</li> </ul>

<p>complete the writing process.</p> <ul style="list-style-type: none"> <li>• Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i></li> </ul>
<p><b>(G)</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
<ul style="list-style-type: none"> <li>• Two Targeted Treasure Hunts in each grade level require students to complete an extended research activity during Adventures in Writing. These writing projects take place over four class periods instead of one (days 6–9), giving students time to generate a research topic, question, gather resources, collect information, and complete the writing process.</li> <li>• Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i></li> </ul>

