

Alignment to the
English
Standards of
Learning for
Virginia Public
Schools
Grades K–5

KinderCorner

Reading Roots

Reading Wings

Table of Contents

KinderCorner:	1
Reading Roots	15
Reading Wings	29
– Grade 2	30
– Grade 3	44
– Grade 4	58
– Grade 5	71



Alignment to the English Standards of Learning for Virginia Public Schools

English standards for communication and multimodal literacies,
reading, writing, and research

Kindergarten

Communication and Multimodal Literacies

K.1 The student will build oral communication skills.

a) Listen actively and speak using agreed-upon rules for discussion.

- In the Gathering Circle component, KinderCorner 2nd Edition teaches a social-skills program called Getting Along Together. Students learn the skill active listening in unit 1 and continue to use this skill throughout the entire program and in all components. Active listening involves looking at a speaker and listening carefully to what the speaker says.
- Theme Exploration, STaR, Let's Think About It, and other group times engage students in conversations in which they use active-listening, speaking, and listening skills. The cooperative-learning strategy Think-Pair-Share provides all students the opportunity to express themselves during a whole-group discussion. This strategy allows students to engage in back-and-forth conversation with their partners before sharing their ideas with the larger group (all units, e.g., unit 2, days 2, 3, 5, 7, 8, and 10, Getting Along Together; unit 2, Let's Think About It).

b) Express ideas in complete sentences and express needs through direct requests.

- The teacher models the use of complete sentences and encourages students to use complete sentences during conversations and class discussions (e.g., unit 8, day 2, STaR; unit 8, days 1–10, vocabulary review in Let's Think About It).

c) Initiate conversations.

- Daily components that engage the students in conversation skills include:
 - Greetings, Readings, & Writings—The teacher greets students individually, engages them in conversation, and encourages them to chat with other students.

d) Follow implicit rules for conversation, including taking turns and staying on topic.

- In the Gathering Circle component, KinderCorner 2nd Edition teaches a social-skills program called Getting Along Together. Students learn the skill active listening in unit 1 and continue to use this skill throughout the entire program and in all components. Active listening involves looking at a speaker and listening carefully to what the speaker says.
- Theme Exploration, STaR, Let's Think About It, and other group times engage students in conversations in which they use active-listening, speaking, and listening skills. The cooperative-learning strategy Think-Pair-Share provides all students the opportunity to express themselves during a whole-group discussion. This strategy allows students to engage in back-and-forth conversation with their partners before sharing their ideas with the larger group (all units, e.g., unit 2, days 2, 3, 5, 7, 8, and 10, Getting Along Together; unit 2, Let's Think About It).

e) Listen and speak in informal conversations with peers and adults.
<ul style="list-style-type: none"> • Conversation is an essential part of the KinderCorner 2nd Edition curriculum. Students engage in conversation with adults and peers throughout all components of the day. Students participate in whole-group discussions frequently, using the cooperative-learning strategy Think-Pair-Share to ensure that all students have the opportunity to express their ideas. • Daily components that engage the students in conversation skills include: <ul style="list-style-type: none"> – Greetings, Readings, & Writings—The teacher greets students individually, engages them in conversation, and encourages them to chat with other students. – Getting Along Together—Students work with partners and in small groups to practice social skills. On days 5 and 10 of each week, there is a class council meeting that facilitates a discussion around interpersonal issues in the class. – Theme Exploration—Students engage in discussion of the daily focus of the thematic unit. The teacher introduces theme-related vocabulary for the day. – Story Telling and Retelling (STaR)—Each story used in this component is read over the course of two days. On the first day, students engage in an interactive reading in which they talk with partners to answer questions about the text to help with story comprehension. On the second day, the retell day, students work with partners or in small groups as they engage in retelling the story through a variety of activities such as sequencing, dramatization, using pictures or objects that remind them of story events, etc. – Learning Labs—The teacher facilitates the labs, engaging students in conversation to reinforce their comprehension of the thematic focus and their understanding and use of new vocabulary, and guides students to new discoveries. Students work with partners or in small groups to explore theme-related concepts while engaging in conversation that supports cooperative play. – KinderRoots—Students answer story-related questions and discuss the contents of the KinderRoots Shared Stories with their partners. – Let’s Think About It—Students review new theme-related vocabulary and reflect on their learning for the day, using Think-Pair-Share so all members of the class have the opportunity to express themselves.
f) Discuss various texts and topics collaboratively and with partners.
<ul style="list-style-type: none"> • Daily components that engage the students in conversation skills include: <ul style="list-style-type: none"> – Story Telling and Retelling (STaR)—Each story used in this component is read over the course of two days. On the first day, students engage in an interactive reading in which they talk with partners to answer questions about the text to help with story comprehension. On the second day, the retell day, students work with partners or in small groups as they engage in retelling the story through a variety of activities such as sequencing, dramatization, using pictures or objects that remind them of story events, etc.
g) Use voice level, phrasing, and intonation appropriate for various language situations.
<ul style="list-style-type: none"> • In Getting Along Together, students build their social and interpersonal skills by working together in pairs and teams. • Students learn about using the appropriate voice level, phrasing, and intonation through the concepts of print in specific lessons, learning skills such as exclamation points indicating that one speaks with excitement (e.g., unit 2, days 6 and 7 Look at Me Now!)
h) Follow one- and two-step directions.
<ul style="list-style-type: none"> • Active listening is a skill that children practice throughout the day in Kinder Corner. Cooperative learning strategies, including active listening, are integrated throughout the program and enable children to attend to a speaker. Children practice active listening during all components of all units.

i) Ask how and why questions to seek help, get information, or clarify information.
<ul style="list-style-type: none"> • KinderCorner 2nd Edition encourages students to ask clarifying questions throughout the curriculum. They engage in questioning when talking with their partners in the Gathering Circle and in Learning Labs as they explore materials, particularly in the science lab as they conduct experiments. The second edition of the curriculum includes daily Brain Games, cognitive-regulation games, to help students develop memory, focus, and self-control skills. One of the Brain Games is Five Questions (a variation of the popular game Twenty Questions). Specifically in this game, students ask clarifying questions to help determine what a classmate is thinking about (all units, e.g., unit 4, day 1, Gathering Circle; unit 6, day 1, Learning Labs).
j) Work respectfully with others.
<ul style="list-style-type: none"> • During Getting Along Together lessons, students learn the importance of working respectfully with others by actively listening to their fellow students. They also learn how to resolve conflicts in their partnerships and teams.
K.2 The student will demonstrate growth in oral, early literacy skills.
a) Listen and respond to a variety of text and media.
<ul style="list-style-type: none"> • Interactive reading of narrative and informational texts in KinderCorner 2nd Edition engages students in discussion of these texts, allowing them to better comprehend the stories or information presented. The teacher uses the cooperative-learning strategy Think-Pair-Share to ask questions about texts and to encourage students to talk with one another to find the answers. • The KinderCorner 2nd Edition media that is available on DVD or as software for the interactive whiteboard is integrated into the curriculum. The media includes theme-related background videos to teach or reinforce content, rhymes and songs for the Rhyme Time component, Getting Along Together skills videos, and the Animated Alphabet, Word Play, and The Sound and the Furry videos for Stepping Stones and KinderRoots. • Students and their parents/guardians also have access to KinderCorner Home Link videos (https://vimeo.com/channels/kchomelink/videos) that review what they learned in school each day, including stories, sounds, letters, themes, and Getting Along Together lessons. Home Link videos are meant to help students review their lessons with their parents/guardians, reinforcing the lessons for students and keeping families informed about the school day. • Daily components that engage students in these skills include: <ul style="list-style-type: none"> – Theme Exploration—Whole-group discussion of the expository texts presented during Theme Exploration engages students in discussion about the daily focus for the theme. Background videos provide students an opportunity to become familiar with new topics and/or to reinforce their knowledge on the subject presented. – STaR—Interactive reading of a story, during which students talk with partners to answer questions about the text, helps with story comprehension. – Learning Labs—Students also have the opportunity to ask questions or use books and other media as references as they explore theme-related activities and materials during Learning Labs. – Media lab—Students are free to explore any available media in this lab. The teacher may include recordings of STaR or other books for students to listen to as they read along with the texts.
b) Participate in a variety of oral language activities including choral and echo speaking and recitation.
<ul style="list-style-type: none"> • Language development and literacy are the cornerstones of KinderCorner 2nd Edition. All components of each day in all units focus on language and literacy, providing students with multiple daily opportunities to demonstrate their command of standard English. • Rhyme Time—Students recite rhymes and engage in phonological- and phonemic-awareness activities.

c) Tell stories orally.
<ul style="list-style-type: none"> The KinderCorner 2nd Edition curriculum utilizes the daily Story Telling and Retelling (STaR) component to provide students with retell opportunities. STaR evolves over two days for each story included in the curriculum. On the first day, the teacher engages students in an interactive reading of a story. On the second day, the teacher guides students through the retell process, using one of several different retell activities, such as pantomime, dramatization, sequencing, use of items or pictures to remind students of various parts of the story, etc. Students may also engage in retell activities in the classroom library lab, using the book, sequencing cards, or other prompts as a guide. This occurs in all units on days 2, 4, 7, and 9 of the ten-day lesson sequence.
d) Participate in creative dramatics.
<ul style="list-style-type: none"> During the daily STaR component of KinderCorner 2nd Edition, students engage in interactive story reading with questioning before, during, and after reading, at which time they learn to analyze the development and interaction of individuals, events, and ideas over the course of a text. These concepts are further developed on the second day of the lesson when students work together to retell the story through puppets, dramatization, or other interactive means.

Reading
K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.
a) Begin to discriminate between spoken sentences, words, and syllables.
<ul style="list-style-type: none"> The emergent-reading portion of the Stepping Stones lessons in units 1–6 focus specifically on print concepts. Each day students practice turning pages and tracking text with the two new concepts-of-print books that they will be given weekly. Students can take these books home to add to their personal libraries at the end of the week. On days 1 and 6 of each unit, Stepping Stones contains an extended concepts-of-print lesson. On days 2–5 and 7–10, students engage in a short review of the previously introduced concepts of print, followed by either guided group reading or partner reading of the concepts-of-print book. Through these lessons, students learn to recognize that spoken words are represented by written words, that words are separated by spaces, that capitalization and terminal punctuation indicate the beginning and end of a sentence, how to hold a book correctly, that one reads from top to bottom and left to right, etc. They also learn to recognize several sight words.
b) Identify and produce words that rhyme.
<ul style="list-style-type: none"> Rhyme Time—Students recite rhymes and engage in phonological- and phonemic-awareness activities.
c) Blend and segment multisyllabic words at the syllable level.
<ul style="list-style-type: none"> Each Rhyme Time lesson focuses on a following phonological- and phonemic- awareness skill: <ul style="list-style-type: none"> segment and count syllables
d) Blend and segment one-syllable words into phonemes including onset and rime.
<ul style="list-style-type: none"> Each Rhyme Time lesson focuses on a following phonological- and phonemic- awareness skill: <ul style="list-style-type: none"> blend and segment onsets and rimes in single-syllable spoken words substitute, add, and delete phonemes
e) Identify words according to shared beginning and/or ending sounds.
<ul style="list-style-type: none"> Each Rhyme Time lesson focuses on a following phonological- and phonemic- awareness skill: <ul style="list-style-type: none"> identify initial, medial, and ending sounds

f) Blend sounds to make one-syllable words.
<ul style="list-style-type: none"> • Each Rhyme Time lesson focuses on a following phonological- and phonemic- awareness skill: <ul style="list-style-type: none"> – blend syllables – blend and segment onsets and rimes in single-syllable spoken words
g) Segment one-syllable words into individual phonemes.
<ul style="list-style-type: none"> • Each Rhyme Time lesson focuses on a following phonological- and phonemic- awareness skill: <ul style="list-style-type: none"> – blend and segment onsets and rimes in single-syllable spoken words – substitute, add, and delete phonemes
K.4 The student will understand how print is organized and read.
a) Hold print materials in the correct position.
<ul style="list-style-type: none"> • Students learn concepts of print daily in several components of KinderCorner 2nd Edition, including the Daily Message, STaR, and Stepping Stones. • The emergent-reading portion of the Stepping Stones lessons in units 1–6 focus specifically on print concepts. Each day students practice turning pages and tracking text with the two new concepts-of-print books that they will be given weekly. Students can take these books home to add to their personal libraries at the end of the week. On days 1 and 6 of each unit, Stepping Stones contains an extended concepts-of-print lesson. On days 2–5 and 7–10, students engage in a short review of the previously introduced concepts of print, followed by either guided group reading or partner reading of the concepts-of-print book. Through these lessons, students learn to recognize that spoken words are represented by written words, that words are separated by spaces, that capitalization and terminal punctuation indicate the beginning and end of a sentence, how to hold a book correctly, that one reads from top to bottom and left to right, etc. They also learn to recognize several sight words. • Students will practice and develop concepts-of-print skills in units 7–16 as they read KinderRoots Shared Stories.
b) Identify the front cover, back cover, and title page of a book.
<ul style="list-style-type: none"> • In all KinderCorner 2nd Edition units, students learn to identify the front and back covers and the title page in a book. In informational texts that include an index and/or a table of contents, students also learn to identify these features.
c) Distinguish between print and pictures.
<ul style="list-style-type: none"> • STaR <ul style="list-style-type: none"> – On days 1, 3, 6, and 8 of the ten-day lesson sequence in every unit, students discuss the book’s illustrations and learn to make connections between the story and its illustrations. On the first day that a STaR book is read, students use the cover illustration to determine what the story might be about. Often the teacher engages students in a Picture Walk, a KinderCorner preview strategy, to engage students in predicting what the story is about based on the illustrations. • Stepping Stones <ul style="list-style-type: none"> – As students are beginning to learn letter-sound connections, they are taught to rely on picture clues as they read concepts-of-print books. This happens each day in units 2–6. • KinderRoots <ul style="list-style-type: none"> – Students use the cover and interior illustrations to make predictions about KinderRoots Shared Stories and to better understand what the text says. After students read each page during Guided Group Reading and Guided Partner Reading, the teacher engages them in a comprehension discussion that includes references to the illustrations. This happens in every unit, beginning unit 7, week 2.

d) Follow words from left to right and from top to bottom on a printed page.
<ul style="list-style-type: none"> Students learn concepts of print daily in several components of KinderCorner 2nd Edition, including the Daily Message, STaR, and Stepping Stones. The emergent-reading portion of the Stepping Stones lessons in units 1–6 focus specifically on print concepts. Each day students practice turning pages and tracking text with the two new concepts-of-print books that they will be given weekly. Students can take these books home to add to their personal libraries at the end of the week. On days 1 and 6 of each unit, Stepping Stones contains an extended concepts-of-print lesson. On days 2–5 and 7–10, students engage in a short review of the previously introduced concepts of print, followed by either guided group reading or partner reading of the concepts-of-print book. Through these lessons, students learn to recognize that spoken words are represented by written words, that words are separated by spaces, that capitalization and terminal punctuation indicate the beginning and end of a sentence, how to hold a book correctly, that one reads from top to bottom and left to right, etc. They also learn to recognize several sight words. Students will practice and develop concepts-of-print skills in units 7–16 as they read KinderRoots Shared Stories.
e) Match voice with print.
<ul style="list-style-type: none"> Students review the letter sounds and combine them with their concepts-of-print and sight word skills when they transition to KinderRoots in unit 7. Students read the KinderRoots Shared Stories—short books that contain simple, mostly decodable text. Students develop reading-comprehension and fluency skills as well.
K.5 The student will demonstrate an understanding that print conveys meaning.
a) Identify common signs and logos.
<ul style="list-style-type: none"> Learning Labs—Writing materials are available for students to use in any of the Learning Labs. Students may write about their experiences in the labs, about observations and results of science experiments, or to create supporting materials that extend their learning such as signs, menus, receipts, forms, etc.
b) Explain that printed materials provide information.
<ul style="list-style-type: none"> Writing lab—Students have a daily opportunity to engage in writing activities based on information from theme-related texts. The prompts and teacher facilitation of this lab engage students in writing experiences that allow them to demonstrate their understanding of information and concepts presented in both narrative and expository texts. Students have access to the texts read during Theme Exploration and STaR so they can use them as references when writing.
c) Read and explain own writing and drawings.
<ul style="list-style-type: none"> In the daily Write Away component in KinderCorner 2nd Edition, students write in response to a prompt. During Write Away, the teacher provides structured writing instruction about strategies that students can use to communicate in writing before they learn to spell conventionally. After watching the teacher model writing a response to a theme-related writing prompt, students discuss their own ideas with partners and write responses using the strategies that have been taught. Students apply the strategies that have been taught in Write Away to writing activities in other components such as Greetings, Readings, & Writings; writing lab; and other labs (all units, e.g., unit 3, day 1). The emergent-writing strategies include: <ul style="list-style-type: none"> Draw a Picture Draw a Line Write Sounds That You Know Copy a Word Remember a Word Stretch and Read (sound spelling) Say-Spell-Say (an activity students use to recall sight words)

d) Read his/her name and commonly used high-frequency words.
<ul style="list-style-type: none"> • Throughout KinderCorner, students become familiar with reading and writing their names. • High-Frequency Words <ul style="list-style-type: none"> – Sight words that appear frequently in the Daily Message and concepts-of-print books are highlighted and posted on a word wall throughout units 1–6. Teachers review the words from the word wall periodically during Stepping Stones lessons. When all students have learned to read a given word on the word wall, it is removed. – Once students have learned the letter names in KinderRoots, beginning in unit 7, they learn to play Say-Spell-Say, a memory game that helps them to add more words to their sight-word vocabularies with each story. These words are also added to the word wall.
K.6 The student will develop an understanding of basic phonetic principles.
a) Identify and name the capital and lowercase letters of the alphabet.
<ul style="list-style-type: none"> • Letter Names <ul style="list-style-type: none"> – In the first six units of Stepping Stones of KinderCorner 2nd Edition, students learn the sounds of letters through daily use of the alphabet wall frieze, alliterative phrases, and key cards. In unit 7, they learn letter names as they learn to recite The Alphabet Chant, again using the wall frieze and key cards. Guided by the online data tools, the teacher assesses students’ ability to name a set of letters in their uppercase and lowercase forms (units 8–11). Mastery data is tracked and used to guide the teacher in reviewing and coaching until all students have learned all the letter names.
b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
<ul style="list-style-type: none"> • Letter-Sound Correspondence of Consonants <ul style="list-style-type: none"> – Students learn to associate letter shapes and the most frequent sound for all consonants and a few letter groups, such as “ch” and “sh,” with the aid of mnemonic picture clues. The teacher assesses students on their ability to say the sound associated with two or three letters per week as guided by the online data tools. Mastery information is tracked and guides the teacher as he or she reviews letter sounds and coaches individual students. • Letter-Sound Correspondence of Vowels <ul style="list-style-type: none"> – Students first learn to associate the short sound with each vowel as they develop initial letter-sound correspondence and learn to blend sounds to read words. They later learn “ee” and “ea,” which appear in Shared Stories in units 15 and 16. – The long-vowel silent “e” pattern is introduced in unit 12 through the Story of Sneaky “e,” a funny tale that helps students to remember the spelling rule of silent “e.” Words with this pattern are highlighted throughout the day, especially in the Daily Message, in subsequent weeks.
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
<ul style="list-style-type: none"> • Students review the letter sounds and combine them with their concepts-of-print and sight word skills when they transition to KinderRoots in unit 7. Students read the KinderRoots Shared Stories—short books that contain simple, mostly decodable text. Students develop reading-comprehension and fluency skills as well.
d) Identify initial consonant sounds in one-syllable words.
<ul style="list-style-type: none"> • The literacy lab engages students in games in which they learn to identify targeted sounds at the beginning, middle, and end of words; change beginning and ending sounds in words; add a sound to a word to make a new word; make CVC words; and play auditory blending and segmentation games with words (e.g., unit 9, days 1–5).
e) Identify final consonant sounds in one-syllable words.
<ul style="list-style-type: none"> • The literacy lab engages students in games in which they learn to identify targeted sounds at the beginning, middle, and end of words; change beginning and ending sounds in words; add a sound to a word to make a new word; make CVC words; and play auditory blending and segmentation games with words (e.g., unit 9, days 1–5).

K.7 The student will expand vocabulary and use of word meanings.
a) Discuss meanings of words.
<ul style="list-style-type: none"> • In the daily STaR component of KinderCorner 2nd Edition, students are introduced to new vocabulary before reading the story. The vocabulary words are defined at this time, and while reading the story, the teacher draws students' attention to the new vocabulary often, engaging students in discussion to ensure their understanding of each word. After reading the story, the teacher makes summative statements about the story that include the new story words. Students work with partners to think of a sentence that includes each new word. On the retell day for each story, students review the new vocabulary and create sentences for the words. • The teacher also engages students in discussion of vocabulary through the use of Think Alouds and Buddy Buzz. In a Think Aloud, the teacher models asking a question about potentially unknown vocabulary and the process used to determine whether the word is understood in the context of the story. Buddy Buzz is a cooperative-learning technique in which students have an opportunity to tell a partner their ideas about the meaning of a word. • The good-reader skill of asking questions about unknown words directly addresses this standard in: <ul style="list-style-type: none"> - unit 1, day 3 - unit 5, day 6 - unit 7, day 3 - unit 12, day 8 - unit 14, day 6
b) Increase vocabulary by listening to a variety of texts read aloud.
<ul style="list-style-type: none"> • During the STaR section of each lesson, student listen as teachers read aloud popular trade book texts. STaR texts cover a variety of genres, topics, and literary forms, such as literature, informational texts, or poetry. Students are introduced to new vocabulary for each STaR story.
c) Use vocabulary from other content areas.
<ul style="list-style-type: none"> • Learning Labs are based on the thematic focus of each unit, such as weather, seasons, the body, etc. Teachers engage students in conversation to reinforce their comprehension of the thematic focus and their understanding and use of new vocabulary, and guides students to new discoveries. Students work with partners or in small groups to explore theme-related concepts while engaging in conversation that includes using vocabulary related to the theme.
d) Ask about words not understood.
<ul style="list-style-type: none"> • In the daily STaR component of KinderCorner 2nd Edition, students are introduced to new vocabulary before reading the story. The vocabulary words are defined at this time, and while reading the story, the teacher draws students' attention to the new vocabulary often, engaging students in discussion to ensure their understanding of each word. After reading the story, the teacher makes summative statements about the story that include the new story words. Students work with partners to think of a sentence that includes each new word. On the retell day for each story, students review the new vocabulary and create sentences for the words. • The teacher also engages students in discussion of vocabulary through the use of Think Alouds and Buddy Buzz. In a Think Aloud, the teacher models asking a question about potentially unknown vocabulary and the process used to determine whether the word is understood in the context of the story. Buddy Buzz is a cooperative-learning technique in which students have an opportunity to tell a partner their ideas about the meaning of a word. • The good-reader skill of asking questions about unknown words directly addresses this standard in: <ul style="list-style-type: none"> - unit 1, day 3 - unit 5, day 6 - unit 7, day 3 - unit 12, day 8 - unit 14, day 6

e) Use number words.
<ul style="list-style-type: none"> The KinderCorner 2nd Edition curriculum math components are a series of daily lessons that focus on clearly structured mathematics concepts and skills presented to students with a constructivist approach. This approach emphasizes concept development in which students are actively engaged in the learning process. The mathematical concepts are carefully ordered within the curriculum so students build a solid foundation in the basic concepts that will help them to understand more difficult concepts. Concepts spiral throughout the year so students work with them again and again. The KinderCorner 2nd Edition curriculum includes three daily components in which students learn and practice math concepts. Math Mysteries are twenty-five-minute daily lessons in which students use a variety of manipulatives and other materials to learn math concepts. Each lesson begins with a review of previously taught concepts before moving on to explicit instruction for practice of the daily skill. After instruction, students work with partners to practice the concept. The math lab is a time when students can explore the concepts that they learn in Math Mysteries. Often, the math lab includes activities in which students can apply math skills in structured role-play situations. 15-Minute Math, as its name implies, is a fifteen-minute lesson in which students engage in activities that revolve around an interactive bulletin board that focuses on the calendar. 15-Minute Math is designed to introduce and reinforce math concepts in real-life situations. Students touch each item as they count it (one-to-one correspondence) when creating sets of items in Math Mysteries lessons (e.g., units 3–5, 7, and 8). <ul style="list-style-type: none"> Students demonstrate this skill in the math lab (e.g., unit 4; unit 5, days 6–10; unit 7, days 2–5; unit 8, days 1–5).
f) Use nouns to identify and name people, places, and things.
<ul style="list-style-type: none"> KinderCorner 2nd Edition provides students daily opportunities to present information. Upon their arrival, they are encouraged to talk about their experiences from the previous evening or that morning. During Theme Exploration and Let’s Think About It, students are encouraged to respond to questions based their experiences throughout the day. In the Learning Labs, students use their personal experiences to support their play in all the labs, particularly the dramatic play lab. In the Learning Labs, students are encouraged to describe and/or explain their discoveries (e.g., unit 6, day 6, blocks lab). In the Write Away component, students write in response to prompts, frequently expressing their viewpoints. Before writing, students talk with partners about what they will write. Partners listen carefully so they can tell what their partners will write about and so they can provide feedback. Beginning in unit 5, on days 5 and 10, students add on to some of their previous writing. This writing may utilize feedback from partners or discussion from conferring with the teacher about their writing (all units, e.g., unit 5, day 5).
g) Use adjectives to describe location, size, color, and shape.
<ul style="list-style-type: none"> In addition to the interactive reading of stories during STaR, Learning Labs provide students with many opportunities to demonstrate understanding of word relationships as they sort items into categories, specifically in the math lab. Students in KinderCorner 2nd Edition classes have many daily opportunities to make connections between words and their uses as they explore all areas of the curriculum. Particularly in the opposites unit (unit 9), students have ample amounts of time to explore verbs and adjectives in a variety of games and Learning Labs.
h) Use verbs to identify actions.
<ul style="list-style-type: none"> In addition to the interactive reading of stories during STaR, Learning Labs provide students with many opportunities to demonstrate understanding of word relationships as they sort items into categories, specifically in the math lab. Students in KinderCorner 2nd Edition classes have many daily opportunities to make connections between words and their uses as they explore all areas of the curriculum. Particularly in the opposites unit (unit 9), students have ample amounts of time to explore verbs and adjectives in a variety of games and Learning Labs.

K.8 The student will demonstrate comprehension of fictional texts.
a) Identify the role of an author and an illustrator.
<ul style="list-style-type: none"> • Before reading a story during STaR or Theme Exploration, students learn the names of the author and illustrator and identify each of their roles. • This occurs in all units on days 1, 3, 6, and 8 of the ten-day lesson sequence.
b) Relate previous experiences to what is read.
<ul style="list-style-type: none"> • As teachers engage students in STaR, they ask and answer students questions about the story, which can include asking students to relate personally to the characters, events, setting, problem, or solution of the story. During Learning Labs, students may discuss what they know about a topic or what they have observed in the past about the theme. • The STaR component of KinderCorner 2nd Edition provides a wide range of stories from which students can compare and contrast characters' adventures and experiences. The good-reader skill of comparing characters in different stories provides opportunities to compare characters in stories by the same author and characters from other stories about the same topics. This good-reader skill directly addresses this standard in: <ul style="list-style-type: none"> - unit 8, day 3, - unit 13, day 3, and - unit 16, day 8. • The nineteen KinderRoots Shared Stories revolve around a set of characters that students come to know. References to the adventures and experiences of the characters from previously read stories are a natural part of the ongoing discussion as each new story is read.
c) Use pictures to make predictions.
<ul style="list-style-type: none"> • STaR <ul style="list-style-type: none"> - On days 1, 3, 6, and 8 of the ten-day lesson sequence in every unit, students discuss the book's illustrations and learn to make connections between the story and its illustrations. On the first day that a STaR book is read, students use the cover illustration to determine what the story might be about. Often the teacher engages students in a Picture Walk, a KinderCorner preview strategy, to engage students in predicting what the story is about based on the illustrations. • KinderRoots <ul style="list-style-type: none"> - Students use the cover and interior illustrations to make predictions about KinderRoots Shared Stories and to better understand what the text says. After students read each page during Guided Group Reading and Guided Partner Reading, the teacher engages them in a comprehension discussion that includes references to the illustrations. This happens in every unit, beginning unit 7, week 2.
d) Ask and answer questions about what is read.
<ul style="list-style-type: none"> • In all units, the daily STaR component of KinderCorner 2nd Edition engages students in answering questions about key ideas as they listen to narrative stories. Each theme guide provides questions from various levels of Bloom's taxonomy for teachers to use as they share stories that support this standard with students. • Students also ask and answer questions about KinderRoots Shared Stories as they read them in the whole-group setting and with partners in units 7–16.
e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.
<ul style="list-style-type: none"> • The KinderCorner 2nd Edition curriculum utilizes the daily Story Telling and Retelling (STaR) component to provide students with retell opportunities. STaR evolves over two days for each story included in the curriculum. On the first day, the teacher engages students in an interactive reading of a story. On the second day, the teacher guides students through the retell process, using one of several different retell activities, such as pantomime, dramatization, sequencing, use of items or pictures to remind students of various parts of the story, etc. Students may also engage in retell activities in the classroom library lab, using the book, sequencing cards, or other prompts as a guide. <ul style="list-style-type: none"> - This occurs in all units on days 2, 4, 7, and 9 of the ten-day lesson sequence.

K.9 The student will demonstrate comprehension of nonfiction texts.
a) Use pictures to identify topic and make predictions.
<ul style="list-style-type: none"> The KinderCorner 2nd Edition curriculum provides support in the theme guides for questioning that teaches students how to identify the main topic and key details in expository texts (most units).
b) Identify text features specific to the topic, such as titles, headings, and pictures.
<ul style="list-style-type: none"> The KinderCorner 2nd Edition curriculum provides support in the theme guides for questioning that teaches students how to identify the main topic and key details in expository texts (most units). Interactive reading of expository texts during the Theme Exploration component focuses on questioning that aids students in understanding the text's content and that guides them in analyzing the text's features to improve their comprehension. In many lessons, concepts are further developed as students view and discuss background videos about the topic (all units, e.g., unit 8, day 3).
c) Ask and answer questions about what is read.
<ul style="list-style-type: none"> In Theme Exploration, students answer questions about key ideas in a text. The theme guides for units in which expository texts are used provide intentional questioning that supports this standard for the teacher to use. This occurs in most units (e.g., unit 9, day 3 and unit 11, day 3). In units 1–7 (week 1), discussion about the text's content is part of the lesson as students read expository concepts-of-print books.

Writing
K.10 The student will print in manuscript.
a) Print capital and lowercase letters of the alphabet independently.
<ul style="list-style-type: none"> Students learn how to form letters using a letter-writing cue for each letter during Stepping Stones (units 2–6). They then apply this knowledge to other writing activities throughout the daily components.
b) Print his/her first and last names.
<ul style="list-style-type: none"> Students learn how to form letters using a letter-writing cue for each letter during Stepping Stones (units 2–6). They then apply this knowledge to other writing activities throughout the daily components.
K.11 The student will write in a variety of forms to include narrative and descriptive.
a) Differentiate pictures from writing.
<ul style="list-style-type: none"> In the daily Write Away component in KinderCorner 2nd Edition, students write in response to a prompt. During Write Away, the teacher provides structured writing instruction about strategies that students can use to communicate in writing before they learn to spell conventionally. After watching the teacher model writing a response to a theme-related writing prompt, students discuss their own ideas with partners and write responses using the strategies that have been taught. Students apply the strategies that have been taught in Write Away to writing activities in other components such as Greetings, Readings, & Writings; writing lab; and other labs (all units, e.g., unit 3, day 1). The emergent-writing strategies include: <ul style="list-style-type: none"> Draw a Picture Draw a Line Write Sounds That You Know Copy a Word Remember a Word Stretch and Read (sound spelling) Say-Spell-Say (an activity students use to recall sight words)

b) Use prewriting activities to generate ideas including drawing pictures.
<ul style="list-style-type: none"> During the Write Away component of KinderCorner 2nd Edition, students work with partners to plan their writing. The teacher confers with students regularly about their writing when students write their lab plans and during Write Away. During the conference, the teacher may offer suggestions for improving students' writing (all units).
c) Use letters to phonetically spell words that describe pictures or experiences.
<ul style="list-style-type: none"> In the daily Write Away component in KinderCorner 2nd Edition, students write in response to a prompt. During Write Away, the teacher provides structured writing instruction about strategies that students can use to communicate in writing before they learn to spell conventionally. After watching the teacher model writing a response to a theme-related writing prompt, students discuss their own ideas with partners and write responses using the strategies that have been taught. Students apply the strategies that have been taught in Write Away to writing activities in other components such as Greetings, Readings, & Writings; writing lab; and other labs (all units, e.g., unit 3, day 1). The emergent-writing strategies include: <ul style="list-style-type: none"> Draw a Picture Draw a Line Write Sounds That You Know Copy a Word Remember a Word Stretch and Read (sound spelling) Say-Spell-Say (an activity students use to recall sight words)
d) Write left to right and top to bottom.
<ul style="list-style-type: none"> The emergent-reading portion of the Stepping Stones lessons in units 1–6 focus specifically on print concepts. Each day students practice turning pages and tracking text with the two new concepts-of-print books that they will be given weekly. Students can take these books home to add to their personal libraries at the end of the week. On days 1 and 6 of each unit, Stepping Stones contains an extended concepts-of-print lesson. On days 2–5 and 7–10, students engage in a short review of the previously introduced concepts of print, followed by either guided group reading or partner reading of the concepts-of-print book. Through these lessons, students learn to recognize that spoken words are represented by written words, that words are separated by spaces, that capitalization and terminal punctuation indicate the beginning and end of a sentence, how to hold a book correctly, that one reads from top to bottom and left to right, etc. They also learn to recognize several sight words. The daily Write Away component applies the concepts of print students learn in Stepping Stones.
e) Compose simple sentences.
<ul style="list-style-type: none"> In the daily Write Away component in KinderCorner 2nd Edition, students write in response to a prompt. During Write Away, the teacher provides structured writing instruction about strategies that students can use to communicate in writing before they learn to spell conventionally. After watching the teacher model writing a response to a theme-related writing prompt, students discuss their own ideas with partners and write responses using the strategies that have been taught. Students apply the strategies that have been taught in Write Away to writing activities in other components such as Greetings, Readings, & Writings; writing lab; and other labs (all units, e.g., unit 3, day 1).
f) Begin each sentence with a capital letter and use ending punctuation.
<ul style="list-style-type: none"> Students learn how to form letters using a letter-writing cue for each letter during Stepping Stones (units 2–6). They then apply this knowledge to other writing activities throughout the daily components.
g) Share writing with others.
<ul style="list-style-type: none"> After completing Write Away activities, several students share their writing with the class, which is celebrated with cheers and pocket points.

Research
K.12 The student will conduct research to answer questions or solve problems using available resources.
a) Generate topics of interest.
<ul style="list-style-type: none"> • Topics for observation and study are often introduced in Theme Exploration of KinderCorner 2nd Edition. Experiments initiated in this component may move to the science lab where students can make daily observations and/or conduct additional experiments. Students are encouraged to put their findings in writing. Students discuss the results and observations with the teacher as he or she facilitates in the Learning Labs (all units, e.g., unit 2, day 1, science lab).
b) Generate questions to gather information.
<ul style="list-style-type: none"> • Students recall information when writing in response to prompts during the daily Write Away component. Students are encouraged to draw from their experiences and to use references when they write during Greetings, Readings, & Writings and Learning Labs. Students are able to use books and other media from the classroom library and computer/media labs along with the materials provided with the KinderCorner 2nd Edition curriculum to locate information to use as resources for their writing (all units, e.g., unit 8, day 2, Write Away).
c) Identify pictures, texts, or people as sources of information.
<ul style="list-style-type: none"> • Students recall information when writing in response to prompts during the daily Write Away component. Students are encouraged to draw from their experiences and to use references when they write during Greetings, Readings, & Writings and Learning Labs. Students are able to use books and other media from the classroom library and computer/media labs along with the materials provided with the KinderCorner 2nd Edition curriculum to locate information to use as resources for their writing (all units, e.g., unit 8, day 2, Write Away).
d) Find information from provided sources.
<ul style="list-style-type: none"> • Students recall information when writing in response to prompts during the daily Write Away component. Students are encouraged to draw from their experiences and to use references when they write during Greetings, Readings, & Writings and Learning Labs. Students are able to use books and other media from the classroom library and computer/media labs along with the materials provided with the KinderCorner 2nd Edition curriculum to locate information to use as resources for their writing (all units, e.g., unit 8, day 2, Write Away).

Reading Roots

4th Edition

Alignment to the English Standards of Learning for Virginia Public Schools

English standards for communication and multimodal literacies,
reading, writing, and research

Grade 1

Communication and Multimodal Literacies

1.1 The student will develop oral communication skills.

a) Listen actively and speak using agreed-upon rules for discussion.

- Reading Roots 4th Edition includes active-listening instruction to help students learn to listen carefully and engage in productive conversations. Active-listening skills include giving the speaker your full attention to hear and understand what was said and waiting for a turn to speak. Active listening is one of the team cooperation goals in Reading Roots 4th Edition.

b) Initiate conversation with peers and adults.

- The Reading Roots 4th Edition curriculum utilizes cooperative-learning strategies to ensure that all students have an opportunity to engage in daily conversations and collaborations. Students work in teams of four, enabling all students to talk within the group and with various partners to express their ideas and earn team points. Opportunities for conversation and discussion occur in all components of Reading Roots 4th Edition.
- Components that engage the students in conversation include:
 - Shared Story—Over three (levels 1–3) or four (level 4) days of each Shared Story, students have daily opportunities to talk with partners or in small groups about the current story. On day 1, students respond to discussion questions; on day 2, they answer partner story questions; on day 3 (level 4), they discuss part 3 of the partner story questions.
 - STaR story interactive reading—On day 1, students engage in interactive reading of a story during which they use the cooperative-learning strategy Think-Pair-Share to discuss story-related questions for comprehension. On day 2, students engage in discussion as they review the story and participate in retelling activities such as comparing and contrasting story elements, interactive story circle, and sequencing.
 - STaR Celebration—On day 1, students discuss a chosen STaR word in partnerships or teams. On day 2, students discuss the STaR story retell in partnerships or teams, focusing on a character, event, etc.
 - STaR Writing—With their partners, students discuss a STaR word and how they will use the word in a sentence.
 - Adventures in Writing—On day 3 of each lesson, students discuss their writing during partner planning. On day 4 (level 4), students share their writing and provide feedback to one another.

c) Adapt or change oral language to fit the situation.

- The Reading Roots 4th Edition curriculum engages students in conversation and discussion of a variety of stories and topics. Students are encouraged to use specific vocabulary in original sentences to ensure comprehension of new vocabulary and to provide practice using it. Students discuss story content and concepts to enhance their comprehension. This allows them to utilize colloquial expressions in addition to standard English.

d) Use appropriate voice level, phrasing, and intonation.

- Fluency is addressed one step at a time within the Shared Story section of the lessons. In the beginning, only the accuracy of reading is addressed and tracked for each student. As accuracy increases, the focus shifts toward reading smoothly, with attention to periods, commas, and other punctuation. Reading with rich expression, like a storyteller, becomes the next goal. Finally, reading rate is tracked, and increases are celebrated, with continuing attention to the quality of the reading. By the end of the first grade, it is expected that the students will be reading at a rate of 60 words per minute.
- The teacher provides a good model of fluent reading throughout the lessons as he or she reads STaR stories aloud to the class.
- During Partner Reading, students read aloud with their partners and practice using good storytelling voices (reading nicely, clearly, and smoothly).

e) Participate in collaborative and partner discussions about various texts and topics.

<ul style="list-style-type: none"> The interactive reading of STaR (Story Telling and Retelling) stories and Shared Stories provides students with daily opportunities to ask and answer questions about texts. The use of Think-Pair-Share during the interactive reading of stories gives all students the opportunity to answer a wide variety of questions about texts. <ul style="list-style-type: none"> This occurs in all lessons (e.g., lesson 8, STaR, days 1 and 2 and Shared Story, day 1).
f) Follow rules for conversation using appropriate voice level in small-group settings.
<ul style="list-style-type: none"> Reading Roots 4th Edition includes active-listening instruction to help students learn to listen carefully and engage in productive conversations. Active-listening skills include giving the speaker your full attention to hear and understand what was said and waiting for a turn to speak. Active listening is one of the team cooperation goals in Reading Roots 4th Edition. During Partner Reading, students read aloud with their partners and practice using good storytelling voices (reading nicely, clearly, and smoothly).
g) Ask and respond to questions to seek help, get information, or clarify information.
<ul style="list-style-type: none"> The Reading Roots 4th Edition curriculum supports students in their attempts to present their ideas within partnerships, teams, and whole-group situations. Students are encouraged to expand on their responses to story-related questions by engaging in discussion with one another to clarify their understanding of story content and information in expository texts.
h) Restate and follow simple two-step oral directions.
<ul style="list-style-type: none"> Reading Roots 4th Edition includes active-listening instruction to help students learn to listen carefully and engage in productive conversations. Active-listening skills include giving the speaker your full attention to hear and understand what was said and waiting for a turn to speak. Active listening is one of the team cooperation goals in Reading Roots 4th Edition.
i) Give simple two-step oral directions.
<ul style="list-style-type: none"> Frequently, STaR stories include information on how to do something, and the Adventures in Writing prompt for that lesson consists of writing directions to explain how to do something. <ul style="list-style-type: none"> Adventures in Writing: lessons 8, 32, and 33
j) Express ideas orally in complete sentences.
<ul style="list-style-type: none"> Through the interactive reading of STaR stories and Shared Stories, students are able to demonstrate these skills when they answer story-related questions. Teachers encourage students to use complete, clearly stated sentences in their responses.
k) Work respectfully with others.
<ul style="list-style-type: none"> Reading Roots 4th Edition includes active-listening instruction to help students learn to listen carefully and engage in productive conversations. Active-listening skills include giving the speaker your full attention to hear and understand what was said and waiting for a turn to speak. Active listening is one of the team cooperation goals in Reading Roots 4th Edition.
i) Increase listening and speaking vocabularies.
<ul style="list-style-type: none"> In the STaR story component of each lesson, students learn new story-related vocabulary. After reading the story on day 1 and engaging in the reread activity on day 2, students choose one of the STaR vocabulary words to use in a sentence. Students practice using their words in complete sentences. Students are encouraged to answer story-related questions in the STaR story and Shared Story components using story vocabulary and other relevant words.

1.2 The student will demonstrate growth in oral early literacy skills.
a) Listen and respond to a variety of print and media materials.
<ul style="list-style-type: none"> Interactive reading of narrative and expository texts in the STaR story component of Reading Roots 4th Edition engages students in discussion of these texts, allowing them to better comprehend the story or information presented. Teachers use the cooperative-learning strategy Think-Pair-Share, which encourages students to talk with one another to ask and answer questions about the text and illustrations. Daily components that engage students in these skills include: <ul style="list-style-type: none"> Shared Story STaR story
b) Tell and retell stories and events in sequential order.
<ul style="list-style-type: none"> STaR story interactive reading—On day 1, students engage in interactive reading of a story during which they use the cooperative-learning strategy Think-Pair-Share to discuss story-related questions for comprehension. On day 2, students engage in discussion as they review the story and participate in retelling activities such as comparing and contrasting story elements, interactive story circle, and sequencing.
c) Participate in a variety of oral language activities, including choral speaking and recitation.
<ul style="list-style-type: none"> Students take part in a variety of oral language activities throughout Reading Roots to help students with letter sounds, pronunciation, and fluency. These activities take place primarily in FastTrack Phonics and Shared Story.
d) Participate in creative dramatics.
<ul style="list-style-type: none"> During STaR on Day 2, one method of retelling the story the teacher read aloud to students is to assign students to the roles of characters and have the students act out the story.

Reading
1.3 The student will develop oral communication skills.
a) Create rhyming words.
<ul style="list-style-type: none"> Students meet this standard in the STaR component of lesson 34. In the Adventures in writing component students write a cinquain poem about a story character. Lesson 45
b) Count phonemes (sounds) in one-syllable words.
<ul style="list-style-type: none"> The Break-It-Down activity in FastTrack Phonics teaches students to listen for each sound, or phoneme, in a word, and break the word down into its individual sounds. This activity is paired with Stretch and Count/Stretch and Read for students to count the number of sounds in the word. <ul style="list-style-type: none"> Additional practice during Shared Story
c) Blend sounds to make one-syllable words.
<ul style="list-style-type: none"> The Say-It-Fast activity in FastTrack Phonics teaches students to listen as they are slowly given the sounds for a word and then have to blend the sounds as they say them quickly to form the word. This is paired with Stretch-and-Read activities where students use letter cards to read letter sounds slowly and then say the whole word. <ul style="list-style-type: none"> Additional practice during Shared Story
d) Segment one-syllable words into individual phonemes.
<ul style="list-style-type: none"> The Break-It-Down activity in FastTrack Phonics teaches students to listen for each sound, or phoneme, in a word, and break the word down into its individual sounds. This activity is paired with Stretch and Count for students to count the number of sounds in the word. <ul style="list-style-type: none"> Additional practice during Shared Story

e) Add or delete phonemes to make new words.
<ul style="list-style-type: none"> The Quick Erase game in the FastTrack Phonics component of Reading Roots 4th Edition lessons addresses this standard. In the game, the teacher reads a word and the students write the word. The teacher then asks the students to change the word by adding, deleting or changing a target sound to change the word. Quick Erase is introduced in lesson 6. <ul style="list-style-type: none"> Additional practice during Shared Story
f) Blend and segment multisyllabic words at the syllable level.
<ul style="list-style-type: none"> FastTrack Phonics sound blending and segmenting activities begin with one syllable words, working up to multisyllabic words. <ul style="list-style-type: none"> Additional practice during Shared Story
1.4 The student will apply knowledge of how print is organized and read.
a) Read from left to right and from top to bottom.
<ul style="list-style-type: none"> Students learn to read left to right and top to bottom of the page as they read Shared Stories beginning in Lesson 4. All lessons 4-48
b) Match spoken words with print.
<ul style="list-style-type: none"> In early Reading Roots 4th Edition lessons in the Adventures in Writing component, teachers model writing the words they speak as they guide students through the writing process. Students then write their own words as they complete the writing activity. In later lessons, students write their thoughts and ideas in response to the Adventures in Writing prompts. <ul style="list-style-type: none"> All lessons 1-48
c) Identify letters, words, sentences, and ending punctuation.
<ul style="list-style-type: none"> In the FastTrack Phonics component of Reading Roots 4th edition, uppercase and lowercase letter cards are presented as each letter sound is introduced. The teacher places the letter card above the corresponding letter in the Alphabet Frieze for students' reference. Students learn the alphabet sequence when they recite the Alphabet Chant in the FastTrack Phonics component of Reading Roots. Reading Roots 4th Edition teaches students to recognize the features of a sentence in all Shared Stories. Students apply this skill to their writing during Adventures in Writing on day 3 (levels 1–3) and on days 3 and 4 (level 4).
1.5 The student will apply phonetic principles to read and spell.
a) Use initial and final consonants to decode and spell one- syllable words.
<ul style="list-style-type: none"> The Fast Track Phonics for Roots component of Reading Roots 4th edition includes activities designed to help students gain and improve auditory discrimination skills such as Hear Sounds, Say-it-Fast/Break-it-Down, Stretch and Read, Quick Erase, Hear the New Sound, Stretch and Count/Stretch and Spell. Lessons 1-36 Students learn single letter consonants in the FastTrack Phonics component of Reading Roots lessons. Lessons 1-12 Students review the focus letter(s) for each Shared Story Lessons 4
b) Use two-letter consonant blends to decode and spell one-syllable words.
<ul style="list-style-type: none"> Reading Roots 4th Edition teaches students phonological awareness through fun, fast-paced systematic FastTrack Phonics lessons. In early lessons, a single-letter grapheme or consonant combination (“ch,” “sh,” “th,” and “ng”) is introduced each day. Once a grapheme (letter or letter group) is introduced, it is revisited extensively in future lessons as part of daily teacher instruction and student practice. In the FastTrack Phonics component of Reading Roots 4th edition, students learn to segment words in the Break-It-Down section of the lesson. Lessons 1-36

c) Use consonant digraphs to decode and spell one-syllable words.
<ul style="list-style-type: none"> Students learn consonant digraphs in the FastTrack Phonics component of Reading Roots 4th edition lessons. E.g., Lessons 5, 9, 10 Students review the focus letter(s) for each Shared Story. E.g., Lessons 12, 23
d) Use short vowel sounds to decode and spell one-syllable words.
<ul style="list-style-type: none"> Students learn single letter vowels in the FastTrack Phonics component of Reading Roots 4th edition lessons. Beginning in lesson 13, a series of vowel digraphs are taught. Because these graphemes are more difficult for young students to remember, the letter groups are introduced over a period of two lessons. Lessons 1-12 Students review the focus letter(s) for each Shared Story Lessons 4-48
e) Blend initial, medial, and final sounds to recognize and read words.
<ul style="list-style-type: none"> Students practice this skill in the FastTrack Phonics component of Reading Roots. All lessons 1-37 Students have additional practice with this skill when they read Shared Stories. All lessons 4-48
f) Use word patterns to decode unfamiliar words.
<ul style="list-style-type: none"> Students learn common spelling patterns in the FastTrack Phonics component of Reading Roots 4th edition. They practice decoding during the Stretch and Read component of the Shared Story component. E.g., Shared Story Lesson 15
g) Read and spell simple two-syllable compound words.
<ul style="list-style-type: none"> The Finger Detective technique used in FastTrack Phonics component of Reading Roots 4th edition enables students to break compound words into component words for decoding and understanding. E. g., Lessons 19, 25
h) Read and spell commonly used sight words.
<ul style="list-style-type: none"> In the Shared Story component of Reading Roots 4th edition students learn to read high frequency and/or irregular sight words during the Word Presentation (Introducing Red Words) activity. Lessons 4-48
1.6 The student will use semantic clues and syntax for support when reading.
a) Use words, phrases, and sentences.
<ul style="list-style-type: none"> Students use context clues when teachers engage them in interactive reading of STaR Stories. They also use context clues when they read Shared Stories. All lessons 4-48
b) Use titles and pictures.
<ul style="list-style-type: none"> Before reading the STaR story and Shared Story in each Reading Roots 4th edition lesson, teachers model identifying the title, author, and illustrator, and title page of a book during previewing. STaR 1-48 Shared Story 4-48 When a table of contents is included in expository texts, they are also identified and discussed. STaR lessons 6, 7, 9, 15, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, and 47 When students read their own copies of the Shared Stories, they practice these skills. Lessons 4-48

c) Use information in the story to read words.
<ul style="list-style-type: none"> • During the Story Telling and Retelling (STaR) component of Reading Roots 4th edition, students engage in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. On the first day, the teacher guides the students in previewing the book, expanding background knowledge, and making predictions. Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral and written sentences with the vocabulary words. • After reviewing the story the next day, the teacher uses a story STaR (levels 1 and 2) or a story map (levels 3 and 4) to identify story elements in narrative text or an idea tree (all levels) to identify the main idea and supporting details in expository text. This is followed by a retell activity and the creation of oral and written sentences that critique the story. • Students use context clues when teachers engage them in interactive reading of STaR Stories. They also use context clues when they read Shared Stories. All lessons 4-48
d) Use knowledge of sentence structure.
<ul style="list-style-type: none"> • This standard is addressed during several lessons in the Shared Story component of Reading Roots 4th edition. Lessons 4, 5, 6
e) Reread and self-correct.
<ul style="list-style-type: none"> • Beginning with Shared Story 16, students make use of the Reading Strategy Card to help with reading and comprehension of texts. Lessons 16-48
1.7 The student will expand vocabulary and use of word meanings.
a) Discuss meanings of words in context.
<ul style="list-style-type: none"> • The Reading Roots 4th Edition curriculum uses interactive STaR story and Shared Story components to teach students to use context clues, affixes, and root words to clarify word meanings. Specifically, in lesson 9 in the FastTrack Phonics component, students learn to identify root words and the endings “ed” and “ing.” • Students learn to use context clues and monitor for meaning, first within the context of the guided partner reading process as each Shared Story is introduced and later through practice on subsequent days during partner reading. • This occurs in all lessons.
b) Develop vocabulary by listening to and reading a variety of texts.
<ul style="list-style-type: none"> • Through the interactive reading of STaR stories and Shared Stories in Reading Roots 4th Edition, students learn to identify and define new words, make connections between new words and their life experiences, and distinguish among words of similar meaning when they learn new story-related vocabulary, talk about the unfamiliar words in stories, and use the words to create sentences. <ul style="list-style-type: none"> - This occurs in all lessons (e.g., lesson 34).
c) Ask for the meaning of unknown words and make connections to familiar words.
<ul style="list-style-type: none"> • Through the interactive reading of STaR stories and Shared Stories in Reading Roots 4th Edition, students learn to identify and define new words, make connections between new words and their life experiences, and distinguish among words of similar meaning when they learn new story-related vocabulary, talk about the unfamiliar words in stories, and use the words to create sentences. <ul style="list-style-type: none"> - This occurs in all lessons (e.g., lesson 34).

d) Use text clues such as words or pictures to discern meanings of unknown words.
<ul style="list-style-type: none"> Through the interactive reading of STaR stories and Shared Stories in Reading Roots 4th Edition, students learn to identify and define new words, make connections between new words and their life experiences, and distinguish among words of similar meaning when they learn new story-related vocabulary, talk about the unfamiliar words in stories, and use the words to create sentences. <ul style="list-style-type: none"> This occurs in all lessons (e.g., lesson 34).
e) Use vocabulary from other content areas.
<ul style="list-style-type: none"> Through the interactive reading of STaR stories and Shared Stories in Reading Roots 4th Edition, students learn to identify and define new words, make connections between new words and their life experiences, and distinguish among words of similar meaning when they learn new story-related vocabulary, talk about the unfamiliar words in stories, and use the words to create sentences. <ul style="list-style-type: none"> This occurs in all lessons (e.g., lesson 34).
f) Use singular and plural nouns.
<ul style="list-style-type: none"> Each of the daily components in Reading Roots 4th Edition provides students with opportunities to demonstrate use of singular and plural nouns as they discuss story questions in STaR stories and Shared Stories and when they write during STaR Writing and Adventures in Writing in each lesson.
g) Use adjectives to describe nouns.
<ul style="list-style-type: none"> Each of the daily components in Reading Roots 4th Edition provides students with opportunities to demonstrate use of adjectives to describe nouns as they discuss story questions in STaR stories and Shared Stories and when they write during STaR Writing and Adventures in Writing in each lesson.
h) Use verbs to identify actions.
<ul style="list-style-type: none"> Each of the daily components in Reading Roots 4th Edition provides students with opportunities to demonstrate use of verbs to identify actions as they discuss story questions in STaR stories and Shared Stories and when they write during STaR Writing and Adventures in Writing in each lesson.
1.8 The student will use simple reference materials.
a) Use knowledge of alphabetical order by first letter.
<ul style="list-style-type: none"> Students learn the alphabet sequence when they recite the Alphabet Chant in the FastTrack Phonics component of Reading Roots.
b) Use a picture dictionary to find meanings of unfamiliar words.
<ul style="list-style-type: none"> Students have opportunities to use a dictionary during vocabulary instruction in STaR, Shared Story, and Adventures in Writing components. All lessons 1-48
1.9 The student will read and demonstrate comprehension of a variety of fictional texts.
a) Preview the selection.
<ul style="list-style-type: none"> During the Story Telling and Retelling (STaR) component of Reading Roots 4th edition, students engage in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. On the first day, the teacher guides the students in previewing the book, expanding background knowledge, and making predictions. Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral and written sentences with the vocabulary words.
b) Set a purpose for reading.
<ul style="list-style-type: none"> Students establish a purpose for reading in the Shared Story and STaR components of Reading Roots 4th edition when they preview the story being read. All lessons 1-48

c) Relate previous experiences to what is read.
<ul style="list-style-type: none"> • Through the interactive reading of all STaR stories, students relate prior knowledge and life experiences to the text. All lessons 1-48. • Students relate information from texts to prior knowledge and life experiences daily when they read Shared Stories. All lessons 4-48
d) Make and confirm predictions.
<ul style="list-style-type: none"> • During the Story Telling and Retelling (STaR) component of Reading Roots 4th edition, students engage in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. On the first day, the teacher guides the students in previewing the book, expanding background knowledge, and making predictions. Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral and written sentences with the vocabulary words. • After reviewing the story the next day, the teacher uses a story STaR (levels 1 and 2) or a story map (levels 3 and 4) to identify story elements in narrative text or an idea tree (all levels) to identify the main idea and supporting details in expository text. This is followed by a retell activity and the creation of oral and written sentences that critique the story.
e) Ask and answer who, what, when, where, why, and how questions about what is read.
<ul style="list-style-type: none"> • Students actively engage in the reading of the stories as they answer and ask questions during the during the STaR Story component of Reading Roots 4th edition. • Shared Stories, lessons 4–48 (all) • STaR stories, lessons 1–48 (all) • STaR story objectives: <ul style="list-style-type: none"> – Key details: <i>Six Dinner Sid</i> (8), <i>Farmer Duck</i> (16), <i>The Grouchy Ladybug</i> (24), <i>Dear Mr. Blueberry</i> (26) – Questioning: <i>Living in...South Africa</i> (41)
f) Identify characters, setting, and important events.
<ul style="list-style-type: none"> • Shared Stories, lessons 4–48 (all) • STaR stories, days 1 and 2 of lessons 1–48 (all) • STaR story objectives: <ul style="list-style-type: none"> – Characters: <i>Are You My Mother?</i> (1), <i>There's an Alligator Under My Bed</i> (2), <i>How to Be a Good Dog</i> (4), <i>The Ant and the Elephant</i> (13), <i>Mud Puddle</i> (14), <i>Nerdy Birdy</i> (18), <i>The Night Before the Tooth Fairy</i> (35) – Setting: <i>Bringing the Rain to Kapiti Plain</i> (3), <i>Jamaica Louise James</i> (10), <i>The Three Billy Goats Gruff</i> (27) – Important events: <i>Sophie and the Mother's Day Card</i> (5), <i>The Costume Party</i> (11), <i>Bear Snores On</i> (21), <i>Cloudy with a Chance of Meatballs</i> (25), <i>Vera Rides a Bike</i> (31), <i>Camille and the Sunflowers</i> (37), <i>Stone Soup</i> (39)
g) Retell stories and events, using beginning, middle, and end in a sequential order.
<ul style="list-style-type: none"> • During the Story Telling and Retelling (STaR) component of Reading Roots 4th edition, students engage in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. On the first day, the teacher guides the students in previewing the book, expanding background knowledge, and making predictions. Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral and written sentences with the vocabulary words. • After reviewing the story the next day, the teacher uses a story STaR (levels 1 and 2) or a story map (levels 3 and 4) to identify story elements in narrative text or an idea tree (all levels) to identify the main idea and supporting details in expository text. This is followed by a retell activity and the creation of oral and written sentences that critique the story.

h) Identify theme.
<ul style="list-style-type: none"> • STaR stories, day 2 of lessons 1–48 (all) • STaR story objectives: <ul style="list-style-type: none"> – Theme/Message: Let’s Be Friends Again! (20), The Tortoise and the Hare (22), Trosclair and the Alligator (28), The Big Snow (32), Janine and the Field Day Finish (33)
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.
<ul style="list-style-type: none"> • Students learn to read fluently one step at a time within the Shared Story section of the lessons. In the beginning, students focus on accuracy of reading. As accuracy increases, the focus shifts toward reading smoothly, with attention to periods, commas, and other punctuation. Reading with rich expression, like a storyteller, becomes the next goal. Finally, reading rate is tracked, and increases are celebrated, with continuing attention to the quality of the reading. By the end of the first grade, it is expected that students will be reading at a rate of sixty words per minute. • The teacher models fluent reading of the STaR stories throughout the lessons.
1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.
a) Preview the selection.
<ul style="list-style-type: none"> • During the Story Telling and Retelling (STaR) component of Reading Roots 4th edition, students engage in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. On the first day, the teacher guides the students in previewing the book, expanding background knowledge, and making predictions. Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral and written sentences with the vocabulary words.
b) Use prior and background knowledge as context for new learning.
<ul style="list-style-type: none"> • Through the interactive reading of all STaR stories, students relate prior knowledge and life experiences to the text. All lessons 1-48. • Students relate information from texts to prior knowledge and life experiences daily when they read Shared Stories. All lessons 4-48
c) Set a purpose for reading.
<ul style="list-style-type: none"> • Students establish a purpose for reading in the Shared Story and STaR components of Reading Roots 4th edition when they preview the story being read. All lessons 1-48
d) Identify text features such as pictures, headings, charts, and captions.
<ul style="list-style-type: none"> • All expository STaR stories • STaR story objectives: <ul style="list-style-type: none"> – Text features: What’s It Like to Be a Fish? (23)
e) Make and confirm predictions.
<ul style="list-style-type: none"> • During the Story Telling and Retelling (STaR) component of Reading Roots 4th edition, students engage in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. On the first day, the teacher guides the students in previewing the book, expanding background knowledge, and making predictions. Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral and written sentences with the vocabulary words. • After reviewing the story the next day, the teacher uses a story STaR (levels 1 and 2) or a story map (levels 3 and 4) to identify story elements in narrative text or an idea tree (all levels) to identify the main idea and supporting details in expository text. This is followed by a retell activity and the creation of oral and written sentences that critique the story.

f) Ask and answer who, what, where, when, why, and how questions about what is read.
<ul style="list-style-type: none"> • All expository STaR stories • STaR story objectives: <ul style="list-style-type: none"> – Important information: Birds (6), Ice Cream: The Full Scoop (7), Living in...Mexico (44)
g) Identify the main idea.
<ul style="list-style-type: none"> • All expository STaR stories • STaR story objectives: <ul style="list-style-type: none"> – Main Idea/Topic: Come Out and Play (9), Chirping Crickets (17), Let's Go Camping! (19), Trees Around the World (29), Living in the Arctic (38), What Is in the Ocean? (47)
h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.
<ul style="list-style-type: none"> • Students learn to read fluently one step at a time within the Shared Story section of the lessons. In the beginning, students focus on accuracy of reading. As accuracy increases, the focus shifts toward reading smoothly, with attention to periods, commas, and other punctuation. Reading with rich expression, like a storyteller, becomes the next goal. Finally, reading rate is tracked, and increases are celebrated, with continuing attention to the quality of the reading. By the end of the first grade, it is expected that students will be reading at a rate of sixty words per minute. • The teacher models fluent reading of the STaR stories throughout the lessons.

Writing
1.11 The student will print legibly in manuscript.
a) Form letters accurately.
<ul style="list-style-type: none"> • Students develop writing skills in all parts of the Reading Roots lesson. In FastTrack Phonics, the students learn to write the letters and letter groups that correspond to the sounds that they have learned. Letter-writing cues link to the mnemonic pictures the students use to remember letter sounds.
b) Space words within sentences.
<ul style="list-style-type: none"> • In the Adventures in Writing and STaR Writing components of Reading Roots 4th Edition, students demonstrate their knowledge of standard English by using capitalization, punctuation, and correct spelling in their writing. • In Reading Roots 4th Edition: <ul style="list-style-type: none"> – Level 1—Students write up to two simple sentences independently using phonetic spelling and writing strategies. Students learn how to give and receive constructive comments about writing, and they learn how to use a partner's comments to improve or edit their writing. – Level 2—Students write at least three sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. At this level, students self-edit to check capitalization, spelling, and punctuation. Students use peer editing to give and receive constructive comments about writing. They use a partner's comments to improve or edit their writing. – Level 3—Students write at least six sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. Students self-edit to learn how to make additional edits to writing such as looking for omitted words and considering word choice and sentence structure. Students use peer editing to give and receive constructive comments about writing. They use a partner's comments to improve or edit their writing. – Level 4—Students write six or more sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. Students should understand paragraphs and their format and write sentences in the form of a paragraph. Students learn how to make additional edits to writing such as looking for omitted words, considering word choice, and changing sentence structure. Students use peer editing to give and receive constructive comments about writing. They use a partner's comments to improve or edit their writing.

1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.
a) Identify audience and purpose.
<ul style="list-style-type: none"> Beginning in Level 1 in the Adventures in Writing component of Reading Roots 4th edition students learn to use basic structures to organize their writing. This allows them to identify the audience and purpose of their writing. They learn who they are writing for and why. All lessons 1-48
b) Use prewriting activities to generate ideas.
<ul style="list-style-type: none"> Beginning in Level 1 in the Adventures in Writing component of Reading Roots 4th edition students learn to use basic structures to organize their writing. This allows them to use peer discussion to talk about writing topics in order to generate ideas and plan their writing. All lessons 1-48
c) Focus on one topic.
<ul style="list-style-type: none"> Beginning in Level 1 in the Adventures in Writing component of Reading Roots 4th edition students learn to use basic structures to organize their writing. This allows them to decide on their topic and stay focused on it. Students also review their peers' work, helping them to revise their writing and maintain focus on the topic. All lessons 1-48
d) Organize writing to suit purpose.
<ul style="list-style-type: none"> Beginning in Level 1 in the Adventures in Writing component of Reading Roots 4th edition students learn to use basic structures to organize their writing. Students write about sequenced events in STaR Writing and Adventures in Writing. In response to prompts in these components, students often use sequence words such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>. Self-editing and peer editing help students organize their sequential writing. <ul style="list-style-type: none"> For example, Adventures in Writing, lesson 24
e) Revise by adding descriptive words when writing about people, place, things, and events.
<ul style="list-style-type: none"> Adventures in Writing introduces students to self-editing and peer editing throughout each level of Reading Roots 4th Edition. In level 1, students learn to discuss writing topics with peers to generate writing ideas and plan their writing. In level 2, there is an increased emphasis on having partners provide information to each other about how to elaborate their written work to make the language more interesting. In level 3, students are encouraged to work in partnerships to find and correct errors in their writing. And in level 4, students learn to use a writing scoring guide to ensure that their work meets the criteria to earn a top score. In STaR Writing, students share with their partners sentences that they will write using one of the STaR vocabulary words. For example, lesson 6, day 1, STaR Writing and day 3, Adventures in Writing
f) Write to express an opinion and give a reason.
<ul style="list-style-type: none"> Students write opinion pieces in response to prompts during the STaR Writing and Adventures in Writing components. In early lessons, students write words, phrases, or short sentences as they are able. As they progress through levels 2-4, their writing expands to include simple and complex sentences in the form of paragraphs (e.g., lesson 9, STaR Writing and Adventures in Writing).
g) Use letters to phonetically spell words.
<ul style="list-style-type: none"> Reading Roots 4th Edition encourages students to use a variety of strategies to help them successfully write sentences during Adventures in Writing and other parts of class. This includes using phonetic spelling and using their knowledge from FastTrack Phonics to help them write.
h) Share writing with others.
<ul style="list-style-type: none"> In the Adventures in Writing component of Reading Roots 4th edition students use self-editing and peer editing to rewrite and improve writing. In Level 4 (lessons 38-48) students move to the publishing phase to make a final copy and share with the class.

1.13 The student will edit writing for capitalization, punctuation, and spelling.

a) Use complete sentences.

- In the Adventures in Writing and STaR Writing components of Reading Roots 4th Edition, students demonstrate their knowledge of standard English by using capitalization, punctuation, and correct spelling in their writing.
- In Reading Roots 4th Edition:
 - Level 1—Students write up to two simple sentences independently using phonetic spelling and writing strategies. Students learn how to give and receive constructive comments about writing, and they learn how to use a partner’s comments to improve or edit their writing.
 - Level 2—Students write at least three sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. At this level, students self-edit to check capitalization, spelling, and punctuation. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing.
 - Level 3—Students write at least six sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. Students self-edit to make additional edits to writing such as looking for omitted words and considering word choice and sentence structure. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing.
 - Level 4—Students write six or more sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. Students should understand paragraphs and their format and write sentences in the form of a paragraph. Students learn how to make additional edits to writing such as looking for omitted words, considering word choice, and changing sentence structure. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing.

b) Begin each sentence with a capital letter and use ending punctuation.

- In the Adventures in Writing and STaR Writing components of Reading Roots 4th Edition, students demonstrate their knowledge of standard English by using capitalization, punctuation, and correct spelling in their writing.
- In Reading Roots 4th Edition:
 - Level 1—Students write up to two simple sentences independently using phonetic spelling and writing strategies. Students learn how to give and receive constructive comments about writing, and they learn how to use a partner’s comments to improve or edit their writing.
 - Level 2—Students write at least three sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. At this level, students self-edit to check capitalization, spelling, and punctuation. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing.
 - Level 3—Students write at least six sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. Students self-edit to learn how to make additional edits to writing such as looking for omitted words and considering word choice and sentence structure. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing.
 - Level 4—Students write six or more sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. Students should understand paragraphs and their format and write sentences in the form of a paragraph. Students learn how to make additional edits to writing such as looking for omitted words, considering word choice, and changing sentence structure. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing.

c) Use correct spelling for commonly used sight words and phonetically regular words.
<ul style="list-style-type: none"> • In the Adventures in Writing and STaR Writing components of Reading Roots 4th Edition, students demonstrate their knowledge of standard English by using capitalization, punctuation, and correct spelling in their writing. • In Reading Roots 4th Edition: <ul style="list-style-type: none"> – Level 1—Students write up to two simple sentences independently using phonetic spelling and writing strategies. Students learn how to give and receive constructive comments about writing, and they learn how to use a partner’s comments to improve or edit their writing. – Level 2—Students write at least three sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. At this level, students self-edit to check capitalization, spelling, and punctuation. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing. – Level 3—Students write at least six sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. Students self-edit to learn how to make additional edits to writing such as looking for omitted words and considering word choice and sentence structure. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing. – Level 4—Students write six or more sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. Students should understand paragraphs and their format and write sentences in the form of a paragraph. Students learn how to make additional edits to writing such as looking for omitted words, considering word choice, and changing sentence structure. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing.

Research
1.14 The student will conduct research to answer questions or solve problems using available resources.
a) Generate topics of interest.
<ul style="list-style-type: none"> • The Adventures in Writing component invites students to write about topics using personal experiences when possible and/or using information from texts to respond to a story-related prompt. • For example, Adventures in Writing, lessons 9, 20, and 26
b) Generate questions to gather information.
<ul style="list-style-type: none"> • The Adventures in Writing component invites students to write about topics using personal experiences when possible and/or using information from texts to respond to a story-related prompt. • For example, Adventures in Writing, lessons 9, 20, and 26
c) Identify pictures, texts, or people as sources of information.
<ul style="list-style-type: none"> • The Adventures in Writing component invites students to write about topics using personal experiences when possible and/or using information from texts to respond to a story-related prompt. • For example, Adventures in Writing, lessons 9, 20, and 26
d) Find information from provided sources.
<ul style="list-style-type: none"> • The Adventures in Writing component invites students to write about topics using personal experiences when possible and/or using information from texts to respond to a story-related prompt. • For example, Adventures in Writing, lessons 9, 20, and 26
e) Record information.
<ul style="list-style-type: none"> • The Adventures in Writing component invites students to write about topics using personal experiences when possible and/or using information from texts to respond to a story-related prompt. • For example, Adventures in Writing, lessons 9, 20, and 26

Reading Wings^{4th} Edition

Alignment to the English Standards of Learning for Virginia Public Schools

English standards for communication and multimodal literacies,
reading, writing, and research

Grade 2

Communication and Multimodal Literacies

2.1 The student will use oral communication skills.

a) Listen actively and speak using appropriate discussion rules.

- 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) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.

- 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.
- 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 have the purpose to inform, persuade, or entertain.
- During Adventures in Writing on Day 6, students may share writing projects written to inform, persuade, or entertain.

c) Speak audibly with appropriate voice level, phrasing, and intonation.
<ul style="list-style-type: none"> • 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"> – Students who read fluently should read with feeling, smoothness, and accuracy at the targeted rate. • Students may apply what they practice during Fluency in Five to other spoken presentations. • 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.
d) Share information orally with appropriate facts and relevant details.
<ul style="list-style-type: none"> • Students have a variety of opportunities to evaluate information presented in diverse media and formats: <ul style="list-style-type: none"> – 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 <i>Savvy Reader Summarizing</i> and practice in all Targeted Treasure Hunts.
e) Use increasingly complex sentence structures in oral communication.
<ul style="list-style-type: none"> • Reading Wings 4th Edition does not focus on teaching students grammar. However, teachers may discuss sentence structure during Adventures in Writing on Day 6. Additionally, some Adventures in Writing activities may give brief lessons or instructions on various grammatical topics. • Targeted Treasure Hunts: Teamwork, class discussion, and team discussion
f) Begin to self-correct errors in language use.
<ul style="list-style-type: none"> • Reading Wings 4th Edition does not formally instruct students in the use of writing conventions or grammar skills for writing or speaking; however, there are sections in lessons in which the teacher may review skills as needed. For example: <ul style="list-style-type: none"> – The Two-Minute Edit is an opening activity included in Targeted Treasure Hunts after day 1 of multiday cycles. These activities are used to teach and reinforce grammar/mechanics skills. The teacher prepares sentences that reflect common errors that he or she has observed in students' daily writing such as Adventures in Writing activities, meaningful sentences, or Write-On answers. The sentence is displayed as students enter the classroom. Teams work together to identify and orally correct errors in the sentence.
g) Participate as a contributor and leader in collaborative and partner discussions.
<ul style="list-style-type: none"> • 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. • Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

h) Ask and answer questions to seek help, get information, or clarify information.
<ul style="list-style-type: none"> • 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. • During Class Discussion, students are randomly called on by the teacher to present the answers that they and their team agreed upon.
i) Retell information shared by others.
<ul style="list-style-type: none"> • Summarization is a core reading comprehension skill that students learn in <i>The Savvy Reader Summarizing</i> and practice in all Targeted Treasure Hunts. • Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.
j) Restate and follow multi-step directions.
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – <i>Drink-Carton Space Shuttle</i> • All lessons: instructional process
k) Give multi-step directions.
<ul style="list-style-type: none"> • 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.
l) Work respectfully with others and show value for individual contributions.
<ul style="list-style-type: none"> • Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals: <ul style="list-style-type: none"> – practice active listening, – help and encourage others, – everyone participates, – explain your ideas/tell why, and – complete tasks.
m) Create a simple presentation using multimodal tools.
<ul style="list-style-type: none"> • 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"> – 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. • During Adventures in Writing on day 6, students may be selected or may volunteer to share their completed writing with the class.

2.2 The student will demonstrate an understanding of oral early literacy skills.
a) Create oral stories to share with others.
<ul style="list-style-type: none"> In literature lessons, students deliver presentations during Book Club. The activities can vary depending on what the teacher or student chooses. Scoring criteria differs based on the activity and is teacher-chosen. During Adventures in Writing on Day 6, students may write their own stories and share them with the class.
b) Create and participate in oral dramatic activities.
<ul style="list-style-type: none"> Each grade includes at least four 1-day drama Targeted Treasure Hunts throughout the year. For example: <ul style="list-style-type: none"> <i>Washes for Waggers; Miss Priss; The Scavenger Hunt; and The Mystery of the Stolen Hair Ribbons</i> 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 writing skits or plays. During Adventures in Writing on Day 6, students may write their own plays or skits and share them with the class.
c) Participate in a variety of oral language activities, including choral speaking and recitation.
<ul style="list-style-type: none"> Each grade includes at least one poetry Targeted Treasure Hunt throughout the year. For example: <ul style="list-style-type: none"> <i>The Bug in Teacher's Coffee and Other School Poems, Silver Seeds</i> 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. During Adventures in Writing on Day 6, students may write their own poems or songs and share them with the class.

Reading
2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.
a) Count phonemes within one-syllable words.
<ul style="list-style-type: none"> 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"> Students are encouraged to use strategies familiar to them, including counting phonemes in words. 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.
b) Blend sounds to make one-syllable words.
<ul style="list-style-type: none"> 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"> Students are encouraged to use strategies familiar to them, including blending phonemes to form words. 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"> Consonant blends: <i>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?</i>

c) Segment one-syllable words into phonemes.
<ul style="list-style-type: none"> 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"> Students are encouraged to use strategies familiar to them, including segmenting words into phonemes. 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.
d) Add or delete phonemes to make words.
<ul style="list-style-type: none"> 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"> Students are encouraged to use strategies familiar to them, including adding or deleting phonemes to make words. 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.
e) Blend and segment multisyllabic words at the syllable level.
<ul style="list-style-type: none"> 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"> Students are encouraged to use strategies familiar to them, including blending and segmenting multisyllabic words. 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"> Chunking: <i>A City Grows</i>; <i>Spaceships and Rockets</i>; <i>Throw Your Tooth on the Roof</i>
2.4 The student will use phonetic strategies when reading and spelling.
a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
<ul style="list-style-type: none"> 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. 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"> Digraphs: <i>Who Has Time?</i>; <i>A Weed Is a Flower: The Life of George Washington Carver</i> Consonant blends: <i>Jamaica's Find</i>; <i>Jessica</i>; <i>Julius</i>; <i>Drink-Carton Space Shuttle</i>; <i>Albert Einstein: Genius of the Twentieth Century</i>; <i>The Amazing Brain Race</i>; <i>So You Want to Be President?</i>

b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
<ul style="list-style-type: none"> 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. 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"> R-controlled vowels: <i>Henry and Mudge: The First Book; In the Time of Dinosaurs; Using Energy Wisely</i> Word families: <i>The Bug in Teacher's Coffee and Other School Poems; Abuela; Tops and Bottoms; Voting in Elections</i>
c) Decode regular multisyllabic words.
<ul style="list-style-type: none"> 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. 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"> Chunking: <i>A City Grows; Spaceships and Rockets; Throw Your Tooth on the Roof</i> Compound words: <i>Miss Priss; Appalachia: The Voices of Sleeping Birds; From Seed to Plant</i>
d) Apply decoding strategies to confirm or correct while reading.
<ul style="list-style-type: none"> 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.
2.5 The student will use semantic clues and syntax to expand vocabulary when reading.
a) Use information and context clues in the story to read words.
<ul style="list-style-type: none"> Students learn the importance of learning the meaning of unfamiliar words through the clarifying process that is taught in the <i>Savvy Reader Clarifying</i> lessons. They learn to clarify words at the sentence and passage level using context and sentence structure clues. The clarifying process is embedded throughout all other Targeted Treasure Hunts.
b) Use knowledge of sentence structure to determine the meaning of unknown words.
<ul style="list-style-type: none"> Students learn the importance of learning the meaning of unfamiliar words through the clarifying process that is taught in the <i>Savvy Reader Clarifying</i> lessons. They learn to clarify words at the sentence and passage level using context and sentence structure clues. The clarifying process is embedded throughout all other Targeted Treasure Hunts.
2.6 The student will expand vocabulary and use of word meanings.
a) Use knowledge of homophones.
<ul style="list-style-type: none"> 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. Homophones are not covered at this level.

b) Use knowledge of prefixes and suffixes.
<ul style="list-style-type: none"> 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"> Prefix and base word: <i>Springtime Birds’ Nests</i> 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>
c) Use knowledge of antonyms and synonyms.
<ul style="list-style-type: none"> 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"> Antonyms: <i>Staying Alive, Julian, Dream Doctor cycle 2, Silver Seeds, Wonderfully Weird Animals</i> 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>
d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
<ul style="list-style-type: none"> <i>The Savvy Reader Clarifying</i> 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). Throughout Reading Wings, students encounter a variety of texts including literature, informational text, literary nonfiction, drama, poetry, and functional texts.
e) Use word-reference materials including dictionaries, glossaries and indices.
<ul style="list-style-type: none"> <i>The Savvy Reader Clarifying</i> 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>. 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.
f) Use vocabulary from other content areas.
<ul style="list-style-type: none"> 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. 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). Throughout Reading Wings, students encounter a variety of texts including literature, informational text, literary nonfiction, drama, poetry, and functional texts.
2.7 The student will read and demonstrate comprehension of fictional texts.
a) Make and confirm predictions.
<ul style="list-style-type: none"> <i>The Savvy Reader 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.

b) Connect previous experiences to new texts.
<ul style="list-style-type: none"> • 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.
c) Ask and answer questions using the text for support.
<ul style="list-style-type: none"> • The Savvy Reader <i>Clarifying</i> • The Savvy Reader <i>Predicting</i> • The Savvy Reader <i>Questioning</i> • Drawing conclusions: <i>Jamaica's Find; Tops and Bottoms</i> • Story structure: <i>Jessica</i>
d) Describe characters, setting, and plot events in fiction and poetry.
<ul style="list-style-type: none"> • Characterization: <i>Julius; Miss Priss</i> • Setting: <i>Gila Monsters Meet You at the Airport, Abuela</i> • Story structure: <i>Jessica</i> • Cause and effect: <i>Washes for Waggers; Mole Bakes Bread; Julian, Dream Doctor cycle 2</i> • Plot: <i>The Wednesday Surprise</i>
e) Identify the conflict and resolution.
<ul style="list-style-type: none"> • Problem and solution: <i>Arthur's New Puppy; Mr. Putter & Tabby Walk the Dog; The Boy Who Didn't Believe in Spring; and Who Has Time?</i>
f) Identify the theme.
<ul style="list-style-type: none"> • Theme: <i>Why the Sea is Salty</i>
g) Summarize stories and events with beginning, middle, and end in the correct sequence.
<ul style="list-style-type: none"> • The Savvy Reader <i>Summarizing</i> • Story structure: <i>Jessica</i>
h) Draw conclusions based on the text.
<ul style="list-style-type: none"> • Drawing conclusions: <i>Jamaica's Find; Tops and Bottoms</i>
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.
<ul style="list-style-type: none"> • 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. • 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. • 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.

2.8 The student will read and demonstrate comprehension of nonfiction texts.
a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
<ul style="list-style-type: none"> • 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.
b) Make and confirm predictions.
<ul style="list-style-type: none"> • <i>The Savvy Reader 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.
c) Use prior and background knowledge as context for new learning.
<ul style="list-style-type: none"> • 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.
d) Set purpose for reading.
<ul style="list-style-type: none"> • TIGRRS: All informational text lessons ask students to identify the author's purpose as part of the TIGRRS process by predicting the author's purpose before reading and by confirming the author's purpose during and after reading.
e) Ask and answer questions using the text as support.
<ul style="list-style-type: none"> • <i>The Savvy Reader Clarifying</i> • <i>The Savvy Reader Predicting</i> • <i>The Savvy Reader Questioning</i> • Drawing conclusions: <i>Staying Alive; Plant a tree, and watch it grow!; Winking, Blinking, Wiggling, and Wagging</i>
f) Identify the main idea.
<ul style="list-style-type: none"> • <i>The Savvy Reader Summarizing</i> • Main ideas and supporting details: <i>Squeaking Bats; In the Time of the Dinosaurs; Voting in Elections</i>
g) Draw conclusions based on the text.
<ul style="list-style-type: none"> • Drawing conclusions: <i>Staying Alive; Plant a tree, and watch it grow!; Winking, Blinking, Wiggling, and Wagging</i>
h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.
<ul style="list-style-type: none"> • 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. • 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. • 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.

Writing
2.9 The student will maintain legible printing and begin to make the transition to cursive.
a) Begin to write capital and lowercase letters of the alphabet.
<ul style="list-style-type: none"> • 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.
b) Begin to sign his/her first and last names.
<ul style="list-style-type: none"> • 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. • 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"> – <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>
2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Understand writing as a process.
<ul style="list-style-type: none"> • Adventures in Writing activities are linked to student texts. They are designed to extend students’ thinking about certain concepts and skills. These activities provide instruction in different types of writing and engage students in working through the writing process in a cooperative setting. The activities are highly structured and include detailed prompts, scoring guides, and examples of graphic organizers that students create during the planning stage. The teacher models at each stage of the process and monitors the students as they write. The teacher uses the scoring guide to assess students’ writing. • Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for: <ul style="list-style-type: none"> – focus on specific writing skills and applications presented through build background; – clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities; – opportunities to address activity-specific writing techniques and/or grammatical practices; – opportunities to address and practice editing for specific and commonly seen writing errors; and – varied and enhanced writing opportunities, including multicycle writing activities. • Adventures in Writing activities generally require students to provide details to support their ideas or to increase the reader’s understanding of their writing. Activities vary, but many require students to cite specific evidence from texts to support their ideas.
b) Identify audience and purpose.
<ul style="list-style-type: none"> • In Adventures in Writing, the build background section focuses on a specific aspect of TAP-F (topic, audience, purpose, and format). For example, if the student writing activity is to write a formal letter, build background will include a sample formal letter and will prompt students to identify the specific aspects of the format, including the date, greeting, body, and closing. • The writing prompt and scoring guide are introduced during planning. These instruct students to specific elements of TAP-F that they will follow for the writing activity.
c) Use prewriting strategies to generate ideas before writing.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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.

d) Use strategies for organization according to the type of writing.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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.
e) Organize writing to include a beginning, middle, and end.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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.
f) Write facts about a subject to support a main idea.
<ul style="list-style-type: none"> • 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> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing.
g) Write to express an opinion and provide a reason for support.
<ul style="list-style-type: none"> • Opinion writing: <i>Gila Monsters Meet You at the Airport; Why the Sea is Salty; Spaceships and Rockets; Bugs! Bugs! Bugs!; Tops and Bottoms; So You Want to Be President?; Voting in Elections</i> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing.
h) Expand writing to include descriptive detail.
<ul style="list-style-type: none"> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, adding descriptive details, using information from sources, and conventions of writing.
i) Revise writing for clarity.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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. – 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. – 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.

2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.
a) Recognize and use complete sentences.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing 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.
b) Use and punctuate declarative, interrogative, and exclamatory sentences.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, 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.
c) Capitalize all proper nouns and the word <i>I</i> .
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing 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>I</i>. This may be a skill focus in Adventures in Writing.
d) Use singular and plural nouns and pronouns.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing 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"> <i>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?</i>
e) Use apostrophes in contractions and possessives.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, 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: <ul style="list-style-type: none"> <i>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</i>
f) Use contractions and singular possessives.
<ul style="list-style-type: none"> Select Word Power lessons focus on the use of contractions, and may discuss the difference between a contraction and a singular possessive: <ul style="list-style-type: none"> Contractions: <i>The Boy Who Didn't Believe in Spring; The Wednesday Surprise</i>
g) Use knowledge of simple abbreviations.
<ul style="list-style-type: none"> Select Word Power lessons focus on the use of abbreviations: <ul style="list-style-type: none"> Abbreviations: <i>Mr. Putter and Tabby Walk the Dog</i>

h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing • 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: <ul style="list-style-type: none"> – <i>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?</i> • Select Word Power lessons focus on the use of compound words: <ul style="list-style-type: none"> – Compound words: <i>Miss Priss; Appalachia: The Voices of Sleeping Birds; From Seed to Plant</i>
i) Use commas in salutation and closing of a letter.
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing • 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"> – <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> • 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: <ul style="list-style-type: none"> – <i>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</i>
j) Use past and present verbs.
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing • 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"> – <i>A City Grows; Albert Einstein: Genius of the Twentieth Century; Throw Your Tooth on the Roof; Winking, Blinking, Wiggling, and Wagging</i>
k) Use adjectives correctly.
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing • 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: <ul style="list-style-type: none"> – <i>Mole Bakes Bread</i>

Research
2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.
a) Generate topics of interest.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i>
b) Generate questions to gather information.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i>
c) Identify pictures, texts, people, or media as sources of information.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i>
d) Find information from provided sources.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i>
e) Organize information in writing or a visual display.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>A City Grows; Winkling, Blinking, Wiggling, Wagging</i>
f) Describe difference between plagiarism and using own words.
<ul style="list-style-type: none"> <i>The Savvy Reader Summarizing</i> Specific Adventures in Writing activities, including research lessons, instruct students to summarize writing and rephrase information from the text to make the writing their own.

Grade 3

Communication and Multimodal Literacies

3.1 The student will use effective communication skills in a variety of settings.

a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.

- 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) Present accurate directions to individuals and small groups.

- Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.

c) Ask and respond to questions from teachers and other group members.

- 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.
- During Class Discussion, students are randomly called on by the teacher to present the answers that they and their team agreed upon.

d) Orally summarize information expressing ideas clearly.
<ul style="list-style-type: none"> Summarization is a core reading comprehension skill that students learn in <i>The Savvy Reader Summarizing</i> and practice in all Targeted Treasure Hunts. Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.
e) Use language appropriate for context and audience.
<ul style="list-style-type: none"> 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. 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 have the purpose to inform, persuade, or entertain. During Adventures in Writing on Day 6, students may share writing projects written to inform, persuade, or entertain.
f) Increase listening and speaking vocabularies.
<ul style="list-style-type: none"> 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"> Students who read fluently should read with feeling, smoothness, and accuracy at the targeted rate. Students may apply what they practice during Fluency in Five to other spoken presentations. 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.
g) Participate in collaborative discussions.
<ul style="list-style-type: none"> Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals: <ul style="list-style-type: none"> practice active listening, help and encourage others, everyone participates, explain your ideas/tell why, and complete tasks. Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

h) Work respectfully with others in pairs, diverse groups, and whole class settings.
<ul style="list-style-type: none"> • Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals: <ul style="list-style-type: none"> – practice active listening, – help and encourage others, – everyone participates, – explain your ideas/tell why, and – complete tasks.
3.2 The student will give oral presentations.
a) Speak clearly using appropriate volume.
<ul style="list-style-type: none"> • 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. • 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. • 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. • When presenting information to the class, whether during Class Discussion, Adventures in Writing, or Book Club, students are expected to engage in good oral presentation manners by speaking at an appropriate volume, speaking clearly and enunciating, and making eye contact with their audience.
b) Speak at an understandable rate.
<ul style="list-style-type: none"> • 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. • 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. • 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. • When presenting information to the class, whether during Class Discussion, Adventures in Writing, or Book Club, students are expected to engage in good oral presentation manners by speaking at an appropriate volume, speaking clearly and enunciating, and making eye contact with their audience.
c) Make eye contact with the audience.
<ul style="list-style-type: none"> • When presenting information to the class, whether during Class Discussion, Adventures in Writing, or Book Club, students are expected to engage in good oral presentation manners by speaking at an appropriate volume, speaking clearly and enunciating, and making eye contact with their audience.
d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.
<ul style="list-style-type: none"> • During Adventures in Writing, students prepare their writing projects through the writing process, which includes planning. When presenting their writing project, information should have been revised to ensure organization and clarity of expressing ideas. • Book Club presentations are self-selected projects that students are expected to prepare in an organized manner to share their books with classmates.

e) Use contextually appropriate language and specific vocabulary to communicate ideas.
<ul style="list-style-type: none"> • 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. • 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 have the purpose to inform, persuade, or entertain. • During Adventures in Writing on Day 6, students may share writing projects written to inform, persuade, or entertain.
f) Use multimodal tools to create presentations and enhance communication.
<ul style="list-style-type: none"> • 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"> – 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. • During Adventures in Writing on day 6, students may be selected or may volunteer to share their completed writing with the class.

Reading
3.3 The student will apply word-analysis skills when reading
a) Use knowledge of regular and irregular vowel patterns.
<ul style="list-style-type: none"> • 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.
b) Decode regular multisyllabic words.
<ul style="list-style-type: none"> • 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"> – Chunking: <i>Finding the Titanic; Dreaming Big Dreams and Other Poems; The Pocket Watch; Pompeii...Buried Alive!; American Journeys: Notes from the Northeast; Sarah, Plain and Tall</i> cycle 2

3.4 The student will expand vocabulary when reading.
a) Use knowledge of homophones.
<ul style="list-style-type: none"> 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"> Homophones: <i>Finding the Titanic</i>; <i>American Journeys: Notes from the Midwest</i>
b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
<ul style="list-style-type: none"> 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"> Latin/Greek roots: <i>Classified Advertisements</i> Base word and suffix: <i>Dinosaurs Before Dark</i> cycle 2; <i>A New Coat for Anna</i>; <i>Freckle Juice</i>; <i>The Egyptian Cinderella</i>; <i>I Don't Like Different</i>; <i>Mufaro's Beautiful Daughters</i>; <i>Tut's Mummy Lost...and Found</i>; <i>Jackie Robinson and the Story of All-Black Baseball</i>; <i>Alvin Ailey</i>; <i>Mary McLeod Bethune</i>; <i>Walking for Freedom: The Montgomery Bus Boycott</i> cycle 2 Prefix and base word: <i>Know Your Food!</i>; <i>The Three Little Javalinas</i>; <i>Too Many Tamales</i>; <i>Ancient Greece: Where Democracy Began</i>; <i>Walking for Freedom: The Montgomery Bus Boycott</i> cycle 1 Synonyms: <i>The Three Little Pigs</i>; <i>The Very First Americans</i>; <i>Rain Forests</i>; <i>The Paper Bag Princess</i> Antonyms: <i>Dinosaurs Before Dark</i> cycle 1; <i>My Grandma</i>, <i>Major League Slugger</i>; <i>Merlin and the Dragons</i>; <i>Merlin's Pupil</i>
c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
<ul style="list-style-type: none"> Students learn the importance of learning the meaning of unfamiliar words through the clarifying process that is taught in the <i>Savvy Reader Clarifying</i> lessons. They learn to clarify words at the pronunciation, sentence, and passage level using word strategies and context and sentence structure clues. The clarifying process is embedded throughout all other Targeted Treasure Hunts.
d) Use context to clarify meaning of unfamiliar words.
<ul style="list-style-type: none"> Students learn the importance of learning the meaning of unfamiliar words through the clarifying process that is taught in the <i>Savvy Reader Clarifying</i> lessons. They learn to clarify words at the pronunciation, sentence, and passage level using word strategies and context and sentence structure clues. The clarifying process is embedded throughout all other Targeted Treasure Hunts.
e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
<ul style="list-style-type: none"> <i>The Savvy Reader Clarifying</i> 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). Throughout <i>Reading Wings</i>, students encounter a variety of texts including literature, informational text, literary nonfiction, drama, poetry, and functional texts.

f) Use vocabulary from other content areas.
<ul style="list-style-type: none"> • 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. • 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). • Throughout Reading Wings, students encounter a variety of texts including literature, informational text, literary nonfiction, drama, poetry, and functional texts.
g) Use word-reference resources including the glossary, dictionary, and thesaurus.
<ul style="list-style-type: none"> • <i>The Savvy Reader Clarifying</i> • 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>. • 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"> – Dictionary skills: <i>Pig and Wolf Masks</i>; <i>Corn is Maize: The Gift of the Indians</i>; <i>Ancient Egypt: Gods and Pharaohs</i>; <i>Big Anthony: His Story</i>; <i>Lon Po Po</i>; <i>China: A Rich Past, A Great Future</i>
3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
a) Set a purpose for reading.
<ul style="list-style-type: none"> • The Reading Wings 4th Edition curriculum focuses on student comprehension of a variety of texts from basic information and details to using the information gathered and background knowledge to draw conclusions from and formulate opinions on the text. • Before the start of each Targeted Treasure Hunt, teachers build background with students about the text. During this time, teachers may review the text and set the purpose for reading, such as for entertainment, to explain a cultural tradition, or tell the story of a real person.
b) Make connections between reading selections.
<ul style="list-style-type: none"> • Before the start of each Targeted Treasure Hunt, teachers build background with students about the text. During this time, teachers may review previously read texts as they preview the new text to have students compare possible story elements. • Specific lessons in the Reading Wings 4th Edition curriculum ask students to compare texts in one of several ways: <ul style="list-style-type: none"> – Literature to literature: for example, compare plots or outcomes across two stories. – Informational text to informational text: for example, comparing the texts' structures or two texts by the same author. – Literature to informational text: for example, how does understanding an informational topic help the reader understand the plot of a story? – Literature or informational text to drama, poetry, or functional text: for example, how do these two forms of text complement each other and increase one's comprehension of both? • Linked lessons: <i>The Three Little Javalinas</i> and <i>The Three Little Pigs</i>; <i>Mufaro's Beautiful Daughters</i> and <i>Lon Po Po</i> • Author Study: Tomie dePaola—<i>Big Anthony: His Story</i>; <i>Tony's Bread</i>; <i>26 Fairmount Avenue</i> • Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to compare and contrast elements of various texts that have similar topics when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders. • Linked to drama: <i>Too Many Tamales</i> and <i>The Pocket Watch</i>; <i>Merlin and the Dragons</i> and <i>Merlin's Pupil</i>

c) Make, confirm, and revise predictions.
<ul style="list-style-type: none"> The Savvy Reader Predicting: 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.
d) Compare and contrast settings, characters, and plot events.
<ul style="list-style-type: none"> Setting: <i>Dinosaurs Before Dark</i> cycle 1; <i>I Don't Like Different</i>; <i>Merlin and the Dragons</i> Characterization: <i>Dinosaurs Before Dark</i> cycle 2; <i>Chang's Paper Pony</i> Story structure: <i>The Pocket Watch</i>; <i>The Paper Bag Princess</i> Cause and effect: <i>The Egyptian Cinderella</i> Plot: <i>Mufaro's Beautiful Daughters</i>; <i>Merlin's Pupil</i> Problem and solution: <i>A New Coat for Anna</i>; <i>Too Many Tamales</i>; <i>Freckle Juice</i>
e) Summarize plot events.
<ul style="list-style-type: none"> The Savvy Reader Summarizing Story structure: <i>The Pocket Watch</i>; <i>The Paper Bag Princess</i> Plot: <i>Mufaro's Beautiful Daughters</i>; <i>Merlin's Pupil</i>
f) Identify the narrator of a story.
<ul style="list-style-type: none"> Point of view: <i>Sarah, Plain and Tall</i> cycle 1 As students identify the main characters in the story, teachers may lead students on a discussion on whether the narrator is one of the characters, or if the narrator is someone else observing the story.
g) Ask and answer questions about what is read.
<ul style="list-style-type: none"> The Savvy Reader Clarifying The Savvy Reader Predicting The Savvy Reader Questioning
h) Draw conclusions using the text for support.
<ul style="list-style-type: none"> Drawing conclusions: <i>Lon Po Po</i>
i) Identify the conflict and resolution.
<ul style="list-style-type: none"> Plot: <i>Mufaro's Beautiful Daughters</i>; <i>Merlin's Pupil</i> Problem and solution: <i>A New Coat for Anna</i>; <i>Too Many Tamales</i>; <i>Freckle Juice</i> Story structure: <i>The Pocket Watch</i>; <i>The Paper Bag Princess</i>
j) Identify the theme.
<ul style="list-style-type: none"> Theme: <i>Walking for Freedom: The Montgomery Bus Boycott</i> cycle 1
k) Use reading strategies to monitor comprehension throughout the reading process.
<ul style="list-style-type: none"> The Savvy Reader Clarifying The Savvy Reader Predicting The Savvy Reader Questioning The Savvy Reader Summarizing

l) Differentiate between fiction and nonfiction.
<ul style="list-style-type: none"> • Before the start of each Targeted Treasure Hunt, teachers build background with students about the text. During this time, teachers review whether the text is literature, informational text, or literary nonfiction, and review the characteristics that help students figure that out.
m) Read with fluency, accuracy, and meaningful expression.
<ul style="list-style-type: none"> • 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. • 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. • 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.
3.6 The student will read and demonstrate comprehension of nonfiction texts.
a) Identify the author's purpose.
<ul style="list-style-type: none"> • TIGRRS: All informational text lessons ask students to identify the author's purpose as part of the TIGRRS process by predicting the author's purpose before reading and by confirming the author's purpose during and after reading.
b) Use prior and background knowledge as context for new learning.
<ul style="list-style-type: none"> • 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.
c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.
<ul style="list-style-type: none"> • 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.
d) Ask and answer questions about what is read using the text for support.
<ul style="list-style-type: none"> • <i>The Savvy Reader Clarifying</i> • <i>The Savvy Reader Predicting</i> • <i>The Savvy Reader Questioning</i>
e) Draw conclusions using the text for support.
<ul style="list-style-type: none"> • Drawing conclusions: <i>Ancient Egypt: Gods and Pharaohs; The Very First Americans; Mary McLeod Bethune; Classified Advertisements</i>
f) Summarize information found in nonfiction texts.
<ul style="list-style-type: none"> • <i>The Savvy Reader Summarizing</i> • TIGRRS: The final step of the TIGRRS (Topic, Intent of the author, Graphic organizer, Read, Reread/Restate, Summarize) process used in all informational texts is summarizing. Students summarize what they learned from the text, whether a shorter passage or whole text.

g) Identify the main idea.
<ul style="list-style-type: none"> • The Savvy Reader Summarizing • Main ideas and supporting details: <i>Corn is Maize: The Gift of the Indians</i>; <i>American Journeys: Notes from the Midwest</i>; <i>Rain Forests</i>; <i>Immigrants Who Built America</i> • Theme: <i>Walking for Freedom: The Montgomery Bus Boycott</i> cycle 2 • TIGRRS: All informational text lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).
h) Identify supporting details.
<ul style="list-style-type: none"> • The Savvy Reader Summarizing • Main ideas and supporting details: <i>Corn is Maize: The Gift of the Indians</i>; <i>American Journeys: Notes from the Midwest</i>; <i>Rain Forests</i>; <i>Immigrants Who Built America</i>
i) Use reading strategies to monitor comprehension throughout the reading process.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • The Savvy Reader Predicting • The Savvy Reader Questioning • The Savvy Reader Summarizing
j) Read with fluency, accuracy, and meaningful expression.
<ul style="list-style-type: none"> • 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. • 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. • 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.

Writing
3.7 The student will write legibly in cursive.
a) Write capital and lowercase letters of the alphabet.
<ul style="list-style-type: none"> • 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.
b) Sign his/her first and last names.
<ul style="list-style-type: none"> • 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. • 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"> – <i>Dinosaurs Before Dark</i> cycle 2; <i>A New Coat for Anna</i>; <i>The Three Little Javalinas</i>; <i>Mary McLeod Bethune</i>; <i>Sarah, Plain and Tall</i> cycle 1; <i>Immigrants Who Built America</i>

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Engage in writing as a process.
<ul style="list-style-type: none"> • Adventures in Writing activities are linked to student texts. They are designed to extend students' thinking about certain concepts and skills. These activities provide instruction in different types of writing and engage students in working through the writing process in a cooperative setting. The activities are highly structured and include detailed prompts, scoring guides, and examples of graphic organizers that students create during the planning stage. The teacher models at each stage of the process and monitors the students as they write. The teacher uses the scoring guide to assess students' writing. • Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for: <ul style="list-style-type: none"> – focus on specific writing skills and applications presented through build background; – clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities; – opportunities to address activity-specific writing techniques and/or grammatical practices; – opportunities to address and practice editing for specific and commonly seen writing errors; and – varied and enhanced writing opportunities, including multicycle writing activities. • Adventures in Writing activities generally require students to provide details to support their ideas or to increase the reader's understanding of their writing. Activities vary, but many require students to cite specific evidence from texts to support their ideas.
b) Identify audience and purpose.
<ul style="list-style-type: none"> • In Adventures in Writing, the build background section focuses on a specific aspect of TAP-F (topic, audience, purpose, and format). For example, if the student writing activity is to write a formal letter, build background will include a sample formal letter and will prompt students to identify the specific aspects of the format, including the date, greeting, body, and closing. • The writing prompt and scoring guide are introduced during planning. These instruct students to specific elements of TAP-F that they will follow for the writing activity.
c) Use a variety of prewriting strategies.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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.
d) Use organizational strategies to structure writing according to type.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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.

e) Write a clear topic sentence focusing on main idea.
<ul style="list-style-type: none"> • Informational writing: <i>Dinosaurs Before Dark cycle 1; Freckle Juice; Corn is Maize: The Gift of the Indians; Where Does the Garbage Go?; Ancient Egypt: Gods and Pharaohs; Pompeii...Buried Alive!; 26 Fairmount Avenue; The Very First Americans; American Journeys: Notes from the Northeast; China: A Rich Past, A Great Future; Ancient Rome: The Greatest Empire; Ancient Greece: Where Democracy Began; Rain Forests; Tut's Mummy Lost...and Found; Walking for Freedom: The Montgomery Bus Boycott cycle 2; Chang's Paper Pony; Immigrants Who Built America</i> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. • Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.
f) Elaborate writing by including supporting details.
<ul style="list-style-type: none"> • Informational writing: <i>Dinosaurs Before Dark cycle 1; Freckle Juice; Corn is Maize: The Gift of the Indians; Where Does the Garbage Go?; Ancient Egypt: Gods and Pharaohs; Pompeii...Buried Alive!; 26 Fairmount Avenue; The Very First Americans; American Journeys: Notes from the Northeast; China: A Rich Past, A Great Future; Ancient Rome: The Greatest Empire; Ancient Greece: Where Democracy Began; Rain Forests; Tut's Mummy Lost...and Found; Walking for Freedom: The Montgomery Bus Boycott cycle 2; Chang's Paper Pony; Immigrants Who Built America</i> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing.
g) Use transition words to vary sentence structure.
<ul style="list-style-type: none"> • Transition words: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using transition words to vary sentence complexity and structure.
h) Express an opinion about a topic and provide fact-based reasons for support.
<ul style="list-style-type: none"> • Opinion writing: <i>A New Coat for Anna; My Grandma, Major League Slugger; Big Anthony: His Story; Tony's Bread; Settling the West; American Journeys: Notes from the Midwest; Sarah, Plain and Tall cycle 1</i> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. • Reasons to support opinions: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight providing reasons to support opinions.
i) Write a well-developed paragraph focusing on the main idea.
<ul style="list-style-type: none"> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. • Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.

j) Revise writing for clarity of content using specific vocabulary and information.
<ul style="list-style-type: none"> Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> 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. 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. 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.
3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.
a) Use complete sentences.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Complete 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 complete sentences. This may be a skill focus in Adventures in Writing.
b) Use the word / in compound subjects.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Compound subjects: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including properly writing compound subjects and verbs. This may be a skill focus in Adventures in Writing.
c) Use past and present verb tense.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing 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"> <i>Where Does the Garbage Go?; Pompeii...Buried Alive!; Big Anthony: His Story; American Journeys: Notes from the Northeast; Ancient Greece: Where Democracy Began; Mary McLeod Bethune</i>
d) Use adjectives correctly.
<ul style="list-style-type: none"> Adjectives: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using adjectives to write descriptively. This may be a skill focus in Word Power and Adventures in Writing.
e) Use singular possessives.
<ul style="list-style-type: none"> Singular possessives: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including forming and using singular possessives. This may be a skill focus in Adventures in Writing.
f) Use commas in a simple series.
<ul style="list-style-type: none"> Commas: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas in a series. This may be a skill focus in Adventures in Writing.

g) Use simple abbreviations.
<ul style="list-style-type: none"> Select Word Power lessons focus on the use of abbreviations: <ul style="list-style-type: none"> Abbreviations: <i>26 Fairmount Avenue</i>
h) Use apostrophes in contractions with pronouns and in possessives.
<ul style="list-style-type: none"> Select Word Power lessons focus on the use of contractions, and may discuss the difference between a contraction and a singular possessive: <ul style="list-style-type: none"> Contractions: <i>Tony's Bread; Sarah, Plain and Tall cycle 1</i>
i) Use the articles <i>a</i> , <i>an</i> , and <i>the</i> correctly.
<ul style="list-style-type: none"> Articles: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using the articles <i>a</i>, <i>an</i>, and <i>the</i> correctly. This may be a skill focus in Adventures in Writing.
j) Use correct spelling including irregular plurals.
<ul style="list-style-type: none"> Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> 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. Spelling: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including spelling words with irregular plurals. This may be a skill focus in Adventures in Writing.
k) Indicate paragraphing by indenting or skipping a line.
<ul style="list-style-type: none"> Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> 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. 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. 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. Students are instructed to skip lines while writing to allow space for editing. Specific Adventures in Writing lessons may focus on formatting paragraphs.

Research
3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.
a) Construct questions about the topic.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>Pompeii...Buried Alive!</i>; <i>Ancient Greece: Where Democracy Began</i>

b) Access appropriate resources.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>Pompeii...Buried Alive!</i>; <i>Ancient Greece: Where Democracy Began</i>
c) Collect and organize information about the topic.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>Pompeii...Buried Alive!</i>; <i>Ancient Greece: Where Democracy Began</i>
d) Evaluate the relevance of the information.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>Pompeii...Buried Alive!</i>; <i>Ancient Greece: Where Democracy Began</i>
e) Avoid plagiarism and use own words.
<ul style="list-style-type: none"> <i>The Savvy Reader Summarizing</i> Specific Adventures in Writing activities, including research lessons, instruct students to summarize writing and rephrase information from the text to make the writing their own.
f) Demonstrate ethical use of the Internet.
<ul style="list-style-type: none"> Adventures in Writing does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher’s discretion to use the tools available to students at school. Adventures in Writing does not specifically instruct students in ethical use of the Internet, but leaves it to the teacher’s discretion to monitor students and instruct students in using the Internet responsibly.

Grade 4

Communication and Multimodal Literacies

4.1 The student will use effective oral communication skills in a variety of settings.

a) Listen actively and speak using appropriate discussion rules.

- 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) Contribute to group discussions across content areas.

- 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.
- During Class Discussion, students are randomly called on by the teacher to present the answers that they and their team agreed upon.

c) Orally summarize information expressing ideas clearly.

- Summarization is a core reading comprehension skill that students learn in *The Savvy Reader Summarizing* and practice in all Targeted Treasure Hunts.
- Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.

d) Ask specific questions to gather ideas and opinions from others.
<ul style="list-style-type: none"> • 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. • During Class Discussion, students are randomly called on by the teacher to present the answers that they and their team agreed upon.
e) Use evidence to support opinions and conclusions.
<ul style="list-style-type: none"> • 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. • During Class Discussion, students are randomly called on by the teacher to present the answers that they and their team agreed upon.
f) Connect comments to the remarks of others.
<ul style="list-style-type: none"> • Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.
g) Use specific vocabulary to communicate ideas.
<ul style="list-style-type: none"> • 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. • 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 have the purpose to inform, persuade, or entertain. • During Adventures in Writing on Day 6, students may share writing projects written to inform, persuade, or entertain.
h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
<ul style="list-style-type: none"> • 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. • Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

i) Work respectfully with others, and show value for individual contributions.
<ul style="list-style-type: none"> • Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals: <ul style="list-style-type: none"> – practice active listening, – help and encourage others, – everyone participates, – explain your ideas/tell why, and – complete tasks.
4.2 The student will create and deliver multimodal, interactive presentations.
a) Locate, organize, and analyze information from a variety of multimodal texts.
<ul style="list-style-type: none"> • 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"> – 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. • During Adventures in Writing on day 6, students may be selected or may volunteer to share their completed writing with the class.
b) Speak audibly with appropriate pacing.
<ul style="list-style-type: none"> • 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. • 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. • 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.
c) Use language and style appropriate to the audience, topic, and purpose.
<ul style="list-style-type: none"> • 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. • 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. • 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. • When presenting information to the class, whether during Class Discussion, Adventures in Writing, or Book Club, students are expected to engage in good oral presentation manners by speaking at an appropriate volume, speaking clearly and enunciating, and making eye contact with their audience.

d) Make eye contact with the audience.
<ul style="list-style-type: none"> • 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. • 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. • 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. • When presenting information to the class, whether during Class Discussion, Adventures in Writing, or Book Club, students are expected to engage in good oral presentation manners by speaking at an appropriate volume, speaking clearly and enunciating, and making eye contact with their audience.
e) Ask and answer questions to gather or clarify information presented orally.
<ul style="list-style-type: none"> • 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. • During Class Discussion, students are randomly called on by the teacher to present the answers that they and their team agreed upon.
4.3 The student will learn how media messages are constructed and for what purposes.
a) Differentiate between auditory, visual, and written media messages and their purposes.
<ul style="list-style-type: none"> • Students have a variety of opportunities to evaluate information presented in diverse media and formats: <ul style="list-style-type: none"> – 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 <i>Savvy Reader Summarizing</i> and practice in all Targeted Treasure Hunts.
b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.
<ul style="list-style-type: none"> • Students have a variety of opportunities to evaluate information presented in diverse media and formats: <ul style="list-style-type: none"> – 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 <i>Savvy Reader Summarizing</i> and practice in all Targeted Treasure Hunts.

Reading
4.4 The student will expand vocabulary when reading.
a) Use context to clarify meanings of unfamiliar words.
<ul style="list-style-type: none"> Students learn the importance of learning the meaning of unfamiliar words through the clarifying process that is taught in the <i>Savvy Reader Clarifying</i> lessons. They learn to clarify words at the pronunciation, sentence, and passage level using word strategies and context and sentence structure clues. The clarifying process is embedded throughout all other Targeted Treasure Hunts.
b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
<ul style="list-style-type: none"> 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"> Latin/Greek roots: <i>Crazy Camouflage and Other Awesome Animal Adaptations</i>; <i>American Journeys: Notes from the Southeast</i>; <i>All for the Better: A Story of El Barrio</i> Base word and suffix: <i>Tales of a Fourth Grade Nothing</i> cycle 3; <i>A Writing Kind of Day: Poems for Young Poets</i>; <i>Fantastic Mr. Fox</i> cycle 2; <i>Fox's Fine Diner Menu</i>; <i>Terrible Tommy</i>; <i>Honey, I Love</i>; <i>...If You Traveled West in a Covered Wagon</i> cycle 2; <i>Your Planet Needs You!</i>; <i>Dear Mr. Henshaw</i> cycle 3 Prefix and base word: <i>The Trail of Tears</i> Synonyms: <i>American Journeys: Notes from the West</i>; <i>Charlotte's Web</i> cycle 2; <i>...If You Traveled West in a Covered Wagon</i> cycle 1; <i>The Wump World</i>; <i>Stumpy the Stubborn Squirrel</i>; <i>E-mail</i> Antonyms: <i>The Lions and the Antelope</i>; <i>Uncovering the World of Dinosaurs</i> Homophones: not specifically covered by Word Power at this level
c) Use word-reference materials.
<ul style="list-style-type: none"> The <i>Savvy Reader Clarifying</i> 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: <ul style="list-style-type: none"> Dictionary skills: <i>Life in the Rainforests</i>; <i>Finding Fort Laramie</i>; <i>The Hopi</i>; <i>Will We Miss Them? Endangered Species</i>
d) Use vocabulary from other content areas.
<ul style="list-style-type: none"> 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. 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). Throughout Reading Wings, students encounter a variety of texts including literature, informational text, literary nonfiction, drama, poetry, and functional texts.

e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.
<ul style="list-style-type: none"> • 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. • 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). • Throughout Reading Wings, students encounter a variety of texts including literature, informational text, literary nonfiction, drama, poetry, and functional texts.
4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.
a) Describe how the choice of language, setting, and characters contributes to the development of plot.
<ul style="list-style-type: none"> • Setting: <i>Charlotte's Web cycle 2</i> • Characterization: <i>Tales of a Fourth Grade Nothing cycle 2; The Lions and the Antelope; Charlotte's Web cycle 1; Beezus and Ramona cycle 1</i> • Story structure: <i>The Midnight Horse cycle 2</i> • Cause and effect: <i>Fantastic Mr. Fox cycle 2; Terrible Tommy; The Wump World; Dear Mr. Henshaw cycle 1</i> • Plot: <i>Charlotte's Web cycle 4; Beezus and Ramona cycle 4</i> • Problem and solution: <i>Song of the Trees; Stumpy the Stubborn Squirrel</i>
b) Identify the theme(s).
<ul style="list-style-type: none"> • The Savvy Reader Summarizing • Theme: <i>Uncle Jed's Barbershop; A Writing Kind of Day: Poems for Young Poets; Dear Mr. Henshaw cycle 2</i>
c) Summarize events in the plot.
<ul style="list-style-type: none"> • Story structure: <i>The Midnight Horse cycle 2</i> • Cause and effect: <i>Fantastic Mr. Fox cycle 2; Terrible Tommy; The Wump World; Dear Mr. Henshaw cycle 1</i> • Plot: <i>Charlotte's Web cycle 4; Beezus and Ramona cycle 4</i>
d) Identify genres.
<ul style="list-style-type: none"> • Genre structure: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and nontargeted skills, which can include genre structure.
e) Identify the narrator of a story and the speaker of a poem.
<ul style="list-style-type: none"> • Point of view: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and nontargeted skills, which can include point of view. • As students identify the main characters in the story, teachers may lead students on a discussion on whether the narrator is one of the characters, or if the narrator is someone else observing the story. • Poetry: <i>A Writing Kind of Day: Poems for Young Poets; Honey, I Love; Home: A Journey Through America</i>
f) Identify the conflict and resolution.
<ul style="list-style-type: none"> • Story structure: <i>The Midnight Horse cycle 2</i> • Plot: <i>Charlotte's Web cycle 4; Beezus and Ramona cycle 4</i> • Problem and solution: <i>Song of the Trees; Stumpy the Stubborn Squirrel</i>

g) Identify sensory words.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • Figurative language: <i>The Midnight Horse</i> cycle 1 • Literary techniques: <i>Home: A Journey Through America</i>; <i>Beezus and Ramona</i> cycle 2 • Word Power: Connotation-and-denotation lessons (<i>Charlotte's Web</i> cycle 1; <i>The Midnight Horse</i> cycle 1; <i>Beezus and Ramona</i> cycle 3)
h) Draw conclusions/make inferences about text using the text as support.
<ul style="list-style-type: none"> • Drawing conclusions: <i>Fantastic Mr. Fox</i> cycle 1; <i>Tales of a Fourth Grade Nothing</i> cycle 1; <i>Charlotte's Web</i> cycle 3; <i>Honey I Love</i>
i) Compare/contrast details in literary and informational nonfiction texts.
<ul style="list-style-type: none"> • Before the start of each Targeted Treasure Hunt, teachers build background with students about the text. During this time, teachers review whether the text is literature, informational text, or literary nonfiction, and review the characteristics that help students figure that out.
j) Identify cause and effect relationships.
<ul style="list-style-type: none"> • Cause and effect: <i>The Egyptian Cinderella</i>
k) Use reading strategies throughout the reading process to monitor comprehension.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • The Savvy Reader Predicting • The Savvy Reader Questioning • The Savvy Reader Summarizing
l) Read with fluency, accuracy, and meaningful expression.
<ul style="list-style-type: none"> • 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. • 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. • 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.
4.6 The student will read and demonstrate comprehension of nonfiction texts.
a) Use text features such as type, headings, and graphics, to predict and categorize information.
<ul style="list-style-type: none"> • 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.
b) Explain the author's purpose.
<ul style="list-style-type: none"> • TIGRRS: All informational text lessons ask students to identify the author's purpose as part of the TIGRRS process by predicting the author's purpose before reading and by confirming the author's purpose during and after reading.

c) Identify the main idea.
<ul style="list-style-type: none"> • The Savvy Reader Summarizing • Main ideas and supporting details: <i>Crazy Camouflage and Other Awesome Animal Adaptations</i>; <i>The Hopi</i>; <i>Will We Miss Them? Endangered Species</i>; <i>Life 2.0: Living in a Digital World</i>; <i>E-mail</i> • TIGRRS: All informational text lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).
d) Summarize supporting details.
<ul style="list-style-type: none"> • The Savvy Reader Summarizing • Main ideas and supporting details: <i>Crazy Camouflage and Other Awesome Animal Adaptations</i>; <i>The Hopi</i>; <i>Will We Miss Them? Endangered Species</i>; <i>Life 2.0: Living in a Digital World</i>; <i>E-mail</i> • TIGRRS: All informational text lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).
e) Draw conclusions and make inferences using textual information as support.
<ul style="list-style-type: none"> • Drawing conclusions: <i>County Fair Sign</i>
f) Distinguish between cause and effect.
<ul style="list-style-type: none"> • Cause and effect: <i>The Trail of Tears</i>
g) Distinguish between fact and opinion.
<ul style="list-style-type: none"> • Fact and opinion: <i>Life in the Rainforests</i>; <i>American Journeys: Notes from the Southeast</i>; <i>Travel Brochure</i>; <i>To the Top! Climbing the World's Highest Mountain</i>
h) Use reading strategies throughout the reading process to monitor comprehension.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • The Savvy Reader Predicting • The Savvy Reader Questioning • The Savvy Reader Summarizing
i) Read with fluency, accuracy, and meaningful expression.
<ul style="list-style-type: none"> • 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. • 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. • 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.

Writing
4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Engage in writing as a process.
<ul style="list-style-type: none"> • Adventures in Writing activities are linked to student texts. They are designed to extend students' thinking about certain concepts and skills. These activities provide instruction in different types of writing and engage students in working through the writing process in a cooperative setting. The activities are highly structured and include detailed prompts, scoring guides, and examples of graphic organizers that students create during the planning stage. The teacher models at each stage of the process and monitors the students as they write. The teacher uses the scoring guide to assess students' writing. • Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for: <ul style="list-style-type: none"> – focus on specific writing skills and applications presented through build background; – clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities; – opportunities to address activity-specific writing techniques and/or grammatical practices; – opportunities to address and practice editing for specific and commonly seen writing errors; and – varied and enhanced writing opportunities, including multicycle writing activities. • Adventures in Writing activities generally require students to provide details to support their ideas or to increase the reader's understanding of their writing. Activities vary, but many require students to cite specific evidence from texts to support their ideas.
b) Select audience and purpose.
<ul style="list-style-type: none"> • In Adventures in Writing, the build background section focuses on a specific aspect of TAP-F (topic, audience, purpose, and format). For example, if the student writing activity is to write a formal letter, build background will include a sample formal letter and will prompt students to identify the specific aspects of the format, including the date, greeting, body, and closing. • The writing prompt and scoring guide are introduced during planning. These instruct students to specific elements of TAP-F that they will follow for the writing activity.
c) Narrow the topic.
<ul style="list-style-type: none"> • In Adventures in Writing, the build background section focuses on a specific aspect of TAP-F (topic, audience, purpose, and format). For example, if the student writing activity is to write a formal letter, build background will include a sample formal letter and will prompt students to identify the specific aspects of the format, including the date, greeting, body, and closing. • The writing prompt and scoring guide are introduced during planning. These instruct students to specific elements of TAP-F that they will follow for the writing activity.
d) Use a variety of prewriting strategies.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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.
e) Recognize different forms of writing have different patterns of organization.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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.

f) Organize writing to convey a central idea.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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.
g) Write a clear topic sentence focusing on the main idea.
<ul style="list-style-type: none"> • Informational writing: <i>Crazy Camouflage and Other Awesome Animal Adaptations; American Journeys: Notes from the Southeast; American Journeys: Notes from the West; Charlotte's Web cycle 2; ...If You Traveled West in a Covered Wagon cycle 1; The Hopi; Your Planet Needs You!; Life 2.0: Living in a Digital World; Uncovering the World of Dinosaurs</i> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. • Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.
h) Write related paragraphs on the same topic.
<ul style="list-style-type: none"> • Informational writing: <i>Crazy Camouflage and Other Awesome Animal Adaptations; American Journeys: Notes from the Southeast; American Journeys: Notes from the West; Charlotte's Web cycle 2; ...If You Traveled West in a Covered Wagon cycle 1; The Hopi; Your Planet Needs You!; Life 2.0: Living in a Digital World; Uncovering the World of Dinosaurs</i> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. • Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.
i) Elaborate writing by including details to support the purpose.
<ul style="list-style-type: none"> • Informational writing: <i>Crazy Camouflage and Other Awesome Animal Adaptations; American Journeys: Notes from the Southeast; American Journeys: Notes from the West; Charlotte's Web cycle 2; ...If You Traveled West in a Covered Wagon cycle 1; The Hopi; Your Planet Needs You!; Life 2.0: Living in a Digital World; Uncovering the World of Dinosaurs</i> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. • Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.
j) Express an opinion about a topic and provide fact-based reasons for support.
<ul style="list-style-type: none"> • Opinion writing: <i>Tales of a Fourth Grade Nothing cycle 3; Life in the Rainforests; Charlotte's Web cycle 1; Will We Miss Them? Endangered Species</i> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. • Reasons to support opinions: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight providing reasons to support opinions.

k) Use transition words and prepositional phrases for sentence variety.
<ul style="list-style-type: none"> • Transition words: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using transition words to vary sentence complexity and structure.
l) Utilize elements of style, including word choice and sentence variation.
<ul style="list-style-type: none"> • Words and phrases for effect: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including choosing words and phrases to convey ideas precisely. This may be a skill focus in Adventures in Writing and is a focus of <i>The Savvy Reader Clarifying</i>. • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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. – 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. – 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.
m) Revise writing for clarity of content using specific vocabulary and information.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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. – 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. – 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.
4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.
a) Use subject-verb agreement.
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing • Subject-verb agreement: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including proper subject-verb agreement. This may be a skill focus in Adventures in Writing.
b) Eliminate double negatives.
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing • Double negatives: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including avoiding the use of double negatives. This may be a skill focus in Adventures in Writing.

c) Use noun-pronoun agreement.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Noun-pronoun agreement: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including agreement between nouns and pronouns. This may be a skill focus in Adventures in Writing.
d) Use commas in series, dates, and addresses.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Commas: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas in series, dates, and addresses. This may be a skill focus in Adventures in Writing, for example: <ul style="list-style-type: none"> <i>Tales of a Fourth Grade Nothing</i> cycle 2; <i>Life in the Rainforests</i>; <i>American Journeys: Notes from the Southeast</i>; <i>American Journeys: Notes from the West</i>; <i>Charlotte's Web</i> cycle 3; <i>...If You Traveled West in a Covered Wagon</i> cycle 2; <i>The Hopi</i>; <i>Will We Miss Them? Endangered Species</i>; <i>Your Planet Needs You!</i>; <i>Beezus and Ramona</i> cycle 4; <i>Dear Mr. Henshaw</i> cycles 1 and 3; <i>Life 2.0: Living in a Digital World</i>; <i>Uncovering the World of Dinosaurs</i>
e) Correctly use adjectives and adverbs.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Adjectives and adverbs: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using adjectives and adverbs. This may be a skill focus in Adventures in Writing.
f) Use quotation marks with dialogue.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Quotation marks: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using quotation marks to mark direct speech and quotes from the text. This may be a skill focus in Adventures in Writing, for example: <ul style="list-style-type: none"> <i>American Journeys: Notes from the West</i>; <i>Beezus and Ramona</i> cycle 4; <i>Life 2.0: Living in a Digital World</i>; <i>Uncovering the World of Dinosaurs</i>
g) Use correct spelling including common homophones.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Spelling: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including spelling correctly and consulting references as needed. This is a focus of <i>The Savvy Reader Clarifying</i> and may be a skill focus in Adventures in Writing. For example: <ul style="list-style-type: none"> <i>American Journeys: Notes from the Southeast</i>; <i>American Journeys: Notes from the West</i>; <i>Your Planet Needs You!</i>; <i>Dear Mr. Henshaw</i> cycle 3; <i>Uncovering the World of Dinosaurs</i>
h) Use singular possessives.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Singular possessives: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including forming and using singular possessives. This may be a skill focus in Adventures in Writing.

Research
4.9 The student will demonstrate comprehension of information resources to create a research product.
a) Construct questions about a topic.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>American Journeys: Notes from the West</i>; <i>Uncovering the World of Dinosaurs</i>
b) Collect and organize information from multiple resources.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>American Journeys: Notes from the West</i>; <i>Uncovering the World of Dinosaurs</i>
c) Evaluate the relevance and reliability of information.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>American Journeys: Notes from the West</i>; <i>Uncovering the World of Dinosaurs</i>
d) Give credit to sources used in research.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>American Journeys: Notes from the West</i>; <i>Uncovering the World of Dinosaurs</i>
e) Avoid plagiarism and use own words.
<ul style="list-style-type: none"> <i>The Savvy Reader Summarizing</i> Specific Adventures in Writing activities, including research lessons, instruct students to summarize writing and rephrase information from the text to make the writing their own.
f) Demonstrate ethical use of the Internet.
<ul style="list-style-type: none"> Adventures in Writing does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher’s discretion to use the tools available to students at school. Adventures in Writing does not specifically instruct students in ethical use of the Internet, but leaves it to the teacher’s discretion to monitor students and instruct students in using the Internet responsibly.

Grade 5

Communication and Multimodal Literacies

5.1 The student will use effective oral communication skills in a variety of settings.

a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

- 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) Participate in and contribute to discussions across content areas.

- 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.
- During Class Discussion, students are randomly called on by the teacher to present the answers that they and their team agreed upon.

c) Summarize information gathered in group activities.

- Summarization is a core reading comprehension skill that students learn in *The Savvy Reader Summarizing* and practice in all Targeted Treasure Hunts.
- Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.

d) Orally express ideas clearly in pairs, diverse groups, and whole class settings.
<ul style="list-style-type: none"> • 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. • During Class Discussion, students are randomly called on by the teacher to present the answers that they and their team agreed upon.
e) Use evidence to support opinions and conclusions.
<ul style="list-style-type: none"> • 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. • During Class Discussion, students are randomly called on by the teacher to present the answers that they and their team agreed upon.
f) Summarize the main points a speaker makes, and connect comments to the remarks of others.
<ul style="list-style-type: none"> • Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.
g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
<ul style="list-style-type: none"> • 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. • Targeted Treasure Hunts: Teamwork, class discussion, and team discussion
h) Work respectfully with others and show value for individual contributions.
<ul style="list-style-type: none"> • Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals: <ul style="list-style-type: none"> – practice active listening, – help and encourage others, – everyone participates, – explain your ideas/tell why, and – complete tasks.

5.2 The student will create multimodal presentations that effectively communicate ideas.
a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations.
<ul style="list-style-type: none"> • 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"> – 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. • During Adventures in Writing on day 6, students may be selected or may volunteer to share their completed writing with the class.
b) Maintain eye contact with listeners.
<ul style="list-style-type: none"> • 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. • 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. • 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. • When presenting information to the class, whether during Class Discussion, Adventures in Writing, or Book Club, students are expected to engage in good oral presentation manners by speaking at an appropriate volume, speaking clearly and enunciating, and making eye contact with their audience.
c) Organize content sequentially around major ideas.
<ul style="list-style-type: none"> • 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. • 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. • 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. • When presenting information to the class, whether during Class Discussion, Adventures in Writing, or Book Club, students are expected to engage in good oral presentation manners by speaking at an appropriate volume, speaking clearly and enunciating, and making eye contact with their audience.

d) Use language and style appropriate to the audience, topic, and purpose.
<ul style="list-style-type: none"> • 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. • 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. • 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. • When presenting information to the class, whether during Class Discussion, Adventures in Writing, or Book Club, students are expected to engage in good oral presentation manners by speaking at an appropriate volume, speaking clearly and enunciating, and making eye contact with their audience.
e) Ask and answer questions to gather or clarify information presented orally.
<ul style="list-style-type: none"> • 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. • During Class Discussion, students are randomly called on by the teacher to present the answers that they and their team agreed upon.
5.3 The student will learn how media messages are constructed and for what purposes.
a) Identify the purpose and audience of auditory, visual, and written media messages.
<ul style="list-style-type: none"> • Students have a variety of opportunities to evaluate information presented in diverse media and formats: <ul style="list-style-type: none"> – 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 <i>The Savvy Reader Summarizing</i> and practice in all Targeted Treasure Hunts.
b) Identify the characteristics and effectiveness of a variety of media messages.
<ul style="list-style-type: none"> • Students have a variety of opportunities to evaluate information presented in diverse media and formats: <ul style="list-style-type: none"> – 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 <i>The Savvy Reader Summarizing</i> and practice in all Targeted Treasure Hunts.
c) Compare and contrast techniques used in a variety of media messages.
<ul style="list-style-type: none"> • Students have a variety of opportunities to evaluate information presented in diverse media and formats: <ul style="list-style-type: none"> – 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 <i>The Savvy Reader Summarizing</i> and practice in all Targeted Treasure Hunts.

Reading
5.4 The student will expand vocabulary when reading.
a) Use context to clarify meaning of unfamiliar words and phrases.
<ul style="list-style-type: none"> Students learn the importance of learning the meaning of unfamiliar words through the clarifying process that is taught in the <i>Savvy Reader Clarifying</i> lessons. They learn to clarify words at the pronunciation, sentence, and passage level using word strategies and context and sentence structure clues. The clarifying process is embedded throughout all other Targeted Treasure Hunts.
b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
<ul style="list-style-type: none"> Students learn the importance of learning the meaning of unfamiliar words through the clarifying process that is taught in the <i>Savvy Reader Clarifying</i> lessons. They learn to clarify words at the pronunciation, sentence, and passage level using word strategies and context and sentence structure clues. The clarifying process is embedded throughout all other Targeted Treasure Hunts.
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
<ul style="list-style-type: none"> 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"> Latin/Greek roots: <i>How Did Children Play in Colonial Times?</i>; <i>Searching the Internet</i>; <i>Belle Prater's Boy</i> cycle 3 Base word and suffix: <i>The American Revolution</i>; <i>Dear Benjamin Banneker</i>; <i>Disasters at Sea</i>; <i>Charlie and the Chocolate Factory</i> cycle 1; <i>D is for Dahl</i> cycle 3; <i>Birches</i>; <i>Misty of Chincoteague</i> cycle 3; <i>Hey World, Here I Am!</i> cycle 1 Prefix and base word: <i>Darnell Rock Reporting</i> cycle 3; <i>To Space & Back</i>; <i>Hey World, Here I Am!</i> cycle 1 Synonyms: <i>Brown Honey in Broomwheat Tea</i>; <i>The Civil War</i>; <i>Memorandum</i>; <i>Misty of Chincoteague</i> cycle 1; <i>To Fly or Not to Fly</i>; <i>Animal Defenses</i> Antonyms: <i>...If You Lived at the Time of the Great San Francisco Earthquake</i> cycle 2; <i>The Great Fire</i>; <i>Dirty Beasts</i>; <i>Bears Bear Watching</i>; <i>Hey World, Here I Am!</i> cycle 2 Homophones: <i>You Wouldn't Want to Be a Pirate's Prisoner</i>; <i>D is for Dahl</i> cycle 2; <i>Bridge to Terabithia</i> cycle 2
d) Identify an author's use of figurative language.
<ul style="list-style-type: none"> The <i>Savvy Reader Clarifying</i> Figurative language: <i>Brown Honey in Broomwheat Tea</i>
e) Use word-reference materials.
<ul style="list-style-type: none"> The <i>Savvy Reader Clarifying</i> 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: <ul style="list-style-type: none"> Dictionary skills: <i>Tuck Everlasting</i> cycle 2; <i>The Human Body</i>; <i>Belle Prater's Boy</i> cycle 3

f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.
<ul style="list-style-type: none"> • 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. • 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). • Throughout Reading Wings, students encounter a variety of texts including literature, informational text, literary nonfiction, drama, poetry, and functional texts.
5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
a) Summarize plot events using details from text.
<ul style="list-style-type: none"> • Story structure: <i>Darnell Rock Reporting</i> cycle 2; <i>Tuck Everlasting</i> cycle 1 • Cause and effect: <i>Darnell Rock Reporting</i> cycle 4; <i>Misty of Chincoteague</i> cycle 3; <i>Bridge to Terabithia</i> cycle 2 • Plot: <i>Tuck Everlasting</i> cycle 3; <i>Belle Prater's Boy</i> cycle 5
b) Discuss the impact of setting on plot development.
<ul style="list-style-type: none"> • Setting: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and nontargeted skills, which can include setting. • Setting is discussed as a part of every literature Targeted Treasure Hunt as students complete a story map to organize information as they read texts.
c) Describe character development.
<ul style="list-style-type: none"> • Characterization: <i>The Wrong Choice</i>; <i>Charlie and the Chocolate Factory</i> cycle 1; <i>Misty of Chincoteague</i> cycle 2; <i>Bridge to Terabithia</i> cycle 1; <i>Belle Prater's Boy</i> cycles 2 and 3
d) Identify theme(s).
<ul style="list-style-type: none"> • Theme: <i>Charlie and the Chocolate Factory</i> cycle 3; <i>Hey World, Here I Am!</i>; <i>Tanya's Stylish Suits</i>
e) Explain the resolution of conflict(s).
<ul style="list-style-type: none"> • Story structure: <i>Darnell Rock Reporting</i> cycle 2; <i>Tuck Everlasting</i> cycle 1 • Plot: <i>Tuck Everlasting</i> cycle 3; <i>Belle Prater's Boy</i> cycle 5 • Problem and solution: <i>The Great Fire</i>; <i>Misty of Chincoteague</i> cycle 4
f) Identify genres.
<ul style="list-style-type: none"> • Genre structure: <i>Tuck Everlasting</i> cycle 2
g) Differentiate between first and third person point-of-view.
<ul style="list-style-type: none"> • Point of view: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and nontargeted skills, which can include point of view.
h) Differentiate between free verse and rhymed poetry.
<ul style="list-style-type: none"> • Poetry: <i>Birches</i>; <i>Brown Honey in Broomwheat Tea</i>, <i>Hey World, Here I Am!</i>; <i>Dirty Beasts</i> • Select Adventures in Writing activities may focus on writing poetry and the characteristics of different forms of poetry. For example: <ul style="list-style-type: none"> – <i>Brown Honey in Broomwheat Tea</i>; <i>Dirty Beasts</i>; <i>Hey World, Here I Am!</i> cycle 1

i) Explain how an author's choice of vocabulary contributes to the author's style.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • Figurative language: <i>Brown Honey in Broomwheat Tea</i> • Literary techniques: <i>Charlie and the Chocolate Factory</i> cycle 2; <i>Dirty Beasts</i>; <i>Birches</i> • Word Power: Connotation-and-denotation lessons (<i>Tuck Everlasting</i> cycle 3; <i>Charlie and the Chocolate Factory</i> cycle 2; <i>Belle Prater's Boy</i> cycle 1)
j) Draw conclusions and make inferences with support from the text.
<ul style="list-style-type: none"> • Drawing conclusions: <i>Darnell Rock Reporting</i> cycle 1; <i>Bridge to Terabithia</i> cycle 3; <i>Belle Prater's Boy</i> cycle 4
k) Identify cause and effect relationships.
<ul style="list-style-type: none"> • Cause and effect: <i>Darnell Rock Reporting</i> cycle 4; <i>Misty of Chincoteague</i> cycle 3; <i>Bridge to Terabithia</i> cycle 2
l) Compare/contrast details in literary and informational nonfiction texts.
<ul style="list-style-type: none"> • Before the start of each Targeted Treasure Hunt, teachers build background with students about the text. During this time, teachers review whether the text is literature, informational text, or literary nonfiction, and review the characteristics that help students figure that out.
m) Use reading strategies throughout the reading process to monitor comprehension.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • The Savvy Reader Predicting • The Savvy Reader Questioning • The Savvy Reader Summarizing
5.6 The student will read and demonstrate comprehension of nonfiction texts.
a) Use text features such as type, headings, and graphics, to predict and categorize information.
<ul style="list-style-type: none"> • 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.
b) Skim materials to develop a general overview of content and to locate specific information.
<ul style="list-style-type: none"> • 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.
c) Identify the main idea.
<ul style="list-style-type: none"> • The Savvy Reader Summarizing • Main ideas and supporting details: <i>...If You Lived at the Time of the Great San Francisco Earthquake</i>; <i>William Shakespeare & the Globe</i> • TIGRRS: All informational text lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).

d) Summarize supporting details.
<ul style="list-style-type: none"> • The Savvy Reader Summarizing • Main ideas and supporting details: <i>...If You Lived at the Time of the Great San Francisco Earthquake; William Shakespeare & the Globe</i> • TIGRRS: All informational text lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).
e) Identify organizational pattern(s).
<ul style="list-style-type: none"> • TIGRRS: All informational text lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.). • Text structure: <i>The American Revolution</i>
f) Identify transitional words and phrases that signal an author's organizational pattern.
<ul style="list-style-type: none"> • TIGRRS: All informational text lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.). • Text structure: <i>The American Revolution</i>
g) Locate information from the text to support opinions, inferences, and conclusions.
<ul style="list-style-type: none"> • Author's purpose: <i>Save the Animals</i> • Fact and opinion: <i>Disasters at Sea; Shaking the Earth: Earthquakes and Volcanoes</i>
h) Identify cause and effect relationships.
<ul style="list-style-type: none"> • Cause and effect: <i>D is for Dahl; Pollution and Waste: Environmental Facts and Experiments; Memorandum</i>
i) Differentiate between fact and opinion.
<ul style="list-style-type: none"> • Fact and opinion: <i>Disasters at Sea; Shaking the Earth: Earthquakes and Volcanoes</i>
j) Compare and contrast details and ideas within and between texts.
<ul style="list-style-type: none"> • Compare and contrast: <i>You Wouldn't Want to be In a Medieval Dungeon</i> • Text structures: <i>The American Revolution</i> • Linked texts: <i>William Shakespeare & the Globe</i> and <i>Dear Benjamin Banneker; The Human Body</i> and <i>To Space and Back; You Wouldn't Want to Be a Pirate's Prisoner</i> and <i>You Wouldn't Want to Be in a Medieval Dungeon</i> • Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to compare and contrast elements of various texts that have similar topics when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders. • Linked to functional text: <i>The American Revolution</i> and <i>How Did Children Play in Colonial Times?; Disasters at Sea</i> and <i>Searching the Internet; Pollution and Waste: Environmental Facts and Experiments</i> and <i>Memorandum; Animal Defenses</i> and <i>Bears Bear Watching</i>
k) Use reading strategies throughout the reading process to monitor comprehension.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • The Savvy Reader Predicting • The Savvy Reader Questioning • The Savvy Reader Summarizing

Writing
5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.
a) Engage in writing as a process.
<ul style="list-style-type: none"> • Adventures in Writing activities are linked to student texts. They are designed to extend students' thinking about certain concepts and skills. These activities provide instruction in different types of writing and engage students in working through the writing process in a cooperative setting. The activities are highly structured and include detailed prompts, scoring guides, and examples of graphic organizers that students create during the planning stage. The teacher models at each stage of the process and monitors the students as they write. The teacher uses the scoring guide to assess students' writing. • Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for: <ul style="list-style-type: none"> – focus on specific writing skills and applications presented through build background; – clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities; – opportunities to address activity-specific writing techniques and/or grammatical practices; – opportunities to address and practice editing for specific and commonly seen writing errors; and – varied and enhanced writing opportunities, including multicycle writing activities. • Adventures in Writing activities generally require students to provide details to support their ideas or to increase the reader's understanding of their writing. Activities vary, but many require students to cite specific evidence from texts to support their ideas.
b) Select audience and purpose.
<ul style="list-style-type: none"> • In Adventures in Writing, the build background section focuses on a specific aspect of TAP-F (topic, audience, purpose, and format). For example, if the student writing activity is to write a formal letter, build background will include a sample formal letter and will prompt students to identify the specific aspects of the format, including the date, greeting, body, and closing. • The writing prompt and scoring guide are introduced during planning. These instruct students to specific elements of TAP-F that they will follow for the writing activity.
c) Use a variety of prewriting strategies.
<ul style="list-style-type: none"> • Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> – 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.
d) Introduce and develop a topic, incorporating evidence and supporting details.
<ul style="list-style-type: none"> • Informational writing: <i>Darnell Rock Reporting cycle 4; ...If You Lived at the Time of the Great San Francisco Earthquake; The Civil War; The Human Body; To Space & Back; D is for Dahl; Pollution and Waste: Environmental Facts and Experiments; Shaking the Earth: Earthquakes and Volcanoes; Save the Animals; Hey World, Here I Am! cycle 2; Belle Prater's Boy cycle 1</i> • All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. • Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.

e) Organize information to convey a central idea.
<ul style="list-style-type: none"> All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.
f) Recognize different forms of writing have different patterns of organization including story structure for narrative writing.
<ul style="list-style-type: none"> Words and phrases for effect: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including choosing words and phrases to convey ideas precisely. This may be a skill focus in Adventures in Writing and is a focus of <i>The Savvy Reader Clarifying</i>. Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> 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. Drafting: During drafting, the teacher further explains the graphic organizer and how to use it to create a first draft. Students also learn to use the writing prompt and scoring guide to give feedback as their partners read their drafts aloud. Specific lessons also include activity-specific guidance in this section. For example, in the formal-letter activity, drafting instruction might include brief instruction on proper capitalization in letter writing.
g) Write a clear topic sentence focusing on the main idea.
<ul style="list-style-type: none"> Informational writing: <i>Darnell Rock Reporting cycle 4; ...If You Lived at the Time of the Great San Francisco Earthquake; The Civil War; The Human Body; To Space & Back; D is for Dahl; Pollution and Waste: Environmental Facts and Experiments; Shaking the Earth: Earthquakes and Volcanoes; Save the Animals; Hey World, Here I Am! cycle 2; Belle Prater's Boy cycle 1</i> All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.
h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.
<ul style="list-style-type: none"> Opinion writing: <i>Darnell Rock Reporting cycles 1–3; The American Revolution; Disasters at Sea; You Wouldn't Want to Be in a Medieval Dungeon; Charlie and the Chocolate Factory cycle 3; Misty of Chincoteague cycles 3 and 4</i> All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing. Reasons to support opinions: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight providing reasons to support opinions.
i) Write multiparagraph compositions.
<ul style="list-style-type: none"> Multiparagraph compositions: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing about a topic over a series of paragraphs. Lessons may focus on organizing supporting arguments or details into individual paragraphs and connecting paragraphs into a clear product.

j) Use precise and descriptive vocabulary to create tone and voice.
<ul style="list-style-type: none"> Words and phrases for effect: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including choosing words and phrases to convey ideas precisely. This may be a skill focus in Adventures in Writing and is a focus of <i>The Savvy Reader Clarifying</i>. Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> 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. 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. 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.
k) Vary sentence structure by using transition words and prepositional phrases.
<ul style="list-style-type: none"> Transition words and prepositional phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using transition words and prepositional phrases to vary sentence complexity and structure.
l) Revise writing for clarity of content using specific vocabulary and information.
<ul style="list-style-type: none"> Adventures in Writing provides instruction in all areas of developing and strengthening writing: <ul style="list-style-type: none"> 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. 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. 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.
5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.
a) Use plural possessives.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Plural possessives: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using plural possessives. This may be a skill focus in Adventures in Writing.
b) Use adjective and adverb comparisons.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Adjective and adverb comparisons: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using adjective and adverb comparisons. This may be a skill focus in Adventures in Writing.

c) Use interjections.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Interjections: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using interjections. This may be a skill focus in Adventures in Writing.
d) Use prepositional phrases.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Prepositional phrases: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using prepositional phrases. This may be a skill focus in Adventures in Writing.
e) Use quotation marks with dialogue.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Quotation marks: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using quotation marks appropriately when writing dialogue or quotations. This may be a skill focus in Adventures in Writing. For example: <ul style="list-style-type: none"> ...If You Lived at the Time of the Great San Francisco Earthquake; William Shakespeare & the Globe; Tuck Everlasting cycle 3; Charlie and the Chocolate Factory cycle 2; Misty of Chincoteague cycles 1 and 2; Belle Prater's Boy cycles 4 and 5
f) Use commas to indicate interrupters, items in a series, and to indicate direct address.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Commas: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas to indicate interrupters, items in a series, and indicate direct address. This may be a skill focus in Adventures in Writing, for example: <i>Darnell Rock Reporting</i> cycles 3 and 4; <i>...If You Lived at the Time of the Great San Francisco Earthquake</i>; <i>The American Revolution</i>; <i>The Civil War</i>; <i>William Shakespeare & the Globe</i>; <i>Dear Benjamin Banneker</i>; <i>Tuck Everlasting</i> cycles 2 and 3; <i>To Space & Back</i>; <i>Disasters at Sea</i>; <i>You Wouldn't Want to Be a Pirate's Prisoner</i>; <i>You Wouldn't Want to Be in a Medieval Dungeon</i>; <i>Charlie and the Chocolate Factory</i> cycles 2 and 3; <i>D is for Dahl</i> cycle 1; <i>Save the Animals</i>; <i>Bridge to Terabithia</i> cycle 2; <i>Belle Prater's Boy</i> cycle 2
g) Use a hyphen to divide words at the end of a line.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Hyphens: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using hyphens to divide words at the end of a line. This may be a skill focus in Adventures in Writing.
h) Edit for fragments and run-on sentences.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Fragments and run-on sentences: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including writing in complete sentences and avoiding fragments or run-on sentences. This may be a skill focus in Adventures in Writing.

i) Eliminate double negatives.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Double negatives: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including avoiding the use of double negatives. This may be a skill focus in Adventures in Writing.
j) Use correct spelling of commonly used words.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Spelling: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including spelling correctly and consulting references as needed. This is a focus of <i>The Savvy Reader Clarifying</i> and may be a skill focus in Adventures in Writing. For example: <ul style="list-style-type: none"> <i>The American Revolution; The Civil War; To Space & Back; You Wouldn't Want to Be a Pirate's Prisoner; Charlie and the Chocolate Factory</i> cycles 2 and 3; <i>Misty of Chincoteague</i> cycle 2; <i>Save the Animals</i>
k) Use coordinating conjunctions.
<ul style="list-style-type: none"> Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing Coordinating conjunctions: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including the use of coordinating conjunctions. This may be a skill focus in Adventures in Writing.

Research
5.9 The student will find, evaluate, and select appropriate resources to create a research product.
a) Construct questions about a topic.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>To Space & Back; Save the Animals</i>
b) Collect and organize information from multiple resources.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>To Space & Back; Save the Animals</i>
c) Evaluate the relevance, reliability, and credibility of information.
<ul style="list-style-type: none"> 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. Research Adventures in Writing lessons: <i>To Space & Back; Save the Animals</i>

d) Give credit to sources used in research.
<ul style="list-style-type: none"> • 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. • Research Adventures in Writing lessons: <i>To Space & Back</i>; <i>Save the Animals</i>
e) Avoid plagiarism and use own words.
<ul style="list-style-type: none"> • <i>The Savvy Reader Summarizing</i> • Specific Adventures in Writing activities, including research lessons, instruct students to summarize writing and rephrase information from the text to make the writing their own.
f) Demonstrate ethical use of the Internet.
<ul style="list-style-type: none"> • Adventures in Writing does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher’s discretion to use the tools available to students at school. • Adventures in Writing does not specifically instruct students in ethical use of the Internet, but leaves it to the teacher’s discretion to monitor students and instruct students in using the Internet responsibly.