

| KEY IDEAS & DETAILS | | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
|---|---------------|-----------|-----------|-----------|
| Reading Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | Literature | | | |
| | Informational | | | |
| Reading Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | Literature | | | |
| | Informational | | | |
| Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | Literature | | | |
| | Informational | | | |

| CRAFT & STRUCTURE | | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
|---|---------------|-----------|-----------|-----------|
| <p>Reading Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> | Literature | | | |
| | Informational | | | |
| <p>Reading Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> | Literature | | | |
| | Informational | | | |
| <p>Reading Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p> | Literature | | | |
| | Informational | | | |

| INTEGRATION OF KNOWLEDGE AND IDEAS | | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
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| Reading Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* | Literature With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | | | |
| | Informational Text With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | | | |
| Reading Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Lit (Not applicable to literature) | | | |
| | Informational Text With prompting and support, identify the reasons an author gives to support points in a text. | | | |
| Reading Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | Literature With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | | |
| | Informational Text With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | |

| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY | | | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
|---|---------------|---|-----------|-----------|-----------|
| Reading Standard 10: Read and comprehend complex literary and informational texts independently and proficiently. | Literature | Actively engage reading activities with purpose and understanding. | | | |
| | Informational | Actively engage in group reading activities with purpose and understanding. | | | |
| FOUNDATIONAL SKILLS | | | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| Print Concepts. <i>Demonstrate understanding of the organization and basic features of print:</i> | 1a. | Follow words from left to right, top to bottom, and page by page. | | | |
| | 1b. | Recognize that spoken words are represented in written language by specific sequences of letters. | | | |
| | 1c. | Understand that words are separated by spaces in print. | | | |
| | 1d. | Recognize and name all upper- and lowercase letters of the alphabet. | | | |

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| Phonological Awareness. <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</i> | 2a. | Recognize and produce rhyming words, | | | |
| | 2b. | Count, pronounce, blend, and segment syllables in spoken words. | | | |
| | 2c. | Blend and segment onsets and rimes of single-syllable spoken words. | | | |
| | 2d. | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.) | | | |
| | 2e. | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | | | |
| Phonics & Word Recognition | 3a. | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. | | | |
| | 3b. | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | | | |
| | 3c. | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | | | |
| | 3d. | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | | | |
| Fluency | 4. | Read emergent-reader texts with purpose and understanding. | | | |