



Grade 1

RF: Reading Standards for Foundational Skills

Print Concepts

RF.1.1. Demonstrate understanding of the organization and basic features of print.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Distinguish long from short vowel sounds in spoken single-syllable words.

P9 Fishing for vowels

- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

P2 What's that Sound?

P7 Bag It

- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

P2 What's that Sound?

P3 Match Mania

P4 Word Detective

P10 Sound Boxes

- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

P8 Sound Toss

- B. Decode regularly spelled one-syllable words.

P6 Syllable Search

P11 The Game Is On

- C. Know final -e and common vowel team conventions for representing long vowel sounds.

- D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables.

P11 The Game Is On

- F. Read words with inflectional endings.
- G. Recognize and read grade-appropriate irregularly spelled words.

F4 Flash and Scramble

F7 High Speed Hopscotch

V1 Vocabulary Bingo

V5 Word Wall Activity

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

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

F1 Phrase to the Top

F3 Reader's Theater

- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

F5 My Personal Best

F6 Grade Your Reading Buddy

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

RI: Reading Standards for Informational Text

Key Ideas and Details

RI.1.1. Ask and answer questions about key details in a text.

C7 Question Quest

RI.1.2. Identify the main topic and retell key details of a text.

C11 The Main House

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

V3 Vocabulary Chain

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

C5 Key Points

RI.1.8. Identify the reasons an author gives to support points in a text.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

C8 Compare and Contrast Buddy

Range of Reading and Level of Text Complexity

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

RL: Reading Standards for Literature

Key Ideas and Details

RL.1.1. Ask and answer questions about key details in a text.

C7 Question Quest

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

C11 The Main House

C4 Beginning, Middle, End, and Story Message

RL.1.3. Describe characters, settings, and major events in a story, using key details.

C1 Story Map

Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

C10 Who Is Telling What?

Integration of Knowledge and Ideas

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

C1 Story Map

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

C8 Compare and Contrast Buddy

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Grade 2

RF: Reading Standards for Foundational Skills

Phonics and Word Recognition

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

A. Distinguish long and short vowels when reading regularly spelled one-syllable words.

P9 Fishing for Vowels

B. Know spelling-sound correspondences for additional common vowel teams.

C. Decode regularly spelled two-syllable words with long vowels.

P6 Syllable Search (use long vowel words)

P11 The Game Is On (use long vowel words)

D. Decode words with common prefixes and suffixes.

V8 The Cupcake Countdown

E. Identify words with inconsistent but common spelling-sound correspondences.

F. Recognize and read grade-appropriate irregularly spelled words.

F4 Flash and Scramble

F7 High Speed Hopscotch

V1 Vocabulary Bingo

V5 Word Wall Activity

Fluency

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

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

F1 Phrase to the Top

F3 Readers' Theater

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

F5 My Personal Best

F6 Grade Your Reading Buddy

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

RI: Reading Standards for Informational Text

Key Ideas and Details

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

C6 Story Star

C7 Question Quest

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

C11 The Main House

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

V3 Vocabulary Chain

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

C8 Compare and Contrast Buddy

Range of Reading and Level of Text Complexity

- RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL: Reading Standards for Literature

Key Ideas and Details

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

C6 Story Star

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

C4 Beginning, Middle, End and Story Message

- RL.2.3. Describe how characters in a story respond to major events and challenges.

C9 Character Comparison

Craft and Structure

- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

C4 Beginning, Middle, End and Story Message

- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

C1 Story Map

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

C8 Compare and Contrast Buddy

Range of Reading and Level of Text Complexity

RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 3

RF: Reading Standards for Foundational Skills

Phonics and Word Recognition

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.

V4 Treasure Hunt

V8 Cupcake Countdown

B. Decode words with common Latin suffixes.

C. Decode multisyllable words.

P6 Syllable Search

P11 The Game is On

D. Read grade-appropriate irregularly spelled words.

V1 Vocabulary Bingo

V5 Word Wall Activity

F2 Pass It On

F7 High Speed Hopscotch

Fluency

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

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

F3 Reader's Theater

F5 My Personal Best

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

F6 Grade Your Reading Buddy

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

RI: Reading Standards for Informational Text

Key Ideas and Details

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

C7 Question Quest

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

C5 Key Points

C11 The Main House

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

C3 Sequence Belt

Craft and Structure

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

V3 Vocabulary Chain

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

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

Integration of Knowledge and Ideas

- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

C6 Story Star

- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

C8 Compare and Contrast Buddy

Range of Reading and Level of Text Complexity

- RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL: Reading Standards for Literature

Key Ideas and Details

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

C7 Question Quest

- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

C11 The Main House

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

C3 Sequence Belt

C9 Character Comparison

Craft and Structure

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

V2 What's That Missing Word?

V6 Multiple Meaning Mobile

- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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

C2 Book in a Box

- RL.3.8. (Not applicable to literature)

