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# FLEX LITERACY™

# Teacher Resource Sampler

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# TEACHER RESOURCE SAMPLER

**Elementary System**

**www.*FLEX*Literacy.com/CA**

# Differentiated Instruction Resources

Individualized Instruction

Decodable Reader Support

English Learner Strategies

Contrastive Analysis Charts: English Learner

Contrastive Analysis Charts: African American English

# Assessment Resources

Enter/Exit Strategies, Student Self-Assessment

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# FLEX
## LITERACY™

# Differentiated
# Instruction Resources

McGraw Hill Education

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# Differentiated Instruction Resources

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# Individualized Instruction

When students need extra support with skills they learn and practice in The Digital Experience, *FLEXWorks* assigns teacher-led Individualized Instruction activities. The *FLEXWorks* Online Teacher Tool provides notifications about when these activities need to be implemented one-on-one with students.

# Individualized Instruction

# Individualized Instruction 2

## Text Elements: Title, Author, and Illustrator
Objective: To identify the title, author, and illustrator of a text

**REVIEW** Review the concept by saying: **Today we're going to talk about a passage's title, author, and illustrator. The title is the name of the book or passage. It tells us a little bit about what the book or passage is about. The author is the person who wrote the book or passage. The illustrator is the person who drew the pictures for the book or passage. You can look at the top of the passage to find the title, the author, and the illustrator.**

**PRACTICE** Have the student read the story. Then ask him or her to point to and name the title. *("Look What I Caught!")* Repeat for the author and illustrator. If the student answers correctly, compliment him or her for the responses, conclude the activity, and note in **FLEXWorks** that the student completed the activity successfully.

If the student answers incorrectly or is unable to answer, follow these steps:

1. Point to the title and say: **I can find the title at the top of the passage. The title is "Look What I Caught!" What is the title?** *("Look What I Caught!")*
2. Say: **I can find the author by looking for the words "by" or "written by" near the top of the passage.** Point to the author's name and say: **The author of "Look What I Caught!" is Laura Krause. Who is the author of this story?** *(Laura Krause)*
3. Say: **I can find the illustrator by looking for the words "illustrated by" near the top of the passage.** Point to the illustrator's name and say: **The illustrator of "Look What I Caught!" is Brad Townsend. Who is the illustrator of this story?** *(Brad Townsend)*

**MONITOR** If the student responds incorrectly to Passage 1, have him or her read Passage 2. Then ask the student to point to and name the title, author, and illustrator. *("Our Performance," Mackenzie Grace, Kayleigh Hoffman)* If the student answers correctly, compliment him or her for the response, conclude the activity, and note in **FLEXWorks** that the student completed the activity successfully. If the student answers incorrectly, repeat steps 1–3 above for Passage 2 and note in **FLEXWorks** that the student completed the activity unsuccessfully.

**Name** _____ **Date** _____

## Text Elements: Title, Author, and Illustrator
Point to the title, author, and illustrator.

<div align="center">

**Look What I Caught!**
by Laura Krause
illustrated by Brad Townsend

</div>

My dad and I love to fish. Our favorite fishing spot is just down the street. There is a little pond there. As soon as the ice thaws, we fish.

It was our first spring morning to fish. We got up early and packed up. We headed down to the pond with our fishing poles, bait, and hot chocolate.

I dropped my line in the water. A fat worm hung from the hook. Suddenly something grabbed onto the hook. "Dad! I've got something!" My pole bent forward. I had to hold the pole tightly. I almost lost it in the water.

My dad raced over. "Wow, Stacey! You've got quite a catch there. Reel it in!"

Finally, I got the fishing line reeled in. There, on the end of my pole, was the biggest bass I had ever seen. I guess he was hungry for worms after the long winter.
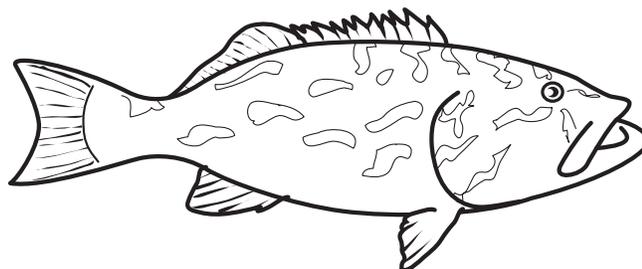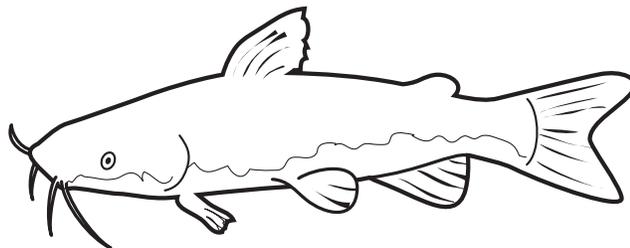
**Name** _____ **Date** _____

## Text Elements: Title, Author, and Illustrator
Point to the title, author, and illustrator.

### Our Performance
by Mackenzie Grace
illustrated by Kayleigh Hoffman

Tonight is the night that I get to sing the national anthem at the hockey game. My school was chosen to perform the song. Some of my classmates and I will sing together. Our music teacher, Miss Lear, will lead us.

I am very nervous. I hope I remember the words. I hope I don't sing too soft or sing too loud. What a fun but scary experience.

My dad yells up to me in my bedroom. "Mackenzie, it's time to go."

"Coming, Dad." I brush my hair one more time. I take a sip of water, and I race down the stairs to the car. We're off to the game.

When we get there, I am even more nervous. I can't believe all the people sitting in the stands. My mom and dad and little sister are here. Grandma, Grandpa, and Auntie Laura are here, too. They all came to see me sing. I hope I make them proud.

The game is about to start. Now it's our turn to sing. I take a deep breath and sing out. I hear the applause. We did it! The crowd went wild! My family is so proud of me!

# Individualized Instruction 20

## Vocabulary and Language: Context Clues

Objective: To use context clues to identify or clarify the meaning of unknown words

**REVIEW**  Review the concept by saying: **Today we're going to talk about context clues. When you find a word you don't know, read the text around it. Sometimes other words can help you find the meaning.**

**PRACTICE**  Have the student read the story. Then ask him or her to tell the meaning of *roused*. *(to be woken up)* Repeat for the words *cowering* and *destroyed.* If the student answers correctly, compliment him or her for the responses, conclude the activity, and note in **FLEXWorks** that the student completed the activity successfully.

If the student answers incorrectly or is unable to answer, follow these steps:

1. Point to the word *roused* and say: **I'm not sure what *roused* means. If I keep reading the next sentence, I see the word *awake*. The word *awake* helps me to better understand the word *roused*. What does the word *roused* mean in this sentence?** *(to be woken up)*
2. Say: **Here is another word that I am unsure of. The word *cowering* is unfamiliar to me. I wonder what it means for the puppy to be cowering. When I read on, I see that the puppy trembled. It makes sense that the puppy was afraid because of the trouble it caused. I now understand that a *cowering* puppy is one that is *trembling*.** Point to the word *cowering* and ask: **What does it mean to be *cowering*?** *(to be afraid, to be trembling)*
3. Say: **Todd says that his lamp is destroyed. I think I know what the word *destroyed* means. However, I will read on to see if there are other clues to help me. When Mom says that the lamp *belongs in the trash*, I understand the word *destroyed*. It means that it is no longer a usable lamp.** Point to the word *destroyed* and ask: **What does the word destroyed mean?** *(to be unusable or broken to the point of no repair)*

**MONITOR**  If the student responds incorrectly, have him or her read the second story. Then ask the student to tell the meanings of the following words: *flickered, gathered,* and *uprooted. (*flickered*: going on and off;* gathered*: getting together;* uprooted*: roots being pushed up from under the ground)* If the student answers correctly, compliment him or her for the responses, conclude the activity, and note in **FLEXWorks** that the student completed the activity successfully. If the student answers incorrectly, repeat steps 1–3 above for the second story and note in **FLEXWorks** that the student completed the activity unsuccessfully.

**Name** _____ **Date** _____

## Vocabulary and Language: Context Clues

Find the meaning of the following words: *roused, cowering, destroyed.*

### My Bad Day
By Todd Day

Some days are just bad days! It all began when my alarm didn't ring. Instead I was **roused** by the sound of a crash. I was awake in an instant. The crash came from my desk in my bedroom. I sprang out of bed. My new puppy was tangled up in the wires under my desk. The lamp that once sat on my desk was now the lamp that lay scattered on the floor.

"Todd, is everything all right?" Mom called up.

"Well…" I paused, "Scooter knocked the lamp off my desk."

Mom made her way upstairs and stood in my doorway. "Scooter, look what you've done," she said. She shook a finger at the **cowering** puppy.

Scooter trembled. He knew he was in trouble. He tried to hide underneath my bed, but Mom grabbed him before he could sneak away.

"There are pieces everywhere, Mom. I think my lamp is **destroyed**."

"Yes, Todd, I agree. Your lamp belongs in the trash. I'll look for a new one today."

That was just the beginning of the day. By the time I left for school, Scooter had ripped my socks to shreds. They were just pieces of yarn now. Scooter had also stepped in his bowl of water at breakfast. A pool of water flooded the floor. And then, Scooter followed me out the door to the bus. That's when he saw the squirrel and chased it down the street. Mom and I were both exhausted before our day had hardly begun. It was going to be a long day!

**Name** _____ **Date** _____

## Vocabulary and Language: Context Clues

Find the meaning of the following words: *flickered, gathered, uprooted.*

### Thunderstorm!

By Alice Woodson

The wind picked up. The lights **flickered**. I didn't know if they were going to go off or stay on. The rain fell hard. The thunderstorm that had been predicted for our area was here! The weather forecasters had made the right decision about the weather.

My family **gathered** in the basement. Everyone made their way down from the bedrooms, kitchen, and living room. I found our emergency supply kit in the closet. We had candles and matches to provide light if the electricity went out. We had a radio that ran on batteries. We had bottles of water and granola bars. We were all set for a disaster!

I was glad we were in the basement. I felt safe here. The concrete walls were sure to protect us from the storm. Then suddenly there was a gust of wind. The windows rattled and I heard the crack of tree limbs. When we looked outside, we saw our favorite oak tree **uprooted**. Where the roots once were in the ground was now a huge hole. The wind had knocked over the tree. The tree just missed crashing through the window.

Here in the basement, we were safe. Our favorite oak tree was not.

# Individualized Instruction 59

**Literary Analysis: Claims and Support**
Objective: To distinguish among fact, opinion, and inference

**REVIEW**  Review the concept by saying: **Today we're going to talk about claims and support. If a statement can be proven true, it's a fact. If it's something the narrator or a character thinks or believes, it's an opinion. If it's a conclusion or idea based on facts, it's an inference. An inference might or might not be proven true.**

**PRACTICE**  Have the student read the first story. Then ask him or her to identify the correct answer. *(The name of the narrator's soccer team is the Skippers.)* Repeat for items 2 and 3. If the student answers correctly, compliment him or her for the responses, conclude the activity, and note in **FLEXWorks** that the student completed the activity successfully.

If the student answers incorrectly or is unable to answer, follow these steps:

1. Point to item 1 and say: **If a statement can be proven true, it's a fact. The statement that is a fact is "The name of the narrator's soccer team is the Skippers." Which statement is a fact?** *(The name of the narrator's soccer team is the Skippers.)*
2. Point to item 2 and say: **If a statement is something the narrator thinks or believes, it's an opinion. The statement that is an opinion is "It is more fun to be on a school team than a neighborhood team." Which statement is an opinion?** *(It is more fun to be on a school team than a neighborhood team.)*
3. Point to item 3 and say: **If a statement is a conclusion or an idea based on facts but it may or may not be proven true, it's an inference. The statement that is an inference is "The narrator prefers organized sports to neighborhood games." Which statement is an inference?** *(The narrator prefers organized sports to neighborhood games.)*

**MONITOR**  If the student responds incorrectly to the Practice items, have him or her read the second story and items 4–6. Then ask the student to name the fact, opinion, and inference. *(4. Marla grew up in Maine; 5. Living on an island is fun; 6. The author enjoys traveling to new places.)* If the student answers correctly, compliment him or her for the responses, conclude the activity, and note in **FLEXWorks** that the student completed the activity successfully. If the student answers incorrectly, repeat steps 1–3 above for items 4–6 and note in **FLEXWorks** that the student completed the activity unsuccessfully.

**Name** _____ **Date** _____

## Literary Analysis: Claims and Support

Read the story. Then answer the questions.

**Soccer: On the Team or in the Park?**

Some kids like to play organized sports. They like to be part of a team, have a coach, and participate in regularly scheduled games and practices. Other kids prefer to play with their friends whenever they are in the mood. They do not like to be on a team or have to follow a schedule or do what a coach tells them to do. I used to enjoy playing soccer with the kids in my neighborhood. Actually, I still do, but now I'm even happier playing the game when I'm playing with my school soccer team, the Skippers.

My friend Carlos does not agree with me. We have played soccer together since we met in kindergarten. He lives three houses down from me, and he is the one who introduced me to the other kids in the neighborhood when we moved to our new house. At first we all played soccer in his backyard, but then we needed more space. That's when we started playing at the park.

Last year I decided I wanted to learn more about soccer and get even better at it. So I tried out for the team. I was so excited when I made it! Our coach is great. She knows lots of tips and tricks, and she really wants us all to be good at the game. Some of the kids in my neighborhood don't really care about scoring goals when we play at the park. They just want an excuse to get outside and run around. Some of them even quit in the middle of a game when they get too tired or hot.

Sometimes we argue about the rules. Then we have to stop the game and work it out until everyone agrees to play again. That can take up lots of time, and some kids get really mad. When the Skippers play another team, there is always a referee to decide on the rules, and even if players don't agree with the referee's call, they can't argue about it. Our coach is also good about making sure that everyone has a turn to play. Sometimes the bigger kids on our neighborhood team hog the ball and don't give the rest of us a chance to play.

Carlos doesn't want to join the Skippers with me. He says he'd rather play soccer when he's in the mood to do it and not when someone tells him he must. And if we're having a really good game at the park, we can just keep playing. There are no time limits on our games. Another reason Carlos likes our neighborhood games is that everyone can play. His younger brother comes with him, and he's actually a pretty fast runner and a decent kicker. We also figured out a way for Julia to play with us, and she uses a wheelchair. We just changed the rules a little bit. She can move the ball by holding it or pushing it with her wheels. She is also on an organized team for kids in wheelchairs. So, we couldn't play with her at all if we didn't play in the park. All of us can agree on one thing, though. Soccer is fun!

1. Which statement is a fact?
    a. The narrator's friend wants to join the school soccer team.
    b. The narrator is not very interested in playing baseball.
    c. The name of the narrator's soccer team is the Skippers.

2. Which statement is an opinion?
    a. It is more fun to be on a school team than a neighborhood team.
    b. The narrator met Carlos in kindergarten.
    c. A coach's job is to help the players become better at their sport.

3. Which statement is an inference?
    a. The narrator prefers organized sports to neighborhood games.
    b. The narrator was not good at sports in school.
    c. The narrator believes playing soccer is good exercise.

**Name** _____ **Date** _____

## Literary Analysis: Claims and Support
Read the story. Then answer the questions.

### Marla's Adventures
Everyone thought Marla was crazy. She had decided to move from Honolulu, Hawaii, to Barrow, Alaska. No one could understand why she would trade in sunny weather and tropical beaches for subzero temperatures and snow as far as the eye can see.

Marla had moved to Hawaii seven years ago to get away from the long winters in Maine. She had lived in Maine her whole life until then. She grew up skiing, skating, and snowmobiling every winter. She spent the summers on an island with her grandparents. They taught her how to sail a boat and catch lobsters. She spent every sunny summer afternoon swimming in the ocean.

But as she got older, Marla started to think it might be nice to enjoy warm sunny days every day. It was hard work to dig out after a snowstorm. Driving on icy roads was no fun either. Every fall, when the weather turned cooler, she hated the idea of being wrapped up in thick sweaters until spring.

She had taken a few vacations to Hawaii, and she had loved it there. It was so easy to just slip on shorts, a T-shirt, and sandals and run outside whenever she wanted. No one was stuck indoors waiting for the snowplows to open drifted roads. No one had to carry emergency supplies in the car in case they got stranded in freezing temperatures. Everything in Hawaii seemed easier and a lot more fun.

When she applied for a teaching job there and got it, she was so excited. It was hard to leave her family behind in Maine, but they promised to come visit her often, especially in the winter. She found an apartment near the beach in Honolulu and settled in.

She loved her job as a teacher. She also loved all of the things she could do in Hawaii. She learned to surf, she learned to play the ukulele, and she learned to cook delicious food using local fruits and fresh fish. She didn't think she would ever leave.

Then Marla went to Alaska on vacation one summer. She loved its wide-open spaces. The mountains and forests reminded her of Maine. She thought it was beautiful in its own way. Just for fun, she applied for a teaching job in Barrow. It is the most northern city in the United States. She went for an interview. They offered her the job. She had really liked the school there, and she liked the idea of the new adventures waiting for her there. She wondered what it would be like to live in such an extreme place. As her Hawaiian friends pointed out, it was dark around the clock in Barrow for more than two months every winter. And the warmest month, July, rarely saw the temperature go above 50 degrees!

Marla knew all of that. But she also knew that life was nothing if not an adventure. So she traded in her sandals for snow boots. She moved to Alaska. So far, she loves her new little house and the students in her class. She has no plans to leave.

However, she is planning a trip to China this summer. She has heard that it is a fascinating country. There are plenty of jobs for English teachers there too.

**4.** Which statement is a fact?
   **a.** Marla grew up in Maine.
   **b.** Marla grew up in Hawaii.
   **c.** Marla is crazy.

**5.** Which statement is an opinion?
   **a.** The town of Barrow is in Alaska.
   **b.** The author's name is Marla.
   **c.** Living on an island is fun.

**6.** Which statement is an inference?
   **a.** Marla enjoys shopping for shoes.
   **b.** Marla enjoys traveling to new places.
   **c.** Marla is a teacher in China.

# Individualized Instruction 78

**Comprehension Skills: Compare and Contrast**
Objective: To compare and contrast fictional portrayal with a historical account

**REVIEW** Review the concept by saying: **Today we're going to talk about comparing and contrasting fiction stories and nonfiction accounts. Find the main idea of the nonfiction text and the theme of the fiction text. Then look at the author's purpose of both texts.**

**PRACTICE** Have the student read the first passage. Then have the student answer the question. *(The colonists were unhappy with British rule.)* Repeat for items 2 and 3. If the student answers correctly, compliment him or her for the responses, conclude the activity, and note in *FLEXWorks* that the student completed the activity successfully.

If the student answers incorrectly or is unable to answer, follow these steps:

1. Point to item 1 and say: **A nonfiction text has a main idea. This tells what the passage is mostly about. In this passage, the main idea is that the colonists were unhappy with British rule. What is the main idea of this passage?** *(The colonists were unhappy with British rule.)*
2. Point to item 2 and say: **In this fiction text, there is a theme. The theme tells what the story is focused on. In this story, the theme is that the colonists showed quiet determination against the British rule. What is the theme of this passage?** *(The colonists showed quiet determination.)*
3. Point to item 3 and say: **When an author writes a fiction and a nonfiction text about similar things, the author's purpose can tell us why he or she wrote the texts. The author's purpose for writing these passages was to show the colonists' desire for their own government. What is the author's purpose for both texts?** *(To show the colonists' desire for their own government.)*

**MONITOR** If the student responds incorrectly to the Practice items, have him or her read the second passage. Then ask the student to identify the main idea, the theme, and the author's purpose by answering items 4–6. *(4. Farmers, despite hardships, remained strong during the 1930s.; 5. Louise and her family struggle on her farm.; 6. To tell about the hardships of farmers in the 1930s.)* If the student answers correctly, compliment him or her for the responses, conclude the activity, and note in *FLEXWorks* that the student completed the activity successfully. If the student answers incorrectly, repeat steps 1–3 above for items 4–6 and note in *FLEXWorks* that the student completed the activity unsuccessfully.

# Individualized Instruction 78 • PRACTICE

**Name** _____ **Date** _____

## Comprehension Skills: Compare and Contrast

Read the passages. Then answer the questions.

### The Boston Tea Party

On December 16, 1773, Boston Harbor held three large British ships, the *Dartmouth,* the *Eleanor,* and the *Beaver.* The ships were filled with chests of tea for the colonists. However, the colonists weren't interested in this tea from Britain. Instead they chose to protest the British government, using this tea as the perfect opportunity for protest.

The Tea Act was a British law that put extra taxes on tea that came from companies other than the East India Tea Company. The British government knew the colonists would have to purchase tea from the East India Tea Company. It was the least expensive tea available. Other tea companies were not happy about this. This meant that their business would decrease. The colonists were upset, too. They called this law "taxation without representation." The British government was making decisions based on what was best for them. They weren't paying attention to what was best for the American colonists.

The colonists were very angry about this. They wanted to let the British government know just how unhappy the Tea Act was making them. Some colonists wanted to protest in a nonviolent way. Others wanted war.

That's when the Sons of Liberty stepped in and made a decision. This group of colonists met secretly and often discussed how they could best get their message across to the British government that they wanted to govern themselves. Many American colonists felt they could govern themselves better than to remain under the rule of the British government, where they had little say. Samuel Adams and John Hancock were two important leaders in the Sons of Liberty group.

On the night of December 16, the Sons of Liberty arrived at Boston Harbor in full Native American disguises. Without warning, they stormed aboard the ships and proceeded to dump crates upon crates full of tea overboard. In the end, 342 crates of tea were dumped overboard.

Because of the disguises worn by the Sons of Liberty, they claimed no responsibility when the British government blamed them for this act. The British government knew better, however, and decided eventually to close Boston Harbor to all ships coming and going.

The Boston Harbor incident, known today as The Boston Tea Party, was just the beginning of the rebellion of American colonists against the British government. Within several short years, the colonists would fight for their freedom from Britain's rule in the American Revolutionary War.

**The Harbor Is Full of Tea!**

I had seen the three British ships pull into Boston Harbor, and I had heard rumor that they were filled with tea. I loved watching the ships come in and out of the harbor, and often snuck down there when I was supposed to be helping my dad in our dry goods store.

The British government had decided to tax us on tea purchased from any company other than the East India Tea Company. So this meant that if the tea from these ships was unloaded, the people would owe the British government more money.

Earlier that day, a group of citizens met at a local church to talk about what to do. I snuck into the back of the congregation and listened carefully to what we might do to protest this tax by the British government.

It was decided that a group of citizens would visit with Governor Hutchinson for a decision on what to do. When no decision came from the governor, the citizens became upset and everyone left. I could tell by the tension in the room that something was about to happen.

I decided to remain close by the harbor and wait to see what happened. As the sun set and the sky darkened, I began to see Native Americans approach the three ships. As I looked more closely, I realized that colonists had disguised themselves as Native Americans. With tomahawks in hand and painted faces, they congregated near the wharf and were divided into three groups. Then suddenly the three ships were invaded by these disguised colonists. Before long, I saw chests of tea being thrown into the harbor waters.

I couldn't believe my eyes! I wanted to join the revolt. I wanted to throw tea overboard. But I was hardly disguised so I just remained hidden in my spot near the wharf and watched the events unfold.

Several hours later, the invaders departed the ships, walked right by me with no notice, and seemed to disappear back into the streets of Boston. There was little conversation. In the end, Boston Harbor was filled with tea. I saw a few people try to sneak some tea for themselves from the harbor, but they were quickly sent on their way by others.

The quiet determination of our townspeople to revolt against Britain gave me hope for the future. Perhaps one day soon, we would have our own government.

1. What is the main idea of the first passage?
   a. Samuel Adams was part of the Sons of Liberty.
   b. The colonists enjoy tea with their breakfast.
   c. The colonists were unhappy with British rule.

2. What is the theme of the second passage?
   a. The colonists showed quiet determination.
   b. The British showed their strength.
   c. The narrator liked to sneak around.

3. What is the author's purpose of both texts?
   a. To show the colonists' desire for their own government.
   b. To show how easy it is to dump tea overboard.
   c. To tell how important Boston Harbor is.

**Name** _____ **Date** _____

## Comprehension Skills: Compare and Contrast
Read the passage. Then answer the questions.

### The Dirty Thirties

During the 1930s, the United States suffered through the Great Depression, a period of time when millions of people were without jobs and families were starving. Farmers on the Great Plains struggled greatly, too.

Because of the poor economic conditions, people in both the United States and around the world could not afford to purchase the crops that farmers grew or the animals that farmers raised.

In addition to the lack of money available for purchasing from farmers, the Great Plains suffered many natural disasters. A long drought, which lasted for years, made it difficult to plant and harvest crops. The drought brought dust storms and insects. Temperatures on the plains hit record highs.

On September 14, 1930, the first "black duster" blew from Kansas through Oklahoma and into Texas. This sandstorm damaged everything in its path. Dirt and dust blew through the country, blowing hard enough to knock people off their feet. Those who experienced these dust storms called them "black blizzards." This dust storm was just the first of many. By 1932, there were 14 reported black blizzards. In 1933, the blizzards increased to 38, and by 1937 there were as many as 72 black blizzards reported.

These dust storms killed many cattle and poultry as the animals ingested the dirt that blew by. Homes were damaged as well, with ceilings sometimes collapsing under the weight of dust that had settled in the attics.

Many farmers lost everything during this time in our history. With no crops to harvest or animals to sell, farmers weren't able to pay for their land.

Those farmers who did remain on their land worked hard to keep their families safe and fed. Without electricity on many farms, this task was not easy, but with the help of neighbors, farm communities remained as strong as possible during this time.

Farmers continued to grow a variety of crops, plant vegetable gardens, and harvest fruit in orchards. They continued to raise chickens, hogs, and cattle. Some farmers even kept bees for their honey. Farmers became very self-sufficient, getting what they needed to live on off the land of their own farms or the farms of their neighbors. Farm families shared potluck dinners to help their minimal resources go even further.

Farm families got very used to repairing and reusing anything they could during this time. People mended socks and patched holes in clothes. Even flour or wheat sacks were used to make clothes.

The Great Depression and the many natural disasters that hit farms in the 1930s nearly destroyed farmers, but because of their personal strength, farming continues to be an important part of our country's history today.

## Family Life on the Farm

It was 1934 in a small town in Nebraska, where ten-year-old Louise lived on a farm with her mom, dad, younger brother, and grandma. Life was tough on the farm as the economy was horrible and the weather was even worse. Her dad struggled to sell the crops he had harvested and the cattle he had raised, but in addition to the struggles with the economy, there was a drought, a major drought. The lack of rain made it difficult for the crops to grow well and to keep the cattle fed and watered, too. Often the crops dried up and burned out because of the heat and lack of rain. Other times, the crops were eaten by insects, like grasshoppers. Many of the cattle died of starvation as they didn't have grass to eat. Louise's dad had a constant battle on his hands.

The drought meant dust storms, and the dust storms were so bad that the house constantly was full of dirt. The floors were covered with soot, as were the tables or any surface on which dirt could land. Everything was covered with a layer of dust, it seemed. The dust seemed to find its way in through the cracks and crevices of the windows and doors. Even their neighbors, the Varners, had had their ceilings collapse under the weight of the dirt settling in the attic. One of Louise's daily chores was to sweep off the floor and wipe off any surface with dirt on it. Sometimes this was a morning *and* evening chore.

The family did not have electricity or running water in the house. Instead the family used kerosene lanterns to light their way, and they used the outhouse for their bathroom needs. When they bathed, washed dishes, or did laundry, they hauled water from the well. Then they heated the water on the stove.

Despite the hardships, Louise and her brother, Wilbur, found plenty of ways to have fun. They loved to get on the hay wagon with their dad and ride around the farm with him. Louise also loved to spend time listening to records on the phonograph and reading books. She especially loved to sit and listen to Grandma read to her.

Wilbur, on the other hand, enjoyed outdoor activities with the neighbor boys. Baseball was a favorite activity on a cool spring afternoon. Sometimes the heat of the summer made it too unbearable for a game of ball. That's when Wilbur and his friends found other ways to entertain themselves. The boys would search for tree branches and make bows with them. They would use roof shingles as the arrows. Because there was little money for buying games and toys, the children of the 1930s got creative and made their own.

In the evenings, families got together to enjoy potluck dinners and play cards or dominos. The farm community worked together to support each other through the difficult times.

**4.** What is the main idea of the first passage?
   **a.** The Great Plains suffered many natural disasters.
   **b.** Millions of people were without jobs and starving.
   **c.** Farmers, despite hardships, remained strong during the 1930s.

**5.** What is the theme of the second passage?
   **a.** Louise and her family struggle on their farm.
   **b.** Wilbur likes to play baseball with the boys.
   **c.** The family did not have electricity.

**6.** What is the author's purpose of both texts?
   **a.** To tell about dust storms in the 1930s
   **b.** To tell about the hardships of farmers in the 1930s
   **c.** To tell about how people found new jobs in the 1930s

# Decodable Reader Support

The *SRA FLEX Literacy™ Decodable Reader* is available to provide additional practice for students who may need extra support as they work through Beginning Reader lessons. Use the D*ecodable Reader* to give students practice in the decoding skills they have been taught in The Digital Experience. The selections allow students to apply grade-level phonics and word-analysis skills to decode words with text.

# Decodable Reader

## How to Use the Decodable Reader

The **SRA FLEX Literacy** *Decodable Reader* is available to provide additional practice for students who may need extra support as they work through the Beginning Reader lessons. Use the *Decodable Reader* to give students practice in the decoding skills they have been taught in The Digital Experience. The selections allow students to apply grade-level phonics and word-analysis skills to decode words within text.

Students can access decodable text selections (two selections for each sound/ sound spelling introduced in the program) after completing the appropriate Mastery Check, beginning with Mastery Check 1 and continuing, every five lessons thereafter, through Mastery Check 16. For example, after Mastery Check 1, students can access Decodable Reader selections 1–10. After Mastery Check 2, students can access decodable text selections 11–20 while reviewing selections 1–10 (as time permits).

Teachers administer decodable text instruction on Days 1, 4, and 5 of The Print Experience during differentiated instruction time. Students can read these decodable text selections one-on-one with a teacher or another adult, such as an instructional aide; partnered with a higher-level student; or independently—depending on the availability of classroom support and the individual student's need. As an alternative to individual reading, students may read in small groups with peers at their skill level. Students may read the decodable text selections chorally or in a "popcorn" fashion, with individuals reading specific pages/phrases/sentences when called on.

Select the appropriate decodable text, based on student progress in The Digital Experience, and support students as needed as they read each selection to ensure they achieve mastery in the following areas:
- Know the spelling-sound correspondences for common consonant digraphs
- Decode regularly spelled one-syllable words
- Know final -*e* and common vowel team conventions for representing long vowel sounds
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- Decode two-syllable words following basic patterns by breaking the words into syllables
- Read words with inflectional endings
- Recognize and read grade-appropriate irregularly spelled words
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Know spelling-sound correspondences for additional common vowel teams
- Decode regularly spelled two-syllable words with long vowels
- Decode words with common prefixes and suffixes

- Identify words with inconsistent but common spelling-sound correspondences
- Decode words with common Latin suffixes

Use the following procedures to provide the instruction students need to apply these skills:
- Before the student reads the selection, review the new and any previously learned high-frequency sight words.
- Have the student read the title, browse the selection, and then discuss what he or she thinks the selection is about.
- Read the teacher introductory text, as applicable, to provide context for the selection.
- Have the student read a page of the selection first silently and then aloud.
- Have the student apply his or her knowledge of spelling and syllabication patterns to blend decodable words.
- Repeat this procedure for each page of the selection, as applicable.
- Have the student respond to the selection by
  - discussing unfamiliar words.
  - retelling the selection.
  - responding to questions by pointing to answers in the text.
- Re-read the selection (partner reading, choral reading, turn-taking, and so on) to build fluency.

Use the following error correction procedure if a student needs additional support.

*For irregular/high-frequency words (e.g., was, is, to, of), correct an error as follows:*

Say, "That word is _____. What word?" Have the student re-read the sentence.

For regular/decodable words (e.g., mat, fad, cats), correct errors as follows:

If a student stops or hesitates on a word, say "Sound out the word." Once the word is sounded out, say, "Say the word the fast way." Have the student re-read the sentence.

If a student does not say a particular sound in a word correctly, focus on the particular sound. Say, "That sound is _____. What sound?" Once the student says the particular sound, say, "Sound out the word." Once the word is sounded out, say, "Say the word the fast way." Have the student re-read the sentence.

Connecting Mastery Check administration to decodable text selections ensures that students will have the necessary skills to read the decodable text selections with a higher degree of success. The chart on the next page indicates the appropriate text selections to read and review following the administration of each Mastery Check.

| After Mastery Check | Decodable Reader Selection |
| --- | --- |
| 1 | **New: 1–10**<br>Review: N/A |
| 2 | **New: 11–20**<br>Review: 1–10 |
| 3 | **New: 21–30**<br>Review: 1–20 |
| 4 | **New: 31–40**<br>Review: 1–30 |
| 5 | **New: 41–50**<br>Review: 1–40 |
| 6 | **New: 51–58**<br>Review: 1–50 |
| 7 | **New: 59–68**<br>Review: 1–58 |
| 8 | **New: 69–76**<br>Review: 1–68 |
| 9 | **New: 77–86**<br>Review: 1–76 |
| 10 | **New: 87–96**<br>Review: 1–86 |
| 11 | **New: 97–102**<br>Review: 1–96 |
| 12 | **New: 103–112**<br>Review: 1–102 |
| 13 | **New: 113–122**<br>Review: 1–112 |
| 14 | **New: 123–124**<br>Review: 1–122 |
| 15 | **New: N/A**<br>Review: 1–124 |
| 16 | **New: N/A**<br>Review: 1–124 |

# English Learner Strategies

The English Learner Strategies section supports students whose primary language is not English. English Learner (EL) students range from emerging to bridging skill levels, and, although they have unique needs, teachers can meet these needs by planning ahead. Thus, the template, lessons, and routines in this resource help teachers map lessons that suit heterogeneous and homogeneous students.

## English Learner Strategies

### Research Background

The English Learner Strategies section supports students whose primary language is not English. English Learner (EL) students range from emerging to bridging skill levels, and, although they have unique needs, teachers can meet these needs by planning ahead. Thus, the template, lessons, and routines in this resource help teachers map lessons that suit heterogeneous and homogenous student groups.

Implement EL Strategies after students have worked with The Digital, Print, or Project Experiences, and conduct mini-lessons during the differentiated instruction time of The Print Experience. Use formative assessments to determine the need for intervention. If a need is noticed, use the template to design a Speaking and Listening lesson about content the student finds challenging. The template is a step-by-step guide to building a successful EL lesson focused on student talk-time. The goal is to scaffold language as much—or as little—as necessary to enable students to engage in conversations around the chosen content skill.

### Speaking and Listening Are the Core

The EL Strategies materials focus on Speaking and Listening—the two essential components of reading comprehension and literacy as a whole. Mastering these competencies is imperative for classroom collaboration, conversations, and discussion. *FLEX Literacy* promotes mastery based on research substantiating the value of *language production* in language learning (Coleman and Goldenberg 2009).

The benefits of oral language development are twofold: It aids students later in reading comprehension and language learning. Hart and Risely (1995) suggest that oral language development is vital in achieving reading comprehension. Applied linguistic research by Gass and Veronis (1994) posits that EL students should use the target language in as many academic scenarios as possible. This theory echoes the statement, "To learn a language, one has to use it" (Haneda and Wells 2012).

Interactionist research concludes that scaffolding language is necessary in critical thinking discussions (McNeil 2011). The space between what students know and what they are capable of doing independently is known as the zone of proximal development, or ZPD (Vygotsky 1978). Through conversations with students, teachers identify when and where they need help based on both overt and subtle cues. For example, a student may ask for help; alternatively, s/he may signal a need by not responding or avoiding discussion. The teacher must notice these cues and provide assistance in diverse forms such as repetitions or restatements.

Having identified the ZPD, the teacher can then devise scaffolds to help students. Teachers scaffold speaking and listening skills through conversation and rote instruction (i.e., repetition and restatement). In the case of the mini-lessons included here, conversations lend themselves to different levels of need and scaffolding. Scaffolding language allows teachers to provide direct and explicit instruction, which is an integral component in EL education (Coleman and Goldenberg 2009). Likewise, Interactionist theory supports the importance of teacher-student conversation, the identification of a ZPD, and use of scaffolds. Interactionists view instructional strategies as ways of constructing meaning and new learning (McNeil 2011). Accordingly, the lessons in this section focus on oral language with EL students.

References

Coleman, R., & Goldenberg, C. (2009, Fall). What Does Research Say about Effective Practices for English Learners? Introduction and Part 1: Oral Language Proficiency. Kappa Delta Pi Record, 10-16.

Gass, S.M., & Varonis, E.M. (1994). Input, interaction, and second language production. Studies in Second Language Acquisition, 16, 283-302.

Haneda, M., & Wells, G. (2012). Some Key Pedagogic Principles for Helping ELLs to Succeed in School. In Theory Into Practice (Vol. 51, pp. 297-034). Routledge.

Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children.* Baltimore, MD: Brookes.

McNeil, L. (2012). Using talk to scaffold referential questions for English language learners. In Teaching and Teacher Education (Vol. 28, pp. 396-404). Elsevier.

## English Language Learning in *FLEX Literacy*

Comprehensible input and interaction are the cornerstones of language learning addressed in *FLEX Literacy*. Comprehensible input refers to the language that the expert (usually the teacher, but the computer in The Digital Experience) provides to students, plus the knowledge to which students are exposed. This includes classroom instruction, read-alouds, and other teacher-talk provided throughout the day.

Active production facilitates language learning. Through mini-lessons and routines, students produce output (language) and interact (speaking with peers). Production supports retention, so the following mini-lessons focus on Speaking and Listening to promote a language-rich classroom that enhances learning. Each lesson and routine invites students to share ideas, collaborate with others, and build confidence in speaking and listening.

The lessons and routines require interaction rather than provide more input. The template helps teachers build their own mini-lessons focused on student-talk. It also helps determine what content to teach (indicated by assessment scores), the language students will produce, and how to start conversations. All resources are designed to include all language learners in active production.

## Step-by-step guide for using the book in a classroom implementation
Production aids acquisition and retention. As such, the EL Strategies materials help students practice producing language, but only if teachers follow these steps:
1. Review formative assessments to determine if a student struggles with a skill.
2. Determine which lesson(s) the student is having difficulty with. Use the scope and sequence to review the content for the lesson(s).
3. Use the lesson template from this book, and choose routines that are most appropriate for the content area you have noted from above.
4. Design your mini-lesson following the lesson template.
5. Deliver the lesson.
6. Repeat the lesson if necessary.

## Description of the mini-lesson template and rationale, including how to use
A description of the lesson template and its component follows. Each section of the lesson template is described, and examples have been included.

### Language Objective
To begin, the teacher uses formative assessment scores to determine lesson content. In the following scenario, students have trouble understanding similes. Based on their need, the teacher constructs the language objective, which means phrasing the content objective in terms of a complete sentence, like so:

**Objective**: Students will be able to identify similes.

**Language Objective**: Students will use a complete sentence to identify and create similes.

### Sentence Frames
Using frames, the teacher scaffolds sentence formulation. At first, students repeat teacher models, especially if they are emergent. Advanced students generate sentences unaided. Keep these tips in mind when framing the mini-lesson:
- Student production is the focus, so minimize teacher-talk.
- It is important to maximize the opportunities for students to create sentences.

Considering the Language Objective prompts teachers to think of two things: a question and an answer. If the objective is to identify a simile, the question, "What is a simile?" should be asked. This leads to the natural response, "A simile is _____." These would be the first two sentence frames to use with students.

Another question could be "How can you identify a simile?" The query necessitates an answer like, "A simile uses *like* or *as* to compare two things." These questions and answers should be introduced to the students and then repeated by them.

Alternatively, a teacher may want students to create similes and would determine what sentence frames would help them do so. The sentence frames "A/An _____ is like a/an_____." and "It is as _____ as a/an_____." help students to create similes.

The sentence frames are the first scaffold. Once created, they can be expanded by filling in the blanks or challenging students to complete the frame unaided, depending on their skill level. This way, the sentence frames suit all levels of EL students.

### Review (Teacher-Talk)
After developing sentence frames, the teacher plans how to introduce them and the language objective. Be advised to keep the review brief and focused, because students have already had the Comprehensible Input aspect of the lesson. They have listened to the Digital Experience or heard the topic discussions in Print or Project Experiences and have been exposed to the content. The template and following mini-lessons are meant to maximize student-talk. So, keep this section to a minimum.

### Practice (Student-Talk) introduction of sentence frames
This is the first opportunity students will have to say the sentence frames themselves.
- For emergent students, fill in the blanks for them, and then have students repeat.
- For bridging students, teachers may introduce the frame without filling in the blanks, and then they may have them use their own verbiage to complete it.

Creating a chart helps as well. The chart offers ideas on how students can fill in the blanks to create a new, complete sentence.
- For emergent students, teachers scaffold by filling in the blanks as students repeat.
- For bridging students, teachers may have them create their own sentences without help. Further, the bridging students may be asked to create and record new ideas for the blanks. They should apply their skills to new sentences.

### Monitor (Student-Talk)
During monitoring, students use all of the sentence frames—both questions and answers—to have a mini-dialogue. Emergent learners will use frames as rehearsed, while bridging students will use the chart to complete frames.

### EL Routines (Student-Talk)
Conclude the lesson with further practice with an EL Routine. These additional exercises let students practice with frames in fun scenarios. The teacher listens to students to check that they have met the Language Objective. Routines also allow for collaborative opportunities for students of different ability levels. Use suggestions on how to scaffold student learning at the emerging, expanding, and bridging levels.

# 🔷 English Learner Mini-Lesson Template

This template helps teachers create mini-lessons that invite students to participate in differentiated instruction while achieving desired learning objectives. For sample mini-lessons, see examples on the next pages.

**Objective:** Use the stated objective that corresponds to the goals students are presently working toward in The Digital, Print, or Project Experience.

**Language Objective:** Students will be able to use complete sentences to **[Restate objective here.]**

The language objective is the content plus complete sentences.

**Sentence Frames:** Develop these from the objective. Think about sentences that students need to say to meet the objective. Sometimes there will be only a few, and sometimes there will be many. Regard questions and answers as equally important.

**Review:** The focus is **Teacher-Talk.** Teachers introduce the topic during review and build background. They make connections to lessons students have already completed. This is also the time to introduce key vocabulary, but resist talking too much. The goal of the mini-lesson should be student-talk. Examples can include:

**Say:** Today, we are going to...discuss vocabulary or give sentences restating the objective. [Tell students what they will be completing.]

**Practice:** The focus is **Student-Talk.** Write the sentences you developed for the lesson on the board. Have students repeat after you before asking them to say the sentences unaided. Remember that questions and answers are equally valuable. If specific phonemes are problematic for students, review the Forming English Sounds diagrams on pp. 387–396.

**Monitor:** The focus is **Student-Talk.** Have students work in pairs or small groups. Tell them to refer to the sentence frames on the board. The goal is having them talk as much as possible. Highlight similarities and differences between the student's home language and English. For help, view the Contrastive Analysis Charts on pp. 397–422.

**EL Routines:** The focus is **Student-Talk.** Choose from the suggested routines on pp. 382–386. In routines, students should focus more on collaboration and less on understanding instructions. Use routines to differentiate lessons and make them accessible to all ability levels, including emerging, expanding, and bridging. Include _Challenges_ to encourage students to expand, demonstrate, apply, and collaborate.

## EL English Learner Mini-Lesson 1

### Vocabulary and Language

Objective: Students will be able to identify similes.
Language Objective: Students will be able to use complete sentences to identify and create similes.

**REVIEW**  Review the concept. Say: **Today we are going to talk about similes. Similes compare the traits of two things. Authors use them to describe people, places, things, and ideas. When creating a simile, we use the words *like* or *as* to compare two things. For example, if I want to describe a person as quiet, I might compare the person to something else, like an animal. I could say, "You are *quiet* like a *mouse*."**

**PRACTICE**  Create a chart with the following sentence frame: You are _____ like a _____.

Use images and movement, and act out for students the terms *quiet* and *mouse*. Have students continue with more examples. Use images and actions to explain the terms. Examples can include:
    You are bright...*like* a canary.
    You are warm...*like* the sunshine.

Create a separate chart that emphasizes verbs followed by similes.
    You float...*like* a butterfly.
    You sound...*like* a bumblebee.

Now create a chart with examples using *as*.
Use the following sentence frame: It is as _____ as _____.
    It is *as* hard *as* nails.
    It is *as* cold *as* ice.
    It is *as* big *as* an elephant.

*Challenge:*  Use sentence frames with the class to create and record new similes on the charts, saving them for use in the next exercise. Point out that different sentence frames are needed for verbs or adjectives and for *like* and *as*.

### MONITOR
**Sentence Frames:**  Write the following sentence frames on the board, leaving blanks in place of *two*, *like*, and *as*. Ask the questions. Have students fill in the answer blanks. Then repeat the answers, and have students repeat after you.

Ask: **What is a simile?**  *Answer:*  A simile compares [two] things.

Ask: **How can you identify a simile?**  *Answer:*  A simile uses [like] or [as] to compare two things.

Ask: **Can you give me an example of a simile?**  *Answer:*  A/An_____ is like a/an _____. It is as _____ as a/an_____.

## EL ROUTINE:
**Pair Practice and Collaborate**   Students practice asking and answering questions in pairs. Use class-created charts for unique conversations. Assist students as needed.

## EL ROUTINE:
**Mixer**   Write the examples of similes on strips of paper. Cut the strip in half so that the first part of the simile is on one half (e.g., *You are bright*), while the second half is on the other (e.g., *like a canary*). Give each student a half-strip, and have them read their part of the simile aloud. Next, have them move about the room to find the student whose half-strip holds the other half of their simile. To complete the routine, have students explain how and why their half-strips complete each other.

*Challenge:*  Have students formulate a new simile by changing the *like* portion (e.g., *You are bright...like the sun.*)

## EL  ENGLISH LEARNERS SCAFFOLD

**EMERGING:**
**Use Visuals**  Use picture cards to illustrate items being compared.

**Include Movement**  Have students act out comparisons between descriptors such as *fast*, *big*, *sleepy, etc.*

**EXPANDING:**
**Describe**  Have students work together by writing nouns on paper and then pairing up to create their own descriptive language. Encourage them to discuss the descriptions before writing them down in order to encourage oral language.

**BRIDGING:**
**Discuss**  In pairs, have students create their own original examples to record on a chart. Each pair should formulate as many examples as they can. Next, have pairs discuss their examples with another pair. Encourage them to ask questions about the other team's examples.

For example, "*She is as timid as a mouse.*" Ask: **Why do you think mice are timid?** *Answer:* Because they run away quickly when others are around.

## EL English Learner Mini-Lesson 7

### Text Elements

Objective: Students will be able to identify text features used to locate information in graphs, illustrations, maps, and diagrams.
Language Objective: Students will be able to use complete sentences to identify text features used to locate information in graphs, illustrations, maps, and diagrams.

**REVIEW**   Use this mini-lesson after students have completed a reading with graphs, illustrations, maps, or diagrams. Say: **Today we are going to review text features that can help us collect information. Specifically, we can rely on visuals to provide us with useful information when we look at graphs, illustrations, maps, and diagrams. Let's look at some visuals and see what we can learn from them.**

Use visuals from the reading, or give examples of a map, an illustration, a graph, and a diagram. Help students describe how these all show different pieces of information.

**PRACTICE**   Use the following sentence frames to ask and answer questions. Say the question, and have students repeat after you. Then say the answers, and have students repeat these as well.

Ask: **What type of visual is this?**
*Answer:* This is a/an _____.

Ask: **What can we learn from a/an _____?**
*Answers can include the following:*
A *graph* shows a collection of information.
An *illustration* shows a picture or drawing of information.
A *map* shows the location of events.
A *diagram* is a picture that explains an item or event.

Say: **Now let's find some of the common things about these visuals.** Use question-and-answer sentence frames to guide their conversation about commonalities.

Ask: **Where are the *titles*, and what can we learn from them?**
*Answer:* The title is _____. That means the topic is about _____.

Ask: **What are the *labels*, and what can we learn from them?**
*Answer:* The labels are _____. That means _____.

Ask: **What drawings or images are included, and what can we learn from them?**
*Answer:* The images are _____. They tell us _____.

Ask: **What colors are used and why?**
*Answer:* _____ is used in the _____. That means _____.

**MONITOR**   Write sentence frames on the board, leaving the underlined portions blank. In pairs, have students discuss different visual features in texts. Encourage them to use follow-up questions that may fit the particular visual they are examining.

**EL ROUTINE:**
**Start the Conversation**   Students should use the sentence frames to discuss the visuals that are present. After completing the frames, encourage students to express their opinions or pull answers from the visuals. Help students express their opinions with the following sentence frames:

I like/dislike the _____ because _____. OR
The _____ made me _____ when _____.

**EL ROUTINE:**
**Match Up**   Give students either a title or an image such as a graph, chart, illustration, map, or diagram. Make sure the titles are not on the images. When you say "GO," have students try to find their matches. Once they have found their match, each student should explain why they think the two go together.

## EL   ENGLISH LEARNERS SCAFFOLD

| EMERGING: | EXPANDING: | BRIDGING: |
|---|---|---|
| **Make Choices**  Fill in possible sentence frames for students. Have them repeat the sentence that matches their conversation. | **Describe**  Give students different examples of expressing both like and dislike. Encourage students to describe their own opinion but to include reasons that support their opinion. | **Debate**  Encourage students to express their opinions and to support their beliefs. Then have students respond as to whether they agree or disagree. Students should engage in respectful debate while making sure that they support each of their points with evidence. |

# EL English Learner Routines

## Routine 1: Match Up

Give each student either a word or definition written on a card or piece of paper. Have students move about the room. When you say "GO," have them search for the student whose card matches their own. Once they have found their match, students should say a sentence that uses their vocabulary word.

**Emerging:** Have the students say the vocabulary word and repeat the definition.
**Expanding:** Have students come up with a sentence using the vocabulary word.
**Bridging:** Have students help each other to come up with a new sentence.

## Routine 2: Fill-in-the-Blank

Before the routine, prepare several sentence frames based on the lesson and learning objectives that students are currently completing. Write the lesson's vocabulary on a chart or whiteboard, asking students to define and use each term as you record it. Next, ask students for ideas and phrases to include with the terms. Be sure to define each word as you add it to the visual. Now, have students use the vocabulary and their suggestions to fill in the blanks for the sentence frames you prepared.

**Emerging:** Encourage students to say the complete sentence, not just the words and phrases used to fill in the blanks.
**Expanding:** Have students choose new words and phrases from the chart to fill in the blanks and say a new sentence.
**Bridging:** Have students choose new words and phrases not on the chart to fill in the blanks and create a new sentence.

## Routine 3: Mixer

On strips of paper, write sentences or phrases that relate to the lessons and vocabulary that students are currently learning. Cut the strips in half so that one half holds the beginning of the sentence, while the other holds the end. At random, give students one of the half-strips, and have them read their part aloud. Next, have students move about the room to find the person holding the part of the sentence that matches with their own. Have students explain why they complete each other, and discuss how they might match with other half-sentences.

**Emerging:** Have each student in the pair read the whole sentence.
**Expanding:** Have students create new sentences.
**Bridging:** Have students create *figurative language* sentences.

## Routine 4: Pair Practice and Collaborate

With the aid of sentence frames, have students practice asking and answering questions in pairs. Add class-created charts listing several ways of asking and answering. Start the chart with examples, for instance, "What does _____?" and "S/he does _____." Monitor and support students as they ask questions and provide answers.

**Emerging:** Have the dialogue posted for students to read.
**Expanding:** Have students use the sentences frames to create unique sentences.
**Bridging:** Have students create new conversations using the questions and language frames in a unique way.

## Routine 5: Start the Conversation

Use sentence frames to help students express their opinions and pull material from texts they have read. Write an opinion-based sentence frame on the board, and have students complete it with their own opinions on a subject they choose, for instance, children's television programming. For example, you might use the frame "I liked the selection _____ because _____." Or, you might try using "The selection _____ made me _____ when _____."

**Emerging:** Fill in the sentence frames for the students.
**Expanding:** Give students different options for them to choose from to fill in blanks.
**Bridging:** Have students fill in blanks on their own.

## Routine 6: Make the Sounds

Help students to produce and recognize non-transferable sounds. Model the target sound. Show students what happens in the mouth, with the lips, with the tongue, etc. Exaggerate the movements if necessary. Have students make the sound together, and then individually. Provide corrective feedback as necessary. Show words or pictures that contain words which use the sound. Have students say the word and then isolate the sound. Refer to Forming English Sounds on pp. 387–396 for illustrated guidance on teaching English phonemes.

**Emerging:** Make the sound and have students repeat.
**Expanding:** Have students practice words with the sound.
**Bridging:** Have students think of words that have the targeted sound in and practice saying the words.

## Routine 7: **Picture It**

Use TPR (Total Physical Response) with pictures or actions. Show images to help teach vocabulary that appears in the text or projects. Point to a picture, poster, or object; or pantomime the action, and say the word. Label the picture or object, repeating the word as you write it.

**Emerging:** Have students read the word and sentence.
**Expanding:** Have students give an example of the word in a sentence that relates to the topic of the selection.
**Bridging:** Invite students to offer their own sentences using the word.

## Routine 8: **Opposites**

Encourage students to group words to increase retention of definitions, pronunciation, and usage. Explain a word using images, pantomime, or familiar language. Next, create a chart that lists "Synonyms" on one side and "Antonyms" on the other. Make sure students understand that antonyms are opposites or near-opposites, and synonyms are words that mean the same thing, or almost the same.

**Emerging:** Use very concrete words like *up/down*, *hot/cold*.
**Expanding:** Use higher-level words and include *not* or *no* in the explanations if necessary.
**Bridging:** Encourage students to make sentences using the opposites.

## Routine 9: **Word Webs**

Help students further understand vocabulary by creating word webs. Once students understand the word, post the word on a chart or wall.

**Emerging:** Have students create an image to help students remember.
**Expanding:** Have students create words that are related to the main word. Use categories such as adjectives, verbs, adverbs, and so on.
**Bridging:** Encourage students to add to the web. Post labels or pictures on the web for easy reference during readings or discussions.

## Routine 10: Define, Example, Ask Vocabulary

Focus on words from the most recent reading or lesson. Say a word, and have students repeat after you. Define the word using a simple definition, and then give one example sentence that uses the term. Next, use the word in a question, and ask students to respond in a complete sentence, supporting them with sentence frames as necessary. To conclude the activity, have them turn to their partner and repeat the routine.

**Emerging:** Have students repeat sentences that use the word.
**Expanding:** Encourage students to ask and answer questions using the word.
**Bridging:** Challenge students to find opposites or use negatives with the word.

# Contrastive Analysis Charts: English Learner

The contrastive analysis charts that are provided on the following pages address language features, phonemes, and grammar by comparing English with Arabic, Cantonese, Farsi, Haitian Creole, Hmong, Japanese, Khmer, Korean, Portuguese, Russian, Spanish, Tagalog, and Vietnamese.

# Introduction to Contrastive Analysis Charts for Speakers of Other Languages

The contrastive analysis charts that are provided on the following pages address language features, phonemes, and grammar by comparing English with Arabic, Cantonese, Farsi, Haitian Creole, Hmong, Japanese, Khmer, Korean, Portuguese, Russian, Spanish, Tagalog, and Vietnamese.

## Language Features

*The Contrastive Analysis Chart for Speakers of Other Languages: Language Features* lists general language issues. The chart contrasts the phonology, methods of writing, and writing structures of the above languages with English.

## Phonemes

*The Contrastive Analysis Chart for Speakers of Other Languages: Phonemes* contrasts English phonemes that may not exist in an English Learner's primary language with those phonemes known to him or her.

The information shown in filled cells indicates that the English phoneme listed does not exist in the language shown and/or that a variation of the sound occurs due to a language transference from the speaker's primary language. An empty cell in this chart indicates that a speaker of this language has no difficulty with that particular sound or that a variation of the sound based on the speaker's primary language is not known.

## Grammar

*The Contrastive Analysis Chart for Speakers of Other Languages: Grammar* lists various grammatical structures that may pose difficulties for an English Learner. The chart covers grammar issues that may arise for speakers of each of the languages listed and shows how these issues might transfer to English.

# Contrastive Analysis Chart for Speakers of Other Languages: Language Features

| Language | Phonology | Method of Writing | Writing Structure |
|---|---|---|---|
| **Arabic** <br> Learners whose primary language is Arabic may have difficulty with short-vowel sounds, the unnecessary insertion of glottal stops, and the concept of capitalization. | Arabic has eight vowels and diphthongs. Arabic has emphatic consonants, such as /t/, /d/, /th/, and /s/. The Hamza (ء) represents the glottal stop, as heard in *uh oh*. | Arabic writing does not consist of the Roman alphabet. The Arabic alphabet is cursive writing that runs from right to left. | There is no distinction between uppercase and lowercase words in Arabic. Arabic sentences are structured verb-subject-object (VSO) or subject-verb-object (SVO). |
| **Cantonese (Chinese)** <br> Learners whose primary language is Cantonese may have difficulty with English phonemes that do not exist in Cantonese, multisyllabic words, inflectional endings, the use of articles, countable/uncountable nouns, conjugation (tenses), and clauses. | Cantonese has six vowels and twelve diphthongs. It is a tonal language consisting of five tones: high, rising, middle, flat, and falling. | Cantonese writing is non-alphabetic. Characters represent words and meanings. | Cantonese words are mostly monosyllabic. Word meaning changes with differing tones. Cantonese does not use inflectional suffixes or articles. Basic Cantonese sentences are structured subject-verb-object (SVO). |
| **Farsi (Persian)** <br> Learners whose primary language is Farsi may have difficulty with English phonemes that do not exist in Farsi or are used differently in Farsi. | Farsi has six vowels and twenty-three consonants, including two affricates, /ch/ and /j/. | Farsi writing does not consist of the Roman alphabet. Perso-Arabic or Arabo-Persian script is the writing system that is used. It is based on the Arabic alphabet. | Farsi declarative sentences are structured optional subject-prepositional phrase-object-required verb, (S)(PP)(O)V. |
| **Haitian Creole (French)** <br> Learners whose primary language is Haitian Creole may have difficulty with English phonemes that do not exist in Haitian Creole or are used differently in Haitian Creole. | Haitian Creole has ten vowels and three semi-vowels, *ui, w,* and *y*. It is based on French but does not contain front-rounded vowels. This language is mostly phonetic. | Haitian Creole is a language based on the French language of the 16th and 17th centuries and adapted to the dialects in use in French West Africa. Its writing is similar to the International Phonetic Alphabet (IPA). The IPA is based on the Roman alphabet and is a system of phonetic notation. | The Haitian Creole language is less inflected than French. Basic Haitian Creole sentences are structured subject-verb-object (SVO). |
| **Hmong (Thai-Lao)** <br> Learners whose primary language is Hmong may have difficulty with multisyllabic words and English phonemes. The same letter in both languages may have different sounds in each language. There are no consonants at the end of words, so Hmong speakers may have difficulty with ending English words on the consonant as well. | Hmong has six vowels, seven diphthongs, and fifty-six consonants. It is a tonal language consisting of seven tones: high, mid, low, high-falling, mid-rising, low-falling, and mid-low. | Hmong's recently created writing system uses the Romanized Popular Alphabet (RPA). The various dialects of the Hmong language exist in romanized form in the RPA. All tones in the Hmong language are indicated by letters at the end of a syllable except for the mid-tone. | Hmong syllable structures are very simple: one consonant and one vowel (CV). Hmong basic sentences are structured subject-verb-object (SVO). |
| **Japanese** <br> Learners whose primary language is Japanese may have difficulty with English phonemes that do not exist in Japanese and contractions. | Japanese has five vowels and 97 other distinct syllables. | The Japanese language is written with a combination of three scripts: modified Chinese characters and two syllabic scripts. Modern Japanese writing sometimes uses the Roman alphabet. | Japanese syllable structures are very simple. Japanese basic sentences are structured subject-object-verb (SVO). |
| **Khmer (Cambodian)** <br> Learners whose primary language is Khmer may have difficulty with English phonemes that do not exist in Khmer, multisyllabic words, inflectional endings, the use of articles, and the concept of capitalization. | Khmer has approximately twenty-four dependent vowels and sixteen independent vowels. | Khmer is written using the Khmer alphabet, not the Roman alphabet. It derives from the Pallava script of India. Khmer is a syllabic alphabet; each letter represents a syllable in CV (one consonant, one vowel) form. | Khmer words are predominantly of one or two syllables. Khmer does not use articles, inflectional endings, or capitalization. Khmer basic sentences are structured subject-verb-object (SVO) with prepositions. |

# Contrastive Analysis Chart for Speakers of Other Languages: Language Features

| Language | Phonology | Method of Writing | Writing Structure |
|---|---|---|---|
| **Korean**<br>Learners whose primary language is Korean may have difficulty with English phonemes that do not exist in Korean or are used differently in Korean. | Korean has ten vowels and fourteen consonants. | Hangul is the Korean alphabet. It is a phonetic alphabet organized into syllabic blocks. These blocks can be written left to right, or top to bottom. | Korean basic sentences are structured subject-object-verb (SOV) with the verb being required and immovable. |
| **Portuguese**<br>Learners whose primary language is Brazilian Portuguese have difficulty with English phonemes that do not exist in Portuguese, such as the dental fricatives and its voiced counterpart. Brazilian Portuguese speakers also often place the wrong stress on longer English words, and they tend to overnasalize English vowels. | There are seven oral vowels, five nasal vowels, and twenty consonants. There is considerable regional variation in Brazilian Portuguese. | Brazilian Portuguese uses the Roman alphabet with a few modifications: ç has an /s/ sound, and diacritics indicate stressed syllables or nasality. | Portuguese has rich verb inflections. Its sentence structure follows an SVO order. |
| **Russian**<br>Learners whose primary language is Russian may have difficulty with English phonemes that are used differently in Russian, the use of articles, the present tense of the verb *to be,* and word order within a sentence. | Russian has five vowels and twenty-one consonants. Consonants can be soft or hard. | Russian is a Slavic language that uses the Cyrillic alphabet, not the Roman alphabet. The letters of this alphabet are comprised of consonants, vowels, and hard and soft signs. | Russian is an inflected language that does not use articles, has no present-tense form of the verb *to be,* and has lenient rules regarding word order in a sentence. |
| **Spanish**<br>Learners whose primary language is Spanish may have difficulty with the variants of English phonemes, modifiers placed before what they are modifying, the lack of double negatives, one present form of the verb *to be,* and the use of question marks and exclamation points. | Spanish has five vowels and thirteen diphthongs. The five vowels are *a* pronounced /ä/, *e* pronounced /ā/, *i* pronounced /ē/, *o* pronounced /ō/, and *u* pronounced /o͞o/. These vowels are consistently pronounced this way. | Spanish uses the Roman alphabet plus one other letter, *ñ* (eñe). Since 1994 the digraphs *ch* and *ll* are no longer considered letters of the alphabet even though they represent only one phonetic sound. | In Spanish, modifiers can be placed before or after what they modify, and meaning might change depending on the position. Double negatives can be used for emphasis and reinforcement. There are two forms of the verb *to be* (*estar* and *ser*). Spanish also adds an inverted question mark and an inverted exclamation point to the beginning of questions and exclamatory sentences. |
| **Tagalog (Filipino)**<br>Learners whose primary language is Tagalog may have difficulty with English phonemes that do not exist in Tagalog or are used differently in Tagalog. | Tagalog has sixteen consonants, five vowels, and five diphthongs. | Tagalog uses the Roman alphabet. | Syllable structure is very simple in Tagalog, while its grammar is complex in regards to its verbal system. |
| **Vietnamese**<br>Learners whose primary language is Vietnamese may have difficulty with English phonemes that do not exist in Vietnamese (such as consonant blends), multisyllabic words, and inflectional endings. | Vietnamese vowels are all pronounced with one of the following tones and vary in pitch, length, melody, intensity, and glottality: level, hanging, sharp, asking, tumbling, and heavy. | Vietnamese uses the Roman alphabet with diacritics that express tone and sound. Spelling is entirely phonetic; each symbol corresponds to a single sound. | Vietnamese words are monosyllabic, and inflectional suffixes are not used. Vietnamese basic sentences are structured subject-verb-object (SVO). |

# Contrastive Analysis Charts: African American English

African American English (AAE) is considered a dialect by some linguists and a linguistic system by others. Developed over the course of at least the last century, AAE is relatively common, especially among younger lower- and working-class speakers in socioeconomic groups or regional areas. Not every African American speaks AAE, and on one uses all of the features in the tables included here 100 percent of the time. It is estimated that about 80 percent of African Americans speak AAE, though this figure has not yet been verified through systematic, empirical findings. Also, speakers of AAE are not found solely in the African American community, though many speakers of AAE are indeed African American.

# Introduction to African American English

African American English (AAE) is considered a dialect by some linguists and a linguistic system by others. Developed over the course of at least the last century, AAE is relatively common, especially among younger lower- and working-class speakers in socioeconomic groups or regional areas. Not every African American speaks AAE, and no one uses all of the features in the tables included here 100 percent of the time. It is estimated that about 80 percent of African Americans speak AAE, though this figure has not been verified through systematic, empirical findings. Also, speakers of AAE are not found solely in the African American community, though many speakers of AAE are indeed African American.

## Contrastive Analysis

Most linguists and scholars agree that African American English has a well-developed system of rules governing sounds and grammar. Students who learn to recognize the differences between AAE and Academic English and who learn to use the dialect best suited for the situation will most likely achieve success. A Contrastive Analysis Chart of Sounds and Grammar follows this introduction. The chart contains phoneme and grammar issues that may need to be addressed with AAE speakers so that they can succeed in the classroom.

As you address AAE phoneme and grammar issues in the classroom, you will want to use the Contrastive Analysis method as your main mode of instruction. When using contrastive analysis, you will contrast an Academic English phoneme or grammar issue with its corresponding African American English. For example, if you want to target the Academic English use of subject/verb agreement in the sentence "You is tall," you would contrast this AAE sentence with the Academic English sentence "You are tall." Get students to notice and hear the difference between the sentences. Lead them in a discussion about the similarities and differences, and then have them come up with a governing "rule" about what to do in either an Academic English setting or an AAE setting. Note that either sentence may be appropriate, depending upon the setting. Keep a list of these rules posted in you classroom, and add to them as the need arises. Students who are vested in this process of coming up with their own set of rules and seeing the appropriateness of either AAE or Academic English, depending upon the setting, will not only retain more but will also understand the differences between the two, which is key.

## Positive Perceptions

When leading discussions about African American English and Academic English, encourage positive perceptions in your classroom of the differences in dialects and languages among all of your students. While the goal should be to help speakers of AAE develop the competence to read and write in Academic English, this should be done by extending their verbal repertoire rather than by putting down or attempting to eradicate the systematic vernacular patterns they bring from their home and community. Teachers and students alike should develop a positive respect for the rule-governed and expressive nature of their students' vernacular speech and for the dialect used in stories they read and in the literature of African American literary giants such as Maya Angelou, James Baldwin, Lucille Clifton, and Langston Hughes, among others. Encourage interested students to conduct further research into these authors and to read some of their works. All of these writers display the exemplary ability to switch back and forth between AAE and Academic English that we should help AAE-speaking students to develop.

Encourage students to discuss their reactions and responses to the use of AAE features in the narratives in which they occur. Some questions you might pose to students might include the following:

- "Do you enjoy reading stories with dialectal features in them? Why or why not?"
- "Does the language used in this story remind you of anyone you know or have heard who sounds like that?"
- "How do you feel when you hear this dialect?"

Research suggests that constant correction breeds resentment and disinterest and has a negative effect on student performance. Rather, the explanations are provided so that both you and your students might fully understand and appreciate the meaning, and so that teachers might understand that AAE is regular and systematic. Try not to underestimate the intelligence of students who speak AAE, as the evidence is clear that low expectations lead to low performance. Instead, use this information as a guide for helping AAE speakers acquire and add Academic English to their linguistic repertoire. Research evidence shows that teachers who use their knowledge of AAE features to inform their pedagogy (e.g. via Contrastive Analysis) have more success in enhancing the linguistic and literacy skills of AAE speakers than teachers who simply correct AAE speakers or who model Academic English without contrasting it with AAE.

Use the Contrastive Analysis Charts provided in order to help speakers of African American English develop the Academic English skills they need to succeed in the classroom.

# Contrastive Analysis Chart for African American English: Sounds and Grammar

| Sound or Pattern | Occurrence | Academic English Pronunciation | African American English (AAE) Pronunciation | Note |
|---|---|---|---|---|
| Unvoiced or voiceless /th/ (vocal cords not vibrating) | Beginning of words/syllables | *thing* or *this* | /t/ as in *ting* | Relatively rare in AAE speech or reading; more likely with creole-speakers from the Caribbean or West Africa |
| Unvoiced or voiceless /th/ | Ends of words/syllables | *month, bathroom, tooth* | /t/ as in *mont* OR /f/ as in *bafroom* or *toof* | More of an issue in spelling and speaking rather than in learning to read, unless differences in pronunciations are misinterpreted as mistakes in reading (decoding). If students understand the semantic concept of "*month*," "*tooth*," "*brother*," or "*this*" but pronounce them as "*mont*," "*toof*," and so on in reading, then they are having issues with pronunciation rather than making mistakes in decoding. AAE speakers often pronounce voiced and unvoiced /th/, and when they use other pronunciations, they never mix them up: they replace voiceless /th/ only by the voiceless /t/ or /f/ and voiced /th/ only by voiced /d/ or /v/. |
| Voiced /th/ (vocal cords vibrating noisily) | Middle and ends of words | *brother, another, teeth* | /v/ as in *bruvver, anuvver,* or *teeve* OR /d/ as in *brudder, anudder,* or *teed* | |
| | Beginnings of words/syllables | *the, this* | /d/ as in *de, dis* | Very common among AAE speakers, especially in function words like *the, this,* and *them* (*de, dis, dem*) and in other vernacular varieties. AAE speakers sometimes use the voiced /th/, especially in reading and more formed styles. This is more of a potential issue in speaking/spelling than in reading, except when misinterpreted as a mistake in decoding rather than a difference in pronunciation (see below). |
| /r/ after a vowel | After a vowel at the end of a word | *store, door, for* | Absence of /r/ as in *sto', do', fo* | So-called "*r*"-lessness after a vowel occurs in Southern and many other English dialects but is more common in AAE than in other vernaculars. At the ends of words or before consonants, /r/ deletion occurs almost always (80%–90%) in AAE. |
| | After a vowel before a consonant | *cord, sort* | *cawd, sawt* | |
| | Between two vowels across a hard boundary | *four o'clock* | *fou' o'clock* | Occurs with 80%–90% frequency |
| | Between two vowels within a word | *Florida, story* | *Flo' ida, sto' y* | Rare (2%–20%) in AAE but is nonexistent in other U.S. dialects |
| /r/ after a consonant | In some words, after a consonant, before *o* or *ou* | *throw, through, professor* | *th'ow, th'ough, p'ofessor* | Does not happen for all AAE speakers, and only in certain words |
| /r/ before a vowel | Most cases of /r/ before a vowel, at the beginnings of words/syllables | *rose, ran, red* | Same as in Academic English: *rose, ran red* | Pre-vowel /r/ is not deleted (but see *throw, through, professor* above). |
| /l/ after a vowel | After vowel at the end of word | *all, cool, nickel, I'll* | *awe, coo', nickuh, I'uh or I'* | Similar to /r/ after a vowel, sometimes leaves vowel-like "*uh*" trace. May have grammatical effect of deleting contracted *'ll* (from future *will*) as in *I be home* for *I will be home* |
| | After vowel and before a consonant | *help, belt, milk, fault* | *hep, bet, mik, fawt* | Occurs mainly before *p, t,* or *k* and usually leaves no "*uh*" trace |
| /l/ before a vowel | Before a vowel, at the beginnings of words/syllables | *leaf, love, last* | Same as in Academic English: *leaf, love, last* | Pre-vowel /l/ not deleted |
| syllabic /l/ | As final -*le* | *people, couple, little* | *peopuh, coupuh, littuh* | Residual /uh/ vowel always left even though a distinct /l/ is absent |
| /s/ | Preceding /n/ | *business, isn't, hasn't* | *bidness, idn't, hadn't* | |
| /st/ | Ends of words or syllables | *past, passed* | *pas', pass'* | Clusters of sequences of two or more consonants at the ends of words or syllables are simplified by dropping the first consonant. Occurs not just before consonants, as in *pas' go,* but before vowels and pauses, too. Most frequent before consonants. Simplification is possible only if both consonants are voiceless (*st, sp,*) or voiced (*nd, md*). If one consonant is voiced and the other voiceless, (as in *jump, belt, rank*) simplification is not allowed. |
| /sp/ | | *wasp* | *was'* | |
| /sk/ | | *desk* | *des'* | |
| /ft/ | | *gift, stuffed* | *gif', stuff* | |
| /pt/ | | *rapt, rapped* | *rap'* | |
| /nd/ | | *hand, banned* | *han', ban'* | |
| /md/ | | *dimmed* | *dim* | When a vowel follows the consonant cluster, speakers of AAE are much more likely to hear and/or produce the second consonant. The first sound in a consonant cluster is more likely to be dropped if it is hard to hear. |
| /mp/ | | *lamp* | *lap* | |
| /nt/ | | *pant* | *pat* | |
| /nk/ | | *sank* | *sak* | |

# Contrastive Analysis Chart for African American English: Sounds and Grammar

| Sound or Pattern | Occurrence | Academic English Pronunciation | African American English (AAE) Pronunciation | Note |
|---|---|---|---|---|
| /str/ | Beginning of words | *street* | *skreet* | Often occurs in Southern regions |
| /im/ | Ends of words | *him* | *him* | Often occurs in Southern dialects among both Caucasians and African Americans; no distinction is made between *him* and *hem;* most vowels sound like *-im* |
| /em/ | | *hem* | *him* | |
| /in/ | Ends of words | *pin* | *pin* | Often occurs in Southern dialects among both Caucasians and African Americans; no distinction is made between *pin* and *pen;* most vowels sound like *-in* |
| /en/ | | *pen* | *pin* | |
| -ing | Ends of words | *thing, sing, ring* | *thang, sang, rang* | Often occurs in Southern dialects |
| | Suffix | *talking* | *talkin'* | |
| /d/ | End of words (inflectional endings or new consonant clusters)—see also Past Tense | *walked, tightened, skipped, washed* | *walk, tighten, skip, wash* OR *walkted, skipted, washted* | |
| Past tense | Ends of words | *picked* | *pickted* | Sometimes the past tense can sound the same as the present tense. Often struggling readers try to pronounce past tense verbs, indicating that speakers of AAE usually understand the meaning of the past tense *–ed,* though they may not pronounce it. |
| *Be* verbs | Anywhere, though not where *is* receives a stress *(That's what he is/Is she going?).* | *I am, I'm* She is going over there. She's going over there. He was reading. | *Uhm* She is going over there. She's going over there. She goin' over there. He reading. | Speakers of AAE may pronounce the full form, the contracted form, or no form at all. The uncontracted forms seem to be easier to read than the contracted forms. This happens less with nouns *(She is my sister)* than with verbs *(He leavin' now).* |
| *ask* | Present or past tense | *ask, asked* | *aks, aksed* | Occurs frequently in speech, though spelling is not usually affected. |
| Plurals | Ends of nouns | *I have two tests today.* *She loves all her cats.* | *I have two test today.* *She loves all her cat.* | Poses a problem in both speaking and writing |
| Plurals | With number markers | *It cost ten dollars.* *Keiko owes me forty cents.* | *It cost ten dollar.* *Keiko owe me forty cent.* | Often occurs in Southern colloquial speech. |
| Plurals | Anywhere in sentence | *children, feet, men* | *childrens, feets, mens* | Often occurs with irregular plurals |
| Possessives | Usually at beginning of sentence | *Sue's cat/Anthony's book* *That is mine.* *Do you know whose backpack that is?* | *Sue cat/Anthony book* *That is mines.* *Do you know who backpack that is?* | Often the *'s* is dropped when the possessive is followed by a noun but not when there is no noun *(That is Sue's).* At the same time, *'s* is added to *mine (This book is mines),* especially when mine occurs at the end of the sentence. In addition, *who* is substituted for *whose,* which is not found in AAE. |
| Pronouns | Changing the case of a personal, possessive, or reflexive pronoun | *They can't sing.* *He saw for himself.* *Their house is nice.* | *Them can't sing.* *He saw it for hisself.* *They house is nice.* | |
| *To be* | Indicates habitual action | *He always is doing this.* | *He always be doing this.* | Placement of the adverb after rather than before the verb may help students see the difference. Mastering the Academic forms of *am, are,* and *is* in speech may help students in their writing as well. |
| Linking verbs/ subject-verb agreement | Middle of sentence | *They are riding their bikes.* *She is nice.* *You are tall.* *They are dancing.* | *They is riding their bikes.* *They riding their bikes.* *She nice.* *She be nice.* *You is tall.* *They was dancing.* | |
| Verb + *to* (infinitive) | Anywhere in sentence | *going to, have to* | *gonna, hafta* | Occurs more often in speech than in writing |

# Contrastive Analysis Chart for African American English: Sounds and Grammar

| Sound or Pattern | Occurrence | Academic English Pronunciation | African American English (AAE) Pronunciation | Note |
|---|---|---|---|---|
| Past Tense | Ends of words | *picked* | *pickted* | Sometimes the past tense can sound the same as the present tense. When reading, speakers of AAE usually understand the meaning of the past tense -*ed*, though they may not pronounce it; in writing, however, -*ed* ending may be omitted. |
| | Simple past tense | *borrowed—John borrowed a dollar from me.* (indicates that John borrowed a dollar from me fairly recently.) | *had borrowed—John had borrowed a dollar from me.* (indicates that John had borrowed a dollar from me sometime before now.) | Because the simple past tense in AAE can be formed using *had*, simple past and past perfect tenses are then confused in Academic English. This has been used more commonly over the past 50 years. |
| Double Negatives | Anywhere a simple negative meaning is intended | *Nobody ever tells me anything.*<br><br>*Nobody can do this.*<br><br>*She didn't get anything.* | *Nobody never tells me nothing.*<br><br>*Can't nobody do this.*<br><br>*She didn't get none/nothing.* | Like many other languages, negatives in AAE reinforce rather than cancel each other out as they do in Academic English. This is true in Southern colloquial speech as well. This pattern, which is used consistently with speakers of AAE, will need considerable practice in both speech and writing. |
| *a/an* | Before a word beginning with a vowel | *an elephant, an ugly rat, an umbrella* | *a elephant, a ugly rat, a umbrella* | The pattern is consistent for most words beginning with a vowel. |

California CCSS

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# FLEX
## LITERACY™

## Assessment Resources

McGraw Hill Education

## Contents

# Assessment Resources

Enter/Exit Strategies, Student Self-Assessment

Critical Thinking Applications

Mastery Checks

Assessment Guides

Scope and Sequence, Correlations to the California
Common Core State Standards

# Enter/Exit Strategies

*SRA FLEX Literacy™* includes support for teachers to determine the best placement for students entering the program and also guidelines for teachers to determine when a student is ready to exit the program.

# Student Self-Assessment

*SRA FLEX Literacy™* uses the gradual-release model of instruction with the goal of encouraging student independence with appropriate support.

# Assessing Students for Entrance and Exit from Intensive Intervention

*SRA FLEX Literacy™* includes support for teachers to determine the best placement for students entering the program and also guidelines for teachers to determine when a student is ready to exit the program.

## ENTRANCE

For diagnostic screening, have all students take the **LEXILE® Measure Placement Test** online. Make sure students are prepared to take the test for their best results. They will need:

- An environment free of distractions
- Clear support and instructions on the mechanics of taking a test online
- Adequate time to complete the test

## EXIT CRITERIA

Review the three-part evaluative checklist to guide a teacher's evaluation of student readiness to exit this intensive intervention course. Note that this three-part analysis is strictly a guide for teachers to evaluate student performance and readiness. It does not provide an absolute indicator, but instead relies on both quantitative metrics and qualitative measures. The three parts of the exit criteria are:

1. *Quantitative Lexile® Measure*: The student should achieve a Lexile® score at or above the midpoint of his or her grade-level stretch-band range.

2. *Qualitative Reader Evaluation Checklist*: The student should receive a "Yes" for each of the five categories.

3. *Qualitative Evaluation of Literary and Informational Texts*: The student should receive scores of 3 or higher for literary and informational texts on each of the 8 categories at his or her expected grade level.

If the student meets each of these three criteria for his or her grade level, he or she should be evaluated for program exit.

## 1. Quantitative Lexile® Measure

The Lexile® report generated in *FLEXWorks* compares the student's Lexile® score to the midpoint in the grade-level stretch-band range for his or her grade level (see below).

| Grade | Lexile® Criteria for Exit Consideration | Grade | Lexile® Criteria for Exit Consideration |
|-------|------------------------------------------|-------|------------------------------------------|
| 3 | 670 | 8 | 1097 |
| 4 | 840 | 9 | 1155 |
| 5 | 920 | 10 | 1208 |
| 6 | 998 | 11 | 1285 |
| 7 | 1045 | | Adapted from: Metametrics, Inc. (2013) |

## 2. Qualitative Reader Evaluation Checklist

Use the *Reader Evaluation Checklist* to evaluate student performance. Mark "Yes" or "No" to each category.

| Evaluation Question | Yes | No |
|---------------------|-----|-----|
| 1. Is the student successful when reading complex text? | | |
| 2. Is the student motivated to read complex text? | | |
| 3. Does the student have the knowledge to be successful when reading complex text? | | |
| 4. Does the student possess the necessary peer interaction skills required to be successful reading complex text? | | |
| 5. Does the student have the skills to explore the text? | | |

Adapted from: Fisher, Frey, & Lapp (2012); See full, adapted version in *FLEXWorks*.

## 3. Qualitative Evaluation on Literary and Informational Texts

Two evaluations should be used to evaluate student performance on reading literary and informational text. Score text in use by the student for each category descriptor of Literary and Informational Text as "Consistently," "Usually," "Sometimes," or "Rarely." To be considered for program exit, the student text should fall in the "Consistently" or "Usually" range in all categories.

### LITERARY TEXT EVALUATION

| | Consistently 4 | Usually 3 | Sometimes 2 | Rarely 1 |
|---|---|---|---|---|
| *Meaning* | | | | |
| 1. Can the student understand complex meaning from different levels in the text? | | | | |
| *Text Complexity* | | | | |
| 2. Can the student understand text that includes complex narrative, may include shifts in point of view, and events that are out of sequence? | | | | |
| *Language and Word Choice* | | | | |
| 3. Can the student understand abstract and unfamiliar language conventions, including academic language? | | | | |
| *Background and Cultural Knowledge* | | | | |
| 4. Can the student understand text that includes many complex themes? | | | | |

### INFORMATIONAL TEXT EVALUATION

| | Consistently 4 | Ususally 3 | Sometimes 2 | Rarely 1 |
|---|---|---|---|---|
| *Author Purpose* | | | | |
| 1. Can the student understand the purpose of a text when it is implied or complex? | | | | |
| *Text Complexity* | | | | |
| 2. Can the student understand the text when its organization is complex? | | | | |
| *Language and Word Choice* | | | | |
| 3. Can the student understand text that includes abstract and unfamiliar language conventions including academic language? | | | | |
| *Background and Subject Matter Knowledge* | | | | |
| 4. Can the student understand text that includes specialized content that may require additional resources for understanding? | | | | |

The complete evaluations are located in *FLEXWorks*. For more guidance on evaluating when and how to use the exit criteria, visit the Professional Learning Environment.

# Developing Student Self-Assessment Skills

*SRA FLEX Literacy™* uses the gradual-release model of instruction with the goal of encouraging student independence with appropriate support.

1. Students receive explicit instruction and modeling through the teacher or the computer.
2. Students engage in guided practice with mediated scaffolding.
3. Students work on independent practice with frequent feedback and opportunities to learn critical reading and thinking skills and complex strategies.

As understanding increases and support fades, students are encouraged to become independent learners who are able to take control of their own learning in real time.

## To foster student self-assessment skills and independence, use the following strategies:

**In The Digital Experience:**

- Encourage students to move at their own rate and complete online activities and assessments.
- For increased motivation, reward points are given after successful activity completion. Reinforce with students that they can use their rewards to create their own learning rooms online. However, the computer limits the time students are allowed in the rewards section so students do not get distracted with too many non-learning activities.
- When Critical Thinking Applications are assigned, have students complete these using the readings in The Print Experience, or their personal choice readings. Discuss with students the assessment criteria listed at the bottom of the page. Once students are more independent, have them complete how they feel their assessment has been completed.

**In The Print Experience:**

- Discuss the Progress Checks in the Interactive Readers with students during Differentiated Instruction time. Help students understand how they can increase their weekly totals.
- Choose Your Own Book guidelines
- Interactive Reader Assessment Guides – include self-evaluation criteria
- Assessment Guides encourage individual responsibility
- Encourage students to regularly use the Reading Log to document and track their independent reading from the Tradebook Library. Use the student Reading Logs in conversations with parents to encourage regular reading at home.

**In The Project Experience:**

- Discuss student success and difficulties in the Progress Checks scheduled throughout the projects.
- When scaffolding is needed, discuss the Assessment Guide evaluations. Once students understand what is expected, encourage them to self-evaluate using the assessment guides and discuss where discrepancies occur.
- Project Portfolio Foldable and the Writing Checklists in the Projects
- Capstone Project

# Critical Thinking Applications

These activities provide students the opportunity to apply skills from The Digital Experience to any Interactive Reader selection from The Print Experience. *FLEXWorks* provides just-in-time notification about which Critical Thinking Application to assign to each student based on individual student performance.

# Critical Thinking Applications

# Critical Thinking Application A/B/C.3

**Name** _____ **Date** _____

**1. Circle three words that tell how the story made you feel.**

interested

worried

excited

angry

sad

surprised

glad

confused

entertained

afraid

hopeful

disappointed

**2. Finish the sentence frames to explain your feelings.**

I felt _____ because _____.

I felt _____ because _____.

I felt _____ because _____.

## Assessment Guide

| Criteria | Score |
|---|---|
| **Effort:** All activity parts completed | ☆☆☆☆☆ |
| **Performance:** Demonstrated understanding | ☆☆☆☆☆ |
| **Timeliness:** Completed project within time limit | ☆☆☆☆☆ |

# Critical Thinking Application D.4

**Name** _____ **Date** _____

1. **Character**: Imagine you are helping a detective figure out what happened to the characters in the story. Begin by recording the characters' names in the Who box. Put a star by each major character.

2. **Setting:** Record the setting in the When and Where box.

3. **Major Events:** Make notes for the detective by recording what happened first, next, and last.

## Just the Facts

| Who | When and Where |
|-----|----------------|
|     |                |

**First**

**Next**

**Last**

## Assessment Guide

| Criteria | Score |
|----------|-------|
| **Effort**: All activity parts completed | ☆☆☆☆☆ |
| **Performance**: Demonstrated understanding | ☆☆☆☆☆ |
| **Timeliness**: Completed project within time limit | ☆☆☆☆☆ |

# Critical Thinking Application E.2

**Name** _____ **Date** _____

1. **Characters:** Create a postage stamp in honor of a character from the story. Write a short description of the stamp, telling important details about the character.

49
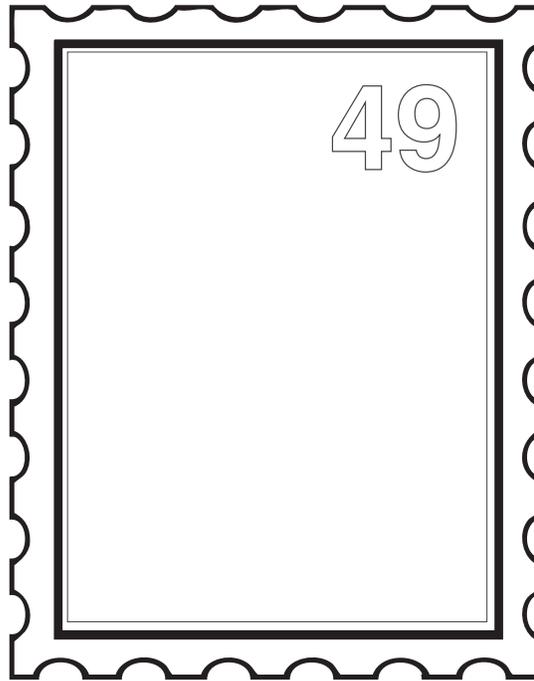
2. **Visuals:** In your description, underline details you learned about your character by reading the text. Circle information you learned from pictures in the story.

Character: _____ Stamp Description: _____

_____

_____

## Assessment Guide

| Criteria | Score |
|---|---|
| **Effort**: All activity parts completed | ☆☆☆☆☆ |
| **Performance**: Demonstrated understanding | ☆☆☆☆☆ |
| **Timeliness**: Completed activity within time limit | ☆☆☆☆☆ |

# Critical Thinking Application F.2

**Name** _____ **Date** _____

1. **Major Events:** Choose two of the major events in the story. Record what you read in the rectangles on the left.

2. **Inferencing:** Use what you read and what you already know to make inferences about each event. Write your inferences in the hexagons on the right.

**Major Event #1:**

I read _____

_____

_____.

I know _____

_____

_____.

SO . . .
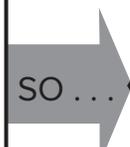
I think _____

_____

_____.

**Major Event #2**

I read _____

_____

_____.

I know _____

_____

_____.

SO . . .

I think _____

_____

_____.

3. **Point of View:** Mark whether the story is written in first- or third-person point of view. Then complete the sentence telling how you know.

**POINT OF VIEW:** ☐ **First-person** ☐ **Third-Person**

I know this because _____.

## Assessment Guide

| Criteria | Score |
|---|---|
| **Effort**: All activity parts completed | ☆☆☆☆☆ |
| **Performance**: Demonstrated understanding | ☆☆☆☆☆ |
| **Timeliness**: Completed activity within time limit | ☆☆☆☆☆ |

# Critical Thinking Application G.2

**Name** _____ **Date** _____

1. **Summarizing:** Imagine you are a movie critic writing a review of the story. Using 24 words or fewer, write the most important things about the characters or events in the story.

**Title:** _____

**Summary:**

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

2. **Lesson or Moral:** In one sentence, tell the lesson or moral the audience can learn from the story.

3. **My Review:** Choose one box, and add details to support your choice.

| I like the story. | I didn't like the story. |
|---|---|
| | |

## Assessment Guide

| Criteria | Score |
|---|---|
| **Effort**: All activity parts completed | ☆☆☆☆☆ |
| **Performance**: Demonstrated understanding | ☆☆☆☆☆ |
| **Timeliness**: Completed activity within time limit | ☆☆☆☆☆ |

# Critical Thinking Application I.3

**Name** _____ **Date** _____

1. **Main Idea:** Identify two main ideas in the story. First find a topic sentence and write it in the first clue box below. Then use that topic sentence to write the main idea of the paragraph or section. Include at least two supporting details to back up your findings.
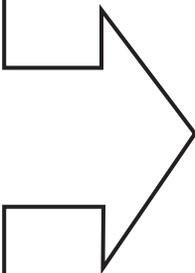
| Topic Sentence | Main Idea |
|---|---|
|  | Supporting Details |
|  | 1. |
|  | 2. |

| Topic Sentence | Main Idea |
|---|---|
|  | Supporting Details |
|  | 1. |
|  | 2. |
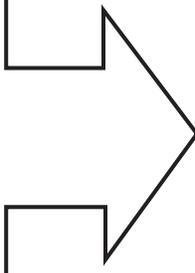
2. **Narrator's Point of View:** Circle the point of view used in this story.

   First-Person Point of View          Third-Person Point of View

   Find one sentence in the story that demonstrates that point of view. Write it in the correct box. Rewrite the sentence in the other box using the other point of view.

| First Person | Third Person |
|---|---|
|  |  |

## Assessment Guide

| Criteria | Score |
|---|---|
| **Effort:** All activity parts completed | ☆☆☆☆☆ |
| **Performance:** Demonstrated understanding | ☆☆☆☆☆ |
| **Timeliness:** Completed project within time limit | ☆☆☆☆☆ |

# Critical Thinking Application J.1

**Name** _____ **Date** _____

1.  **Character Analysis:** Choose two characters from the story. Write a diary entry from each character's perspective about one event from the story. Include details about how each character would see the situation and how each might feel about it.

| _____'s Diary | _____'s Diary |
| --- | --- |
| | |

2.  **Compare and Contrast:** Describe how these two characters are similar and different from each other.

| COMPARE and CONTRAST |
| --- |
| |

## Assessment Guide

| Criteria | Score |
| --- | --- |
| **Effort**: All activity parts completed | ☆☆☆☆☆ |
| **Performance**: Demonstrated understanding | ☆☆☆☆☆ |
| **Timeliness**: Completed project within time limit | ☆☆☆☆☆ |

# Critical Thinking Application: Informational Text 3

**Name** _____ **Date** _____

1. **Questioning:** Suppose you are writing questions for a trivia game about the text. Write and answer an inferential question in each of the first three boxes below. Remember, the questions should begin with words like *Who, What, When, Where, Why,* and *How* followed by *do you think.* Then ask players to tell what words in the text tell them the answer.

2. **Author's Purpose:** Circle the author's purpose for writing the text in the last box.

Q:

A:

Q:

A:

Q:

A:

Author's Purpose

Q: Why did the author write this text?

A: to persuade

   to inform

   to entertain

## Assessment Guide

| Criteria | Score |
|---|---|
| **Effort**: All activity parts completed | ☆☆☆☆☆ |
| **Performance**: Demonstrated understanding | ☆☆☆☆☆ |
| **Timeliness**: Completed activity within time limit | ☆☆☆☆☆ |

# Mastery Checks

These one-on-one assessment tools help teachers monitor students' progress through the early literacy lessons in The Digital Experience. *FLEXWorks* provides notification about when each student is ready for a Mastery Check. Mastery Checks for more advanced literacy skills are automatically administered digitally during The Digital Experience.

# Mastery Checks

# SRA FLEX Literacy Mastery Checks • Teacher Instructions

## Overview

*FLEX* Mastery Checks are one-on-one teacher-student assessment tools that help teachers monitor whether a student is satisfactorily learning the skills and knowledge throughout the *Emerging Reader* lessons.

*FLEXWorks* will notify teachers when each student is ready for a Mastery Check; at that time, the teacher should administer each two- to three-minute Mastery Check. If a student does not pass a Mastery Check, he or she will retake the previous five *Emerging Reader* lessons as remediation; then the student will retake the failed Mastery Check with the teacher. If the student passes the Mastery Check, he or she will continue to move forward in *Emerging Reader.*

## Materials Needed to Administer Each Mastery Check

- One Student Scoring Sheet per student
    - Record student name, class, and date where indicated
    - Record items missed out of total maximum score
    - Record notes
- One Mastery Check Teacher's Page
    - Directions to administer each Mastery Check
- One Mastery Check Student's Page (nonconsumable)

## Administering the Mastery Checks

To administer the Mastery Checks, make a copy of one Student Scoring Sheet per student. Each Mastery Check includes a Teacher's Page and a Student's Page. You do not need to make multiple copies of the Mastery Checks for each student—use the same Teacher's Page and Student's Page for each administration.

Use the Teacher's Page for instructions on how to administer the Mastery Checks. The student views only the Student's Page. Record the student's name, class, and date at the top of the Student Scoring Sheet where indicated. Record student responses to items missed on the Student Scoring Sheet where indicated. Although the specific directions for each Mastery Check is on the Teacher's Page, below is an overview of the items included over all sixteen Mastery Checks.

**NOTE:** Before administering any Mastery Check, please become familiar with the correct pronunciation of all letter-sounds and sound combinations using the Sound Pronunciation Guide.

## Mastery Check Sections
### *Phonemic Awareness*

Students do not have any visuals on the Student's Page for the Phonemic Awareness items. Teachers read instructions on the Teacher's Page to ask the student to identify initial, final, medial, and like sounds in words. Teachers also ask the student to segment sounds in words and delete sounds in words. Teachers record missed items on the Student Scoring Sheet.

### *Letter-Sounds*

On the Student's Page, students identify letter-sounds by speaking them aloud. The teacher records missed items on the Student Scoring Sheet.

# SRA FLEX Literacy Mastery Checks • Teacher Instructions

### Sounding Out

On the Student's Page, students sound out a word and then read the word quickly. The teacher records missed items on the Student Scoring Sheet.

### Decodable Words

On the Student's Page, students read words made up of letter-sounds previously learned. If students need to sound out, that's okay. However, the goal is for students to be able to read these words quickly. The teacher records missed items on the Student Scoring Sheet.

### High-Frequency Words

On the Student's Page, students read each word as quickly as they can. The teacher records missed items on the Student Scoring Sheet.

### Sound Combinations/Word Parts

On the Student's Page, students identify sound combinations or word parts. The teacher records missed items on the Student Scoring Sheet.

### Connected Text

On the Student's Page, students read a sentence, sentences, or a paragraph. The teacher records missed items on the Student Scoring Sheet by marking the following:

- Circle each word missed.
- Cross out each word skipped.
- Insert a word at any point an incorrect word insertion was made.
- Write an *X* next to any skipped line.

Each of the four items above is considered an error.

## Scoring Mastery Checks

On the Student Scoring Sheet, mark only whether the student got an item incorrect. For Connected Text passages, count the number of errors (circled words, skipped words, inserted words, or skipped lines) and write that number in the column labeled *Incorrect* on the scoring sheet.

Total all incorrect items and record this total number on *FLEXWorks* next to the student's name on the Mastery Check report. Click to save.

# Mastery Check 1

## Part 1 • Phonemic Awareness: Initial Sound

Listen. *Sad.* Does *sad* begin with the sound /sss/? Yes. Next word. *Me.* Does *me* begin with the sound /ăăă/? No. Next word. *Am.* Does *am* begin with the sound /ăăă/? Yes.

## Part 2 • Phonemic Awareness: Final Sound

Listen. *Cat.* Does *cat* end with the sound /k/? No. Next word. *Fed.* Does *fed* end with the sound /d/? Yes.

## Part 3 • Letter-Sounds

Look at Part 3. Place your finger under the first letter. What sound does this letter make? /ăăă/ Next letter. What sound? /mmm/ Next letter. What sound? /t/ Next letter. What sound? /ĕĕĕ/ Next letter. What sound? /sss/ Next letter. What sound? /d/ Next letter. What sound? /fff/ Next letter. What sound? /k/

## Part 4 • Sounding Out

Look at Part 4. Place your finger under the first word. Say each sound in the word and then say the word quickly. /ăăă/mmm/ am Next word. /sss/ĕĕĕ/t/ set Next word. /fff/ĕĕĕ/d/ fed Next word. /k/ăăă/t/ cat

## Part 5 • High-Frequency Words

Look at Part 5. Place your finger under the first word. Read the word as quickly as you can. First word. he Next word. me Next word. she

## Part 6 • Connected Text

Look at Part 6. Read these sentences aloud. Matt sat at Tad's. Tad fed Matt fast! He fed Matt a sad mess.

**Student** _____  **Class** _____

| Mastery Check 1 | | DATE: |
|---|---|---|
| **ITEM** | **NOTES** | **INCORRECT** |
| **Part 1: Phonemic Awareness: Initial Sound** | | |
| sad | | |
| me | | |
| am | | |
| **Part 2: Phonemic Awareness: Final Sound** | | |
| cat | | |
| fed | | |
| **Part 3: Letter-Sounds** | | |
| a | | |
| m | | |
| t | | |
| e | | |
| s | | |
| d | | |
| f | | |
| c | | |
| **Part 4: Sounding Out** | | |
| am | | |
| set | | |
| fed | | |
| cat | | |
| **Part 5: High-Frequency Words** | | |
| he | | |
| me | | |
| she | | |
| **Part 6: Connected Text** | | |
| Matt sat at Tad's. Tad fed Matt fast! He fed Matt a sad mess. | | |
| **Mastery Check 1 - TOTAL POINTS POSSIBLE** | | **34** |

# Mastery Check 1

## Part 3

|  |  |  |
|---|---|---|
| a | m | t |
| e | s | d |
| f | c |  |

## Part 4

am          set          fed          cat

## Part 5

he          me          she

## Part 6

Matt sat at Tad's.
Tad fed Matt fast!
He fed Matt a sad mess.

# Mastery Check 12

## Part 1 • Letter-Sounds

Look at Part 1. Place your finger under the first letters. What sound? /aw/ Next letters. What sound? /ō/ Next letters. What sound? /oy/ Next letters. What sound? /al/ Next letters. What sound? /aw/

## Part 2 • Word Parts: Multisyllabic Words

Look at Part 2. Place your finger under the first word. That word is *delight.* Point to the choice that shows the correct syllables for *delight.* de/light Next word. That word is *consistent.* Point to the choice that shows the correct syllables for *consistent.* con/sis/tent Next word. That word is *misinform.* Point to the choice that shows the correct syllables for *misinform.* mis/in/form Next word. That word is *imperfect.* Point to the choice that shows the correct syllables for *imperfect.* im/per/fect

## Part 3 • Decodable Words

Look at Part 3. Place your finger under the first word. Read the word as quickly as you can. First word. claw Next word. throw Next word. joy Next word. salt Next word. fault

## Part 4 • High-Frequency Words

Look at Part 4. Place your finger under the first word. Read the word as quickly as you can. First word. found Next word. known Next word. every Next word. thought Next word. off Next word. put

## Part 6 • Connected Text

Look at Part 5. Read this paragraph aloud. The top part of the globe is its crust. The crust is made of large rock blocks or plates. The globe has lots of rock plates. Spots where these plates meet are known as faults.

| Mastery Check 12 | | DATE: |
|---|---|---|
| ITEM | NOTES | INCORRECT |
| **Part 1: Letter-Sounds** | | |
| aw | | |
| ow | | |
| oy | | |
| al | | |
| au | | |
| **Part 2: Word Parts: Multisyllabic Words** | | |
| de/light | | |
| con/sis/tent | | |
| mis/in/form | | |
| im/per/fect | | |
| **Part 3: Decodable Words** | | |
| claw | | |
| throw | | |
| joy | | |
| salt | | |
| fault | | |
| **Part 4: High-Frequency Words** | | |
| found | | |
| known | | |
| every | | |
| thought | | |
| off | | |
| put | | |
| **Part 5: Connected Text** | | |
| The top part of the globe is its crust. The crust is made of large rock blocks or plates. The globe has lots of rock plates. Spots where these plates meet are known as faults. | | |
| **Mastery Check 12 - TOTAL POINTS POSSIBLE** | | **55** |

# Mastery Check 12

## Part 1

aw          ow          oy          al          au

## Part 2

| **delight** | de/light | d/elight | deligh/t |
| **consistent** | c/on/sistent | con/sis/tent | consis/t/ent |
| **misinform** | mis/in/form | m/isi/nform | m/isinf/orm |
| **imperfect** | i/mperfe/ct | im/per/fect | impe/rfe/ct |

## Part 3

claw          throw          joy          salt          fault

## Part 4

| found | known | every |
| thought | off | put |

## Part 5

The top part of the globe is its crust. The crust is made of large rock blocks or plates. The globe has lots of rock plates. Spots where these plates meet are known as faults.

SRA
FLEX
LITERACY™

# Assessment Guides

- The Print Experience Assessment Guides assess performance in the Interactive Reader and level of class participation. These scores are then entered into the *FLEXWorks* gradebook.

- The Project Experience Assessment Guides assess collaboration, individual writing, and group presentation. These scores are then entered into the *FLEXWorks* gradebook.

# The Print Experience Assessment Guides

# The Project Experience Assessment Guides

# ELEMENTARY ACTIVE PARTICIPATION ASSESSMENT GUIDE

## Volumes A & B: Weeks 1–36

**Scoring**

High
★★★★★
★★★★
★★★
★★
★
Low

**Name** _____ **Date** _____

|  | Item | Criteria | Score |
|---|---|---|---|
| Active Participation | 1 | Listened attentively |  |
|  | 2 | Responded to or asked questions |  |
|  | 3 | Participated in class discussion |  |
| Discussed and Debated | 2 | Responded to or asked questions |  |
|  | 3 | Participated in class discussion |  |
| Reflected on the Story | 1 | Responded to questions |  |
|  | 2 | Participated in class discussion |  |
| Retold the Story | 1 | Provided the complete answer without teacher support |  |
| Analyzed Point of View (every other week) | 1 | Provided the complete answer without teacher support |  |
|  | 2 | Participated in class discussion |  |
| Compared and Contrasted Characters (every other week) | 1 | Provided the complete answer without teacher support |  |
|  | 2 | Participated in class discussion |  |

# ELEMENTARY ACTIVE PARTICIPATION ASSESSMENT GUIDE

## Volume C: Weeks 1–22, 25–28, 33–36

**Name** _____ **Date** _____

| | Item | Criteria | Score |
|---|---|---|---|
| Active Participation | 1 | Listened attentively | |
| | 2 | Responded to or asked questions | |
| | 3 | Participated in class discussion | |
| Read with a Purpose | 1 | Annotated text while reading | |
| | 2 | Participated in class discussion | |
| Answered Text-Dependent Questions | 1 | Responded to questions | |
| | 2 | Participated in class discussion | |
| Reflected on the Text | 1 | Responded to questions | |
| | 2 | Participated in class discussion | |
| Summarized the Text | 1 | Provided the complete answer without teacher support | |
| Completed a Close Read | 1 | Provided the complete answer without teacher support | |
| | 2 | Participated in class discussion | |

# ELEMENTARY INTERACTIVE READER ASSESSMENT GUIDE

**Volume A:** Weeks 1–28

**Name** _____  **Date** _____

## *Before Reading*

|  | Item | Criteria | Score |
|---|---|---|---|
| Identified story elements | 1 | Provided the complete answer without teacher support | |
| Set a purpose for reading | 2 | Provided the complete answer without teacher support | |
| Wrote background knowledge | 3 | Provided the complete answer without teacher support | |

## *During Reading*

|  | Item | Criteria | Score |
|---|---|---|---|
| Identified story elements | 1 | Provided the complete answer without teacher support | |
| Highlighted and took notes | 2 | Provided the complete answer without teacher support | |
| Wrote or drew a visualization | 3 | Provided the complete answer without teacher support | |
| Made a prediction | 4 | Provided the complete answer without teacher support | |
| Verified a prediction | 5 | Provided the complete answer without teacher support | |

## *After Reading*

|  | Item | Criteria | Score |
|---|---|---|---|
| Wrote a text connection | 1 | Provided the complete answer without teacher support | |
| Completed Vocabulary Review | 2 | Provided the complete answer without teacher support | |

# ELEMENTARY INTERACTIVE READER ASSESSMENT GUIDE

## Volume B: Weeks 1–28

**Name** _____ **Date** _____

**Scoring**

High

★★★★★
★★★★
★★★
★★
★

Low

## *Before Reading*

|  | Item | Criteria | Score |
|---|---|---|---|
| Identified story elements | 1 | Provided the complete answer without teacher support | |
| Identified purpose for reading | 2 | Provided the complete answer without teacher support | |
| Wrote background knowledge | 3 | Provided the complete answer without teacher support | |

## *During Reading*

|  | Item | Criteria | Score |
|---|---|---|---|
| Identified story elements | 1 | Provided the complete answer without teacher support | |
| Highlighted and wrote text evidence | 2 | Provided the complete answer without teacher support | |
| Wrote or drew a visualization | 3 | Provided the complete answer without teacher support | |
| Made a prediction | 4 | Provided the complete answer without teacher support | |
| Verified a prediction | 5 | Provided the complete answer without teacher support | |

## *After Reading*

|  | Item | Criteria | Score |
|---|---|---|---|
| Wrote a text connection | 1 | Provided the complete answer without teacher support | |
| Completed Vocabulary Review | 2 | Provided the complete answer without teacher support | |

# ELEMENTARY INTERACTIVE READER ASSESSMENT GUIDE

## Volume C: Weeks 1–22, 25–28

**Name** _____ **Date** _____

| Scoring |
|---|
| High |
| ↑ ★★★★★ |
| ★★★★ |
| ★★★ |
| ★★ |
| ★ |
| Low |

## *Before Reading*

|  | Item | Criteria | Score |
|---|---|---|---|
| Wrote background knowledge | 1 | Provided the complete answer without teacher support | |
| Previewed the text | 2 | Provided the complete answer without teacher support | |

## *During Reading*

|  | Item | Criteria | Score |
|---|---|---|---|
| Circled unknown words | 1 | Provided the complete answer without teacher support | |
| Underlined interesting text | 2 | Provided the complete answer without teacher support | |
| Wrote confusing parts and clarified meaning | 3 | Provided the complete answer without teacher support | |
| Answered text-dependent focus questions | 4 | Provided the complete answer without teacher support | |

## *After Reading*

|  | Item | Criteria | Score |
|---|---|---|---|
| Wrote a summary | 1 | Provided the complete answer without teacher support | |
| Answered questions after reading closely | 2 | Provided the complete answer without teacher support | |

# ELEMENTARY INTERACTIVE READER ASSESSMENT GUIDE: SPEECH

**Volume C:** Monitor: Week 32

**Name** _____ **Date** _____

## *Before Reading*

|  | Item | Criteria | Score |
| --- | --- | --- | --- |
| Set a purpose for reading | 1 | Provided the complete answer without teacher support | |
| Identified speech elements | 2 | Provided the complete answer without teacher support | |

## *During Reading*

|  | Item | Criteria | Score |
| --- | --- | --- | --- |
| Identify speech structure | 1 | Provided the complete answer without teacher support | |
| Identified speech language | 2 | Provided the complete answer without teacher support | |
| Practiced Readers' Theater (includes highlighting lines) | 3 | Provided the complete answer without teacher support | |

## *After Reading*

|  | Item | Criteria | Score |
| --- | --- | --- | --- |
| Completed Readers' Theater Self-Evaluation | 1 | Provided the complete answer without teacher support | |

# ELEMENTARY CHOOSE YOUR OWN BOOK ASSESSMENT GUIDE

**Volume A:** Weeks 33–36

**Name** _____ **Date** _____

## Scoring

| High |
| :---: |
| ↑ ★★★★★ |
| ★★★★ |
| ★★★ |
| ★★ |
| ★ |
| Low |

## Before Reading

|  | Item | Criteria | Score |
|---|:---:|---|:---:|
| Identified story elements | 1 | Provided the complete answer without teacher support | |
| Set a purpose for reading | 2 | Provided the complete answer without teacher support | |
| Wrote background knowledge | 3 | Provided the complete answer without teacher support | |
| Completed Reading Checklist | 4 | Provided the complete answer without teacher support | |

## During Reading

|  | Item | Criteria | Score |
|---|:---:|---|:---:|
| Identified story elements | 1 | Provided the complete answer without teacher support | |
| Highlighted and took notes | 2 | Provided the complete answer without teacher support | |
| Wrote or drew a visualization | 3 | Provided the complete answer without teacher support | |
| Made a prediction | 4 | Provided the complete answer without teacher support | |
| Verified a prediction | 5 | Provided the complete answer without teacher support | |
| Completed Reading Checklist | 6 | Provided the complete answer without teacher support | |

## After Reading

|  | Item | Criteria | Score |
|---|:---:|---|:---:|
| Wrote a text connection | 1 | Provided the complete answer without teacher support | |
| Completed Vocabulary Review | 2 | Provided the complete answer without teacher support | |
| Completed Reading Checklist | 3 | Provided the complete answer without teacher support | |

# ELEMENTARY CHOOSE YOUR OWN BOOK ASSESSMENT GUIDE

**Volume B:** Weeks 33–36

**Name** _____ **Date** _____

## *Before Reading*

|  | Item | Criteria | Score |
|---|:---:|---|:---:|
| Identified story elements | 1 | Provided the complete answer without teacher support | |
| Identified purpose for reading | 2 | Provided the complete answer without teacher support | |
| Wrote background knowledge | 3 | Provided the complete answer without teacher support | |
| Completed Reading Checklist | 4 | Provided the complete answer without teacher support | |

## *During Reading*

|  | Item | Criteria | Score |
|---|:---:|---|:---:|
| Identified story elements | 1 | Provided the complete answer without teacher support | |
| Highlighted and wrote text evidence | 2 | Provided the complete answer without teacher support | |
| Wrote or drew a visualization | 3 | Provided the complete answer without teacher support | |
| Made a prediction | 4 | Provided the complete answer without teacher support | |
| Verified a prediction | 5 | Provided the complete answer without teacher support | |
| Completed Reading Checklist | 6 | Provided the complete answer without teacher support | |

## *After Reading*

|  | Item | Criteria | Score |
|---|:---:|---|:---:|
| Wrote a text connection | 1 | Provided the complete answer without teacher support | |
| Completed Vocabulary Review | 2 | Provided the complete answer without teacher support | |
| Completed Reading Checklist | 3 | Provided the complete answer without teacher support | |

# ELEMENTARY CHOOSE YOUR OWN BOOK ASSESSMENT GUIDE

**Volume C:** Weeks 33–36

**Name** _____ **Date** _____

## Before Reading

|  | Item | Criteria | Score |
|---|---|---|---|
| Wrote background knowledge | 1 | Provided the complete answer without teacher support |  |
| Previewed the text | 2 | Provided the complete answer without teacher support |  |
| Completed Reading Checklist | 3 | Provided the complete answer without teacher support |  |

## During Reading

|  | Item | Criteria | Score |
|---|---|---|---|
| Circled unknown words | 1 | Provided the complete answer without teacher support |  |
| Underlined interesting text | 2 | Provided the complete answer without teacher support |  |
| Wrote confusing parts and clarified meaning | 3 | Provided the complete answer without teacher support |  |
| Answered text-dependent focus questions | 4 | Provided the complete answer without teacher support |  |
| Completed Reading Checklist | 5 | Provided the complete answer without teacher support |  |

## After Reading

|  | Item | Criteria | Score |
|---|---|---|---|
| Wrote a summary | 1 | Provided the complete answer without teacher support |  |
| Answered questions after reading closely | 2 | Provided the complete answer without teacher support |  |
| Completed Reading Checklist | 3 | Provided the complete answer without teacher support |  |

# Reading Log

**Name** _____ **Date** _____

| Start date | End date | Title | Author | How would you rate this book? Why? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# Collaboration Assessment Guide

Name _____ Date _____

**Scoring**

High

★★★★★
★★★★
★★★
★★
★

Low

| Individual Responsibility | Item | Criteria | Week 1 | Week 2 | Week 3 |
|---|---|---|---|---|---|
| Collaboration | 1 | Contributed to the development of the project | | | |
| | 2 | Collaborated with the team on the project work | | | |
| | 3 | Showed respect for another's ideas | | | |

| Team Responsibility | Item | Criteria | Week 1 | Week 2 | Week 3 |
|---|---|---|---|---|---|
| Collaboration | 1 | Worked hard to complete the work | | | |
| | 2 | Shared the work fairly | | | |
| Comprehension | 1 | Stayed focused on the topic | | | |
| | 2 | Asked questions to help understand the topic | | | |
| | 3 | Worked together to improve each other's ideas | | | |
| | 4 | Helped each other understand one another's ideas and the ideas they researched | | | |
| Respect for People and Ideas | 1 | Showed respect for one another's ideas | | | |
| | 2 | Made sure that all team members' opinions were heard | | | |
| Conflict Resolution | 1 | Followed discussion rules to resolve conflicts | | | |
| | 2 | Resolved conflicts with respect for all involved | | | |

# Progress Assessment Guide

Name _____ Date _____

| Individual Responsibility | Item | Criteria | Week 1 | Week 2 | Week 3 | Week 4 |
|---|---|---|---|---|---|---|
| Organization | 1 | Used skills developed throughout the year to organize research | | | | |
| | 2 | Provided information for individual progress checks | | | | |
| | 3 | Set reasonable goals for progress each week | | | | |
| Comprehension | 1 | Stayed focused on the topic | | | | |
| | 2 | Asked questions to understand the topic or assignment | | | | |
| | 3 | Used information from a variety of sources | | | | |
| Effort | 1 | Used class time efficiently to complete tasks | | | | |
| | 2 | Communicated needs for support; worked independently | | | | |
| Collaboration | 1 | Participated in whole class activities related to project | | | | |
| | 2 | Showed respect for others' ideas | | | | |
| | 3 | Worked together to improve and refine ideas | | | | |

# Narrative Writing Assessment Guide

**Name** _____  **Date** _____

**Scoring**

High
★★★★★
★★★★
★★★
★★
★
Low

| Individual Responsibility | Item | Criteria | Score |
|---|---|---|---|
| Writing | 1 | Established a situation | |
| | 2 | Introduced a narrator and/or characters | |
| | 3 | Included transitional words to help organize the sequence of events | |
| | 4 | Used dialogue and description to develop experiences and events | |
| | 5 | Provided a conclusion that follows from the narrated experience or events | |
| Conventions | 1 | Used correct spelling | |
| | 2 | Used correct capitalization | |
| | 3 | Used correct punctuation | |
| | 4 | Used complete sentences | |
| Vocabulary and Language | 1 | Accurately used academic vocabulary in writing | |
| | 2 | Used words to communicate meaning and ideas precisely | |
| | 3 | Used language that was appropriate to the situation and audience | |

# Opinion Writing Assessment Guide

**Name** _____ **Date** _____

| Individual Responsibility | Item | Criteria | Score |
|---|---|---|---|
| Writing | 1 | Introduced the topic clearly | |
| | 2 | Stated an opinion | |
| | 3 | Included linking words and phrases to connect opinion and reasons | |
| | 4 | Provided reasons that are supported by facts and details | |
| | 5 | Provided a concluding statement related to the opinion presented | |
| Conventions | 1 | Used correct spelling | |
| | 2 | Used correct capitalization | |
| | 3 | Used correct punctuation | |
| | 4 | Used complete sentences | |
| Vocabulary and Language | 1 | Accurately used academic vocabulary in writing | |
| | 2 | Used words to communicate meaning and ideas precisely | |
| | 3 | Used language that was appropriate to the situation and audience | |

# Informative Writing Assessment Guide

**Name** _____ **Date** _____

| Individual Responsibility | Item | Criteria | Score |
|---|---|---|---|
| Writing | 1 | Introduced the topic clearly | |
| | 2 | Included facts and details | |
| | 3 | Included linking words to connect ideas | |
| | 4 | Used precise language and academic vocabulary to inform about or explain the topic | |
| | 5 | Provided a concluding statement | |
| Conventions | 1 | Used correct spelling | |
| | 2 | Used correct capitalization | |
| | 3 | Used correct punctuation | |
| | 4 | Used complete sentences | |
| Vocabulary and Language | 1 | Accurately used academic vocabulary in writing | |
| | 2 | Used words to communicate meaning and ideas precisely | |
| | 3 | Used language that was appropriate to the situation and audience | |

# Presentation Assessment Guide

**Name** _____ **Date** _____

**Scoring**

High

★★★★★
★★★★
★★★
★★
★

Low

| Team | Item | Criteria | Score |
|------|------|----------|-------|
| Speaking Skills | 1 | Used language that was appropriate for the audience | |
| | 2 | Used complete sentences | |
| | 3 | Spoke clearly | |
| | 4 | Spoke at a good pace, not too slowly or too fast | |
| Listening Skills | 1 | Paraphrased, summarized, and explained information presented in diverse formats | |
| | 2 | Identified reasons and evidence other teams provided to support their points | |
| Use of Technology | 1 | Used technology to enhance the development of main ideas or themes | |
| | 2 | Used technology to publish the work | |
| Appropriate Facts and Details | 1 | Presented relevant facts and details about the topic | |
| | 2 | Clearly explained the content of the presentation | |
| | 3 | Used the project's academic vocabulary correctly | |
| Evidence of Rehearsal and Preparation | 1 | Had a role in the presentation and knew what to do | |

# Project Portfolio Assessment Guide

**Name** _____ **Date** _____

| Individual Responsibility | Item | Criteria | Score |
|---|---|---|---|
| Write to Reflect Responses | 1 | Responds to all Write to Reflect questions | |
| | 2 | Uses standard writing conventions, especially those targeted in classroom discussions | |
| | 3 | Reflects on topic questions and ideas researched or discussed | |
| Academic Vocabulary | 1 | Records all academic vocabulary words, definitions, and example sentences accurately and completely | |
| | 2 | Uses Multi-Tab Foldable® effectively to organize information | |
| Graphic Organizer | 1 | Completes and includes project-specific graphic organizer in Project Portfolio | |
| Team Writing Product | 1 | Includes all drafts of team writing in Project Portfolio | |
| | 2 | Provides final published draft using standard writing conventions, especially those targeted in classroom discussions | |
| Research Organizer | 1 | Includes all Research Organizer(s) for project | |
| | 2 | Contains all notes taken for project | |
| Research Log | 1 | Lists all sources used in research | |
| | 2 | Documents sources effectively in grade-appropriate documentation style | |
| Overall Project Portfolio | 1 | Organizes all items from Project Action Plan checklist | |
| | 2 | Includes Essential Question thoughts and comments from Day 15 | |
| | 3 | Contains questions for future research on back cover for use in Capstone Project | |

# Scope and Sequence

The *SRA FLEX Literacy*™ program Scope and Sequence shows skill coverage for each of the Learning Experiences. As instruction is individualized for students in The Digital Experience, each student will receive instruction and practice on skills appropriate to his and her needs.

# Correlations to the California Common Core State Standards

*SRA FLEX Literacy*™ is built for the California Common Core State Standards. A complete correlation shows how the program addresses each of these domains across the grade-levels.

# Scope and Sequence

# Correlation to California Common Core State Standards

**KEY:** i = Introduce, R = Review, A = Assess

| STRAND | OBJECTIVE | A | B | C | D | E | F | G | H | I | J | K | L | M |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Early Literacy Skills** | | | | | | | | | | | | | | |
| early literacy skills | Demonstrate basic knowledge of letter-sound correspondences by producing the sound(s) for each consonant and combination. | I | R | | | | | | | | | | | |
| early literacy skills | Identify like sounds in words. | I | | | | | | | | | | | | |
| early literacy skills | Apply phonics to decode words. | I | R | | | | | | | | | | | |
| early literacy skills | Identify and read high-frequency words. | I | R | | | | | | | | | | | |
| early literacy skills | Isolate and pronounce the initial, medial, and final sounds in words. | I | | | | | | | | | | | | |
| early literacy skills | Identify and pronounce the spelling-sound correspondences for common consonant digraphs. | I | R | | | | | | | | | | | |
| early literacy skills | Count, pronounce, segment, and blend words. | I | R | | | | | | | | | | | |
| early literacy skills | Delete individual sounds in simple words to make new words. | I | | | | | | | | | | | | |
| early literacy skills | Identify and apply long-vowel conventions using the final _e. | I | R | | | | | | | | | | | |
| early literacy skills | Stretch and blend single-syllable spoken words. | I | R | | | | | | | | | | | |
| early literacy skills | Identify and pronounce the most frequently occurring suffixes. | I | R | | | | | | | | | | | |
| early literacy skills | Identify syllables in multisyllabic words. | | I | | | | | | | | | | | |
| early literacy skills | Read emergent-reader text with purpose and understanding. | I | R | | | | | | | | | | | |
| early literacy skills | Identify and read high-frequency words and apply phonics to decode words. | I | R | | | | | | | | | | | |
| **Comprehension Skills** | | | | | | | | | | | | | | |
| comprehension | Identify the main topic and key details in a text. | | | I | R | R | | | | | | | | |
| comprehension | Compare and contrast elements of familiar stories. | | | | I | R | | | | | | | | |
| comprehension | Compare and contrast two texts on the same topic. | | | | | I | R | | | | | | | |
| comprehension | Make inferences based on information from text and prior knowledge. | | | | | I | R | | | | | | | |
| comprehension | Identify the main idea and supporting details in a nonfiction selection. | | | | | | | | I | R | | | | |
| comprehension | Answer literal questions with text evidence. | | | | | | I | R | | | | | | |
| comprehension | Take notes about key ideas in a nonfiction text. | | | | | | I | R | | | | | | |
| comprehension | Summarize a text. | | | | | | I | R | | | | | | |
| comprehension | Compare and contrast two or more versions of the same story. | | | | | | I | R | | | | | | |
| comprehension | Answer inferential questions with text evidence. | | | | | | | I | R | | | | | |
| comprehension | Compare and contrast two or more narrators' point of view (first- or third-person). | | | | | | | I | R | | | | | |
| comprehension | Compare and contrast text from different genres. | | | | | | | | I | R | | | | |
| comprehension | Identify two or more main ideas and their supporting details within a nonfiction text. | | | | | | | | I | R | | | | |
| comprehension | Draw upon details of a narrative text to compare and contrast characters, settings, and events. | | | | | | | | | I | R | | R | R |
| comprehension | Compare and contrast fictional portrayals with historical accounts of the same events. | | | | | | | | | | I | R | R | R |
| comprehension | Compare and contrast themes, settings, plots written by same author about same/similar characters/ different cultures | | | | | | | | | | | I | R | R |

| STRAND | OBJECTIVE | A | B | C | D | E | F | G | H | I | J | K | L | M |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Conventions** | | | | | | | | | | | | | | |
| conventions | Identify basic sentence types (declarative, interrogatory, exclamatory). | | | I | R | | | | | | | | | |
| conventions | Capitalize the word *I* and the first word in a sentence. | | | I | R | | | | | | | | | |
| conventions | Use commas to separate items in a series. | | | | I | R | | | | | | | | |
| conventions | Capitalize proper nouns. | | | | | I | R | | | | | | | |
| conventions | Recognize subject/verb agreement. | | | | | I | R | | | | | | | |
| conventions | Produce compound sentences. | | | | | I | R | R | | | | | | |
| conventions | Use apostrophes in contractions. | | | | | | I | R | | | | | | |
| conventions | Use commas in addresses, dates, and letters. | | | | | | I | R | | | | | | |
| conventions | Capitalize dates and titles. | | | | | | | I | R | | | | | |
| conventions | Recognize pronoun/antecedent agreement. | | | | | | | | | I | R | | | |
| conventions | Correctly punctuate dialogue using commas and quotation marks. | | | | | | | | | I | R | | | |
| conventions | Recognize complete sentences and fragments. | | | | | | | | | | I | R | | |
| conventions | Identify and correct run-on sentences. | | | | | | | | | | | I | R | |
| **Grammar, Usage, Mechanics** | | | | | | | | | | | | | | |
| grammar, usage, mechanics | Identify and use singular and plural nouns. | | | I | R | | | | | | | | | |
| grammar, usage, mechanics | Use regular verbs and simple verb tenses. | | | I | R | | | | | | | | | |
| grammar, usage, mechanics | Use common adjectives. | | | | I | R | | | | | | | | |
| grammar, usage, mechanics | Use determiners. | | | | I | R | | | | | | | | |
| grammar, usage, mechanics | pronouns | | | | I | R | | | | | | | | |
| grammar, usage, mechanics | Use common conjunctions. | | | | | I | R | | | | | | | |
| grammar, usage, mechanics | Form and use irregular verbs and simple verb tenses. | | | | | | I | R | | | | | | |
| grammar, usage, mechanics | Identify and use adverbs. | | | | | | | I | R | | | | | |
| grammar, usage, mechanics | Identify and use abstract and collective nouns. | | | | | | | I | R | | | | | |
| grammar, usage, mechanics | Use possessives punctuated by apostrophes and possessive pronouns. | | | | | | | | I | R | | | | |
| grammar, usage, mechanics | Identify and use coordinating, subordinating, and correlating conjunctions. | | | | | | | | I | R | | | | |
| grammar, usage, mechanics | Identify and use prepositions and prepositional phrases. | | | | | | | | I | R | | | | |
| grammar, usage, mechanics | Identify and use comparative and superlative adjectives and adverbs. | | | | | | | | | I | R | | | |
| grammar, usage, mechanics | Distinguish between usage opportunities for adjectives and adverbs. | | | | | | | | | | I | R | | |
| grammar, usage, mechanics | Identify and use modal auxiliary (helping) verbs. | | | | | | | | | | | I | R | |
| grammar, usage, mechanics | Identify and use progressive verb tense. | | | | | | | | | | | I | R | |

| STRAND | OBJECTIVE | A | B | C | D | E | F | G | H | I | J | K | L | M |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Literary Analysis** | | | | | | | | | | | | | | |
| literary analysis | Identify the narrator's point of view (first- or third-person). | | | | | I | R | | | | | | | |
| literary analysis | Identify the structure of nonfiction texts that feature a topic sentence and supporting details. | | | | | | I | R | R | R | R | | | |
| literary analysis | Identify the theme, moral, or lesson in a narrative text. | | | | | | I | R | R | R | | | | |
| literary analysis | Determine the author's purpose for writing a text. | | | | | | | I | R | | | | | |
| literary analysis | Identify the structure of nonfiction texts that follow an order or sequence. | | | | | | | I | R | R | R | R | | |
| literary analysis | Identify the structure of nonfiction texts that compare and contrast topics. | | | | | | | | I | R | R | R | | |
| literary analysis | Distinguish among fact, opinion, and reasoned judgment in a nonfiction persuasive text. | | | | | | | | I | R | | | | |
| literary analysis | Describe how the narrator's point of view (first- or third-person) influences how events are described. | | | | | | | | I | R | | | | |
| literary analysis | Identify the structure of nonfiction texts that describe causes and effects. | | | | | | | | | I | R | R | R | R |
| literary analysis | Identify words, phrases, and illustrations that suggest mood. | | | | | | | | | I | R | | R | R |
| literary analysis | Evaluate whether claims in a nonfiction text are supported by evidence. | | | | | | | | | I | R | | R | R |
| literary analysis | Determine the theme of a narrative text and how that theme is conveyed through details. | | | | | | | | | I | R | | R | R |
| literary analysis | Identify the structure of nonfiction texts that describe a problem and a solution. | | | | | | | | | | I | R | R | R |
| literary analysis | Determine the author's viewpoint. | | | | | | | | | | I | R | R | R |
| literary analysis | Describe how the theme of a narrative text develops over time and is related to characters, settings, and major events. | | | | | | | | | | | I | R | R |
| **Text Elements** | | | | | | | | | | | | | | |
| text elements | Identify the title, author, and illustrator of a text. | | | I | R | | | | | | | | | |
| text elements | Determine what illustration represents | | | I | R | | | | | | | | | |
| text elements | Describe details of settings, referring to illustrations when necessary. | | | | I | R | R | R | R | R | R | R | | |
| text elements | Describe the details of major events, referring to illustrations when necessary. | | | | | I | R | R | R | | | | | |
| text elements | Identify text features such as titles, headings, captions, charts, graphs, maps, and tables. | | | | | I | R | | | | | | | |
| text elements | Use chapter titles and headings to locate information in text. | | | | | I | R | | | | | | | |
| text elements | Identify the sequence of major events in a text. | | | I | R | | | | | | | | | |
| text elements | Use captions to locate information in a text. | | | | | | I | | | | | | | |
| text elements | Use tables to locate information in a text. | | | | | | | | I | | | | | |
| text elements | Describe how characters respond to major events. | | | | | | | | I | R | | | | |
| text elements | Use graphs to locate information in a nonfiction text. | | | | | | | | | I | R | | R | R |
| text elements | Acknowledge differences in characters' perspective within a narrative text. | | | | | | | | | I | R | | R | R |
| text elements | Use maps and diagrams to locate information in a nonfiction text. | | | | | | | | | | I | R | R | R |
| text elements | Describe traits, motivations, and feelings of characters and how their actions contribute to events. | | | | | | | | | | I | R | R | R |

| STRAND | OBJECTIVE | A | B | C | D | E | F | G | H | I | J | K | L | M |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| text elements | Identify the conflict, climax, and resolution in a narrative text. | | | | | | | | | | I | R | R | R |
| text elements | Describe how settings within a narrative text affect characters and major events. | | | | | | | | | | I | R | R | |
| text elements | Describe how dialogue and major events within a narrative text affect characters' actions and decisions. | | | | | | | | | | I | R | R | |
| text elements | Describe how major events affect a narrative text. | | | | | | | | | | I | R | R | |
| **Vocabulary and Language** | | | | | | | | | | | | | | |
| vocabulary and language | Recognize and demonstrate understanding of words that are synonyms. | | | I | R | | | | | | | | R | |
| vocabulary and language | Recognize and demonstrate understanding of antonyms. | | | | I | R | | | | | | | R | |
| vocabulary and language | Use context clues to identify or clarify the meaning of unknown words. | | | | I | R | R | R | R | R | R | R | | |
| vocabulary and language | Use a dictionary or glossary to determine or clarify the meaning of unknown words. | | | | | | I | R | | | | | | |
| vocabulary and language | Identify metaphors and similes and their meanings. | | | | | | | | I | R | | | | |
| vocabulary and language | Determine the meaning of figures of speech, such as connotations, denotations, puns, and irony. | | | | | | | | | | I | R | R | |
| vocabulary and language | Use a thesaurus to find synonyms and antonyms. | | | | | | | | | | I | R | | |
| vocabulary and language | Identify and pronounce the most frequently occurring affixes. | | I | R | R | R | R | R | R | | | | | |
| vocabulary and language | Identify and use root words as clues to the meaning of a word. | | | | I | R | R | R | R | R | R | R | R | R |
| vocabulary and language | Use context to confirm word recognition and understanding, rereading as necessary. | | I | R | R | R | | | | | | | | |
| vocabulary and language | Use context to determine the meaning of words and phrases and then use that knowledge to distinguish shades of meaning among related words. | | | | I | R | R | R | R | R | R | R | | |
| vocabulary and language | Identify and use syllables to decode multisyllabic words. | | | I | R | R | R | R | R | R | R | R | R | R |
| **Progress Monitoring** | | | | | | | | | | | | | | |
| fluency | Read grade-level text orally with sufficient accuracy, appropriate rate, and fluency. | | A | A | A | A | A | A | A | A | A | A | A | A |
| fluency | Listen to a text read aloud. | | A | A | A | A | A | A | A | A | A | A | A | A |
| fluency | Read with sufficient accuracy and fluency to support comprehension. | | A | A | A | A | A | A | A | A | A | A | A | A |
| fluency | Read grade-level text orally with sufficient accuracy, appropriate rate, fluency, and prosody. | | A | A | A | A | A | A | A | A | A | A | A | A |
| Metametrics | Complete Cloze assessment with grade-level text. | | A | A | A | A | A | A | A | A | A | A | A | A |

Legend: ■ = Model (red), ■ = Guide (yellow), ■ = Monitor (green), X = consistent teacher guidance

| OBJECTIVE | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 | W12 | W13 | W14 | W15 | W16 | W17 | W18 | W19 | W20 | W21 | W22 | W23 | W24 | W25 | W26 | W27 | W28 | W29 | W30 | W31 | W32 | W33 | W34 | W35 | W36 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEFORE READING** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Answer probing questions to build motivation. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify story elements, including title, author, and genre. | R | R | R | R | R | R | R | Y | Y | Y | Y | Y | Y | G | G | G | G | G | G | G | G | G | G | G | G | G | G | | | | | | R | Y | G | G |
| Learn how chapters fit together to provide a story's structure. | | | R | | | | | | Y | Y | | | | | G | G | | | | | | | G | G | | | | | | | | | | | | |
| Assess how purpose shapes the content and style of text. | R | R | R | R | R | R | R | Y | Y | Y | Y | Y | Y | G | G | G | G | G | G | G | G | G | G | G | G | G | G | R | Y | Y | G | | R | Y | G | G |
| Listen to text read aloud with expression. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify poetry elements, including title and poet. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | Y | Y | G | | | | |
| Extend learning using leveled text and specified extension activities. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **DURING READING** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listen to text read aloud with expression. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify vocabulary at point of use. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Draw on specific details by identifying the characters and setting, highlighting and taking notes, and participating in discussion. | R | R | R | R | R | R | R | Y | Y | Y | Y | Y | Y | G | G | G | G | G | G | G | G | G | G | G | G | G | G | | | | | | R | Y | G | G |
| Comprehend complex text by learning to visualize. | R | R | R | R | R | R | R | Y | Y | Y | Y | Y | Y | G | G | G | G | G | G | G | G | G | G | G | G | G | | G | G | G | G | R | | | G | G |
| Make and verify a prediction. | R | R | R | R | R | R | R | Y | Y | Y | Y | Y | Y | G | G | G | G | G | G | G | G | G | G | G | G | G | G | | | | | | R | Y | G | G |
| Learn the structural elements of poems, including rhyme, stanza, theme, and speaker. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | Y | Y | G | | | | |
| Draw on specific details when participating in discussion and interpreting figurative language, including similes, personification, and metaphors. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | Y | Y | G | | | | |
| **AFTER READING** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Retell a story using appropriate details. | | R | R | R | R | R | R | Y | Y | Y | Y | | | Y | | G | G | | G | G | G | G | G | G | G | G | G | | | | | | R | Y | G | G |
| Make text connections to relate to and remember a story. | R | R | R | R | R | R | R | Y | Y | Y | Y | | | G | G | G | G | G | | G | G | G | G | G | G | G | G | | | | | | R | Y | G | G |
| Compare or contrast two or more characters, settings, or events. | R | R | R | | R | R | R | Y | Y | Y | Y | | | Y | G | G | | G | | G | G | G | G | G | | G | G | G | | | | | R | Y | G | G |
| Compare and contrast stories. | | R | | R | | R | | Y | | Y | Y | Y | Y | | G | | G | | G | | G | | G | | | G | | G | | | | | | Y | | |
| Write vocabulary definitions. | R | | | R | | R | | | Y | | | | Y | | G | | G | | | G | | | | G | | | G | | | | | | R | | | |
| Use vocabulary words in sentences. | | R | | | R | R | | Y | | | Y | | Y | | | | G | | G | | G | | G | | G | | | | | | | | | Y | | |
| Illustrate vocabulary meaning. | | | R | | R | | | Y | | | Y | | | G | | G | | | | | | | G | G | | | | | | | | | | | G | G |
| Read poetry with proper inflection and meter. | | | | | | | | | | | | | | | | | | | | | G | | | | | | | | R | Y | Y | G | | | | |
| Present a drama, speaking clearly at an understandable pace. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | Y | Y | G | | | | |
| Make connections between the poem text and an oral presentation of the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | Y | Y | G | | | | |
| Extend learning using leveled text and specified extension activities. | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

Legend: ■ = Model (red), ■ = Guide (yellow), ■ = Monitor (green), X = consistent teacher guidance

| OBJECTIVE | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 | W12 | W13 | W14 | W15 | W16 | W17 | W18 | W19 | W20 | W21 | W22 | W23 | W24 | W25 | W26 | W27 | W28 | W29 | W30 | W31 | W32 | W33 | W34 | W35 | W36 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEFORE READING** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Answer probing questions to build motivation. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify story elements, including title, author, and genre. | Model | Model | Model | Model | Guide | Guide | Guide | Guide | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | | | | | Model | Guide | Monitor | Monitor |
| Learn how chapters fit together to provide a story's structure. | | | | | | | | | | | | | | | Monitor | Monitor | | | | | | | | | | | | Monitor | | | | | | | | |
| Assess how purpose shapes the content and style of text. | Model | Model | Model | Model | Guide | Guide | Guide | Guide | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Model | Guide | Guide | Monitor | Model | Guide | Guide | Monitor |
| Listen to text read aloud with expression. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify poetry elements, including title and poet. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Model | Guide | Guide | Monitor | | | | |
| Extend learning using leveled text and specified extension activities. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **DURING READING** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listen to text read aloud with expression. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify vocabulary at point of use. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | Model | Guide | X | X |
| Draw on specific details by identifying the character and setting traits, citing text evidence through highlighting and taking notes, and participating in discussion. | Monitor | Monitor | Monitor | Monitor | Monitor | Guide/Monitor | Guide/Monitor | Guide/Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | | | | | Model | Guide | Monitor | Monitor |
| Comprehend complex text by learning to visualize. | Monitor | Monitor | Monitor | Monitor | Monitor | Guide/Monitor | Guide/Monitor | Guide/Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Model | | Monitor | Monitor |
| Make and verify a prediction. | Monitor | Monitor | Monitor | Monitor | Monitor | Guide/Monitor | Guide/Monitor | Guide/Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | | | | | | | Monitor | Monitor |
| Learn the structural elements of poems, including rhyme, stanza, theme, and speaker. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Model | Guide | Guide | Monitor | | | | |
| Draw on specific details when participating in discussion and interpreting figurative language, including similes, personification, and metaphors. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Model | Guide | Guide | Monitor | | | | |
| **AFTER READING** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Retell a story using appropriate details. | Model | Model | Model | Model | Guide | Guide | Guide | Guide | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | | | | | Model | Guide | Monitor | Monitor |
| Make text connections to relate to and remember a story. | Model | Model | Model | Model | Guide | Guide | Guide | Guide | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | | | | | | | | | | Model | Guide | Monitor | Monitor |
| Describe how point of view influences how events are described. | Model | Model | Model | Model | Guide | Guide | Guide | Guide | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | Monitor | | | | | Model | Guide | Monitor | Monitor |
| Compare or contrast characters in different stories. | | Model | | Model | | Guide | | Guide | | | Monitor | | Monitor | | | Monitor | | Monitor | | | Monitor | | | Monitor | | | Monitor | Monitor | | | | | | | | |
| Write vocabulary definitions. | Model | | | Model | | | Guide | | | | | | Monitor | | | Monitor | | | Monitor | | | Monitor | | Monitor | Monitor | | | Monitor | | | | | Model | | | |
| Identify examples of vocabulary meaning. | | Model | | | Guide | | | Guide | | Monitor | Monitor | | | Monitor | | | Monitor | | | Monitor | | | Monitor | | | | | | | | | | | Guide | | |
| Use vocabulary words in sentences. | | | Model | | | Guide | | | | Monitor | | | Monitor | | | Monitor | | | Monitor | | | Monitor | | | Monitor | | | Monitor | | | | | | | Monitor | Monitor |
| Read poetry with proper inflection and meter. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Model | Guide | Guide | Monitor | | | | |
| Present a drama, speaking clearly at an understandable pace. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Model | Guide | Guide | Monitor | | | | |
| Make connections between the poem text and an oral presentation of the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Model | Guide | Guide | Monitor | | | | |
| Extend learning using leveled text and specified extension activities. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

**Key:** ■ = Model (red), ■ = Guide (yellow), ◪ = Model and Guide (red/yellow), ■ = Monitor (green), X = consistent teacher guidance

## OBJECTIVE

### BEFORE READING

| Objective | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 | W12 | W13 | W14 | W15 | W16 | W17 | W18 | W19 | W20 | W21 | W22 | W23 | W24 | W25 | W26 | W27 | W28 | W29 | W30 | W31 | W32 | W33 | W34 | W35 | W36 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Answer probing questions to build motivation. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify story elements, including title, author, and genre. | Model | Model | Model | Model | Guide | Guide | Guide | Guide | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon |  |  | Mon | Mon | Mon | Mon |  |  |  |  | M&G | Guide | Mon | Mon |
| Listen to text read aloud with expression. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify poetry elements, including title and poet. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon |  |  |  |  |  |  |
| Assess how purpose shapes the content and style of text. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon |  |  |  |  |  |  |
| Identify elements of drama, including title and playwright. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon |  |  |  |  |  |  |  |  |  |  |  |  |
| Extend learning using leveled text and specified extension activities. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify what a speech is. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon |  |  |  |  |
| Preview the text. | Model | Model | Model | Model | Guide | Guide | Guide | Guide | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon |  |  | Mon | Mon | Mon | Mon |  |  |  |  | M&G | Guide | Mon | Mon |
| Preview the play. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon |  |  |  |  |  |  |  |  |  |  |  |  |
| Listen to a historical speech read aloud. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon |  |  |  |  |

### DURING READING

| Objective | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 | W12 | W13 | W14 | W15 | W16 | W17 | W18 | W19 | W20 | W21 | W22 | W23 | W24 | W25 | W26 | W27 | W28 | W29 | W30 | W31 | W32 | W33 | W34 | W35 | W36 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Listen to text read aloud with expression. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Listen to and read text aloud with a purpose. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X |  | X | X | X |
| Expand vocabulary knowledge through contextual analysis. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Annotate and engage with fictional text to develop comprehension. |  | Model | Model |  |  | Guide | Guide |  | Mon | Mon | Mon |  |  |  | Mon | Mon | Mon |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Guide | Mon | Mon |
| Annotate and engage with informational text to develop knowledge. | Model |  |  | Model | Guide |  | Guide | Mon |  |  |  |  | Mon | Mon | Mon |  | Mon | Mon | Mon |  |  |  |  |  | Mon | Mon | Mon | Mon |  |  |  |  | M&G | Guide | Mon | Mon |
| Annotate and engage with text from a speech to develop comprehension. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G |  |  |  |
| Process information deeply through close reading of complex text. | Model | Model | Model | Model | Guide | Guide | Guide |  | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | M&G | Mon | Mon | Mon | Mon | Mon | M&G | Mon | M&G | Mon | M&G | Mon | Mon | Mon |
| Answer text-dependent focus questions to enrich meaning making. | Model | Model | Model | Model | Guide | Guide | Guide | Guide | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | M&G | Mon |  |  |  |  |  |  |  |  | M&G | Guide | Mon | Mon |
| Learn the structural elements of poems, including rhyme, stanza, theme, and speaker. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon | M&G | Mon |  |  |  |  |
| Draw on specific details when participating in discussion and interpreting figurative language, including similes, personification, and metaphors. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon | M&G | Mon |  |  |  |  |
| Learn the structural elements of drama, including act, cast of characters, setting, and dialogue. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon |  |  |  |  |  |  |  |  |  |  |  |  |

### AFTER READING

| Objective | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 | W12 | W13 | W14 | W15 | W16 | W17 | W18 | W19 | W20 | W21 | W22 | W23 | W24 | W25 | W26 | W27 | W28 | W29 | W30 | W31 | W32 | W33 | W34 | W35 | W36 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Clarify thinking through reflecting and writing a summary. | Model | Model | Model | Model | Guide | Guide | Guide | Guide | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon |  |  | Mon | Mon | Mon | Mon |  |  |  |  | M&G | Guide | Mon | Mon |
| Make text connections to relate to and analyze a historical speech. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Read poetry with proper inflection and meter. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon | M&G | Mon |  |  |  |  |
| Read a play with proper inflection and expression. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon |  |  |  |  |  |  |  |  |  |  |  |  |
| Present a drama, speaking clearly at an understandable pace. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon |  |  |  |  | M&G | Mon | M&G | Mon |  |  |  |  |
| Make connections between the poem text and an oral presentation of the text. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M&G | Mon | M&G | Mon |  |  |  |  |
| Extend learning using leveled text and specified extension activities. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Process information deeply through close reading of complex text. | Model | Model | Model | Model | Guide | Guide | Guide |  | Mon | Mon | Mon | Mon | Mon | Mon |  |  |  |  |  |  |  |  |  |  | Mon | Mon | Mon | Mon |  |  |  |  | M&G | Guide | Mon | Mon |
| Clarify thinking through discussing and writing a reflection about the text. | Model | Model | Model | Model | Guide | Guide | Guide | Guide | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon | Mon |  |  | Mon | Mon | Mon | Mon | M&G | Mon | M&G | Mon | M&G | Guide | Mon | Mon |

| OBJECTIVE | Animals in the Classroom | Down the Drain | Exploration Journal | Eye of the Beholder | Families on the Move | Formula for Fitness | Good Eating | Helping Hand | I Am a Rock | Inventions | It's a Mystery | Location, Location, Location | Moving to Mars | New at School | Our Town | Plan a Playground | Service Dogs | Sky Book | Stay Healthy | Talk It Out | Use It Again | Voting Day | What's the Weather? | Capstone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Writing** | | | | | | | | | | | | | | | | | | | | | | | | |
| Utilize stages of writing process effectively to strengthen writing | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Implement six traits of writing effectively in revision process | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Utilize resource materials effectively to strengthen writing | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Conduct research to improve understanding of a topic | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Evaluate validity and appropriateness of sources | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Determine relevant evidence and information related to the topic | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Take effective notes & documents sources | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Implement principles of standard English in writing revising, and editing | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Integrate information from multiple sources and points of view into understanding of a topic. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Use precise and domain-specific vocabulary effectively in writing | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Create written pieces in voice and tone appropriate to the task and audience | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Write opinion pieces using clear organizational structure | X | X | | | | | X | X | | | X | | | | | X | | | | | | X | | X |
| Develop opinion pieces supported by facts and details | X | X | | | | | X | X | | | X | | | | | X | | | | | | X | | X |
| Produce opinions pieces with effective linking words, transitions, or sequence words | X | X | | | | | X | X | | | X | | | | | X | | | | | | X | | X |
| Write opinion pieces using effective introductions and conclusions | X | X | | | | | X | X | | | X | | | | | X | | | | | | X | | X |
| Construct informative pieces with logical organizational structure | | | X | | X | | | | X | | | | X | X | X | | | | X | X | X | | X | X |
| Writes informative pieces supported by facts and details | | | X | | X | | | | X | | | | X | X | X | | | | X | X | X | | X | X |
| Write informative pieces using effective linking words, transitions, or sequence words | | | X | | X | | | | X | | | | X | X | X | | | | X | X | X | | X | X |
| Write informative pieces using effective introductions and conclusions | | | X | | X | | | | X | | | | X | X | X | | | | X | X | X | | X | X |
| Write narrative pieces with effective narrative structure, such as a narrator, characters, and setting | | | X | | X | | | | | X | | | X | | | | | X | | X | | | | X |

| OBJECTIVE | Animals in the Classroom | Down the Drain | Exploration Journal | Eye of the Beholder | Families on the Move | Formula for Fitness | Good Eating | Helping Hand | I Am a Rock | Inventions | It's a Mystery | Location, Location, Location | Moving to Mars | New at School | Our Town | Plan a Playground | Service Dogs | Sky Book | Stay Healthy | Talk It Out | Use It Again | Voting Day | What's the Weather? | Capstone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Write narrative pieces that includes correctly structured dialogue where appropriate | | | X | | X | | | | | X | | X | | | | | X | | | X | | | | X |
| Write narrative pieces using sensory details and vivid descriptions | | | X | | X | | | | | X | | X | | | | | X | | | X | | | | X |
| Write narrative pieces using effective transitions or sequence | | | X | | X | | | | | X | | X | | | | | X | | | X | | | | X |
| Write narrative pieces using effective introductions and conclusions | | | X | | X | | | | | X | | X | | | | | X | | | X | | | | X |
| Select effective and appropriate writing mode for a topic, audience, and task | | | | | | | | | | | | | | | | | | | | | | | | X |

**Reading Informational Text**

| OBJECTIVE | Animals in the Classroom | Down the Drain | Exploration Journal | Eye of the Beholder | Families on the Move | Formula for Fitness | Good Eating | Helping Hand | I Am a Rock | Inventions | It's a Mystery | Location, Location, Location | Moving to Mars | New at School | Our Town | Plan a Playground | Service Dogs | Sky Book | Stay Healthy | Talk It Out | Use It Again | Voting Day | What's the Weather? | Capstone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Read and comprehend informational texts in both print and digital formats to explore research topics. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Interpret informational texts in both print and digital formats to explore research topics. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Decode the meaning of academic and domain-specific vocabulary in context. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Use text features such as headings, illustrations, charts, maps, timelines, and graphs in informational text to locate information. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Make inferences based on readings from a variety of sources on the same topic. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Compare and contrast information from different sources on the same topic. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

**Language**

| OBJECTIVE | Animals in the Classroom | Down the Drain | Exploration Journal | Eye of the Beholder | Families on the Move | Formula for Fitness | Good Eating | Helping Hand | I Am a Rock | Inventions | It's a Mystery | Location, Location, Location | Moving to Mars | New at School | Our Town | Plan a Playground | Service Dogs | Sky Book | Stay Healthy | Talk It Out | Use It Again | Voting Day | What's the Weather? | Capstone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Use grade-appropriate spelling, capitalization, and punctuation in writing. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Use grade-appropriate sentence structures in formal writing. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Use grade-appropriate grammar and usage elements in formal writing. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Use grade-appropriate mechanics in formal writing. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Use grade-appropriate handwriting or keyboarding skills in writing. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Speaking and Listening** | | | | | | | | | | | | | | | | | | | | | | | | |
| Participate in productive collaborative discussions with class and project teams. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Develop and follow effective rules for discussion in project teams. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Check for understanding in discussion by asking clarifying questions. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify main ideas and details in other speakers' presentations. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Present with research teams using appropriate and relevant facts & details | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Present with research teams using   logical sequence | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Use media & visuals to support presentations effectively. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Speak and present using language appropriate to audience and task. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Content Connection** | | | | | | | | | | | | | | | | | | | | | | | | |
| Research topics in science and engineering, and create technology-based presentation of research with project team. | X | X | | X | | | | | X | X | X | | X | | | | | X | | | X | | X | X |
| Research topics in social studies, and create technology-based presentation of research with project team. | | | X | | X | | X | | X | | | X | | X | X | X | X | | | | X | X | | X |
| Research topics in health and create technology-based presentation of research with project team. | | | | | X | X | | | | | | | | | | | | | X | | | | | X |
| Research topics in career fields, and create technology-based presentation of research with project team. | | | | | | | | | | | | | X | | | | | | | | | | | X |
| **Research and Technology** | | | | | | | | | | | | | | | | | | | | | | | | |
| Use search terms effectively to locate relevant information. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Use library and media center resources effectively. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Apply responsible and safe policies in digital interactions | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Evaluate and identify effective sources for research | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Evaluate validity of sources | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Document sources for material in a grade-appropriate manner | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Interpret information gathered from research, avoiding plagiarism | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Practice respectful behavior in digital interactions. | | | X | | X | X | | | | | | | | | | | | X | | X | | | | X |
| Use technology to access historical records, maps, and other primary source documentation. | | | X | | X | | | | | X | | X | X | | X | X | | | X | | | X | X | |
| Use technology to connect with distant people and resources | | X | | | X | | | X | | X | X | X | X | | | | X | | | X | X | | | |
| Identifiy effective technologies to implement for research topics | | | | | | | | | | | | | | | | | | | | | | | | X |
| **Community** | | | | | | | | | | | | | | | | | | | | | | | | |
| Explore local and global communities. | | X | | | X | | | X | | | | X | X | X | X | X | X | | X | X | X | X | X | |
| Recognize different perspectives, life experiences, and opinions, and show respect for others. | | | | X | X | X | | X | | | X | | X | X | X | X | X | | | X | X | X | | |
| Identify issues or problems in the community, and propose solutions. | | X | | | | X | X | X | | | | | | X | X | X | | | | X | X | X | X | |
| Identify key decision-makers to present ideas for building and improving a community. | X | X | | | | X | X | X | | | | | | X | X | | X | X | | X | X | X | X | |
| Work effectively in a team with diverse skills and strengths. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Value input from team members with diverse perspectives. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

# SRA FLEX LITERACY™ Digital Experience

## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| **LITERATURE** | | | | |
| **Key Ideas and Details** | | | | |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | x | x | |
| RL.1.3 | Describe characters, settings, and major events in a story, using key details. | x | x | |
| RL.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | x | x | |
| 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. | x | x | |
| 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. | x | x | |
| RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | x | x | |
| RL.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | x | x | |
| RL.5.2 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | x | x | |
| RL.5.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | x | x | |
| RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | x | x | |
| RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | x | x | |
| RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | x | x | |
| RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | x | x | |
| RL.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | x | x | |
| RL.8.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | x | x | |
| RL.8.3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | x | x | |

# SRA FLEX LITERACY™ Digital Experience
## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| **Craft and Structure** | | | | |
| 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. | | x | |
| 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. **(See grade 2 Language standards 4–6 for additional expectations.) CA** | | x | |
| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | x | x | |
| RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **(See grade 3 Language standards 4–6 for additional expectations.) CA** | x | x | |
| 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. | | x | |
| RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. | x | x | |
| RL.4.5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | | x | |
| RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | x | x | |
| RL.5.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **(See grade 5 Language standards 4–6 for additional expectations.) CA** | x | x | |
| RL.5.6 | Describe how a narrator's or speaker's point of view influences how events are described. | x | x | |
| RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 6 Language standards 4–6 for additional expectations.) CA** | x | x | |
| RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | x | x | |
| RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. | x | | |
| RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(See grade 7 Language standards 4–6 for additional expectations.) CA** | | x | |
| RL.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | | x | |

# Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| RL.8.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | x | | x |
| RL.8.6 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | | x | |
| **Integration of Knowledge and Ideas** | | | | |
| RL.1.9 | Compare and contrast the adventures and experiences of characters in stories. | x | x | |
| 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. | | x | |
| 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. | x | | |
| 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). | x | x | |
| RL.4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | | x | |
| RL.4.9 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | x | x | |
| RL.6.9 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | x | | |
| RL.8.9 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | | x | |
| **Range of Reading and Level of Text Complexity** | | | | |
| RL.1.10a | With prompting and support, read prose and poetry of appropriate complexity for grade 1. **Activate prior knowledge related to the information and events in a text. CA** | | x | |
| RL.1.10b | With prompting and support, read prose and poetry of appropriate complexity for grade 1. **Confirm predictions about what will happen next in a text. CA** | | x | |
| RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | | x | |
| RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | x | |
| RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. | | x | |

## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| RL.6.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | x | |
| **INFORMATIONAL TEXT** | | | | |
| **Key Ideas and Details** | | | | |
| RI.1.2 | Identify the main topic and retell key details of a text. | x | x | x |
| RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | x | x |
| RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | x | x | x |
| RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | x | x | x |
| 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. | x | x | x |
| RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | x | x | x |
| RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | x | x | x |
| RI.4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | x | x | x |
| RI.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | x | x | x |
| RI.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | x | x | x |
| RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | x | x | x |
| RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | | x | x |
| RI.6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | | x | x |
| RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | x | x | x |
| RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | x | x | x |
| RI.8.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | x | x | x |

# SRA FLEX LITERACY™ Digital Experience
## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| **Craft and Structure** | | | | |
| RI.1.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text**. (See grade 1 Language standards 4–6 for additional expectations.) CA** | x | x | x |
| RI.1.5 | Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA | x | | x |
| RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | x | | x |
| 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. | x | | x |
| RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | x | x | x |
| 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. **(See grade 3 Language standards 4–6 for additional expectations.) CA** | | x | x |
| RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | x |
| RI.3.6 | Distinguish their own point of view from that of the author of a text. | | x | x |
| RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **(See grade 4 Language standards 4–6 for additional expectations.) CA** | | x | x |
| RI.4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | x | | x |
| RI.4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | | x |
| RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **(See grade 5 Language standards 4–6 for additional expectations.) CA** | | x | x |
| RI.5.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | | | x |
| RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | | x |
| RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA** | x | x | x |
| RI.6.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.<br>a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA | | | x |

## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| RI.6.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | x | | x |
| RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 7 Language standards 4–6 for additional expectations.) CA** | | x | x |
| RI.8.5 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.<br>Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA | | | x |
| RI.8.6 | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | x | | x |
| **Integration of Knowledge and Ideas** | | | | |
| RI.1.8 | Identify the reasons an author gives to support points in a text. | x | | x |
| RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | x | x | x |
| RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | x | | x |
| RI.2.8 | Describe how reasons support specific points the author makes in a text. | x | x | x |
| 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). | x | | x |
| RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. | x | x | x |
| RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | x | | x |
| RI.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | | | x |
| RI.5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | x | | x |
| RI.5.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | | x |
| RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | | | x |
| RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | x | | x |
| RI.6.9 | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | x | | x |

# Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|:---:|:---:|:---:|
| RI.8.7 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | | | x |
| RI.8.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | x | | x |
| RI.8.9 | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | | | x |
| **Range of Reading and Level of Text Complexity** | | | | |
| RI.1.10a | With prompting and support, read informational texts appropriately complex for grade 1. **Activate prior knowledge related to the information and events in a text. CA** | | x | x |
| RI.1.10b | With prompting and support, read informational texts appropriately complex for grade 1. **Confirm predictions about what will happen next in a text. CA** | | x | |
| 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. | | x | x |
| RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | x | x |
| RI.5.10 | 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 4–5 text complexity band independently and proficiently. | | x | x |
| RI.6.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | x | x |
| **READING STANDARDS: 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). | x | | |
| **Phonological Awareness** | | | | |
| RF.1.2a | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. | x | | |
| RF.1.2b | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | x | | |
| RF.1.2c | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | x | | |

# Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|---------------------------|---------|-------|---------|
| RF.1.2d | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | x | | |
| **Phonics & Word Recognition** | | | | |
| RF.1.3a | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Know the spelling-sound correspondences for common consonant digraphs. | x | x | |
| RF.1.3b | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Decode regularly spelled one-syllable words. | x | x | |
| RF.1.3c | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Know final -e and common vowel team conventions for representing long vowel sounds. | x | x | |
| RF.1.3d | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | x | x | |
| RF.1.3e | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Decode two-syllable words following basic patterns by breaking the words into syllables. | x | x | |
| RF.1.3f | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Read words with inflectional endings. | x | x | x |
| RF.1.3g | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Recognize and read grade-appropriate irregularly spelled words. | x | x | x |
| RF.2.3a | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Distinguish long and short vowels when reading regularly spelled one-syllable words. | x | x | |
| RF.2.3b | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Know spelling-sound correspondences for additional common vowel teams. | x | x | |
| RF.2.3c | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Decode regularly spelled two-syllable words with long vowels. | x | x | |
| RF.2.3d | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Decode words with common prefixes and suffixes. | x | x | |

## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|---------------------------|---------|-------|---------|
| RF.2.3e | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Identify words with inconsistent but common spelling-sound correspondences. | x | x | |
| RF.2.3f | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Recognize and read grade-appropriate irregularly spelled words. | x | x | x |
| RF.3.3a | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Identify and know the meaning of the most common prefixes and derivational suffixes. | x | x | x |
| RF.3.3b | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Decode words with common Latin suffixes. | | x | x |
| RF.3.3c | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Decode multisyllable words. | x | x | |
| RF.3.3d | Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** Read grade-appropriate irregularly spelled words. | x | x | x |
| RF.5.3a | Know and apply grade-level phonics and word analysis skills in decoding words. | x | x | |
| **Fluency** | | | | |
| RF.2.4a | Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. | | x | x |
| RF.2.4b | Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | | x | |
| RF.2.4c | Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | x |
| RF.5.4a | Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. | | x | x |
| RF.5.4b | Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | x | x |
| RF.5.4c | Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | x |
| **WRITING** | | | | |
| **Text Types and Purposes** | | | | |
| W.1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | | x |

## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | | | x |
| W.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | | x |
| W.3.1a | Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | | | x |
| W.3.1b | Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion. Write opinion pieces on topics or texts, supporting a point of view with reasons. | | | x |
| W.3.1c | Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. | | | x |
| W.3.1d | Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section. | | | x |
| W.3.2a | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | | | x |
| W.3.2.b | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details. | | | x |
| W.3.2.c | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | | | x |
| W.3.2.d | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section. | | | x |
| W.3.3a | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | | | x |
| W.3.3b | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | | | x |
| W.3.3c | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order. | | | x |

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| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|---|---|---|
| W.3.3d | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>Provide a sense of closure. | | | x |
| W.5.1a | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. | | | x |
| W.5.1b | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>Provide logically ordered reasons that are supported by facts and details. | | | x |
| W.5.1c | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). | | | x |
| W.5.1d | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>Provide a concluding statement or section related to the opinion presented. | | | x |
| W.5.2a | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | | | x |
| W.5.2b | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | | x |
| W.5.2c | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). | | | x |
| W.5.2d | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | x |
| W.5.2e | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>Provide a concluding statement or section related to the information or explanation presented. | | | x |

## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|---|---|---|
| W.5.3a | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | | | x |
| W.5.3b | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | | | x |
| W.5.3c | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | | | x |
| W.5.3d | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>Use concrete words and phrases and sensory details to convey experiences and events precisely | | | x |
| W.5.3e | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>Provide a conclusion that follows from the narrated experiences or events. | | | x |
| W.6.1a | Write arguments to support claims with clear reasons and relevant evidence.<br>Introduce claim(s) and organize the reasons and evidence clearly. | | | x |
| W.6.1b | Write arguments to support claims with clear reasons and relevant evidence.<br>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | | | x |
| W.6.1c | Write arguments to support claims with clear reasons and relevant evidence.<br>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | | | x |
| W.6.1d | Write arguments to support claims with clear reasons and relevant evidence.<br>Establish and maintain a formal style. | | | x |
| W.6.1e | Write arguments to support claims with clear reasons and relevant evidence.<br>Provide a concluding statement or section that follows from the argument presented. | | | x |
| W.6.2a | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Introduce a topic **or thesis statement;** organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** | | | x |

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| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| W.6.2b | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | | | x |
| W.6.2c | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Use appropriate transitions to clarify the relationships among ideas and concepts. | | | x |
| W.6.2d | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | x |
| W.6.2e | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Establish and maintain a formal style. | | | x |
| W.6.2f | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Provide a concluding statement or section that follows from the information or explanation presented. | | | x |
| W.6.3a | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | | | x |
| W.6.3b | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | | | x |
| W.6.3c | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | | | x |
| W.6.3d | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | | | x |
| W.6.3e | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>Provide a conclusion that follows from the narrated experiences or events. | | | x |

# SRA FLEX LITERACY™ Digital Experience
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| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|---|---|---|
| W.7.1a | Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA** | | | x |
| W.7.1b | Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CA** | | | x |
| W.7.1c | Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | | | x |
| W.7.1d | Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style. | | | x |
| W.7.1e | Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented. | | | x |
| W.7.3a | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | | | x |
| W.7.3b | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | | | x |
| W.7.3c | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | | | x |
| W.7.3d | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | | | x |
| W.7.3e | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events. | | | x |

# Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|---|---|---|
| W.8.2a | Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**<br>Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA | | | x |
| W.8.2b | Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**<br>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | | | x |
| W.8.2c | Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**<br>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | | | x |
| W.8.2d | Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**<br>Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | x |
| W.8.2e | Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**<br>Establish and maintain a formal style. | | | x |
| W.8.2f | Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**<br>Provide a concluding statement or section that follows from and supports the information or explanation presented. | | | x |
| **Production and Distribution of Writing** | | | | |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | x |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | x |

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|---|---|---|
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) | | | x |
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | | x |
| W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | | x |
| W.5.4 | Produce clear and coherent writing **(including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CA** | | | x |
| W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) | | | x |
| W.6.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | x |
| W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) | | | x |
| W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | | | x |
| **Research to Build and Present Knowledge** | | | | |
| W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | | | x |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. | | | x |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | x |
| W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | x |
| W.4.9a | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].") | | | x |

# Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|:---:|:---:|:---:|
| W.4.9b | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). | | | x |
| W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | x |
| W.5.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | | | x |
| W.5.9a | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). | | x | |
| W.5.9b | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). | | | x |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | | x |
| W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | | | x |
| W.6.9a | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). | | x | |
| W.6.9b | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). | | | x |
| W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | | x |

## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| W.7.9a | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). | | x | |
| W.7.9b | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). | | | x |
| W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | | | x |
| W.8.9a | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). | | x | |
| W.8.9b | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). | | | x |
| **Range of Writing** | | | | |
| W.2.10 | **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA** | | x | x |
| W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | x | x |
| W.6.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | x | x |
| W.8.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | x | x |

# SRA FLEX LITERACY™ Digital Experience
## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|---------------------------|---------|-------|---------|
| **SPEAKING AND LISTENING** | | | | |
| **Comprehension and Collaboration** | | | | |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.<br>**a. Give, restate, and follow simple two-step directions. CA** | | | x |
| SL.2.1b | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.<br>Build on others' talk in conversations by linking their comments to the remarks of others. | | x | x |
| SL.2.1c | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.<br>Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | x |
| SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.<br>**a. Give and follow three- and four-step oral directions. CA** | | | x |
| SL.3.1a | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<br>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | | x | x |
| SL.3.1b | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<br>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | | | x |
| SL.3.1c | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<br>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | | x | x |
| SL.3.1d | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<br>Explain their own ideas and understanding in light of the discussion. | | x | x |
| SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | x | x |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | | | x |

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|---|---|---|
| SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | x | x |
| SL.4.3 | Identify the reasons and evidence a speaker **or media source** provides to support particular points. **CA** | | | x |
| SL.5.1a | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,* building on others' ideas and expressing their own clearly.<br>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | | x | x |
| SL.5.1b | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,* building on others' ideas and expressing their own clearly.<br>Follow agreed-upon rules for discussions and carry out assigned roles. | | x | x |
| SL.5.1c | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,* building on others' ideas and expressing their own clearly.<br>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | | | x |
| SL.5.1d | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.<br>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | x | x |
| SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | x | x |
| SL.5.3 | Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, **and identify and analyze any logical fallacies. CA** | | | x |
| SL.6.1a | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | | x | x |
| SL.6.1b | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | | | x |

## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| SL.6.1c | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | | | x |
| SL.6.1d | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | | | x |
| SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | | x |
| SL.6.3 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | | | x |
| SL.7.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | | | x |
| SL.8.1a | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | | x | x |
| SL.8.1b | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | | | x |
| SL.8.1c | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. | | | x |
| SL.8.1d | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | | | x |
| SL.8.2 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | | | x |

# Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| SL.8.3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | | | x |
| **Presentation of Knowledge and Ideas** | | | | |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | | x |
| SL.3.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA** | | | x |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | | x | x |
| SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA** | | | x |
| SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) | | x | x |
| SL.5.4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA** | | | x |
| SL.6.4 | Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA** | | | x |

# Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) | | x | x |
| SL.7.4 | Present claims and findings **(e.g., argument, narrative, summary presentations)**, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** <br> **a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA** | | | x |
| SL.7.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | | | x |
| SL.8.4 | Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** <br> **a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA** | | | x |
| SL.8.5 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | | | x |
| **LANGUAGE** | | | | |
| **Conventions of Standard English** | | | | |
| L.1.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <br> Print all upper- and lowercase letters. | x | | |
| L.1.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <br> Use common, proper, and possessive nouns. | x | | x |
| L.1.1c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <br> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | x | | x |
| L.1.1d | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <br> Use personal **(subject, object)**, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). **CA** | x | | x |

# SRA FLEX LITERACY™ Digital Experience
## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|---------------------------|---------|-------|---------|
| L.1.1e | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | x | | x |
| L.1.1f | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring adjectives. | x | | x |
| L.1.1g | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring conjunctions (e.g., and, but, or, so, because). | x | | x |
| L.1.1h | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use determiners (e.g., articles, demonstratives). | x | | x |
| L.1.1i | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring prepositions (e.g., during, beyond, toward). | x | | x |
| L.1.1j | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | x | | x |
| L.1.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. | x | | x |
| L.1.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation for sentences. | x | | x |
| L.1.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in dates and to separate single words in a series. | x | | x |
| L.1.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | | | x |
| L.1.2e | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | | | x |
| L.2.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group). | x | | x |

# SRA FLEX LITERACY™ Digital Experience
## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|---------------------------|---------|-------|---------|
| L.2.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). | x | | x |
| L.2.1c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use reflexive pronouns (e.g., myself, ourselves). | | | x |
| L.2.1d | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). | x | | x |
| L.2.1e | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use adjectives and adverbs, and choose between them depending on what is to be modified. | x | | x |
| L.2.1f | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | x | | x |
| L.2.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Capitalize holidays, product names, and geographic names. | x | | x |
| L.2.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use commas in greetings and closings of letters. | x | | x |
| L.2.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use an apostrophe to form contractions and frequently occurring possessives. | x | | x |
| L.2.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Generalize learned spelling patterns when writing words (e.g., cage à badge; boy à boil). | x | | x |
| L.3.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | x | x | x |
| L.3.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use regular and irregular plural nouns. | x | | x |

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| L.3.1c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use abstract nouns (e.g., childhood). | x | | x |
| L.3.1d | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use regular and irregular verbs. | x | | x |
| L.3.1e | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | x | | x |
| L.3.1f | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Ensure subject-verb and pronoun-antecedent agreement.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).] | x | | x |
| L.3.1g | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | x | | x |
| L.3.1h | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use coordinating and subordinating conjunctions. | x | | x |
| L.3.1i | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Produce simple, compound, and complex sentences. | x | | x |
| L.3.1k | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>**Use reciprocal pronouns correctly. CA** | | | x |
| L.3.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Capitalize appropriate words in titles. | x | | x |
| L.3.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use commas in addresses. | x | | x |
| L.3.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use commas and quotation marks in dialogue. | x | | x |
| L.3.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Form and use possessives. | x | | x |

# SRA FLEX ◆ LITERACY™ Digital Experience
## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|---------------------------|---------|-------|---------|
| L.3.2e | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). | x | | x |
| L.3.2f | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | | | x |
| L.3.2g | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | x |
| L.4.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use **interrogative**, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). **CA** | | | x |
| L.4.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | x | | x |
| L.4.1c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | x | | x |
| L.4.1d | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | x | | x |
| L.4.1e | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use prepositional phrases. | x | | x |
| L.4.1f | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).] | x | | x |
| L.4.1g | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Correctly use frequently confused words (e.g., to, too, two; there, their).* | | | x |

# SRA FLEX LITERACY™ Digital Experience
## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|---|---|---|
| L.4.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use correct capitalization. | x | | x |
| L.4.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use commas and quotation marks to mark direct speech and quotations from a text. | x | | x |
| L.4.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use a comma before a coordinating conjunction in a compound sentence. | x | | x |
| L.5.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | x | | x |
| L.5.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | x | | x |
| L.5.1c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions. | x | | x |
| L.5.1d | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Recognize and correct inappropriate shifts in verb tense.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).] | x | | x |
| L.5.1e | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use correlative conjunctions (e.g., either/or, neither/nor). | x | | x |
| L.5.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use punctuation to separate items in a series.* | x | | x |
| L.5.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use a comma to separate an introductory element from the rest of the sentence. | | | x |
| L.5.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). | | | x |

# SRA FLEX LITERACY™ Digital Experience
## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|:-------:|:-----:|:-------:|
| L.5.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use underlining, quotation marks, or italics to indicate titles of works. | | | x |
| L.5.2e | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Spell grade-appropriate words correctly, consulting references as needed. | | | x |
| L.6.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Ensure that pronouns are in the proper case (subjective, objective, possessive). | x | | x |
| L.6.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use **all pronouns, including** intensive pronouns (e.g., myself, ourselves) **correctly**. **CA** | x | | x |
| L.6.1c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Recognize and correct inappropriate shifts in pronoun number and person.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).] | x | | x |
| L.6.1d | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).] | x | | x |
| L.6.1e | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | | | x |
| L.6.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* | | | x |
| L.6.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Spell correctly. | | | x |
| L.7.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Explain the function of phrases and clauses in general and their function in specific sentences. | x | | x |

# SRA FLEX LITERACY™ Digital Experience
## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|---|---|---|
| L.7.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | | | x |
| L.7.1c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).] | | | x |
| L.7.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). | | | x |
| L.7.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Spell correctly. | | | x |
| L.8.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | | | x |
| L.8.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use verbs in the active and passive voice. | | | x |
| L.8.1c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | | | x |
| L.8.1d | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Recognize and correct inappropriate shifts in verb voice and mood.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).] | | | x |
| L.8.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | | | x |
| L.8.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Use an ellipsis to indicate an omission. | | | x |

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|----------------------------|---------|-------|---------|
| **Knowledge of Language** | | | | |
| L.2.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Compare formal and informal uses of English. | | x | x |
| L.3.3a | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>Choose words and phrases for effect.* | | | x |
| L.3.3b | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>Recognize and observe differences between the conventions of spoken and written standard English. | | | x |
| L.4.3a | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>Choose words and phrases to convey ideas precisely.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).] | | | x |
| L.4.3b | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>Choose punctuation for effect.* | x | x | |
| L.4.3c | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | | x | x |
| L.5.3a | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | | x |
| L.5.3b | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | | x | |
| L.6.3a | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>Vary sentence patterns for meaning, reader/ listener interest, and style.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).] | | | x |
| L.6.3b | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>Maintain consistency in style and tone.* | | | x |

# Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|---------------------------|---------|-------|---------|
| L.7.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | | | x |
| L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | | | x |
| **Vocabulary Acquisitions and Use** | | | | |
| L.1.4a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.<br>Use sentence-level context as a clue to the meaning of a word or phrase. | x | | x |
| L.1.4b | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.<br>Use frequently occurring affixes as a clue to the meaning of a word. | x | | x |
| L.1.4c | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.<br>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | x | | |
| L.1.5a | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.<br>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | x | | x |
| L.1.5b | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.<br>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). | x | | x |
| L.1.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | | x |
| L.2.4d | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.<br>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). | | x | |
| L.2.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | x | x | x |

# SRA FLEX LITERACY™ Digital Experience
## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|------|---------------------------|:-------:|:-----:|:-------:|
| L.3.4a | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>Use sentence-level context as a clue to the meaning of a word or phrase. | x | x | x |
| L.3.4b | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | x | x | x |
| L.3.4c | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | x | x | x |
| L.3.4d | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA** | x | x | x |
| L.3.5a | Demonstrate understanding of word relationships and nuances in word meanings.<br>Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). | x | x | |
| L.3.5b | Demonstrate understanding of word relationships and nuances in word meanings.<br>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). | x | | x |
| L.3.5c | Demonstrate understanding of word relationships and nuances in word meanings.<br>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | x | | |
| L.3.6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | x | x | x |
| L.4.5a | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. | x | x | x |
| L.4.5b | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>Recognize and explain the meaning of common idioms. | x | x | |

## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|:---:|:---:|:---:|
| L.4.5c | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | x | | x |
| L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | x | x | x |
| L.5.4a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.<br>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | x | x | x |
| L.5.4c | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.<br>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA** | x | x | x |
| L.5.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | | | x |
| L.6.4a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.<br>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | x | | x |
| L.6.4b | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.<br>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | x | x | x |
| L.6.4c | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.<br>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | x | x | x |
| L.6.4d | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.<br>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | | x |
| L.6.5a | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>Interpret figures of speech (e.g., personification) in context. | | x | x |

# SRA FLEX LITERACY™ Digital Experience

## Correlation to Common Core State Standards

| CODE | COMMON CORE STATE STANDARD | DIGITAL | PRINT | PROJECT |
|---|---|:---:|:---:|:---:|
| L.6.5b | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | | | x |
| L.6.5c | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | x | | x |
| L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | x | x |
| L.7.4c | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words. C**A | | x | x |

# Online Resources

**Contents**

# Online Resources

**Spelling**

**Digital Activity Tracker**

**Fluency Passage**

**Independent Reading Activity Cards**

**Pre-Project Lessons**

**Exemplars**

**Professional Learning Environment (PLE)**

SRA FLEX LITERACY™

# Spelling Instruction

Spelling instruction is available for each week of the program. As students finish a set of five lessons, work with students in small groups or individually each week to practice spelling selected vocabulary words from the lessons they have completed. Print a copy for each student of the appropriate Copy/Spell/Fix Worksheet. Each worksheet contains 10 words, with blank rows for any additional words you wish to include, including a review of words that were previously taught.

**Pronounce** each word for students, and then have students say the word first with you and then by themselves. If needed, **define** the word for students, using an example sentence. **Direct** students to copy each word on the list into the second column (Copy) on the worksheet. **Support** as needed.

**Example routine:**

Look at Row 1. This word is _____.
Let's say the word together. What word?
(**Repeat** for each word.)
The word _____ is spelled _____. How is it spelled?
The word _____ means _____.
Now it's your turn to say and spell the word by yourself.
(**Repeat** for each word.)
**Continue** the routine until students have pronounced and spelled each word on the list.
Time for Turns:
**Call on students** to spell a word:
Spell the word in Row 1, _____ (student's name).

**Error Correction:**
For incorrect spellings, say:
My turn. The word _____ is spelled _____. How is it spelled?
**Repeat** word.
Praise students, such as: "Nice work spelling the word correctly."

**Direct** students to fold over the worksheet so that the first two columns (Word, Copy) are covered. **Pronounce** each word for students, and **direct** students to write the word from memory in the third column (Spell). Have students exchange papers to check their work. **Direct** students to write any words they missed in the last column (Fix).

For more explicit Spelling instruction for each grade level, as well as tips and suggestions, please refer to the *CCSS Literacy eHandbook* at this link: https://www.mheonline.com/ccssehandbook/

Lessons/Worksheets are coordinated as follows:

| Lessons | Worksheet | | Lessons | Worksheet | | Lessons | Worksheet |
|---|---|---|---|---|---|---|---|
| 1–5 | 1 | | 191–195 | 39 | | 381–385 | 77 |
| 6–10 | 2 | | 196–200 | 40 | | 386–390 | 78 |
| 11–15 | 3 | | 201–205 | 41 | | 391–395 | 79 |
| 16–20 | 4 | | 206–210 | 42 | | 396–400 | 80 |
| 21–25 | 5 | | 211–215 | 43 | | 401–405 | 81 |
| 26–30 | 6 | | 216–220 | 44 | | 406–410 | 82 |
| 31–35 | 7 | | 221–225 | 45 | | 411–415 | 83 |
| 36–40 | 8 | | 226–230 | 46 | | 416–420 | 84 |
| 41–45 | 9 | | 231–235 | 47 | | 421–425 | 85 |
| 46–50 | 10 | | 236–240 | 48 | | 426–430 | 86 |
| 51–55 | 11 | | 241–245 | 49 | | 431–435 | 87 |
| 56–60 | 12 | | 246–250 | 50 | | 436–440 | 88 |
| 61–65 | 13 | | 251–255 | 51 | | 441–445 | 89 |
| 66–70 | 14 | | 256–260 | 52 | | 446–450 | 90 |
| 71–75 | 15 | | 261–265 | 53 | | 451–455 | 91 |
| 76–80 | 16 | | 266–270 | 54 | | 456–460 | 92 |
| 81–85 | 17 | | 271–275 | 55 | | 461–465 | 93 |
| 86–90 | 18 | | 276–280 | 56 | | 466–470 | 94 |
| 91–95 | 19 | | 281–285 | 57 | | 471–475 | 95 |
| 96–100 | 20 | | 286–290 | 58 | | 476–480 | 96 |
| 101–105 | 21 | | 291–295 | 59 | | 481–385 | 97 |
| 106–110 | 22 | | 296–300 | 60 | | 486–390 | 98 |
| 111–115 | 23 | | 301–305 | 61 | | 491–495 | 99 |
| 116–120 | 24 | | 306–310 | 62 | | 496–500 | 100 |
| 121–125 | 25 | | 311–315 | 63 | | 501–505 | 101 |
| 126–130 | 26 | | 316–320 | 64 | | 506–510 | 102 |
| 131–135 | 27 | | 321–325 | 65 | | 511–515 | 103 |
| 136–140 | 28 | | 326–330 | 66 | | 516–520 | 104 |
| 141–145 | 29 | | 331–335 | 67 | | 521–525 | 105 |
| 146–150 | 30 | | 336–340 | 68 | | 526–530 | 106 |
| 151–155 | 31 | | 341–345 | 69 | | 531–535 | 107 |
| 156–160 | 32 | | 346–350 | 70 | | 536–540 | 108 |
| 161–165 | 33 | | 351–355 | 71 | | 541–545 | 109 |
| 166–170 | 34 | | 356–360 | 72 | | 546–550 | 110 |
| 171–175 | 35 | | 361–365 | 73 | | 551–555 | 111 |
| 176–180 | 36 | | 366–370 | 74 | | 556–560 | 112 |
| 181–185 | 37 | | 371–375 | 75 | | | |
| 186–190 | 38 | | 376–380 | 76 | | | |

# Copy/Spell/Fix Worksheet 24

Name _____   Date _____

| | Word | Copy | Spell | Fix |
|---|---|---|---|---|
| 1 | sky | | | |
| 2 | figure | | | |
| 3 | myth | | | |
| 4 | biography | | | |
| 5 | service | | | |
| 6 | dilemma | | | |
| 7 | resume | | | |
| 8 | influence | | | |
| 9 | delight | | | |
| 10 | torso | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

# Copy/Spell/Fix Worksheet 96

Name _____     Date _____

| | Word | Copy | Spell | Fix |
|---|---|---|---|---|
| 1 | revolt | | | |
| 2 | somber | | | |
| 3 | wheeze | | | |
| 4 | method | | | |
| 5 | collaborate | | | |
| 6 | catastrophe | | | |
| 7 | diversion | | | |
| 8 | idle | | | |
| 9 | multitude | | | |
| 10 | squelch | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

# Digital Activity Tracker Instructions

Have students track their progress and summarize their learning in the *FLEX Literacy* ™ Digital Experience on the Digital Activity Tracker sheet.

Give each student a copy of the Digital Activity Tracker. Instruct students as follows:

You will keep a summary of the activities you complete each day. After you have completed your work on the computer, record the activities you completed and the date you finished. In the third column, write a short explanation of the activity, or give an example of something you learned as you completed the activity.  For example, *I learned how to find the main idea in a text.*  **OR** *An example of a main idea is...*

Work with each student to set a goal for the number of activities to complete each day. The goal can be increased as students progress through the program. Instruct students as follows:

I will talk to each of you about your daily activity goal. We will agree on the number of activities you should try to complete each day.

Periodically review each student's Tracker, reviewing activities and summaries with the student. You can use the Tracker as part of the strategy for determining student progress through the program as well as individual remediation needs. The Tracker can also serve as a tool to keep families informed of student progress.

# Digital Activity Tracker

Name_____    Daily Activity Goal_____

| Activity Completed | Date | List an example of one thing you learned. |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**Repeated Reading 1 – Lesson 44; Lesson 46**

      Tam heard her cell phone ring. It was her brother, Tad. He was by the pond and wanted to meet her.

      It was a quick trip because the little pond was close. Only a few people were there. Tam saw Tad standing beside a shack. A fern grew near the shack, and some cats were sitting near the fern.

      Tad did not know what to do. He thought the cats were lost. Tam thought so, too. They had a new idea. They would call Mom. She was a nurse.

      Mom said to wait. They sat on a rock, and in a short time Mom came. She had a quilt. They would take the cats to a friend. He was a vet. He took care of pets.

      They went to the vet. He took the cats. He would check them first. Then he would find them a home. Tam and Tad were happy.

An unusual connection exists between horse racing and women's hats that goes back hundreds of years.

The story begins in 1711, when Queen Anne of England bought a tract of land near Windsor Castle, her family's home. She was interested in horses, and the land seemed to be the perfect property on which to raise and race them.

A few races were held there each year, and the events associated with those races have evolved into a celebration of the English nobility. As you can imagine, it was not long before the actual racing became secondary to the event's function as a display of social status among the wealthy. In fact, it has been described as a garden party with racing added.

The Royal Ascot, as the series of the most important races is called, is a five-day event. In keeping with the importance the British place on horseracing, a strict dress code for men, women, and children is enforced at the Ascot. The highlight of the event is the third day, also known as Ladies' Day, when the most prestigious race, the Gold Cup, is held. Formal daytime wear is required, with men wearing a long tailcoat or cutaway, a waistcoat, and a top hat, and women wearing short summer dresses and hats.

Ladies' Day is the excuse for another competition: Which woman will wear the most beautiful or unusual hat? While this is not a formal contest and no prizes are awarded, it is so remarkable as to be newsworthy. The hats are featured in newspapers, magazines, television, and the Internet, and range from the tasteful, of which there are few, to the outlandish, of which there are many. One year, observers spotted a hat that consisted of a plate of sausages, beans, and a fried egg.

# Independent Reading Activities

**Reader Response Letters**

Write a letter to your teacher after every chapter about what you are reading. Use one or more of the sentence starters below to help you.

- ➢ I wonder…
- ➢ I notice…
- ➢ I'm not sure…
- ➢ I was surprised…
- ➢ I like the way the author…

Turn in and your teacher will write you back!

## Double Entry Journal

Divide your paper into two columns. As you are reading, write quotes from the book that interest you on the left side, and your thoughts on the quote on the right side.

| Interesting Quote | My Thoughts |
| --- | --- |
| | |

## Sticky Thoughts

While reading, use sticky notes to record your thinking. You can use the thinking stems below:

- ➤ I predict…
- ➤ I wonder…
- ➤ I visualized…
- ➤ I inferred…
- ➤ The most important part was…

**Book Review**

Pretend you are a book reviewer for the school newspaper.  Write a book review including the following details.  Don't forget to use the writing process (brainstorm, draft, revise/edit, final draft)!

> Title, author and genre
> Description of the setting and the characters
> General idea of the plot without giving away surprises
> Theme of the book
> Your opinion of the book and why someone should read it

**Create a New Book Cover**

Fold a white piece of paper in half.  On the outside, create a new book cover for the book.  Include the title, author, and artwork.  On the inside of the folded paper, write a short summary of the book.

**Book Commercial**

The goal of a book commercial is to make your audience want to read the book. Keep these tips in mind as you are planning your commercial:

➢ Keep it under 5 minutes
➢ Include the title, author, characters, and plot (but don't give away too much!)
➢ Start with an attention grabber, end with a cliff hanger
➢ Practice

Let your teacher know when you are ready to present! You may also include technology.

**Word Splash**

Create a word splash using www.wordle.com or on a piece of paper using words you feel best describe the book. Then on a separate document/piece of paper, list the words used and why you chose them.

Sometimes it is hard to know if the events in a book could really have happened. Below is a sample of what you might think about if you had just read the book *Patrol: An American Soldier in Vietnam*. Give your thoughts about the book you're reading!

I *do* believe this story is true because *I think soldiers probably get scared in wars. They are scared of being shot. They wonder about the enemy and where the enemy soldiers are.*

These events in the story could happen:

*Soldiers have gunfights with the enemy.*

*Soldiers think about people at home they love.*

*People in the army get tired, and they are scared.*

These events in the story could not happen:

*Two soldiers would not look at each other without shooting their guns.*

*Birds do not feel sad about things they see.*

## Wrap Up

This is a *fiction* story. I *believe* the events could happen as the author wrote them.

SRA **FLEX** LITERACY™

**Name**_____  **Book**_____  **Date**_____

Give your opinion about the book you read!  Is it true? Could it really have happened this way?

I _____ believe this story is true because _____
    do/do not

_____

_____

_____

These events in the story could happen: _____

_____

_____

_____

These events in the story could not happen: _____

_____

_____

_____

## Wrap Up

This is a _____ story. I _____
    believe/do not believe           believe/do not believe
the events could happen as the author wrote them.

# Implementing Pre-Project Lessons

Pre-Project Lessons can be implemented however they work best in the classroom. Lessons are listed in a suggested order, but they are not interdependent and can be taught in any order. Below are three possible approaches.

## All at Once
With this approach, use the lessons in the order they are listed before beginning any projects for the year. Help students practice and develop all needed skills before they use them in a project.

## Just In Time
With this approach, use the lessons in clusters before each section of the first project of the year.

> Lessons 1-3 before Day 1 of your first project.
> Lessons 4-9 before beginning research in the first project.
> Lessons 10-12 before writing process begins
> Lessons 13-15 before presentations are developed
> Lesson 16 before Day 15 of your first project

## As Needed
With this approach, teachers will use more of a menu approach to the topics, choosing only the topics students need most. This approach is not recommended for a first year in *SRA FLEX Literacy*™, but might be used in later years of the program as a refresher.

## Referencing Pre-Project Information
In Lesson 3, students create a Foldable® Pre-Project Organizer that contains all the pertinent information from the Pre-Project Lessons. Encourage students to reference the information in this booklet throughout the year to support their development of personal responsibility for learning.

## Pre-Project Lessons

Lesson 01: Project Team Roles & Team Decision Making

Lesson 02: Active Listening & Participation

Lesson 03: Making and Using Foldables®

Lesson 04: Computer Basics

Lesson 05: Library & Media Research Skills

Lesson 06: Internet Research

Lesson 07: Evaluating & Documenting Sources

Lesson 08: Taking Notes

Lesson 09: Summarizing a Text

Lesson 10: The Writing Process and Six Traits of Writing

Lesson 11: English Language Arts Writing Conventions

Lesson 12: Word Processing Basics

Lesson 13: Using Visuals

Lesson 14: Creating Slide Presentations

Lesson 15: Presenting a Project

Lesson 16: Project Assessment & Reflection

# Lesson 06: Internet Research

Objective: Develop and use search terms, use a variety of search engines, and bookmark sources

**Before lesson:** Locate and preview Tech Tutor video entitled *Searching the Internet* in FLEXWorks.

## Teach
Play Tech Tutor video *Searching the Internet.* Say: As you work on projects, you will need to do research on a computer. You will use a search engine to find information about your topic. Here are five steps to follow when researching on a computer.
Explain to students the following steps for conducting research on a computer:
**1. State your topic.**
Either assign a topic or have students pick simple topics to research as practice. Think about the questions you want to answer. Use ideas from the video to refine the topic.
**2. Brainstorm key words.**
Help students generate key words to search for information. List important words from your research questions, and brainstorm other related words.
**3. Combine key words into search terms.**
To narrow your search, link key words to make the search more specific.
**4. Search for information.**
Have students browse websites and choose two possible information sources to examine. Help them complete the questions listed under each one with simple yes or no answers. Explain that you will use these sites in Lesson 7 for evaluating websites.
**5. Bookmark useful websites.**
Have students bookmark websites they find using your chosen method of bookmarking. Consider whether teams will use the same computers each day, and choose a bookmarking method that will work for your situation. Web-based bookmarks may be better if teams will use a variety of computers.
Encourage students to use folders to organize bookmarks by topic or project,. Have them practice returning to the sites they have bookmarked, and even have them name the bookmarks rather than using the default title of the site.

# Internet Research

**Name** _____ **Date** _____

1. **State your topic.**

We want to know about _____.

2. **Brainstorm key words.**

_____

_____

3. **Combine key words into search terms.**

_____

4. **Search for information.**

Website 1: _____

    Is it .com, .org, .edu, or .net? _____  Are there ads on the page? _____

    Do you have to register or provide personal information to use the site? _____

    Does the site have an author or a Contact Us button? _____

    Is the site selling anything? _____

    Does the site have a lot of information about your topic? _____

    Do you think this website would be helpful? _____

Website 2: _____

    Is it .com, .org, .edu, or .net? _____  Are there ads on the page? _____

    Do you have to register or provide personal information to use the site? _____

    Does the site have an author or a Contact Us button? _____

    Is the site selling anything? _____

    Does the site have a lot of information about your topic? _____

    Do you think this website would be helpful? _____

# Using Writing Exemplars to Support Student Writing

**Assessing Student Writing in The Project Experience**

Most writing in The Project Experience is done using writing frames to support student success and scaffold instruction. Some writing in The Project Experience is done independently, but much of the writing using these writing frames is created as a team. This allows project team members to support one another's skills in reading, writing, and technology. Writing should be assessed based on the five-point scale provided, but it is **not** equated to percentages. A score of 4 meets all expectations at grade level.

A writing sample that earns a **1** (incomplete) on the writing assessment guide would typically:
- be incomplete
- show no effort
- show little understanding of the research
- have spelling and grammar errors that make comprehension difficult

A writing sample that earns a **2** (does not meet most expectations) on the writing assessment guide would typically:
- be mostly complete
- show little effort or teamwork
- show some understanding of the research
- include weak detail or few examples
- have spelling and grammar errors that are below grade level

A writing sample that earns a **3** (meets most expectations) on the writing assessment guide would typically:
- be complete
- show effort and some teamwork
- show understanding of the research
- provides details inconsistently
- have a minimal number of spelling and grammar errors

A writing sample that earns a **4** (meets expectations) on the writing assessment guide would typically:

- be complete
- show a great deal of effort and teamwork
- exhibit understanding of the research
- provide examples and details where needed
- show effort in editing, even if writing is not flawless

A writing sample that earns a **5** (exceeds expectations) on the writing assessment guide would typically:

- be above grade level for students on the team
- show great effort and deep understanding of the research
- show attention to detail beyond grade level
- incorporate ideas beyond the writing frame
- NOTE: Students should not earn a **5** on a project unless they are meeting most exit criteria. This score should be reserved for exceptional performance and effort.

**Teaching with Writing Exemplars**

SRA FLEX Literacy™ provides examples of writing that can be assessed as a **2** (does not meet most expectations) and writing that can be assessed as a **4** (meets expectations). The two examples can be used by teachers to inform assessment of their own students' writing, and they can also be used to support student learning.

To use Writing Exemplars with students, a teacher can open the writing frame on a project's ePresentation and complete the writing frame with the provided exemplar text (either the one that meets expectations or the one that does not, depending on the lesson objectives), editing it as it best suits his or her students.

A teacher should discuss with students what is correct or incorrect about the exemplar and guide students to a better understanding of what they need to do in order to be successful. She or he can make grammatical errors that are commonly made by the students. Alternatively, he or she can use the exemplar to show students how to do a particular skill well, such as incorporating quotes or statistics into text.

Teachers are encouraged to save exemplar writings from their students to use in subsequent years as exemplars.

★★

## Opinion Speech

**My favorite type of playground equipment is** are jungle gym. **I like** playing on it **because** I'm climbing to the top **and** it feels great to hang upside down. **I think we should have this at our playground because** it's good for your mussels. **Also,** a bunch of kids can play on it so there isn't fights over sharing it. **In conclusion,** jungle gyms are for kids our age cause they give exercise and use mussels.

## Playground Proposal

**Title (name of Playground Proposal)** Playgrounds are good for kids.

**Playgrounds are important because** of exercise and giving kids a place and time to act like kids. **We propose to create a** playground for the whole school where theres enough stuff for everyone to play. **We want to create this because** we need more time to run.

**The equipment we want to include is** jungle gym and swings plus some big slides. **We estimate that the costs will be** thousands and thousands of dollars. **We would need a total budget of** twenty thousand dollars.

**The health benefits of this playground are** it makes your muscles stronger. **Specifically,** the slides help cause they teach you balance and not to be scared of hiegts. **Some safety concerns with this playground are** it's very expensiv. **For instance,** our school doesn't have that much money.

**To create this playground, we will need to** raise money and also find a good place to build it. Stores and our families **might be able to help us create the playground** by donations or working on the playground when its built.

**In conclusion,** please help us build a new playground because it will help us in school.

★ ★ ★ ★

## Opinion Speech

**My favorite type of playground equipment is** the fort with climbing walls and monkey bars. **I like** climbing it with my friends **because** I like to climb walls like Spiderman **and** it feels cool to hang upside down. **I think we should have this at our playground because** it gives kids a way to build muscles and it also is good for balance too. **Also,** its big enough that a bunch of kids can play on it at the same time, so there won't be fights. **In conclusion,** jungle gyms are the best playground equipment for kids our age.


## Playground Proposal

**Title** Playgrounds are Serious Business

**Playgrounds are important because** they give kids the chance to burn energy and forget about school for awhile and also they help us learn to not fight and share so everyone has turns. **We propose to create a** playground big enough for the kids to play and even has stuff for the kids with special needs to do. **We want to create this because** it help us do better in school instead of wanting to be outside with friends.

**The equipment we want to include is** a jungle gym, different kinds of swings and a slide that twists like corkscrews. **We estimate that the costs will be** more than $10,000 but less than $50,000. **We would need a total budget of** at least $30,000 to afford the equipment we really want to have. We looked at different prices on the internet and saw this was about how much it cost.

**The health benefits of this playground are** that it will help kids exercise to get healthier, plus it also helps us with the ability to make your hands and eyes do what you want them to. **Specifically,** the slides help cause they teach you balance and not to be scared of heights plus learning how to climb a ladder.

**Some safety concerns with this playground are** slip out of swings or maybe twisting yourself on the jungle gym. **For instance,** kids have to not stand at the end of the slide so they don't get hit.

# FLEX WORKS™ **Resources**

*FLEXWorks* Resources offer quick access to a variety of tools to support the implementation of *SRA FLEX Literacy™* in the classroom.

## *FLEXWorks* Tutorials

These tutorials address commonly used tasks to support teachers working within *FLEXWorks*. Topics include

- Introduction Tutorial
- Creating and Managing Your Profile
- Managing Students
- Calendar Overview
- Gradebook Overview
- Classroom Overview
- Reports Overview
- Uploading Users
- Adding/Editing Users
- Scheduling
- Creating Classes
- Exporting & Printing Reports

- The Print Experience Schedules
- The Print Experience Objectives & ePresentation
- The Project Experience Schedules
- The Project Experience Objectives & ePresentation
- Grading The Print Experience
- Grading The Project Experience
- Managing Instruction
- Mastery Checks and Individualized Instruction
- Grading Fluency Activities

## eInservice Modules

Learn how to implement *SRA FLEX Literacy™* in the classroom. Topics include

- Program Overview
- The Digital Experience: Managing the Curriculum
- The Digital Experience: Student Walkthrough
- The Print Experience
- The Project Experience
- *FLEXWorks* Online Teacher Tool

**SRA FLEX Literacy™ in the Classroom Video Library**  View classroom videos demonstrating best practices with *SRA FLEX Literacy™* and program authors discussing foundational aspects of the program.

- *Gradual Release of Responsibility* with Dr. Nancy Marchand-Martella
- *Preparing Students for Success* with Dr. Ron Martella
- *Meeting the Standards* with Dr. Nancy Marchand-Martella
- *The Importance of Text Evidence* with Dr. Doug Fisher

# Professional Development

The best educators are those who constantly strive to improve themselves and their practices. To ensure teacher and student success, McGraw-Hill Education offers online courses and in-person training for our programs. This gives our teachers a deep knowledge of effective implementation strategies and instructional practices.

### Professional Learning Environment

*SRA FLEX Literacy™* includes access to the Professional Learning Environment (PLE). The PLE is relevant, practical, and directly connected to *SRA FLEX Literacy™*.

This online environment offers:

- **24/7 access** to program support.
- **An Online Professional Community** allowing opportunities for teacher collaboration. Discussion boards make it easy to collaborate and share with teachers in their community and with districts across the country.
- **Interactive learning modules** and instructional resources that promote comprehensive program knowledge.
  - *SRA FLEX Literacy™ Quick-Start Course*, providing all the tools teachers need to begin teaching the program with confidence.
  - *SRA FLEX Literacy™ Implementation Course*, offering a deep dive into both program pedagogy and digital tools, allowing teachers to implement all program components successfully.
- A **Professional Resource Library** that provides additional instructional support for many topics, including
  - Home to School Connection – offering teachers strategies for connecting and communicating with families, including Family Letters in English and Spanish,
  - Accessibility – supporting teachers with instructional strategies that can be used in any classroom to support students with disabilities, and
  - Entrance and Exit Criteria – providing guidance on student placement and offering quantitative metrics and qualitative measures to guide a teacher's evaluation of student readiness to exit the program.
- **Certificates of completion** available for all online courses provide a pathway to gaining CEU credits.

# List of Parent Letters

Capstone – Beginning of Year

Animals in the Classroom

Down the Drain

Exploration Journal

Eye of the Beholder

Families on the Move

Formula for Fitness

Good Eating

Helping Hand

I Am a Rock

Inventions

It's a Mystery

Location Location Location

Moving to Mars

New at School

Our Town

Plan a Playground

Service Dogs

Sky Book

Capstone – End of Year

# Communicating with Parents, Families, and Caregivers

**Connect with parents and caregivers using a method that supports their needs.**

Annual or twice-yearly parent conferences are a great opportunity to have clear conversations that focus on achievement and opportunities for continued practice and growth.

Some families or guardians may be unable or unwilling to attend an on-site meeting; for these families phone calls, emails, and even text messages might be a preferred method of communication.

- Talk to families and guardians about the best way to connect with them.

- Provide options and make it clear that the best option is the one that makes it so they can communicate with you.

- Establish this method early in the school year in order to maximize the opportunity for communication.

- Work with school administration and/or the school guidance counselor or community support programs if you're having trouble connecting with a family.

- Be persistent but also understand that there are many reasons why families or guardians might have difficulty communicating with you. Make it clear to them that you will look for options that help to remove any barriers they may be having.

**Use simple reports.** *SRA FLEX Literacy* provides a wide variety of reporting features, some of which are great to share with families. The Student Snapshot Report shares Lexile™ information as well as student successes and growth. Send this report home quarterly to provide a quick overview of how students are achieving their reading goals.

**Use program tools.** *SRA FLEX Literacy* also provides Parent Letters that provide an introductory glimpse of what will happen in The Digital Experience and The Print Experience. Letters are also available for each of the research projects in The Project Experience. All letters are available on *FLEXWorks.*

Communication with student families and caregivers is an important component of student success. Families and others at home can help extend the instruction that is occurring in the classroom. Research shows that open lines of communication support and promote student achievement.

Dear Family:

A solid foundation in reading is essential to your student's future. Our school is committed to helping all students become strong, fluent readers. To achieve this goal, we use the *SRA FLEX Literacy*™ program, designed as an intervention program to help young readers improve in reading comprehension and fluency. *SRA FLEX Literacy*™ uses powerful tools and well-researched teaching methods to ensure students master the reading, writing, and critical thinking skills they will need to succeed in school, at work, and in the community.

*SRA FLEX Literacy*™ includes three unique experiences: a data-driven Digital Experience, teacher-guided learning in the Print Experience, and exciting, hands-on, multimedia research assignments in the Project Experience. Each Experience uses rich, inspiring content to thoroughly teach and provide extensive practice in the reading, writing, and critical thinking skills required by the California Common Core State education standards. You can learn more about these standards on the California Department of Education Website at http://www.cde.ca.gov/re/cc/.

*SRA FLEX Literacy*™ is structured to allow each student to work at her or his own pace, which provides the support students need to become confident, independent readers. To encourage continued reading, the program includes a library of high-interest reading selections spanning a wide range of subject areas. Selections include classic literature and poetry, fresh new stories and nonfiction and informational readings, and plays performed as readers' theater. These selections are written by, for, and about people of many different cultures and backgrounds.

*SRA FLEX Literacy*™ also includes tools that keep students informed of their progress and performance, but the program's goals go far beyond testing. Your student will spend most of his or her time actively learning valuable literacy skills. This positive, encouraging approach focuses on making sure students learn real-world literacy skills that will benefit them all their lives.

You can support your child's progress and achievements by asking him or her questions such as:

- What vocabulary terms have you learned? What do they mean?
- What topic are you reading about and/or researching?
- Why is this topic important?
- What do you already know about this topic?
- What is the opinion of the writer, if any? What evidence does the writer offer to back up this opinion?

- What is your opinion about this topic? Why do you say this? What evidence are you basing your opinion on? How does this topic relate to our community? To the world?
- What tools are you using for your research? For your presentation?
- What else do you want to learn about this topic? What new topics do you want to explore?

Answering questions about something they have read gives students a sense of pride in their knowledge and abilities. Discussing topics from reading selections is also a great way to inspire conversations and communication between students and families.

Please contact me if you have questions.

Teacher _____School_____Date_____

Querida familia:

Una base sólida en la lectura es esencial para el futuro de su estudiante. Nuestra escuela tiene el ompromiso de ayudar a todos los estudiantes a convertirse en lectores fluidos y fuertes. Para lograr este objetivo, utilizamos el programa *SRA FLEX Literacy*™, diseñado como un programa de intervención para ayudar a los jóvenes lectores a mejorar la comprensión y la fluidez de la lectura. **SRA FLEX Literacy**™ utilize potentes herramientas y métodos de enseñanza bien documentados para asegurarque los estudiantes dominen la lectura, la escritura y las habilidades de pensamiento critic que necesitarán para tener éxito en la escuela, en el trabajo y en la comunidad.

**SRA FLEX Literacy**™ incluye tres experiencias únicas: una experiencia digital pordatos, aprendizaje en la experiencia de impression, dirigido por la maestra, y actual y emocionante tareas de investigación multimedia en el Project Experience. Cada experiencia utilize contenido rica y inspirante para enseñar a fondo y proporcionar una amplia práctica en la lectura, escritura y habilidades de pensamiento critic requerido por las normas de educación de Common Core del estado de California. Usted puede aprender más acerca de estas normas en el Departamento de Educación de California en http://www.cde.ca.gov/re/cc/.

**SRA FLEX Literacy**™ está estructurado para permitir que cada estudiante trabaja en su propio ritmo, que ofrece apoyo a los estudiantes que lo necesitan para convertirse en lectores, seguros e independientes. Para fomentar la lectura continua, el programa incluye una biblioteca de selecciones de lectura de alto interés que abarcan una ampliagama de temas. Las selecciones incluyen literature clásica y la poesía, nueva shistorias y no ficción y lecturas informativas, y obras de teatro realizado como teatro de lectores. Estas selecciones están escritos por, para y acerda de la gente de muchas culturas distintas y fondos diferentes.

**SRA FLEX Literacy**™ también incluye herramientas que mantienen informados los estudiantes de su progreso y su ejecución, pero los objetivos del programa van mucho más lejos de las pruebas. Su estudiante pasará la major parte de su tiempo aprendiendo activamente valiosas habilidades de alfabetización. Este enfoque positivo, se centra en hacer que los estudiantes aprenden habilidades de alfabetización del mundo real que les beneficien por toda la vida.

Usted puede apoyar el progreso y los logros de su hijo/apreguntadole el siguiente:
- ¿Qué vocabulario ha aprendido? ¿Qué significa?
- ¿Qué tema estás leyendo o investigando?
- ¿Porqué es importante este tema?
- ¿Qué es lo que ya sabe de este tema?
- ¿Cuáles la opinion del escritor, si tiene? ¿Qué pruebas ofrece el escritor para respaldar esta opinión?
- ¿Cuál es su opinion acerca de este tema? ¿Porqué dices eso? ¿En que pruebas se base su opinion?
- ¿Cómo relaciona este tema con nuestra comunidad? ¿Con el mundo?
- ¿Qué herramientas estáutilizando para su investigación? Para su presentación?
- ¿Qué más quiere aprender acerca de este tema? ¿Qué nuevos temas quiere explorar?

Contestando a pregunta ssobre algo que han leído ofrece a los estudiantes un sentido de orgullo en sus conocimientos y habilidades.También discutiendote mas de selecciones de lectura es una buena manera de inspirar a las conversaciones y la comunicación entre los estudiantes y las familias.

Por favor, pónagase en contacto conmigo si tiene preguntas.

Profesora:_____ Escuela:_____Fecha:_____

# Letter to Home

## *Walking in Their Shoes* Project Introduction Letter

Dear Family:

The Project Experience of the *SRA FLEX Literacy*™ program supports students in building practical reading and writing skills as they create multimedia projects in project teams. In *Walking in Their Shoes*, student project teams research historical figures and social network fan pages. From their research, they will write a fictional journal entry from the point of view of a historical figure at a specific time in his or her life. Then, they will create a social network fan page for a historical figure chosen by the team.

Help your student consider the following questions in preparation for research:

- Why is this topic important to research?
- What do I already know about this topic?
- How does it relate to my community or the world at large?

---

## Carta de presentación del Proyecto de *Caminando en sus zapatos*

Querida familia:

El *SRA FLEX Literacy*™ Project Experience apoya a los estudiantes en el desarrollo de habilidades prácticas de lectura y escritura, ya que crean proyectos multimedia en equipos de proyecto. En *Caminando en sus zapatos*, los equipos del proyecto estudiantil investigan figuras históricas y páginas del aficionados de la red social. A partir de sus investigaciones, escribirán una entrada de diario de ficción desde el punto de vista de una figura histórica en un momento específico en su vida. Entonces, van a crear una página de aficionados en la red social de una figura histórica elegida por el equipo.

Ayude a su estudiante considerar las siguientes preguntas en preparación para la investigación:

- ¿Por qué es importante investigar este tema?
- ¿Qué es lo que ya sé de este tema?
- ¿Cómo relaciona esta tema con nuestra comunidad? ¿Con el mundo?

**SRA**

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**E**